

PUNISHMENT IN SCHOOLS: PERSPECTIVES OF PARENTS,
TEACHERS AND PUPILS

BY

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DEDICATION


To my family TENDANI and LEBOGANG MAKHADO

AND

In memory of my grandparents LAZARUS and SINAH KOOLE

DECLARATION

I declare that the dissertation for degree of Master of Arts (Research Psychology) in the Department of Psychology at Rhodes University hereby submitted, has not previously been submitted by me for a degree at this or any other university, that it is my own work in design and execution and that all material contained herein has been acknowledged.


.....
S.D. SEDUMEDI

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ABSTRACT

While some research has been done on the use of corporal punishment in South African schools, there is a dearth of research on other forms of punishment and little has been done to research the meaning of punishment. This study explores the meaning of punishment in a high school context and focuses on the different attitudes of parents, teachers and pupils, with a view to identifying, in particular, how they justify the use of punishment.

A sample of 50 pupils, 30 teachers and 30 parents were selected for the study. Focus groups and a questionnaire with closed and open-ended questions were used to collect the data. The questionnaire was constructed to explore themes which emerged in the focus group discussions.

Results were grouped into themes and arranged by tables, and the Chi-square test of statistical significance was used to analyze some of the data. The results show that the meaning and the approach to punishment is differently construed by participants. Parents construe punishment as an educative instrument and a disciplinary measure used for the good of pupils and the society. Teachers see it as a disciplinary measure, a strategy used for effective learning, and a negative stimulus used to inflict pain towards the goal of an orderly school environment. To pupils the punishment scene provides an opportunity for what they perceive as sadistic enjoyment and as something negative which is used by teachers to vent their own frustrations.

Participants agree that clear, consensually agreed upon rules should be set to regulate school behaviour and that there should be clear and consensually agreed upon ways of ensuring that these rules are adhered to; and constructive ways of dealing with violation of these rules. The central concern seems to be to move away from a retributive, punitive mode of thinking about punishment, towards a purposeful one. The implications of the research findings are discussed in the context of existing literature in the area and in relation to policy development.

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CHAPTER 1

INTRODUCTION

1.1 PUNISHMENT IN SCHOOLS: AN INTRODUCTION

The use of punishment is deeply ingrained within the South African schooling system and it appears that its meaning and justification has not been sufficiently researched, reflected upon or questioned. While the relative merits and demerits of corporal punishment have been researched and debated upon at some length (Bray, Van Wyk, Oosthuizen, 1989; Monyooe, 1987; Rice, 1987; Sihlangu, 1992), there has been relatively little research on the 'meaning of punishment' in a more general sense, at least in the South African context. It is therefore suggested that in the context of the current initiatives aimed at reforming educational policy in South Africa, there is need for such research.

Questions about the use of punishment and about what might constitute it can only be addressed in relation to the ethical, social and cultural backgrounds of the people concerned (Dixon, 1967; Jackson, 1991; Mwarwenda, 1989). Such questions should be separately addressed to parents, pupils and teachers; and a further justification for this need will be provided.

According to Zeidner (1988) the emphasis of research on disciplinary issues in schools must involve a thorough exploration on views of students as recipients of punishment. However, this will not be enough as it will leave out teachers and parents as punishing agents and as interested parties in the educational socialization of pupils. The present research fulfils the need for inclusiveness by incorporating all three players within its design.

Payne and Hinds (1986) contend that parents and teachers have different perceptions of each others' roles. They also show the need to explore their perceptions on the use of punishment in schools so as to clarify the expectations of each party.

Thus, it is suggested that research on punishment in the high school context should bear in mind the demands of pupils to have a say in matters concerning their own education (Ngcobo, 1988; Zeidner, 1988), the needs of parents to have a voice in determining the type of education which their children receive, and the needs of teachers wanting to provide an effective educational environment for pupils.

In South Africa there is a unique set of relationships between parents, teachers and pupils in schools in terms of the problem of having adults in the high school. The relationships between these adults, parents, and children are complex due the fact that the adults would not like to be treated as children (although they are attending school with the children). In the process of education reform it is necessary to take into consideration the perspectives on punishment held by these three parties; and to consider what they regard as preferable and justifiable ways of dealing with pupils whose behaviour is regarded as troublesome and needing to be discouraged.

1.2 Goals of the study

The general purpose of the present study is to develop a grounded theory through quantitative and qualitative analysis, of the meaning of punishment in schools. The following are the specific goals of the study:

- 1.2.1 To examine the meaning of punishment for parents, teachers and pupils in a high school context
- 1.2.2 To examine the perspectives held by parents, teachers and pupils on alternatives to punishment
- 1.2.3 To examine the attitudes of parents, teachers and pupils to different forms of punishment
- 1.1.4 To reflect on the commonalities and differences between the perspectives of parents, teachers and pupils and to explore the implications thereof for policy formulation in this area

CHAPTER 2

LITERATURE REVIEW

2.1 THE DEFINITION OF PUNISHMENT

Several interpretations have been assigned to the concept of 'punishment' and these include how it should be meted out, objective and subjective views regarding its morality, and justification of the manner of its application in various institutions in the society (Bean, 1981; Dixon, 1967; Foucault, 1979; Rich, 1982). In this regard, the objective and subjective views on the application of punishment depend on the circumstances of whether one is a punishing agent or the punisher. Both the punisher and the person who is being punished will have different interpretations of punishment (Bean, 1981; O'Leary & O'Leary, 1972).

Controversy concerning the application of punishment is partially due to the fact that it is a vague term which has been assigned different meanings in different institutions (Acton, 1969; Bean, 1981; Dictionary of philosophy, 1990). For example punishment is used to refer to consequences of natural misfortune, a rightful act of vengeance, the consequences of poor health habits such as excessive smoking (Dictionary of philosophy, 1990), and the scientifically justifiable principle of negative reinforcement as explained by the theorists of behaviourism.

In order to avoid the confusion created by numerous and divergent understandings of punishment, it is necessary to provide a definition at the outset which this study regards as its point of departure. The following working definition will be adopted:

The word in its full and central sense may be defined as the intentional infliction by some authority upon an offender, of some penalty intended to be disagreeable, for some offence against rules authorized by that authority. The reference to intention and authority are both essential.

(Dictionary of philosophy, 1979, p.293)

Punishment in this sense will be understood as an intentional imposition of a penalty in response to behaviour which is perceived by the punisher to be anti-social, disruptive, maladaptive, or non-cooperative; and which is justified by the punisher in the punishment context (in this case the educational context).

The above definition of punishment is also used to draw a line of demarcation between punishment and other related concepts such as discipline, reform, retaliation and revenge. Unlike in the case of the above-mentioned concepts, 'guilt' is the fundamental criterion for using punishment. Dixon (1967) maintains that we cannot talk or write of punishing the innocent; such as in the case of the boxer 'handing out punishment', for neither of the opponents in a boxing match is guilty. Dixon goes on to say that we cannot even speak of natural disasters such as earthquakes or floods as punishment unless we attribute them to an enraged deity or an evil.

So in the case of this study it is accepted that punishment is deemed to occur only in contexts where the relationship between guilt and the nature of punishment are clearly defined (cf. Foucault, 1979).

In reality the term punishment is much more loosely applied and it is conceivable that an individual may use the term to reflect a range of events not included within the relatively narrow parameters of the definition that

has been provided. So, for example, punishment in any particular situation may be regarded as an act of vengeance as well as the rational imposition of a penalty in response to a transgression of previously defined norms. It is important to understand different discourses that are brought to the fore in the person's understanding of the meaning and justification of punishment.

2.2 THE USE AND JUSTIFICATION OF PUNISHMENT

There are several views on the justification of punishment: three standard justifications see punishment as retribution, deterrence, and reform (Acton, 1969; Bean, 1981; Dictionary of philosophy, 1990; Rich, 1982). There are feasibly many more.

Hart cited in Wilson, (1971) provides us with three questions on which any justification of punishment should be based. The justification of punishment should be capable of answering the following questions: (1) What is it? (2) What is it for? (3) Who should get it, and how much? According to Wilson, the first question concerns the nature of punishment, the second question seeks the justification of its purpose, the last one concerns its practical distribution. Ongoing debates about whether punishment should be on the grounds of retribution, deterrence or reform (Acton, 1969; Bean; Rich, 1982) are an attempt to come to common ground in response to these questions on the justification of punishment.

Flew cited in Dixon (1967, pp. 181-182) outline criteria for using punishment which contain an intrinsic justification:

- (a) *It must involve an evil, an unpleasantness to the victim i.e. inflicting some mental and physical*

- pain.*
- (b) *It must be of an offence and of an offender (actual or supposed)*
 - (c) *It must be the work of personal agencies.*
 - (d) *It must be imposed by an authority conferred by a system of rules against which the offence has been committed.*

Intrinsic in these guidelines of using punishment is a justification which seems to view punishment as a means of retribution (a); for a deliberate action (b, c); and which is aimed at maintaining institutional integrity (d). The point is that the prescription for applying punishment contains an intrinsic justification. Practices, on the other hand, contain justifications which are not always explicit and it is of value to look at practices within the context of their occurrence as well as the more explicit justification given in the context (Acton, 1969; Bean, 1981; Carpenter, 1974; Wilson, 1971). For this reason the research examines both the explicit and the intrinsic justifications and attempts to understand justifications beyond the explicit understanding of actions and to look at justifications which derive, for example, from the prevailing practices and institutional arrangements in schools.

2.3 THEORETICAL PERSPECTIVES ON PUNISHMENT

A number of theoretical models have been employed to describe the use of punishment in terms of aims, justifications and applications in the institutions where it is used. There are several theories of punishment which are based on philosophical arguments which seek to provide justifications for punishing. In this case only three of these theories will be looked at. They are retributive, utilitarian and the behaviourist theories of punishment.

2.3.1 THE RETRIBUTION THEORY

The main contention of the retribution theory is that guilt is the criterion for using punishment and that punishment must be directed to those who deserve it (Quinton, 1969). Deserved punishment involves matching punishment to an offence and according to Quinton (1969), this corresponds with the dictum, "an eye for an eye and a tooth for a tooth".

This approach to explaining the retributive view on punishment borders on confusing punishment with revenge and spite. However, in the case of revenge and spite, retribution contains the idea of giving back not just what one should give back, but what one would like in response to someone's actions (Wilson, 1971). The retribution theory of punishment represents a step beyond vindictiveness, where the motive for using punishment is mere revenge. According to Larson and Karpas (1963), the background of the retributive theory can be found in 'natural law'. There seem to be a natural link between punishment and an offence and maintenance of this link is often seen to be foundational to the maintenance of natural, ethical and God given standards.

Baier (1969) maintains that there is no way we can talk of punishment as being retributive unless there are people who are entrusted with the responsibility of detecting wrongdoing, laying down laws on how to deal with wrongdoers, and having rights to prohibit or prescribe regulations of what is wrong and right. In the school and home respectively, parents and teachers are usually vested with those powers. However, parents and teachers do not sit in court to come to the point that a child is guilty. This is done according to laws and regulations which are used to hold the society together (Baier, 1969).

Whereas a retribution theory of punishment following the principle of 'an eye for an eye' may be appropriate within homogenous societies which commonly subscribe to a given natural law, (eg. Thou shall not kill), it may not be appropriate in situations where the laws are merely 'regulatory'. It is hard to imagine how the breaking of certain school rules, which are merely 'local prescriptions' could be justified in terms of natural consequences.

It is also arguably a less valuable theory in situations of massive transition such as those we find in South African schools today. The school environment may have so little integrity and coherence that the whole concept of 'natural law' might be absurd and thus inappropriate.

2.3.2 THE UTILITARIAN THEORY

Utilitarians maintain that punishment serves the main purpose of deterrence, to prevent others from doing things which are regarded as offensive by the society (Acton, 1969; Bean, 1981). They view punishment as a way of saving society from people who disregard stipulated rules and laws. Laws about how people in institutions such as the family, school and church determine how people are supposed to behave, as well as provide the basis on which punishment should be meted out. The roots of the utilitarian theory lie in the assumption that man is a pleasure-seeking, pain avoiding creature (Gupp, 1971). Laws and punishment are required in order to 'socialize' this creature.

Unlike the retributivists who assert that guilt is the main criterion for punishment, the utilitarians maintain that infliction or suffering is valueless if it is not justified by considering the following values for using punishment:

- * Its preventive purpose.
- * Its deterrent consequences.
- * Its compensating effect for the victim.
- * Its reformatory purpose for the offender.
- * How it can satisfy vindictive impulses. (Quinton, 1969)

The utilitarian view stresses that punishment must be based on the following:

- (a) *The negative moral rule that one ought not to inflict pain unnecessarily (i.e. merely in order to revenge society or express its abhorrence) (cf. retribution theory).*
- (b) *Punishment ought to be regarded as a technique of social control which is justified only so long as it prevents more injury than it produces. (Dixon, 1967, p.189).*

The above reasons offered by utilitarian theorists are probably quite often applied to the school context. Harris (1928) stresses that in the school it is possible that this justification is one which may motivate school authorities but not necessarily be accepted by pupils whose feelings come more to the fore, being on the receiving end of aversive treatment. It follows that if the justification is to be accepted by all, a utilitarian theory is not satisfactory as a sufficient justification; at least in the school context (although possibly in some contexts).

2.3.3 THE BEHAVIOURIST THEORY

The behaviourists view punishment as a negative stimulus which is aimed at reducing the future occurrence of undesirable behaviour (Behr et al., 1990; Carpenter, 1974; O'Leary & O'Leary, 1972; Skinner, 1974; Thompson & Rudolph, 1992). As with the case of the utilitarian view, the behaviourists contend that pain must be inflicted to the wrongdoer as a way of maintaining order in

the society. The behaviourists also contend that the presentation of a negative stimulus (which involves infliction of pain) should be done fairly, in consideration of the rights of both the wrongdoer and the victim (Lewis, 1971). This probably also holds true for the utilitarian view and thus does nothing to clarify the distinctiveness of the behaviourist view.

The behaviourist view is, in some respect, merely a scientific elaboration of how best to effect punishment. It is a system of justification distinct from the utilitarian view only in so far as it provides a justification for particular punishment practices.

The behaviourists have identified two types of punishment based on operant conditioning, i.e. positive and negative punishment:

The term positive punishment applies to those situations in which a response is suppressed or weakened by the removal or avoidance of a positive (pleasant) consequences. Negative punishment refers to those situations in which a response is suppressed due to its subsequent negative (aversive) consequences. (Hjelle & Ziegler, 1987; p.272).

The assumption behind these two forms of punishment is that punishment which is based on the presentation of negative stimuli will encourage the person who is being punished to avoid being subjected to harm. On the other hand, punishment which is based on the removal of positive stimuli will encourage the person who is being punished to avoid at all costs being deprived of something that is a desirable feature of the everyday context (Carpenter, 1974; Fontana, 1994).

The behaviourists have developed a few groundrules which are aimed at more effective use of punishment in schools:

- * Use punishment sparingly.
- * Make clear to the child why he/she is being punished.
- * Provide the child with an alternative means of obtaining some positive reinforcement.
- * Reinforce the child for behaviours incompatible with those you wish to weaken.
- * Avoid physical punishment if at all possible.
- * Avoid punishment while you are in a very angry or emotional state.
- * Punish at the initiation of the behaviour rather than at its completion. (O'Leary & O' Leary, 1972).

For the behaviourists punishment is consistent with democratic ideology and the increase in scientific understanding of mental health and its development. The use of punishment is seen as a scientifically justifiable way of restoring the individual to socially accepted behaviour patterns (Larson and Karpas, 1963), which respect the rights and beliefs of others.

The behaviourist perspective of punishment appears to be principally a way of administering punishment, designed in such a way that punishment is effective with respect to its goals and has minimal negative consequences for the person punished. It is, like the utilitarian approach, conceived at the punisher's end of the punishment relationship. Pupils' responses to the behaviourist approach and methods seems to be an area requiring investigation.

2.4 PUNISHMENT AS UTILIZED IN THE SOCIETY

According to Fontana (1995) punishment must be looked at from different points of view: sociological, philosophical, educational, religious, psychological

and legal. This will give an understanding of why it is used in institutions where it is used. Thus, it is crucial when studying punishment to examine how it is structured in various institutions (eg. home, church and school) of the society, and its function as a disciplinary measure.

Traditionally, punishment was used as a means of maintaining order and social relations, i.e. to suppress wrong doing, to exorcise evil spirits, to please gods, to maintain discipline, and to educate children (Carpenter, 1974; De Mause, 1975; Weisser, 1979). This practice was carried out in accordance with religious and cultural beliefs maintained by the proverbs such as "spare the rod and spoil the child". In this regard the transgressor had to be punished as a way of maintaining order in the society, and also to deter others from repeating similar offences the transgressor was punished for. This goes well with the retribution theory of punishment because it maintains that punishment should be justified in accordance with the belief that it must be meted out to the wrongdoer, as a matter of 'natural consequence'.

Similarly at home and school, corporal punishment was mostly used as a means of teaching children the difference between good and bad habits which were regarded by the society as acceptable. This practice was adopted from generation to generation as a perpetual way of teaching children good manners, which was mainly done for their own good (Descombe, 1985; Neil, 1968). Perhaps this was due to the fact that most parents believed that they are what they are because of harsh forms of punishment they received from their own parents (Haviland, 1979; Neil, 1968).

According to Kohlberg's theory of the development of moral reasoning, the child must reach a certain age in order to develop a sense of obedience so as

to distinguish punishable behaviour from those that are not punishable (Louv, 1995; Siann & Ugwuegbu, 1985). This theory rests on the following assumptions:

- (a) *Moral development depends largely on the cognitions an individual has about the world.*
- (b) *The basic motivation for behaviour is a generalized motive to enhance self-esteem. That is, we wish to be moral in order to satisfy our needs to see ourselves as worthwhile individuals.*
- (c) *Major aspects of moral development are culturally universal because all cultures are concerned with social interaction.*
- (d) *Basic moral principles arise out of experiences of social interaction between the self and others.*
- (e) *It is the overall environment that is important in promoting moral development rather than single specific experiences of reward and punishment.*

(Siann & Ugwuegbu, 1985, p.148)

The child's development of moral reasoning depends on the society's rule making system. According to Piaget, the way in which the child masters these rules proceeds by degrees and during the school going age these level of moral reasoning have become fixed. This means that at this stage, children's attitudes and practices towards rules closely resemble those of adults (Rich, 1982).

What constitutes a signal that behaviour will lead to disapproval or more direct punishment varies with the culture, social class and personal experience of both the punisher and the person who is punished (Dixon, 1967; Haviland, 1979; Mwarwenda, 1989). Thus, culture defines what is socially responsible behaviour and prescribes sanctions as to how to achieve that behaviour. According to one account, in Black South African 'culture', children were punished by an adult, e.g. parents, siblings, relatives and others in the community. Now that the school has taken over as one of the major agents of socialization, the way in which the Black child is punished

has changed drastically (Hlatshwayo, 1992).

The way in which society is structured and functions influences people's perceptions about why and how punishment is used as well as the laws governing its use (Weisser, 1979). In all the institutions where it is used, punishment is a polemical issue and the laws on how it should be used have changed in correspondence to the developments experienced in the society (Descombe, 1985; Gupp, 1971). Thus, justification for punishment is dependent upon its social role and function in the society.

Punishment dealt out in South African schools is related to the harsh forms of punishment which are ingrained in the people of this country. According to newspaper reports (Klaaste, 1995; Hang them high, 1995), it seems that South Africans in the majority believe that law breakers such as car hijackers, rapists and murderers should get the most severe forms of punishment, capital punishment. But this is an issue which is contentious, and a site of heated debate. Similarly there is an ongoing heated argument about whether the use of corporal punishment in schools as well as in juvenile courts is still desirable (Rickard, 1995; Sparks, 1995). The role of punishment is also a central theme being debated (albeit implicitly in multiple public forums on the topic of the Truth and Reconciliation Commission). The point being made here is that South Africa as a country is experiencing social changes and the place of punishment in this society, and its justification, is being looked at in different contexts at the moment. There is a need to think about these matters at a more theoretical level, to decide what issues are at stake, and to find models for thinking about how to resolve such debates.

2.5 PUNISHMENT IN SCHOOLS

2.5.1 THE ROLE OF PUNISHMENT IN SCHOOLS

The use of punishment as a way of maintaining discipline in schools has been a matter of great concern and has created controversies among educators (Behr, et al, 1990; Rice, 1987; Robertson, 1981; Rose, 1984; Smith, 1976). The conflict arises because parents, teachers and pupils have different expectations of the part played by each in education (Newell, 1968).

As opposed to parents and pupils, teachers as punishing agents in schools, have legal rights to punish pupils. In South Africa the concept used in this regard is 'in loco parentis'. This means that teachers stand for parents during the course of educational activities in school. This gives them rights to use legally approved forms of punishment such as corporal punishment and detention, to maintain discipline in schools (Education Affairs Act, 1988; Education and Training Act, 1979; Oosthuizen, 1994; Smith and Cox, 1976).

There have been numerous attempts to prescribe what is considered to be appropriate punishment for pupils because there is no ideal form of punishment which fits all contexts and pupils (Fontana, 1985; Jackson, 1991; Neil, 1968; Wilson, 1971). Whether punishment in schools must be aimed at reforming, retribution, or deterrence it requires that "emphasis in classroom punishment should be on educating rather than suffering" (Jackson, 1991, p.73). Punishment used within the context of education would ideally be regarded by pupils as a restrictive and authoritative way of preventing them from undesirable behaviour and action, but must be explicitly used by teachers to achieve this (Fontana, 1985; Jackson, 1991; Ngcobo, 1988), rather than be, for example, an expression of the teacher's emotions, or an act of vindictiveness.

There are, broadly speaking, two ways in which punishment is implemented in schools: physical punishment such as caning, suspension and non-physical punishment such as scolding. The proponents of physical punishment argue that such punishment is an effective, necessary and appropriate way of maintaining discipline and order, and a means of encouraging pupils to observe and obey school rules as well as their teachers (Fontana, 1985; Jackson, 1991; O'Leary & O'Leary, 1972, Sihlangu, 1992). In this sense, punishment is commonly used in an authoritative manner as a means of producing well-disciplined, obedient, industrious, informed and skilled students (Ballantine, 1989; Patterson, 1977).

The opponents of physical punishment (especially corporal punishment) assert that it leads to pupils' loss of confidence in the teacher, and to the development of hatred for the teacher, the subject taught, learning and school in general (Behr et al., 1990; Neil, 1968; Monyooe, 1992; Ngcobo, 1988). This argument is based on a Humanistic view. According to this view pupils are responsible beings who can develop their potential by getting involved in making decisions, and acting in a responsible manner (Ballantine, 1989). Physical punishment is seen as an imposition upon pupils which does not engage with their capacity for self-responsibility and which is dehumanizing in a fundamental way, because it is aimed at a person's body, which undermines their dignity and standing as a person.

Tanner (1978, p.172) stated:

When teachers think about punishment, they think of physical 'hurt' in the form of spanking or a ruler coming down on a pupil's knuckles. Thus, teachers may say "I don't use punishment," when what they really mean is "I don't use one form of punishment, physical aversive." For there is more to punishment than corporal punishment.

This misconception regarding the use of punishment in schools is precipitated by a great deal of publicity around the subject of corporal punishment, including protests against the use of corporal punishment in schools, and court cases against teachers who misuse it (Bray, Van Wyk, Oosthuizen, 1989; Neil, 1968; Newell, 1972; Rickard, 1995).

There are regulations which must be followed by teachers when dealing with disciplinary issues in schools. In South Africa, such laws were and are still used to govern how punishment must be used for different schools in different provinces. These laws were different for Whites, Coloureds, Indians and Blacks with the exception of private schools (Prinsloo & Beckman, 1988). These laws are currently under discussion and are being amended in accordance with the changes in society (Statutes of the Republic of South Africa - Education, amended 1992).

The Education Affairs Act of 1988 and the Education and Training Act of 1979 clearly outline rules which cover the type of behaviour which is subject to punishment and the instrument which can be used to facilitate and/or to enforce the desired punishment (see appendix I).

Chapter 3 of the Education and Training Act of 1979 justifies the use of punishment as a way of maintaining the good image of the school and not necessarily for the well being of pupils. Conditions are laid down regarding the age and physical condition of pupils and the Act is discriminating in that it stresses the use of punishment on boys and not girls. This shows the need to examine the motives for using punishment in schools; to state clearly the difference or similarities between the concept punishment and corporal punishment; and to state the justification of punishment in a more

understandable manner to the people involved (Mokwana, 1994).

2.5.2 THE EFFECTS OF PUNISHMENT ON PUPILS

What a person feels when he is in a situation in which he has been punished or when he has engaged in previously punished behaviour depends on the type of punishment, and this often depends in turn upon the punishing agent or institution. If he has been punished by his peers, he is said to feel pain; if he has been punished by a religious agency, he is said to feel a sense of sin; if he has been punished by a governmental agency, he is said to feel guilt.

(Skinner, 1974, p.62)

The Skinnerian views on the effects of punishment illustrate that punishment can have different effects in different contexts, and these effects are influenced by the institutional context as well as the punishing agent concerned. The manner in which punishment is used in schools affect parents, teachers and pupils in various ways. Parents are affected in so far as they are concerned with their children's well-being and are also involved in regulating the child's behaviour; while teachers are concerned with using it in accordance with what they think is required from them in educating pupils (Jackson, 1991; O'Leary & O'Leary, 1972; Wilson, 1971). Pupils are mostly affected in that they have a direct experience with the effects of various forms of punishment (Jackson, 1991; Ngcobo, 1988; Robertson, 1981).

Tanner (1978) maintains that the only way teachers can tell whether the approach to punishment they are using is effective will depend on the pupils response. If what the pupil is punished for reduces or stops, it should be that the approach is appropriately applied and effective. If it does not stop it means that the approach is not effective. However, this seems inadequate because the psychological effects of particular punishment practices, and

especially the long-term effects, might not be desirable. The general socialization effects as well as possible positive and negative psychological reactions are not considered by this utilitarian approach and obviously need to be considered.

In discussing the effects of punishment on pupils, it is essential to look at both its negative and positive side effects. Although most educators agree that punishment is an effective means of maintaining discipline in schools it is likely to create problems especially in schools where it is abused (Monyooe, 1987; Ngcobo, 1988).

Any form of punishment, physically administered or not, can have both positive and negative effects on the well-being of pupils (Monyooe, 1987; Robertson, 1981). The effectiveness of punishment on pupils is determined by several factors including its quantity, timing, frequency, intensity, consistency, and the availability of alternatives to the punished responses (Clarizio, 1971; Jackson, 1991; Miller, et al., 1982; O'Leary & O'Leary, 1972; Robertson, 1981).

According to Neil (1968), any form of punishment given by the teacher at school is an act of hate which will ultimately rob pupils of their natural interest in doing things such that they will do things to avoid punishment.

However, research has shown that physical punishment does not yield these anticipated results because pupils tend to lose the meaning of punishment as they become used to only one form of punishment, i.e. corporal punishment (O'Leary & O'Leary, 1972; Spiel, 1962).

Holdstock (1987) presents facts and statistics on corporal punishment in schools which are a cause of concern. Holdstock revealed that everyday nine children are treated in Soweto clinics for injuries due to corporal punishment in schools. These include head injuries, death, broken jaws and teeth, and cracked ribs.

The following were identified as the psychological effects of corporal punishment: it diminishes the pupil's autonomy, self-discipline and psychological well-being (Holdstock, 1992; Rich, 1982). This in turn is said to generate irrational behaviour such as aggression, vandalism of school property and school phobia. This is in agreement with the research findings regarding severe parental and societal punishment (Hilgard & Bower, 1966). It has been claimed that such kind of punishment ultimately leads to aggression, stubbornness, unresponsiveness, and rebelliousness against authority (Hilgard & Bower, 1966; Patterson, 1977).

Walters & Grusec (1979) stated that irrespective of the fact that punishment can be employed in a careful and efficient manner, it can lead to undesirable and unintended consequences such as:

- * Physical and psychological avoidance of the punished undesirable behaviour.
- * Production of severe and chronic emotional disturbances.
- * Generalization of the punishment situation to other situations which were not meant to be suppressed or eliminated.

Disciplinary methods aimed at punishing the pupil have been considered by some educationists as institutionalized child abuse which is based on the authoritative approach to dealing with children's problems (Ballantine, 1989; Neil, 1968, Slavin, 1991). They argue that when dealing with disciplinary

problems in schools, the teacher must strive to be as humane as possible and to respect pupils' rights (Ballantine, 1989).

Caffyn (1989) investigated the attitudes of British secondary school teachers and pupils to rewards and punishment. The investigation found that both teachers and pupils think that rewards were more effective than punishment. This is due to the fact that punishment was used more often than rewards.

2.6 SUMMARY OF LITERATURE REVIEW

The literature reviewed shows that the subject of punishment is very sensitive as it involves peoples' emotions and ethical concerns. However, in most South African schools punishment is used on a daily basis without even considering the above concerns. Thus, it is important when studying punishment to examine how it affects parents, teachers and pupils.

The concept of punishment is assigned different meanings by people in various institutions where it is used. In this regard, some people tend to confuse it with concepts such as discipline, reform, retaliation and revenge (Dictionary of philosophy, 1990; Dixon, 1967; Wilson, 1971).

The three justifications for using punishment provided by Hart, cited in Wilson (1971), are crucial as they make it possible for a researcher studying the phenomenon of punishment to appreciate its philosophical background.

Several theories have been used to justify the use of punishment. The popular theories looked at were retributive, utilitarian and the behaviourist theories. These theories were developed to give an account of why punishment

has always been important from as early as the traditional society to the modern society (Gupp, 1971; Oppenheimer, 1975; Walters & Grusec, 1977). These theories also help in examining how punishment is structured and function in various institutions such as prisons, churches, homes and schools (Descombe, 1985; Foucault, 1979).

The retribution, utilitarian and behaviourist views on the justification of punishment do not each on their own provide a clear idea about what it is we ought to explain when using punishment in various contexts. These views complement each other, thus the justification of punishment can be understood by considering all of them. Perhaps each context requires its own justifying approach and the need for this is part of what this research set about to investigate, in one context.

The way in which punishment is used in the society was also looked at. The religious and cultural beliefs held by people are anthropologically speaking, the foundations of how punishment is used in most societies. But in South African institutions, punishment is employed according to rules governing these institutions, rather than as an outgrowth of popular beliefs. This study is motivated by the belief that punishment justifications must be contextually relevant and sets out to explore what this may mean in a particular context.

In South Africa both capital and corporal punishment has just been abolished and corporal punishment is still intact in schools and juvenile courts (Education Affairs Act of 1988; Education and Training Act of 1979; Rickard, 1995; Sparks, 1995). Although the use of authorised forms of punishment is clearly regulated in several education Acts, the inappropriate use of corporal punishment and other undesirable forms such as over rebuking are the norm of

the day in most schools in South Africa (Monyooe, 1987; Ngcobo, 1988; Sihlangu, 1992).

CHAPTER 3 METHODOLOGY

3.1 RESEARCH SUBJECTS

The study was conducted in the Northern Province in Mankweng district. The area in which the schools are situated is a semi-rural. The school in which the focus groups were conducted has electricity and facilities such as library. The school is owned by the Zion Christian Church (ZCC), but the text books and teachers' salaries are provided by the government.

A former pupil of one of the high schools (which is geographically within the researchers' reach) helped the researcher to get access to the school for conducting focus groups sessions. Several schools (including the school where the focus group sessions were conducted) were identified for the distribution of questionnaires and this was done through the snowballing technique (see 3.3 below) which was also used for selecting parents, pupils and teachers.

The respondents consisted of three groups:

- (1) Fifty standard ten pupils from the former Department of Education and Training (DET) schools
- (2) Thirty high school teachers
- (3) Thirty parents of matric pupils from these schools

A total number of 110 subjects were selected.

The criteria the subjects had to meet for inclusion in the study were that they must be willing to provide the necessary information; be a homogenous

group (Krueger, 1994; Steward and Shamdasani, 1990) in the sense that they had to be all involved (directly or indirectly) in what happens daily at school, and reside in Mankweng district.

3.2. RESEARCH TECHNIQUES

Discussion questionnaires for focus groups and questionnaires are presented in the Appendix: Appendix B and C consist of the English and North Sotho versions of questionnaires for each focus groups; appendix D and E consist of the English and North Sotho versions of the questionnaire. The focus group questionnaire was developed like a Freirian code where people are presented with the coded representations which portrays their reality (Drummond, 1975).

Questions for both the focus group discussions and the questionnaire were translated by a professional translator from English to North Sotho. Focus groups were conducted in North Sotho, which is the home language of the participants. The subjects had a choice of responding either to the English version or the translated North Sotho version of the questionnaires.

A cover note preceded the questionnaire. The aim of this note was to request the subjects for participation, explain the purpose of the study, and to assure them of the confidentiality of the information to be gathered.

Except for the biographical information which needed to be filled in, respondents indicated their responses to items by marking "agree", "disagree", "yes", or "no". Motivations for their responses for some of the questions was to be filled in the spaces provided.

3.3 RESEARCH PROCESS

As this was an exploratory study, it was necessary to use two methods of data collection: (1) focus groups; (2) questionnaires. In this regard the context was captured in the qualitative and quantitative data obtained through the use of focus groups and questionnaires. This helped to get the richness of the data as the focus was intended not only to be on quantifying the information but also on understanding the context and integrity of the material which was to be used to help build the final account. The qualitative data was also used to provide the researcher with insight into the attitudes, perceptions, and opinions of participants (Krueger, 1994). Thus, the value of focus groups was to give subjects an opportunity to explore among themselves, their experiences and concerns (Morgan, 1988), in this case on issues regarding the use of punishment in schools.

The first step in the research process was to compile a schedule of focus group questions to guide the focus groups (see appendix B and C).

Secondly, a letter was written to the principal of one of the high schools to ask for permission to see pupils and teachers for focus groups sessions (see appendix A). Permission was obtained from the principal who assigned one of the teachers to liaise between the researcher and the participants (teachers and pupils).

The teacher was briefed about the purpose of the study and expressed a strong interest in taking part. With instructions from the researcher about who was to be included in the study, the teacher selected a few pupils and teachers who he knew might be interested. In turn the teachers and standard 10 pupils

invited their colleagues who were keen to take part (snowballing technique). A group of 10 teachers and 10 pupils was obtained.

For the parents' focus group, a parent who had a child doing standard ten helped the researcher to select other parents through the snowballing technique. The parent was asked to get other parents who have at least one child in high school, in standard 9 - 10. A group of 10 parents fitting this category was obtained.

The use of the snowballing technique was legitimate in this regard because access to the participants through others meant that those who have the required characteristics would be likely to know of others who have similar features (Krueger, 1994). Availability of the participants was ensured because it was easy to meet them through a contact person identified by the researcher (Steward and Shamdasani, 1990).

The distribution of questionnaires was done with the help of the teacher who helped select other teachers and pupils; and a parent who helped in inviting other parents for focus group discussions.

3.3.1 Focus groups

In the first meeting with each focus group, participation was requested by the researcher from the participants verbally, in a more formal way. The purpose of the meeting was also to make sure that the people contacted were appropriate for participation in the research (Steward and Shamdasani, 1990).

During the first meeting with each group venues, dates, times and duration of

the discussion were discussed to suit everyone involved. For pupils and teachers the venue was the school; for parents it was a house of a parent who helped in identifying other parents.

The second meeting was planned for the focus group discussions to take place. Before commencing with the focus group discussion sitting arrangements were finalized and participants were requested to sit around the table. The tape recorder was placed in a position where it would be able to record the proceedings without any distractions. At the beginning of each focus group sessions, the researcher explained the following to the respondents:

- * How long the session would run.
- * What the meeting was all about.
- * Matters of confidentiality regarding the study.
- * The purpose of the study and its relevance to the respondents as people who are involved with issues of punishment in the school.
- * How the session is going to run, i.e. the importance of their level of participation as well as considering the researcher as a moderator who was to guide them throughout the discussion.

Participants were also given a general description of the nature of the study; the general nature of the topic was identified; and the fact was introduced that the focus groups would involve a group discussion (Steward and Shamdassani, 1990). Participants were also told that some of their responses could be used to construct a questionnaire which was to be administered later.

Focus groups were conducted in Northern as this was the participants' preference. Using the participants' home language was to ensure that the

situation represented would be easily recognized by the participants (Drummond, 1975).

Respondents were then introduced to a set of focus group questions which depict a scenario regarding their perception about punishment (see appendix B and C). They were given time to go through the questioning before the discussions could start. Besides the questions included, additional questions were asked in relation to the participants' responses and to help them explore the issues that concerned them most. A tape recorder and short-hand notes were used to record their responses. The recorded material was transcribed for analysis.

For the three focus groups, the level of participation was generally satisfactory. Participation in the parents' and pupils' focus groups was more active than that of the teachers' focus group (see appendices F, G, H). In both the parents' and pupils' focus groups participants explored the questions extensively, allowing the researcher to come up with additional questions. This facilitated the flow of the discussions, which proceeded without the researcher searching for relevant questions.

To pupils, the focus group discussion was like a therapy session, where most of them said things which (according to the researcher's observation) would have been difficult to say to a person who was a staff member. This gave the researcher a feel of what happens daily at school.

In the teachers' focus group responses to the questions were handled more like giving short answers to questions. They were not as open and exploratory about experiences as parents and pupils. Thus, the researcher had to work hard to facilitate the flow of the discussion.

3.3.2 Questionnaires

A questionnaire, with the same form and structure for all the respondents, which included both closed and open-ended questions was administered to 110 respondents. In schools the questionnaires were handed out to teachers and pupils to fill in during school hours. They were then handed to the researcher and the teachers who were assisting the researcher. Parents had to fill in the questionnaires in their homes and handed them to the researcher or the parent who was assisting. Only 106 questionnaires were returned out of 110 (50 from pupils, 30 from parents, 26 from teachers). The items in the questionnaire were based on what emerged in the focus groups, including both salient issues and questions which could not be discussed in the Focus groups (especially sensitive ones). Such questions were used to seek individual opinion from all the participants as the line of questioning was addressed to parents, teachers and pupils; i.e. it did not distinguish their different roles in education.

Some of the questions which needed to be elaborated upon and demanded individual opinion were based on the focus groups discussions. These included questions about the forms of punishment participants would like to be used, and whether it was important to use punishment in schools.

3.4 DATA ANALYSIS PROCEDURE

Questionnaires and Focus groups were used to allow 'triangulation', i.e. validation through "the combination of methodologies in the study of the same phenomenon" (Denzin, 1978, cited in Van Maanen, 1983, p.135-136). In this case both the quantitative and qualitative methods of data analysis were used. Data from focus groups was analyzed qualitatively and data for questionnaires was

analyzed both qualitatively and quantitatively.

For qualitative analysis (focus groups and questionnaires), the content analysis (Jick, 1983; Morgan, 1988) approach was used. The Chi-square test of statistical significance was used to look for significant features in the quantitative analysis of questionnaires, both within and between the three independent samples (Bryman and Crammer, 1990; Huck, Comier, Bounds, 1974; McCall, 1990). This was an appropriate statistical measure to use because the quantitative data consisted of frequencies of response to questions. Basic descriptive statistics were computed first. Then tests of associations in contingency tables were used for statistical analysis. The interest was on different ways in which each of the three groups responded.

3.4.1 The process embarked upon in the analysis of qualitative data

Data was transcribed from focus groups notes, tape recordings, and questionnaires. The transcripts were carefully read through and key words and phrases underlined for the possibility of suggesting dimensions or themes. Central questions about what the transcripts were all about, and their underlying meaning, emerged. The transcripts were read over and over as the researcher attempted to clarify what the participants were saying and what the central underlying themes for each group were.

As categories of meaning emerged, a search for those that had internal emergence and external divergence was done with the purpose of trying to find plausible explanations for these data and the linkages among them. This involved making an association between subcategories which are reflected in the same line or other lines within the same or different groups (Strauss,

1987). Topics emerged out of this process and were clustered together in terms of the way they interrelate. These were sorted into themes.

The data analysis regarding the meaning of punishment, its justification, and how it was perceived by the participants reflected an array of views within the spectrum of opinions expressed in each group. Underlying this could also be a level of deeper meaning and understanding of concepts from a moral, social, religious and educational backgrounds of the participants. In attempting to find common themes for each of the three groups it assisted the researcher to take into account the ways in which these background affected their views as parents, teachers and pupils. This led to finding a deeper level of common meanings. This layer of meaning characterizing each of the three groups, was distinguished by the role that each group played in the education process rather than the specific backgrounds of individual members.

Initial summaries of each theme were studied thoroughly and thoughtfully and reduced down to the core of the matter. Not in all cases do the target groupings reach a broad base consensus on a theme. However, efforts were made to establish areas of mutual concern, agreement/disagreement or consensus, as the themes were analyzed.

This approach was important as the researcher was attempting to develop a Grounded theory (Glasser & Strauss, 1967), focused on the meaning and the role of punishment in the context of the South African schools. The intention was that such a theory would be based on the participants' responses which would be understandable to both the researcher and layman alike and be relevant to the situation being researched (Glasser & Strauss, 1967; Strauss, 1987).

The use of three different focus groups allowed the researcher to come up with a coherent description of each group which could later be compared in the discussion section of the thesis, which would take the grounded theory further (Glasser & Strauss, 1967; Krueger, 1994). This whole process was to reach what Strauss and Corbin (1990, p.188) describe as 'theoretical saturation'. This emerges when

- (1) *No new or relevant data seem to emerge regarding or relevant category;*
- (2) *the category development is dense, insofar as all of the paradigm elements are accounted for, along with variation and process;*
- (3) *the relationship between categories are well established and validated.*

CHAPTER 4
RESULTS

Two methods of data analysis are used: quantitative and qualitative. Quantitative analysis was done only with questionnaires and not with both sets of data, i.e. focus groups and questionnaires. Qualitative analysis was done with both focus groups and questionnaire data.

4.1 QUANTITATIVE ANALYSIS

TABLE 1: Frequency and percentage distribution of participants' position regarding punishment in schools.

PARTICIPANTS	POSITION			
	FREQUENCY	FOR	AGAINST	TOTAL
PARENTS	23	79.31	6	29
TEACHERS	21	84.00	4	25
PUPILS	24	48.00	26	50
TOTAL	68	211.31	36	104
				300.00

Frequency Missing = 6

Table 1 shows the position taken by parents, teachers and pupils regarding punishment in schools. The data shows that there is a significant proportion of participants favouring the use of punishment in the sample - 79.31% parents, 84% teachers, 48% pupils; and 20.69% parents, 16% teachers, 52.00% pupils are against punishment.

Analysis of the data using Chi-square statistics showed that there is a statistical significance between parents and pupils' opinions regarding the use of punishment in schools (Chi-square 3.84, df 1, with $p = 0.05$). This means that there is a significant difference between parents' and pupils'

opinions regarding punishment in schools. The Chi-square was not done to check the significance between teachers and the other two groups because one of the cell have expected counts less than 5.

TABLE 2: Frequency and percentage of participants in response to item no.6: "Standard 10 pupils need not be punished because at this level they have assumed enough responsibility to account for their actions".

PARTICIPANTS	RESPONSES		
	AGREE	DISAGREE	TOTAL
FREQUENCY PERCENT			
PARENTS	10 50.00	10 50.00	20 100.00
TEACHERS	10 41.67	14 58.33	24 100.00
PUPILS	24 48.00	26 52.00	50 100.00
TOTAL	44 139.67	50 160.33	94 300.00

Frequency Missing = 16

Table 2 shows the opinions of participants regarding the fact that standard 10 pupils need not be punished as they can account for their actions. The data shows that 50% parents, 41.67% teachers, 48% pupils agree with the statement; and 50% parents, 58.33% teachers, 52% pupils disagree with the statement.

For data summarized in Table 2 there is no statistical significance between the parents', teachers' and pupils' opinions regarding the matter (Chi-square 3.84, df 2, at $p = 0.05$). No statistical significance was found between parents' and teachers' opinions (Chi-square 3.84, df 1, at $p = 0.05$). This means that there is no difference between parents' and teachers' opinion regarding the opinion that standard ten pupils do not need to be punished as they are adult enough to account for their actions. There is again no statistical significance in the opinions of teachers and pupils regarding this item (Chi-square 3.84, df 1, with $p = 0.05$).

There is no statistical significance between parents' and pupils' opinions regarding this item (Chi-square 3.84, df 1, at $p = 0.05$). This means that there is no significant difference between parents' and pupils' opinions regarding the item.

TABLE 3: Participants' opinions in response to item no.7: "Pupils should not be punished by being suspended from school".

PARTICIPANTS	RESPONSES		
	AGREE	DISAGREE	TOTAL
PARENTS	19 63.33	11 36.67	30 100.00
TEACHERS	16 66.67	8 33.33	24 100.00
PUPILS	37 74.00	13 26.00	50 100.00
TOTAL	72 204.00	34 96.00	104 300.00

Frequency Missing = 6

Table 3 shows the opinions of participants with regard the statement that pupils should not be punished by being suspended from school. A significant proportion of parents (63.33%), teachers (66.67%); pupils (74%) agree with the statement; and 36.67% parents, 33.33% teachers, 26% pupils disagree.

The Chi-square analysis of data in Table 3 shows no statistical significance between the parents' and teachers' opinions about punishing pupils by suspending them from schools (Chi-square 3.84, df 1, at $p = 0.05$). There is no significant difference between parents' and teachers' opinions regarding punishment by suspension.

No statistical significance was obtained between parents and pupils on the item (Chi-square 3.84, df 1, at $p = 0.05$).

There is also no statistical significance between teachers and pupils (Chi-square 3.84, df 1, at $p = 0.05$). This means that there is no significant

difference between teachers and pupils with regard to this item.

TABLE 4: Participants' opinions in response to item no.9: "Parents should be involved in formulating rules relating to punishment in schools".

PARTICIPANTS	RESPONSES			
	FREQUENCY PERCENT	AGREE	DISAGREE	TOTAL
PARENTS	28 96.56	1 3.44	29 100.00	
TEACHERS	22 91.67	2 8.33	24 100.00	
PUPILS	35 70.00	15 30.00	50 100.00	
TOTAL	85 258.23	18 41.77	103 300.00	

Frequency missing = 7

Table 4 summarizes data about the importance of involving parents in formulating rules regarding the use of punishment in schools. Parents (96.56%), teachers (91.67%), pupils (70%) agree that parents must be involved; and a negligible proportion of parents and teachers (3.44% and 8.33% respectively) disagree. There were 30% of pupils who also disagree.

In this case the Chi-square may not be a valid test because some of the cells have expected counts less than 5.

TABLE 5: Participants' opinions in response to item no.10: "Pupils should be involved in formulating rules relating to punishment in schools".

PARTICIPANTS	RESPONSES			
	FREQUENCY PERCENT	AGREE	DISAGREE	TOTAL
PARENTS	13 46.43	15 53.57	28 100.00	
TEACHERS	16 66.67	8 33.33	24 100.00	
PUPILS	41 85.42	7 14.58	48 100.00	
TOTAL	70 198.52	30 101.48	100 300.00	

Frequency Missing = 10

Participants' opinions on the involvement of pupils in formulating rules relating to punishment in schools are shown in Table 5. The data showed that an important percentage of teachers and pupils (66.67% and 85.42% respectively) agree that pupils should be involved in formulating rules regarding punishment in schools; 33.33% teachers and 14.58% pupils disagree. Parents who disagree (53.57%) slightly edged those who agree (46.43%) on the issue of pupils' involvement.

There is a statistical significance between parents and pupils regarding the statement that pupils must be involved in formulating rules on punishment in schools (Chi-square 6.63, df 1, with $p = 0.01$). This means that there is a significant difference between parents' and pupils' opinions regarding this item.

In the case of parents and teachers there was no statistical significance (Chi-square 3.84, df 1, with $p = 0.05$). This means that there is no significant difference between parents' and teachers' opinions regarding this item. Also in the case of teachers and pupils no statistical significance was found (Chi-square 3.84, df 1, with $p = 0.05$). No statistical significance was found between the three groups' opinions regarding the matter.

TABLE 6: Participants' opinions in response to item no.13: "There is a need to train teachers to acquire skills on how to apply punishment in schools".

PARTICIPANTS	RESPONSES			
	FREQUENCY PERCENT	AGREE	DISAGREE	TOTAL
PARENTS	25 86.21	4 13.79	29 100.00	
TEACHERS	26 100.00	0 0.00	26 100.00	
PUPILS	43 87.76	6 12.24	49 100.00	
TOTAL	94 273.97	10 26.03	104 300.00	

Frequency Missing = 6

The opinions of participants on the need for teachers to acquire skills on how to apply punishment is shown in Table 6. The data shows that 86.21% parents, 100% teachers, 87.76% pupils agree that there is a need to train teachers. Only 13.79% parents, 0% teachers, 12.24% pupils do not see the importance of training teachers on how to apply punishment. It is important to note that all teachers (n =26) who participated in this study see the need.

In this case the Chi-square may not be a valid test because two cells have expected counts less than 5.

TABLE 7. Item no.8: "State the factors that you think contribute to the use of punishment in schools".

FACTORS	PARENTS %	TEACHERS %	PUPILS %
Attitude of teachers	10	7.7	14
Attitude of pupils	43.9	49.94	56
Parents don't participate	-	3.85	8
Conflict between teachers and pupils	6.67	7.7	4
Alcohol and drug abuse	10	-	-
Pupils bring weapons to schools	6.67	-	-
Pregnant school girls	3.3	-	-
Poor school management	3.3	3.85	14
Domestic problems	16.16	3.85	-
Conflict among pupils	-	7.7	-
Overcrowded classes	-	3.85	-
Crime by pupils	-	7.7	-
Shortage of staff	-	3.85	-
Apartheid system	-	-	4
TOTAL	100%	100%	100%

NB. 7 participants did not respond

One item (item no.8 in the questionnaire) attempted to tap what participants perceive as factors provoking punishment in schools. Participants were required to respond to this item by listing factors contributing to the use of punishment in schools. Their list of factors is represented in table 7.

'Attitudes of pupils' is a factor which was stated more often than other factors: 43.9% of pupils mentioned it, 49.94% of teachers and 56% of parents. In this case attitudes of pupils include behaviours such as lack of cooperation, respect and discipline; not obeying school rules; laziness; late coming; not attending classes; some understand better after being punished. 'Attitude of teachers' include things such as teachers punishing pupils when

they are angry; authoritative teachers; failure of teachers to give reasons for punishing pupils; some teachers favour certain pupils; some teachers use punishment wrongly and inconsiderately; and aggressiveness.

TABLE 8. Item no.11: "There is a difference between discipline and punishment".

PARTICIPANTS	RESPONSES			
	FREQUENCY PERCENT	YES	NO	TOTAL
PARENTS	16 55.17	13 44.88	29 100.00	
TEACHERS	14 53.85	12 46.15	26 100.00	
PUPILS	32 65.31	17 34.69	49 100.00	
TOTAL	62 174.33	42 125.67	104 300.00	

Frequency missing = 6

Table 13 is a summary of the participants' opinions on the difference between punishment and discipline. The table shows that 55.17% parents, 53.85% teachers and 65.31% pupils think that there is a difference; 44.88% parents, 46.15% teachers and 34.69% pupils think there is no difference.

There is no significant difference between parents', teachers' and pupils' opinions with regard to the difference between punishment and discipline (Chi-square 3.84, df 2 with $p = 0.05$).

There is no statistical significance between parents' and teachers' opinions regarding the difference between punishment and discipline (Chi-square 3.84, df 1 with $p = 0.05$). This means that parents and teachers have different views regarding the difference between punishment and discipline. There is also no statistical significance between pupils and teachers in this matter (Chi-square 3.84, df 1, with $p = 0.05$).

There is no statistical significance between teachers and pupils with regard to the difference between punishment and discipline (Chi-square 3.84, df 1, with $p = 0.05$).

TABLE 9: Item no.12: "There is a difference between punishment used at home and in schools".

OCCUPATION	RESPONSES			
	FREQUENCY PERCENT	YES	NO	TOTAL
PARENTS	25 86.21	4 13.79	29 100.00	
TEACHERS	22 84.62	4 15.38	26 100.00	
PUPILS	29 58	21 42	50 100.00	
TOTAL	76 228.83	29 71.16	105 300.00	

Frequency missing = 5

Table 9 is a summary of the participants' opinions on the differences between punishment used at home and in schools. The data shows that 86.21% parents, 84.62% teachers and 29% pupils think there is a difference; 13.79% parents, 15.38% teachers and 42% pupils think there is no difference.

In this case the Chi-square test was not used to check the statistical significance because two cells have frequencies less than 5.

4.2 QUALITATIVE ANALYSIS

The qualitative analysis procedures were applied to focus group data and open-ended questions of the questionnaires. Themes emerged following the process described in the methodology section, for each of the three groups. The following main themes were identified for parents, teachers and pupils:

4.2.1 PARENTS' THEMES

The following reveals that parents' views on punishment are by no means homogenous. When views are not generally held these are nevertheless reported in the following, so as to give an indication of the range of views, as well as the predominant views.

4.2.1.1 Meaning of punishment

Parents construe the meaning of punishment in terms of its role and purpose in the school environment and the society. They regard punishment as an activity or strategy which can be used to deal with any type of transgression on the part of pupils. To parents punishment is also used to ensure that rules are obeyed. Parents feel that the important thing to be considered when using punishment as a strategy is that the punisher has to follow appropriate procedures to dealing with the problem. For example, whether parents need to be involved or not. They believe that the appropriateness of the procedure should only be determined by the punisher and not the transgressor. Thus, the punisher should have an authoritative role especially where law enforcement is concerned. The punishment situation is not a two-way process, and is seen as requiring only tacit consent on the part of the punishee. It is conducted in a strictly top-down sense and there is recognition on the part of parents that pupils might agree to be punished when appropriate.

The authoritative role the punisher has with regard to punishment is reflected in the relationship between the punisher (or people who are involved in the process) and the person who is being punished. The relationship is mainly characterised by power and control. Parents consider the principal as the main figure who should make final decisions about punishing pupils. However, they are aware of the fact that this can sometimes strain the relationship between the principal and teachers as they may not always agree on which forms of punishment to use.

According to parents strategies for dealing with pupils' transgressions should be devised by different law enforcers including (according to their level of authority and communication, from bottom to top) class prefects, teachers, principal, parents, Parents Teachers and Students Association, and to some

extent security guards employed by the school, and the police. To parents, punishment should be meted out in accordance to the nature and extent of the transgression committed. For example, if the transgression was intentional, i.e. if a pupil harms others with a knife or gun; or accidental i.e. as depicted in the focus group questionnaire. The former is regarded by parents as a criminal offence because guns and knives are not allowed at school, while the latter is accidental because a pen is something which used daily in the school.

Punishment as an activity can, and should, in the opinion of parents, take many forms. For example lashing or manual work which may involve cleaning the school yard, digging holes, and rebuke.

Parents seem not to see themselves taking part in formulating forms of punishment as it involves the interaction between teachers and pupils and they see their involvement only when their participation is acknowledged. Acknowledgement in this regard involves being informed by the principal about what happens at school or being involved as decision makers when there are any decisions to be made concerning punishment.

Parents also see punishment as a means of compensating the victim for what was done to him/her especially if the victim was injured. The compensation in this regard should be the responsibility of either the parents or the transgressor. In cases where parents are involved as compensators it is to pay for the expenses involved in their children's transgressions. They regard this as appropriate and necessary especially with regard to their involvement in what happens at school.

Parents see punishment as:

1. An educating instrument to teach pupils to obey rules, to make sure that pupils do their school work, to teach pupils to respect their teachers, to teach pupils responsibility, to teach pupils to know the distinction between wrong and right, to help build pupils' future, and to guide pupils.
2. A disciplinary measure to instill discipline in pupils, to regulate behaviour of pupils, and to maintain self-control in pupils. Parents

also maintain that punishment must not only be used to teach pupils discipline but to help teachers to enforce discipline, through having the task of administering punishment.

3. An instrument used to deal with problems in schools with the purpose of creating cooperation between teachers and pupils.

Although not much stressed in parents' focus groups, punishment was also associated with the infliction of pain to the wrongdoer which results in negative outcomes such as making pupils stubborn. This can be seen as a negative implication of punishment.

4.2.1.2 Meaning of discipline

Parents do not exhibit a common perspective with regard to the meaning of discipline. According to parents discipline can exist where there is no punishment; and discipline precedes punishment. They see discipline as a way of keeping order, whereas punishment is a way of responding to disorder. Parents stress the use of verbal communication to sort things out rather than engage in activities which are meant to inflict pain to the transgressor.

There is a positive relationship between the meaning of discipline and its outcomes i.e. discipline is perceived as a positive action which involves sorting out things verbally in a constructive ways. It has elements of love and respect, and it is used to motivate pupils. It is also perceived as a method of training to produce obedience and self-control.

Some parents contend that if the teacher has self-discipline (which is conceived as having the ability to show people respect), discipline can exist without punishment. Parents also think that punishment is mostly used in schools while discipline is used at home. In this sense the socialization function of the teacher and parent are seen not to differ.

4.2.1.3 Attitudes towards punishment

The theme of the attitudes towards punishment is based on the participants' way of thinking and behaving with regard to how punishment is used in schools, and its effectiveness.

Parents believe that the attitudes of teachers and pupils towards punishment are important factors which will determine its effectiveness. These attitudes are affected by the way punishment is used in schools. According to parents some teachers tend to prefer corporal punishment as the only effective form of punishment and this leads to its abuse as they use it in situations where it is unnecessary.

Most parents are aware that teachers prefer to use corporal punishment which parents think is not the only effective method of punishment. Some contend that corporal punishment can have undesirable results such as causing pain for both the punisher and the person being punished, and causing conflicts between teachers and pupils. Other parents think that the way in which teachers use punishment creates problems among parents, teachers and pupils - "No parents will be happy to see his/her child digging a hole during school hours."

For punishment to be implemented effectively in schools, most parents proposed that everyone involved must take part in formulating the rules regarding punishment. Parents also maintain that punishment can be effectively used if pupils and teachers can develop similar attitudes towards its use, and if the schools can deal with the problem of overcrowding so that the teachers' frustration can be reduced.

Parents pointed out that teachers must approach punishment in a parental way which can help pupils to develop self-discipline (will to control their behaviour and feelings), because if this is not done, punishment will be regarded by pupils as victimization. Another point which is evident in this case is that punishment must be applied in accordance to the type of transgression. However examples were not given in this regard.

For parents it is important for teachers to learn to control their emotions, i.e. teachers must demonstrate that they punish pupils out of care. Teachers must acquire skills for applying punishment or leave it to the principal. Another important point in the minds of parents, is to consider deploying punishment is for teachers to make sure that they know what motivated the wrongdoer to do what he/she did, and especially whether it was intentional or not?

In applying punishment, parents in general believe it is important to look critically at the circumstances which lead to punishing the pupil. This according to parents should be done mainly through discussions with the pupils and other people concerned depending on the nature of the transgression. For instance in the case of suspension parents and the school committee should be involved.

4.2.1.4 Forms of punishment used in schools

1. Preferred forms

The most preferred forms stated here are pointing out pupils' mistakes to them by talking with them; giving mild forms of punishment such as community work, time out, more homework, manual work (gardening, cleaning) and extra school work, and keeping pupils out of the classroom for a short period. Forms of punishment preferred by parents depend on the manner in which punishment is used; e.g. punishment which will not harm pupils physically.

Most parents feel that any form of punishment meted out to pupils must suit the type of offence committed, eg. lashing only for major transgressions. Only few parents prefer harsh forms such as corporal punishment and suspension.

2. Disapproved forms

The following forms of punishment are seen as less favourable by parents: verbal abuse (insults), sexual punishment, suspension, expulsion, overusing corporal punishment, assault (with fists, kicking, using dangerous objects to harm pupils), manual work which is performed during school hours. The common thing about some of the forms of punishment which are not preferred by parents is that they are used to inflict pain on pupils and are inconsiderately applied.

4.2.1.5 PERSPECTIVES ON ALTERNATIVES TO PUNISHMENT

Parents perceive the alternative to punishment to be a forum for discussion. These discussions should include the involvement of parents, school committee and professionals (counsellors, social workers) to address pupils' problems;

and talking to pupils in a manner which will ensure that there is cooperation between them and their teachers. This should be done in view of the fact that pupils know, and are aware, of the existing school rules.

To parents other alternatives to punishment are: rehabilitation of pupils, extra work, manual work, corporal punishment, and suspension. These alternatives include the preferred and not preferred forms stated by parents above.

It is important to note here that some of the alternatives to punishment has been described as preferred forms and less favourable forms. This is due to the fact that parents seem not to have an agreement on different forms of punishment used in schools.

4.2.1.6 RULES RELATING TO PUNISHMENT

Rules relating to punishment are regarded by parents as safety measures which must be used to protect teachers and pupils in schools especially in cases where some pupils bring deadly weapons such as guns and knives to school.

Parents also regard rules as monitoring tools which are used to monitor the behaviour of pupils. They assert that pupils' behaviour is unpredictable even if there are rules. Thus, the rules should be displayed for pupils to see, and teachers should always refer to the rules when dealing with transgressors. Parents also maintain that adherence to rules can cause problem on the part of pupils especially if rules are not clearly stated (see appendix H).

Parents feel that there is a need to involve them in formulating school rules so that they have full knowledge about what is happening to their children when they are at school. However, they do not see themselves playing a part in directly implementing these rules. Some parents feel that the implementation of the rules should be organised from top to bottom eg. class monitors to enforce the school rules in class; the principal must be involved in settling matters between teachers and pupils; and other forms of punishment such as suspension must be used only through a fair decision of parents and school committee.

They also feel that effective implementation depends on reminding pupils about the importance of obeying the rules and the consequences of violating them. Important in this regard is the fact that teachers should be bound by the rules and should be consistent in implementing them, and must be guided by them when using punishment.

4.2.1.7 Blame

Some parents feel that teachers should be accountable for what happens to their children at school. This is one way of demonstrating commitment to their work. Parents also blame teachers for not giving them a chance to participate in some of the activities they need to be involved in. So they both want to be involved and to have teachers accountable for what happens to their children in school.

Parents also blame pupils for not being serious about their schooling, hence the need for punishment.

4.2.1.8 Differences between punishment used at home and school

Parents who feel that there is no difference between punishment used at home and in school claim that both in school and at home punishment is used to reinforce discipline in children. These parents have no problem with the use of punishment in the home and school as long as teachers comply with correct and accepted measures of punishment.

Parents who think that there is a difference between punishment at home and in schools claim that teachers usually explain the application of punishment to pupils, whilst at home children are punished randomly by parents without being given reasons for using punishment. In schools punishment methods are carefully selected, at home parents are involved in punishing their children without much recourse to general norms, and at school teachers punish children from different homes. Thus, the appropriateness of punishment in schools need to be carefully thought about and explained in each case.

Some parents feel that parents who are always complaining about the way teachers punish their children create hatred between pupils and teachers

because they give pupils the impression that teachers are a punitive lot. Parents who cannot punish their children also make it difficult for teachers because these children are not used to being punished.

4.2.2 TEACHERS' THEMES

4.2.2.1 Meaning of punishment

The teachers' meaning of punishment is construed in terms of the circumstances that led to the use of punishment, i.e. to them punishment should not focus on the transgressor but on what led the transgressor to commit the offence. Thus, a strong positive meaning is attributed to punishment by teachers with regard to its purpose in the schools and in the society. To them punishment is used to guide pupils to behave appropriately.

To teachers the reason for looking at the circumstances that led to the use of punishment is to:

1. Come out with a justification as to why the transgressor should be punished because punishment is used for various reasons. Punishment depends on the situation. For example "in the case of an intelligent pupil, it is used to enhance the intelligence."
2. Determine the severity of punishment the transgressor should get.
3. Make a decision about who should be involved in the process of punishing the transgressor.

The above points also explain why teachers regard punishment as a way of compensating the victim for what was done to him/her. In the case of a pupil compensating for what he/she did, parents should also be involved as compensation can mean paying for the medical expenses if the victim requires medical treatment.

Punishment is also expressed as an action with intended outcomes:

1. As a disciplinary measure to reprimand pupils and to teach them responsibility;
2. As a strategy used for effective teaching and learning to take place. It can also be employed to deter others, to encourage pupils to behave

well and succeed in their studies, and to show pupils the difference between wrong and right.

3. As a negative stimulus which is used to inflict pain (physical and psychological) on the transgressor. In this case it should be considered as a last resort to solving problems, and is applicable mainly in the case of stubborn pupils.

4.2.2.2 Meaning of discipline

Discipline usually involves discussions, guiding pupils, and taking their rights into consideration. The intention of using discipline is to teach pupils obedience and self-reliance. Teachers construe discipline as an act involving the demonstration of love and parenthood to pupils, i.e. the teacher should deal with troublesome pupils as if they were his/her own.

Discipline makes it easier for pupils to understand their mistakes as it is used in a more considerate manner than punishment. Unlike in the case of punishment (where pain is inflicted to the wrongdoer), most teachers feel that discipline involves more humane procedures of dealing with the wrongdoer, i.e. discipline mostly involves verbal warning which may come in a form of pointing out mistakes to the wrongdoer. Discipline also involves setting and applying rules while punishment is applied after one has violated set rules.

Some teachers contend that there is no difference between punishment and discipline because punishment is a means of disciplining pupils and that both punishment and discipline are used as measures to inhibit or correct misbehaviour. However, as with parents, discipline is seen as a precursor to punishment. It is something of a preventive measure that lays a context the violation of which results in punishment.

4.2.2.3 Attitudes towards punishment

Teachers have different attitudes on the question of how punishment should be used in schools. This emanates, inter alia, from the fact that teachers differ in their use of different forms of punishment. Most teachers feel that punishment used in schools must be guided and formalized, i.e. it should be based on how pupils are supposed to behave at school, and must not be used as

a way of abusing children.

The teachers' approach to punishment is also guided by the type of transgression pupils commit. For example there are offences which are more serious than others, instances necessitating involvement of parents and the school committee. Other minor incidents may involve intervention of teachers only.

It is clear from the teachers' statements that they like the idea of punishment being used in schools, but do not approve the manner in which some of their colleagues approach it; eg. using corporal punishment daily without considering other forms of punishment. Some teachers do not believe in using corporal punishment because they have observed that it is not the most effective means of punishment. Some teachers (who approve of corporal) punishment believe that effective corporal punishment must not exceed more than five strokes.

As in the case of parents, most forms of punishment disapproved of by teachers are aimed at inflicting physical pain to pupils. However, in the case of teachers it goes beyond the intention of inflicting pain because they claim that the use of punishment involves moral justification.

Some of the teachers acknowledge that punishment involves emotions of both the punisher and the person who is being punished. For this reason, they feel that there is a need for them to control their emotions when using corporal punishment to avoid harming pupils unnecessarily. They also consider the fact that the nature of pupils' problems differs from one pupil to another. Some of the problems emanate from pupils' home background. Attitudes about other forms of punishment are not spelt out as it is the case with corporal punishment.

4.2.2.4 Forms of punishment used in schools

1. Preferred forms

The dominant view expressed by teachers is that of the need to retain corporal punishment but with necessary reviewing on how it is used. Reviewing includes how corporal punishment should be applied, i.e. five lashes maximum used as

a last resort. The following are the forms of punishment preferred by teachers: detention after school, manual work after school (cleaning the school yard), reprimand, unnecessary extra school work, keeping pupils in a dark room for a particular period, writing a letter to parents, and suspension. Teachers also think that punishment should be equivalent to the offence.

Some teachers stated that they prefer simple forms of punishment (examples are not explicit in this case) which are aimed at showing pupils the right way. Some teachers feel that pupils who are wrong deserve punishment as a means of deterrence for others.

2. Disapproved forms

Some teachers feel that punishment will not encourage pupils to respect their teachers. Some teachers express disapproval of what they view as immoral and unjustified punishment such as unreasonable ridicule, expelling pupils from school, assault (fists), insults, keeping pupils out of the class while lessons are going on, manual work (which is not in line with the standards and tendencies of pupils eg. digging holes, gardening); punishment which is applied in the absence of a principal, punishment which does not encompass Christian values (according to the society), corporal punishment (randomly and carelessly applied, more than three lashes).

4.2.2.5 Perspectives on alternatives to punishment

For implementing effective alternatives to punishment teachers express the need for discipline and commitment on their part as well as relevant training for teachers. Other alternatives include: involvement of parents and awareness of pupils regarding the rules on punishment. The following are what teachers stated as alternatives to punishment: manual work, warning and suspension, detention after school, discipline on the part of the teacher, invention of new thinking in education, and making pupils aware of the results of acting irresponsibly. Involvement of parents is considered by teachers when they need to let them know about what happened and to decide on what should be done.

Teachers also feel that there should be psychological services at school to help them deal with pupils' problems and also ensuring that punishment is effectively used.

Very few teachers think that in implementing alternatives to punishment successfully, the problem of overcrowded classes should be addressed. According to teachers smaller classes will be easier to manage and to use the alternative forms of punishment effectively.

4.2.2.6 Rules on punishment

Teachers distance themselves from issues of rule formulation and contend that it is the responsibility of the school disciplinary committee, or they follow the government policy (which is mainly based on corporal punishment). However, they believe that parents need to have knowledge about the school rules.

Some claim that parents and pupils are given copies of the rules when the pupils are admitted to school.

According to teachers the implementation of the school rules should start at class level where effective class leaders are chosen to identify pupils who are nuisances.

4.2.2.7 Blame

Teachers blame pupils for not respecting their teachers and for not doing their work. They also blame parents for not taking part in their children's education. Parents are also blamed for making their children the teachers' burden, especially those who are not staying with their parents.

Some teachers also blame parents because they feel that punishment is inadequately used because of lack of support from parents, and stubbornness on the part of the pupils.

4.2.2.8 Differences between punishment used at home and school

Some teachers think that there is no difference between punishment used at

home and in schools because teachers act as parents at school, i.e. they must punish pupils in a way they would punish their own children.

Teachers who feel that there is a difference in the way punishment is used in schools and at home gave the following reasons: in schools it is applied in a more formal way than at home; pupils accept the way teachers punish them because they think that teachers know more than their parents; at home the emphasis of punishment is on life in general and in schools it is based on formal education; in schools modernized methods of punishment are used and at home only traditional corporal punishment is used; at home it is based on a particular culture, i.e. "children's discipline should firstly be taught at home. Some teachers contend that at home punishment involves parents only, whilst in schools it involves parents, teachers, pupils and school committee.

4.2.3 PUPILS' THEMES

4.2.3.1 Meaning of punishment

Pupils view punishment as a means of dealing with troublesome pupils, i.e. those who are disobedient, and to deter others. In most cases pupils favour severe steps and harsh forms of punishment in dealing with transgressors, e.g. suspension. According to pupils the different approaches that can be used when dealing with troublesome pupils should depend on the extent of the transgression. The approach favoured by pupils focuses more on what the transgressor has done to deserve particular punishment than on what led the transgressor to do what he/she did.

Most pupils feel that punishment is actually a deterrent to learning. They perceive it rather as an 'ego trip' for teachers who wish to exhibit their power or to revenge what was done to them by their own teachers and to destroy them emotionally.

Some pupils perceive punishment as an action which is aimed at inflicting pain with the intention of correcting the wrong. It is used to force them to develop an interest in their work and wrongfully used to make them pass. Pupils contend that sometimes they are punished for the sake of being punished because they believe that they do not gain from punishment used in schools. For example locking gates for late comers while lessons are in progress.

Pupils also perceive punishment positively especially if it is used for their good; i.e. to reinforce discipline, to assist pupils to develop in educational terms, prepare them for the future, to improve standards in Black schools, and to keep order in school, and to guide them so that they can develop self-discipline. They contend that punishment is necessary in every school - "If punishment is not used everybody will be free to do as he/she likes."; "some of us understands quicker when we are punished".

Pupils also see punishment as a compensation to the victim by the transgressor, i.e. they subscribe to retribution theory. For example if a pupil is injured, the transgressor takes the responsibility of paying for the medical treatment through his/her parents.

4.2.3.2 Meaning of discipline

Most pupils view discipline ideally as a positive way of dealing with the transgressor and it involves warning the transgressor before an offence is committed. For an example a person is told how he/she is expected to behave so that in cases where the person misbehaves, warning should be used as a way to discipline that person. Thus, discipline does not involve taking harsh action against the transgressor; it involves talking to the transgressor in a constructive way.

To some extent pupils regard discipline as a mild form of punishment which does not involve inflicting pain to the wrongdoer such as being denied certain rights. Only few pupils think that discipline is aimed at building them. Some pupils also contend that punishment comes after discipline.

4.2.3.3 Attitudes towards punishment

Pupils attitudes towards punishment are based on the way teachers use it, its effects, and to some extent on the structural arrangements of the school.

In many instances pupils tend to see punishment as an oppressive instrument with negative consequences that impacts on them because teachers use it more on pupils they dislike; and to humiliate them. For example a teacher will instruct a standard 10 pupil to run around the school singing "I am a fool".

According to pupils humiliating experiences like the one mentioned above would lead to truancy, depression, and cheating in tests.

Pupils also feel that the way in which punishment is used in schools is for the benefit of teachers rather than of pupils. Some teachers use punishment for no apparent reason, when they are angry, and before warning pupils, i.e. their use of punishment is seen as reflecting their general disposition which relates to their private lives, rather than being appropriate to educational matters.

Most pupils feel that the way in which punishment is used in schools does not show they are entitled to some humane treatment; and it does not give them an opportunity to fight for their rights "There has never been a class boycott here because the Student Representative Council is not allowed".

According to pupils the structure of the school makes it difficult for teachers to use punishment effectively. For example overcrowded classes, and giving the security guards rights to beat up the pupils, with the principal having little say about punishment issues in school.

Pupils also made comments about the positive side of punishment. They feel that punishment is necessary in every school because there would be chaos. They also feel that pupils co-operate more when punishment is used (particularly corporal punishment). Other forms of punishment such as rewriting the test and producing a memorandum after failing a test are seen as of benefit to the pupils because it gives them more opportunity to get to know their work.

4.2.3.4 Forms of punishment used in schools

1. Preferred forms

Any form of punishment used in schools must be based on the type of transgression committed; e.g. withdrawal of marks for cheating in a test.

Rational discussion is seen as a preferred way of dealing with punishment by pupils. This involves talking between people who are directly involved in the process (i.e. teacher and pupil) or people who are indirectly involved (i.e.

parent and school committee, people in the village). The following are the forms of punishment preferred by pupils: manual work (picking up litter, gardening, cleaning classrooms, toilets and staffroom); corporal punishment (on the hand, not more than three lashes); extra school work (study, writing); reducing test marks.

To pupils it is important for parents to know more about the forms of punishment used in schools. The best thing to do is to talk to the pupil's parents and let them take responsibility for any punishment which must be given to their child. The parents role in this case would be direct involvement with their children's education. For example attending meetings and decision-making.

2. Disapproved forms

Forms of punishment not preferred by pupils are locking late comers out; standing outside the classroom; expulsion; standing on one foot for the whole period; being disqualified for tests and exams; being told to stay away from school; suspension; study after school; punishment which gives pupil the impression that they are being discriminated upon; insults; overuse of corporal punishment; assault (e.g. slap on face).

The above stated forms of punishment are mostly those which are intended to inflict physical and psychological harm to pupils, with lasting undesirable effects such as dropping out of school; and which exclude pupils from participating in school life. Also those forms of punishment which are humiliating, degrading and are not favoured.

4.2.3.5 Perspectives on alternatives to punishment

A strong suggestion is put forward by the pupils to the effect that punishment in schools should include people who are directly involved (teachers and pupils) and those who are indirectly involved (parents, committees in the village, church council (NB. the school is controlled by the church)). These people should be involved in the implementation of rules as well as solving problems which can lead to punishment.

Some pupils are also concerned about problems faced by teachers such as overcrowding in classes. According to pupils these problems are the cause of frustration for teachers which lead them to use punishment. Thus, these problems should be dealt with to avoid unnecessary and excessive use of punishment.

Pupils came up with the following alternatives: punishment should not be used to humiliate pupils; teachers must give reasons for using punishment and make sure that pupils understands so that in future they know what to do and what not to do; more time should be spent on pupils who are slow in grasping things instead of punishing them. Other forms of punishment such as suspension, manual work and extra work were pointed out by some pupils as alternatives to punishment.

What is also remarkable about pupils opinion on alternatives to punishment is the fact that teachers are seen as being highly responsible for punishment. Thus, a need for teachers to be disciplined and committed, and to obtain appropriate training.

4.2.3.5 Rules on punishment

Pupils affirm that their knowledge about school rules emanates from their experience when attending school. Through which they learn in a general way how they should behave in schools. They have never been given copies of school rules or seen anything relating to school rules in writing - "generally speaking pupils know that they must not carry guns around when they are in the school premises even though there is no school rule which forbids that". To the extent that don't have knowledge of all the rules and they feel that they are unfairly punished. This makes them question the way teachers punish them and think that the punishment is not at all related to school rules.

Most pupils feel that the rules set by teachers are put them in a difficult position as some of them are discriminating. For example boys are treated more harshly than girls.

Some pupils feel that rules should be made by school authorities, and only after this should parents and pupils be called to make inputs. They feel that

if they were given a chance of contributing to the formulation of school rules it would make them responsible enough not to violate the rules. Thus, pupils feel that they will be more bounded by rules they set for themselves.

Basing their arguments on the saying that "to err is human", pupils feel that sometimes it is useless to have rules because pupils and teachers do not always adhere to these rules. They also pointed out that there is no need for a standard 10 class to be guided by rules and that they are responsible enough to do their work without being punished.

4.2.3.7 Blame

Pupils mostly blame what they see as 'unfair punishment' on the attitudes of teachers. According to pupils teachers use punishment when they are angry or to humiliate them in front of their colleagues or other pupils.

Pupils also blame the school authorities for posing rules on them without consulting them and their parents, especially in cases where parents are not even called to meetings to discuss things such as increase in school fees.

4.2.3.8 Differences between punishment used at home and school

Pupils feel that punishment used in schools is bad and punishment used at home is good because in schools it is based on revenge; i.e. teachers treat them in the same way they were treated by their own teachers such as being punished daily sometimes for no specific reason at all. They also claim that at home besides corporal punishment other forms of punishment are used, eg. "sometimes parents might not allow you to go out". Pupils also feel that at home parents use punishment in a more understanding manner than teachers who punish as if they hate pupils and they do not care about them.

Only few pupils feel that there is no difference between punishment at home and at school because what they are taught at school is similar to what they are taught at home, i.e. discipline.

4.2.3.9 Revenge

Pupils construe the meaning of punishment as a form of revenge from teachers, who are doing what was done to them when they were pupils. They also believe that the way punishment is used at schools can lead to pupils retaliating outside the school premises. Retaliation can be on fellow pupils who they were punished because of, or to teachers who punished them.

Pupils also stated that revenge is particularly precipitated among those who belong to gang.

4.4 SUMMARY OF RESULTS

The findings of the study show that there is a statistical significance between the parents pupils' opinions regarding the use of punishment in schools. In percentages parents and teachers are in favour of the use of punishment in school with more teachers in favour; and pupils are against the use of punishment. Teachers and pupils disagree with the statement that standard 10 pupils should not be punished because they are old enough to account for their actions.

The statement that pupils should not be punished by being suspended from school was supported by parents, teachers and pupils. This is also shown by the fact that very few participants preferred suspension as a form of punishment. Suspension is also regarded by participants as an extreme form of punishment which needs serious decision making between parents, teachers and the school committee.

In percentages teachers and pupils agree that pupils should be involved in formulating rules on punishment in schools. In this case there is a statistical significance to the difference between parents and pupils. Most participants agree that parents should be involved in formulating rules on punishment in schools.

In stating factors that they think contribute to the use of punishment in schools parents, teachers and pupils stated attitudes of pupils as the contributing factor more often than other factors.

Participants agree that teachers need to be trained to acquire skills in using punishment with 100% of teachers in agreement. Participants also agree that there is a difference between punishment and discipline, although there was no statistical significance among and between the three groups regarding the statement. Parents and teachers also agree that there is a difference between punishment used at home and in schools.

The following main themes were identified and used to analyse qualitative data for both the focus groups and questionnaires: meaning of punishment; meaning of discipline; attitudes towards punishment; forms of punishment used in schools (those preferred and those not preferred by the participants); perspectives on alternatives to punishment; rules relating to punishment; blame and the differences between punishment used at home and in school.

It is evident from the themes that there are differences between the three groups as well as within particular groups with regard to the use of punishment in schools. This might be due to their social backgrounds, and their perception of their roles in schools, as the meaning of punishment for the three groups was based more on its aims and justification.

The meaning of punishment for parents, teachers and pupils is related to their own experiences and roles in the school environment. This, in a way, also affects the way in which the three groups approach the issue of punishment in schools. Parents and teachers' approach it by conceptualizing the circumstances which led to the transgression, while pupils' approach is centred around the wrongdoer. It is interesting to note that the meaning of punishment carries a common negative dimension in terms of the intention that goes with it, i.e. infliction of pain especially with the intention of compensating the victim and correcting the wrongdoer. This is more in agreement with the retribution theory because emphasis is more on the wrongdoer. In very few cases, participants regard punishment as a means of deterrence. More emphasis was on using punishment for maintaining order in schools and instilling discipline in pupils.

Punishment is often seen by teachers and parents as being something discretely and specifically applied; i.e. punishment is a particular event which involves an interruption of everyday school activities. This differs from pupils who

experience modest punishments being administered in an ongoing way, i.e. not as a major event. To pupils punishment is much more pervasive than the overt acts which distinguish explicit punishment, admonishment, disapproval or even favouring of some rather than other may be forms of punishment.

Punishment is given negative connotations while discipline is regarded as something positive with constructive outcomes. According to pupils, punishment is often used after one has transgressed. However, in the case of discipline one knows exactly what is expected of him/her before being punished. Discipline includes mild forms of punishment such as being denied the freedom to do something.

Different forms of punishment used in schools; i.e. both forms which are preferred and those which are not preferred are positively and negatively perceived. The most preferred forms of punishment are regarded by all participants as those which are carefully and considerately used although used to deter other pupils from wrong doing; e.g. manual work which is related to school work, such as extra homework. Few participants argue favourably for the retention of corporal punishment, the way it is used leaves much to be desired especially on the side of pupils who contend that they do not learn from punishment used by teachers.

Forms of punishment which are not preferred are those forms which are regarded by some teachers and parents as child abuse, and by pupils as revenge and humiliation.

When giving their perspectives on alternatives to punishment, participants concentrated more on giving solutions to problems encountered by teachers in dealing with punishment in schools. These includes discussions among parents, teachers and pupils, and other people in the community (which was important for all groups); restructuring the schools (physical and nonphysical such as building enough classrooms and reviewing the teachers' training); taking the contribution of both parents and pupils into consideration; and making sure that punishment is relevantly and effectively applied.

Teachers, parents, and pupils suggested the following in response to rules relating to punishment:

1. Rules must be made known to all participants.
2. There should be transparency in how rules are formulated and enforced.
3. Inclusion of parents and pupils in the process of rule making.
4. Invite professionals eg. counsellors, and the community to discuss issues of punishment and related problems.

Specifics of some of the points were not clarified; eg. the extent and nature of involving parents, community and professionals in formulating rules.

CHAPTER 5 DISCUSSION

This chapter deals with further interpretation, exploration of the research results, and discussion in relation to other findings and literature in the field. The findings are discussed under specific headings. Limitations of the study are also discussed.

5.1 Interpretation and exploration

5.1.1 The meaning of punishment

The meaning of punishment for parents, teachers and pupils differ in accordance with their perceptions of its role, function and justification. This is reflected in the variation between their approaches, and also in the contradictions within their views.

Parents and teachers express punishment in a more positive manner, i.e. as a strategy or activity used for the good of the child to produce responsible citizens out of them, with the aim creating a well functioning society. Contrary to this, pupils perceive it in a more negative manner; i.e. as a strategy used by teachers to exhibit their power and to control them. This is in support of the findings by Monyooe (1987) which contend that pupils and teachers attitudes towards corporal punishment are incompatible. Pupils viewed it negatively, while teachers were positive about it.

With regard to the present study, the use of power and control in the case of punishment in schools is differently construed by parents and pupils. Parents' views of the use of power are more in agreement with the utilitarian theorists. The use of punishment for utilitarians is based more on deterrence and reform grounds than on revenge. Utilitarians also contend that there should be people who are vested with the power and are responsible for laying down rules on how to deal with the wrongdoer in accordance with how people are suppose to behave. According to parents, in the school environment power vested in these people is distributed according to their level of authority; and they include class monitors,

teachers, principal, school committee and to some extent the police.

What is evident in parents, teachers and pupils' perceptions of the meaning of punishment is that it involves inflicting unpleasant actions (which can be applied in a form of rebuke, corporal punishment or manual work) on the transgressor. The infliction of pain has intended outcomes which are differently construed by parents, teachers and pupils. According to participants, the infliction of pain has a lot to do with the exercising of power. However, power in this context has different meanings for the three group of participants. To most parents and teachers, and few pupils, it is used as a way of preparing pupils to be responsible adults. Thus, the use of power in this case is guided and constructive. To most pupils punishment is used to oppress them because it is used in such a way that their rights are not taken into consideration.

As reflected in the focus group data, pupils' perspectives are congruous with the behaviourist approach. One argument presented by these theorists is that there should be a democratic principle in the justification of punishment as the rights of the transgressor should always be considered. Pupils also maintain that they are sometimes punished for no apparent reason without being given alternatives to their inappropriate behaviour. This goes far beyond the retributive and the utilitarian theory because according to pupils, punishment in schools is used for its own sake (intrinsic) and not as a means to something else (extrinsic).

According to the retribution discourse punishment is intrinsically corrective because the perpetrator is seen to suffer. While this kind of discourse shows itself in punishment acts in schools, it is not, official policy. Officially punishment must be directed towards the aim of instilling discipline; i.e. it must have rehabilitative intent. Whatever retributive emotions might be felt, it will not be given expression when rules are followed.

Participants' approach to the use of punishment in schools also reflect the meaning they attach to punishment. The three groups exhibit the same standpoint when justifying punishment in terms of the transgressor's motive. The severity of the penalty should be determined by the transgressor's motive. According to participants, if the motive is intentional, the penalty should

be more severe than in the case where the motive is unintentional. The yardstick used to measure the motive for committing a transgression is based on whether the infringement was committed in relation to law enforcement in school. Thus, participants maintain that punishment should fit the transgression.

Compensating the victim for what was done to him/her is seen as a means of punishing the wrongdoer by the participants. For example paying for the victim's medical fees when there are injuries. However, in the school situation, parents are also expected to compensate the victim for their children's transgressions. This supports the utilitarian theorists in their argument about considering the compensating effects of punishment for the victim, for it to be valuable. If the victim does not gain from punishment meted out to the transgressor, then it will fail to serve its utilitarian purpose of the compensating effect for the victim.

5.1.2 The tension between discipline and punishment

The findings of the present study reveal that there is no widespread understanding of what discipline actually means to participants except in their reference to the positive intentions of, purpose and effect of it. Discipline is perceived as a positive attribute which is associated with character formation. Participants relate discipline to a more cordial, open and frank discussion aimed at building better citizens responsible for their future and healthy learning relationships.

According to Wilson (1981) the notion of discipline is related to expectations of obedience which could not be there without being backed up by power or some kind of force. This view is not represented by participants in the present study as participants did not perceive discipline in terms of using power or force. They tended to perceive discipline as something used to get obedience from pupils. The approach in obtaining this goal is related to positive outcomes than is the case with punishment, which has negative outcomes.

There is also no common understanding among parents, teachers and pupils on the relationship between punishment and discipline. Contrary to Bagley (1914) who claims that in schools discipline is used to control pupils and serve as

an illustration for the basic law and order in the civilized society; participants in the present study feel that when discipline is present, there is no evidence of exercising power and control as is in the case with punishment.

Although there was no statistical significance between the opinions of parents and pupils, and pupils and teachers, there was a significant agreement between parents and teachers with regard to the difference between punishment and discipline. This also supports the fact that parents, pupils and teachers' opinions on punishment is affected by their experience and their role in the school environment.

For discipline to be effectively implemented the environment must be positive and non-threatening, and pupils should be valued as individuals (Holdstock, 1987; McKay, 1989; Prior and Wilson, 1994). Some of the participants regard discipline as a positive and constructive way of dealing with pupils' problems and punishment as one of the strategies for implementing discipline (Ngcobo, 1988) was perceived negatively. This might be due to the fact that participants have no clear understanding of the relationship between punishment and discipline.

The general feeling concerning the relationship between punishment and discipline is that participants seem to regard the two concepts as related to each other; i.e. punishment is a mode of obtaining disciplined pupils. However, the relationship does not seem to hold strong as far as the meaning they assign to the two concepts is concerned. Although participants' meaning of punishment was clearly spelt out, this seems not to be the case for discipline. Thus, participants seem not to have a crystal clear idea of what discipline is, like they did with the case of punishment; e.g. infliction of pain to the transgressor or making the transgressor pay for the damage.

5.1.3 Attitudes of parents, teachers and pupils to different forms of punishment

Although there is a negative stigma attached to punishment it does not mean that participants are against its use in schools. Parents and teachers are in favour of punishment with more teachers in favour. Although the results were

not significant for the pupils favouring punishment, it is important to note that there was a difference of less than 5% between pupils in favour and those against punishment. The pupils do not wish not to be punished; i.e. they do not desire freedom from punishment. Nor do they want the absence of rules. Rather, they wish punishment to be regulated, controlled so that more does not creep into it, e.g. the teachers' personal motive, and so that it is unwaveringly bound to their act of transgression and their guilt.

At least some teachers feel that the recent outlawing of corporal punishment has denied them a useful tool for maintaining order. In their view, some form of punishment is necessary in order to instill a tendency of self-regulation, and corporal punishment is an easily administered option in this regard. In this sense both parents and teachers tend to think in instrumental terms about punishment. They believe that punishment serves a constructive social purpose. They also agree that it should be closely regulated and that there should be policies about how pupils should be punished and for what.

It is clear that the participants' preference for some forms of punishment used in schools is determined by the way they justify it. This is evident in the fact that forms of punishment preferred by one group are not preferred by other groups. For example, involving pupils in some manual work is preferred by parents, teachers and pupils as a suitable punishment. However, there are different opinions on how the manual work should be carried out. Parents and pupils do not like the fact that pupils should be engaged in manual work which pupils do not gain from, e.g. digging trees from the ground.

Attitudes of pupils' is seen as a major factor which contributes to the use of punishment in schools. Other factors such as conflicts between pupils and teachers, and pregnant school girls are mentioned but they were not significant for all the groups as attitudes of pupils. The mentioned factors show that problems experienced inside and outside the school environment can contribute to the use of punishment in schools; e.g. parents who do not punish their children at home. This supports the findings by Cherian (1990) that there is a relationship between punishment used by parents at home and pupils' academic achievement. The findings of this study also show that some of the reasons for using punishment in schools emanate from problems experienced by pupils at home.

Consistent with the findings that most participants attributed the use of punishment to attitudes of pupils (eg. pupils do not respect teachers, do not do their work, late coming, alcohol and drug abuse) is the observations made by Light and Martin (1989). According to these authors, today's youths experience more stress than the previous generation and which is more often acted out in the classroom. Usually the stress creates problems that is disruptive to the learning environment. In the present study, conflict between pupils might be due to stress experienced by pupils.

Other factors mentioned by participants as contributing to the use of punishment in schools include overcrowded classes, poor school management and shortage of staff. This is in support of the findings by Ngcobo (1988) on the factors which makes it difficult for teachers to deal effectively with disciplinary issues in schools viz. pupil-teacher ratio which is always not balanced; the curriculum which pupils feel is not relevant; authority over the subject matter which is lacking for Black teachers especially an understanding of dealing with pupils problems; too much use of corporal punishment; the autocratic teaching style adopted by teachers.

Harsh forms of punishment such as suspension, assault and misuse of corporal punishment are not favoured by most participants, with more pupils in agreement that pupils should not be punished by being suspended from school. However, the use of the chi-square did not support that there was a significant difference between the groups. The following were pointed out by pupils as effects of punishment on them: feeling of being humiliated, frustration, dropping out from school, truancy, and cheating to avoid punishment. This supports the findings of a study on policy on suspension of Black students in the United States. This study found that suspension creates long-term problems including reducing Black male chances of leading productive lives, increasing dropout rates, and reliance on welfare services (Clarizio, 1980).

The use of corporal punishment in South African schools is an issue which should not be overlooked in the present study. The study was conducted in a semirural area and the findings were found to be compatible with that of Sihlangu (1992) on the attitudes towards corporal punishment in rural schools. According to Sihlangu, corporal punishment is extensively used at home and

at school as an effective child-rearing method; in an inadequate and poor teaching environment it was mainly used to cope with disciplinary problems.

In a newspaper report Mamaila (1985) looked at the problem of pregnant school girls who were traditionally punished by being expelled from schools. In the Northern province these girls were allowed back to school to write examinations. It is important to note that most research on punishment in schools overlooked this problem and it was revealed by this study that it is one of the burning issues with regard to punishment in schools; and needs to be investigated as teenage pregnancy is a problem in South African high schools (Mamaila, 1985). The question of how schools should deal with this found social transgression is not clearly stated in this study.

At a conference of the South African Democratic Teachers Union held in July 1995, teachers voiced their concerns about the use of corporal punishment. In this conference corporal punishment was highly condemned as not necessary in the present South African situation (Keeton, 1995). This negative view of corporal punishment was also expressed by some teachers in the present study. One of the findings of the present study is that just like the abuse of corporal punishment there are other inhumane forms of punishment which are still used by teachers and these forms which were stated by the participants as the forms which they would not like to be used in schools, include assault and insults. Thus, there is a problem with abolishing corporal punishment when other forms are just as heinous. What needs to be considered is the punishment situation in accordance with the prevailing situation in schools and how people who are concerned conceptualize it.

Some of the participants seem to think that punishment may not be necessary, especially pupils who argued that they are old enough to cooperate with their teachers. Pupils use the fact that teachers seem to enjoy or at least be personally motivated to punish as an argument for better control of punishment practices. This is read as their wanting to take humiliation, personal victory out of the punishment scene. Atonement is in this view not the objective. Punishment has the optimal outcome when the pupil is shown how to adapt better to the school environment and not when the pupils is publicly humiliated and experiences pain and suffering.

5.1.4 Attitudes of parents, teachers and pupils on alternatives to punishment

Parents, teachers and pupils acknowledge the fact that punishment is an issue which does not involve only teachers and pupils. This is pitched a bit higher to include other people in how punishment should be implemented in schools. There is an interest in involving the community including counsellors, social workers, and the church. Thus there is a growing shift towards the evolution of the new governing structures which are laid out in the South African Schools Bill of 1996. The central concern seem to move away from a retributive, punitive mode of thinking about punishment, towards a purposeful one.

Participants also express their attitudes towards punishment in terms of what should be done to deal with problems which lead to the use of punishment in schools. According to teachers there is a need to have psychological services for dealing effectively with pupils' problems as some of these problems originate from home. This will help the teachers because the psychologist will identify pupils' problems and assist to alleviate them.

The need for teachers to acquire training on applying punishment is regarded by the researcher as one of the best alternatives of dealing with issues involving punishment in schools and is supported by participants, including 100% of teachers.

5.1.5 Implications for the policy formulation in the area of punishment in schools

There is a tendency among teachers, parents, and pupils to blame each other for what happens at school. Parents are blaming teachers for not involving them in punishment issues concerning their children; teachers are blaming parents for not being actively involved in what happens at school even if they know what is expected of them; pupils are blaming teachers for not involving their parents and for using punishment in a manner they consider to be inhumane and oppressive. However, participants agree that the teacher is responsible for taking care of pupils at school and must be held to account if anything happens to the pupils. Thus, in this regard it makes sense to say that teachers are major role players in making sure that the children obey

rules or behave in acceptable ways when they are in schools (a very non-humanist approach).

The whole issue of punishment will take on a different character when the school environment is jointly constructed by parents, teachers and pupils. Even if not jointly constructed it could be more representative of all needs and thus obviate the need for enforcement of rules.

It is important to take the argument above into consideration in formulating policy in the area of punishment in schools. This is supported by Goldstein, Apter, Harootunian (1984) who maintain that parents, school administration, and the community can play a part in reducing misunderstandings in schools but the teacher is the person at the forefront in successfully dealing with the problem related to punishment.

The findings of the study also suggest that policy formulation in the area of punishment involves people who are directly and indirectly involved in the way punishment is used in schools. The fact that teachers and pupils (people who are directly involved in the use of punishment in schools) have different views in justifying the use of punishment in schools, shows that outsiders need to come in as mediators to help settle the differences. This consultative process leading to formulation of school rules and rules of punishment, should be broad and might even incorporate community agencies such as the police and churches.

Although in some cases there was no strong statistical significance to support the findings, it is clear from the level of percentages that the three groups were in agreement that parents and pupils should be involved in rule formulation regarding punishment in schools. This was supported by the fact that more than three quarters of the parents, teachers and pupils think that parents should be involved in formulating rules relating to the use of punishment in schools.

The pupils ironically do not protest the rules themselves. They seem to believe in rules, and are interested in being part of a process within the school system of redefining the rules within which they must operate. They are interested in having a say in making the system of punishment more impersonal

(in the sense of removing personal biases) and more rehabilitative

Pupils and parents involvement in formulating rules relating to punishment in schools is an important factor which will promote responsibility and commitment on their part (Hlatshwayo, 1992; Monyooe, 1987). However, the question of how pupils and parents can be involved in formulating the rules is left unanswered because participants did not deliberate on the issue. This might be due to the fact that until recently, parents in the former department of education and training were not involved in issues concerning their children's education.

If all parents, teachers and pupils were to be involved in formulating rules regarding punishment in schools, there would be cooperation and there would not be such a strong tendency to blame each other for what happens in the schools, especially parents who blame teachers for not involving them. This would also make it possible for teachers to be actively involved in what they are implementing and not take it for granted that they are obliged to follow the government policy.

5.2 LIMITATIONS OF THE STUDY

As an exploratory study the present study had many limitations in assessing perceptions of punishment in schools by parents, teachers and pupils.

First, the uneven distribution of sample size for the three groups led to difficulty of establishing significance levels through Chi-square tests. The time constraints did not allow including more subjects.

Second, the study was conducted among the standard ten pupils only, thus the results cannot be generalized to pupils in other standards. The standard ten pupils were selected on the basis that the researcher assumed that they have had an experience of punishment for a longer period at school since they were in their final year of school. It would seem important to assess the application of punishment at all levels and it is probable that responses would be different for more and less mature pupils.

Third, the method of data collection also had its practical limitations.

Translation of the questionnaire from English to Northern Sotho may have influenced the responses. For instance the term punishment refers more to corporal punishment which is "otla". However, many of the respondents preferred to complete the questionnaire in English.

Fourth, as the study concerned a relatively small group of people, from a specific background, the findings cannot be generalized across schools in South Africa.

Fifth, variation of gender, age, religious background and presence of both parents in the home were not considered as important variables in the study. This may well have been an oversight because men and women may well have different views on the matters, and some of the mentioned factors may have influenced the findings of the study.

Sixth, research involving parents and pupils in formulating rules on punishment should be conducted to find out how, and at which level parents and pupils should be involved in formulating the rules as the present study did not sufficiently explore this issue.

CHAPTER 6 IMPLICATIONS AND RECOMMENDATIONS

6.1. IMPLICATIONS

The study explored how parents, teachers and pupils experienced the use of different modes of punishment, especially their perceptions of its meaning and justification. Commonalities and variations in attitudes were represented in the description of the meaning of punishment for each of the three groups and in the way it affects them.

According to Gupp (1971), punishment theory is abstract and difficult to discuss in ordinary terms. Gupp points out that effort should be made on the part of all persons involved in the practical application of punishment as well as the average citizen, to reflect within the context on the philosophy of punishment. The effort was carried out in the present study with the aim of attempting to acquire a deeper understanding of the meaning of punishment for the three different groups. The findings were discussed in relation to the behaviourist, retribution and utilitarian theories of punishment.

One significant finding of this study is that parents and teachers are in support of the use of punishment in schools. This is consistent with the qualitative data regarding the purpose of using punishment in schools. To most parents and teachers punishment is used for the good of both the pupil and the society, i.e. to ensure that order and discipline prevail in the school environment and at the same time teach pupils to become responsible and accountable citizens. Pupils consent to being rule-bound and they believe that any form of punishment used in schools must be tightly rule-bound. The implication of this finding is that punishment should be used for pupils to grow up with the sense and knowledge of obeying rules, and to have their voice heard in the authoritative structure in which these rules are formulated.

Although the aims of using punishment is differently construed by parents, teachers and pupils, what seems to be important is its consequences. According to parents and teachers the consequences of punishment are more

positive than negative. To pupils the outcomes of punishment (as it is presently practised) are negative as they are related to the punisher's intentions which range from venting of their own frustrations to exhibiting their power.

Although parents regard punishment as something which shapes their children's future, they seem uncomfortable with the way it is dealt out. According to them it shows elements of power and control. Compared to parents and teachers, pupils interpret punishment (as it is presently practised) negatively. This seems to emanate from the fact that they seem to have problems as to who must benefit from punishment used in schools, i.e. themselves or their teachers.

Another significant finding is that parents, teachers and pupils perceive attitudes of pupils as a contributory factor to the use of punishment in schools. This contradicts with another significant finding of the study; viz. that teachers agree that standard ten pupils need not be punished as they are old enough to account for their actions.

All participants agree that parents and pupils should be involved in formulating rules on how punishment should be used in schools. These findings are consistent with the findings of other researchers' concerning parental involvement in school matters (Ngcobo, 1988; Jowett & Baginsky, 1988). According to Jowett and Baginsky (1988) parental involvement will help in closing the gap between the type of punishment pupils get in schools and at home, and to deal with the cold war that exists between parents and teachers because of distorted information they get about each other from pupils. One observation from the findings of the study is that there is a tendency between parents and teachers with regard to the use of punishment in schools.

The meaning of punishment carried a common understanding for participants. They all expressed the dimensions of punishment in terms of the intention that goes with it; i.e. to them punishment mainly involves exposing the wrongdoer to pain to deter others. The infliction of pain is administered as an activity or strategy; e.g. cleaning the school yard, corporal punishment, rebuke.

Three important features that came out of the participants' understanding of the meaning of punishment are compensating the victim (cf. utilitarian

discourse), the transgressor's motive, and discrimination involved in its application. Thus, to participants' meaning of punishment goes beyond the understanding of the popular theories of punishment which concerns justification, to the understanding of its practical application.

According to parents, teachers and pupils punishment should be dealt out as a means of compensating the victim for the harm he/she was exposed to. In the case of the scenario presented to focus groups, participants felt that the transgressor should compensate the victim; e.g. by paying the medical expenses if the victim is taken to the doctor or the hospital. Participants also feel that the intentions of the transgressor should be considered. This was seen as needing to be considered as a guide to the teacher regarding the form and intensity of punishment to be used.

The discriminatory way in which punishment is used was spelled out in the teachers' and pupils' focus groups. What was evident in the pupils' deliberations was that pupils who are liked by the teachers are not exposed to harsh forms of punishment. To teachers this is something which happens unconsciously; "Punishment depends on the situation and how one apply it." This means that some teachers apply punishment in accordance with how they judge pupils in terms of their actions and attitudes towards their school work. The implications are that although teachers and pupils do not have similar attitudes towards punishment, there are subtle differences which are due to situational factors. For instance the teachers use of punishment tend to be influenced by the pupils' attitudes towards their school work.

A significant finding about the alternatives to punishment is that the three groups see the need of employing professionals such as Psychologists to help deal with the problems related to the use of punishment in schools. Considering the results of the study one can say that the role of the Psychologists could be to help deal with problems experienced by both pupils and teachers such as domestic problems which makes it difficult for them to perform well and to facilitate development of punishment policies in schools.

Although they all acknowledge the need to involve relevant people they do not state clearly how these people must be involved except for discussions. What was also observed from the participants' attitudes of the alternatives to

punishment is that just as much as they are in favour of punishment, they are also opposed to the way some teachers use it. Participants also made it clear (especially pupils) that in schools there should be punitive some ways of dealing with "problematic" pupils to avoid disorder in schools.

Parents, teachers and pupils have common perspectives regarding policy formulation in the area of punishment. According to them the justification for using punishment in schools should be an effort of people who are directly and indirectly involved in what happens everyday in schools. They also made it clear that rules on punishment should be explicit to all involved including how they are formulated, and how they should be implemented. The implication is that the three groups are aware that they have different views about the use of punishment in schools and justifying its use should be an effort of all of them in order to do away with the ongoing blame and conflicts involved.

6.2 RECOMMENDATIONS

From the findings of the present study it is clear that the problem of punishment in schools needs to be looked at in a more academic sense. This needs the research efforts of a multidisciplinary team which includes sociologists, psychologists, criminologists, and lawyers.

It is clear, however, that investigations using larger samples need to be conducted nationally if we are to gain a wider perspective on the problem especially if this is to lead to the development of policy and monitoring the implication thereof. There is also a need for action research and evaluation of policy implementation to assess the feasibility of the developing policy.

The levels of participation for parents and pupils need to be researched and clearly outlined with regard to rules about punishment so that the use of punishment in schools will not be confused with adults exercising their power and authority over pupils

There is also a need to look at crimes committed in schools in a more critical manner as this will help us to distinguish between juvenile offences and 'ordinary' transgressions committed by pupils in schools. This will in turn help to clearly outline rules and the suitable penalties for the offences.

Rules about punishment in schools must be reviewed to be in line with the current trends in the country and in accordance to what is proposed by parties such as SADTU especially with regard to feasible methods of punishment which include the abolishment of corporal punishment.

It is important to have flexible rules on the justification of punishment especially in the education context, as it involves emotions of teachers, parents and pupils. These people hold different views which are influenced by several aspects of their lives. Thus, rules about punishment in schools must be formulated with the following in mind:

- A clear outline of the circumstances under which pupils must be punished.
- An attempt to outline the appropriateness of any form of punishment for certain behaviour.
- Clarity on who is to give permission for the punishment of pupils.
- The rules on punishment must be clearly described and known to parents, teachers and pupils.

Some of the problems related to use of punishment in schools emanate from home and it seems that teachers are struggling to deal with those problems alone. In this sense it is important for teachers to have the cooperation of parents in dealing with problems. The level of parental involvement and participation should be explicitly stated in the rules and regulations of the Department of Education.

None of the above can be divorced from the general need to create a more favourable schooling environment by development of improved teaching facilities and better pupil to teacher ratios. This would build the morale of teachers and for all parties concerned, could create a greater sense of cooperation. This would in turn facilitate a better co-ordinate and consensually acceptable approach to discipline and punishment in the school environment.

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APPENDIX A: LETTER OF PERMISSION TO CONDUCT RESEARCH IN SCHOOLS

University of the North
Private Bag X1106
SOVENGA
0727
22 August 1995

The Principal
Name of school
Address

Dear Sir/Madam

Re: Permission for conducting research

I am a registered Post graduate student at Rhodes University and hereby request permission to conduct research in your school.

The title of the research project is, "Punishment in schools: Perspectives of parents, teachers and pupils". The project is a requirement for part fulfilment of Masters degree in Arts (Research Psychology) at Rhodes University.

The research project will consist of two phases. For the first phase, I will need a group of ten Standard 10 pupils as well as their teachers. I will see them separately for a duration of an hour. I would like to commence with the groups on Wednesday, 23rd August 1995. However, the time schedule regarding when I will see the two groups will depend on your daily time-table and can be arranged.

The second part of the project involves the administration of the questionnaire and will be completed by both groups as well as those who did not participate in group discussions.

Confidentiality will be strictly adhered to and the participants will remain anonymous.

Thanking you in anticipation.

Yours faithfully
S.D. Sedumedi

APPENDIX B: FOCUS GROUPS QUESTIONS - ENGLISH VERSION

FOCUS GROUP QUESTIONNAIRE

A teacher of a standard ten class gave pupils a class test. She instructed them to get busy with the work while she went to fetch something in the principal's office. After ten minutes she returned to the class only to find that one of the pupils (Ben) was injured in the eye. Apparently, after she left the class, Ben asked one of his colleagues (Peter) to lend him his pen. Peter tried to throw the pen over to Ben and the pen landed on Ben's eye, injuring him.

At the corner of the teacher's desk hangs a copy of the class rules. One of the rules states: No pupil is allowed to throw things around in class. Punishment will be administered to anyone who violates this rule.

QUESTIONS

1. What do you reckon the teacher should do in that situation?
2. Why do you think that it is the correct way the teacher should handle the matter?
3. Do you think that it is necessary for the teacher to consider other forms of punishment to approach this problem?
4. Do you think that it is necessary for a standard ten class to have class rules?
5. Do you think that the teacher's approach to this problem must be guided by what is stipulated in the class rules?

APPENDIX C: FOCUS GROUP QUESTIONNAIRE - NORTH SOTHO VERSION

DIPOTŠIŠO: DIHLOPHANA TŠEO DI NEPILWEGO

Morutišigadi wa marematlou (mophato wa lesome) o file barutwana molekwane. O ba laetše go tšwela pele ka mošongwana woo mola yena a sa ya go tšea selwanatsoko ka ofising ya hlogo ya sekolo.

Ka morago ga metsotswana ye lesome ge a boa ka phaphošing, a hwetša yo mongwe wa baithuti (Ben) a gobetše. Go bontšha gore Ben o šadile a kgopela pene go yo mongwe wa baithuti-ka-yena; Peter, yo a mo fošeditšego yona. Ka madimabe ya mo hlaba leihlo.

Mo tafoleng ya morutišigadi go lekeletše melao ya mphato woo.

Wo mongwe wa melao yeo o re: Ga go morutwana yo a dumeletšego go foša dilo ka mo phaphošing. Mang le mang yo o tshelang taelo ye o tla otlwa.

DOPOTŠIŠO

1. Na ke dikgato dife tšeo morutiši a swanetšego go di tšea mabapi le tiragalo ye?
2. Na ke lebaka la eng o gopola gore kgato yeo e nepagetše?
3. Na o bona nke ke tshwanelo gore morutiši a hlokomela mekgwana ye mengwe ya kotlo?
4. Na o bona nke ke tshwanelo gore mphato wa lesome o be le melawana ya phaphoši?
5. Na o bona nke dikgato tšeo morutiši a di tšeago di swanetše go laolwa ke ka fao melao ya phaphoši e beilwego ka gona?

APPENDIX D: QUESTIONNAIRE - ENGLISH VERSION

BIOGRAPHIC DATA

Tick (x) where appropriate

SEX: MALE
 FEMALE

ARE YOU A: TEACHER
 PARENT
 PUPIL

QUESTIONS

1. What is your position regarding punishment in schools?

- (a) In favour
 (b) Against

2. If you are in favour of punishment, state the forms you would prefer to be used?

.....

3. State the forms of punishment you would not prefer to be used in schools?

.....

4. What do you think will be the best alternatives to punishment in schools?

.....
.....

5. What do you think is the purpose of using punishment in schools?

.....
.....

6. Standard 10 pupils need not be punished because at this level they have assumed enough responsibility to account for their actions.

- (a) Agree
- (b) Disagree

7. Pupils should not be punished by being suspended from school

- (a) Agree
- (b) Disagree

8. State the factors that you think contribute to the use of punishment in schools?

.....
.....

9. Parents should be involved in formulating rules relating to punishment in schools.

- (a) Agree
- (b) Disagree

10. Pupils should be involved in formulating rules relating to punishment in schools?

- (a) Agree
- (b) Disagree
-

11. There is a difference between discipline and punishment.

- (a) Yes
- (b) No

12. There is a difference between punishment used at home and in schools.

- (a) Yes
- (b) No
-

Motivate.....
.....
.....

13. There is a need to train teachers to acquire skills on how to apply punishment in schools?

- (a) Agree
- (b) Disagree
-

APPENDIX E: QUESTIONNAIRE: NORTH SOTHO VERSION

KA GA LENA

Swaya (x) mo go swanetšego

BONG: MONNA
 MOSADI

MAEMO: MORUTIŠI
 MOTSWADI
 MORUTWANA

DIPOTŠIŠO

1. Na oreng ka kotlo ya bana dikolong?

- (a) Ke kwana nayo
- (b) Ke thulana nayo
-

2. Ge o kwana le kotlo ya bana dikolong, bontšha mekgwana yeo o bonago e le kaone go ka šomišwa.

.....

3. Efa mekgwa ya kotlo yeo o ka se kganyogego go e šomiša sekolong.

.....

4. Na o bona nke ke eng seo se tla šomišiwago legatong la kotlo dikolong?

5. Na go ya ka wena, maikemišetšo a kotlo dikolong ke afe?

6. Marematlou ga a swanela go otlwa ka ge ba nale maikarabelo a seo ba se dirago.
 (a) Ke a dumela
 (b) Ga ke dumele
7. Barutwana ga se ba swanela go otlwa ka go rakwa lebakanyana sekolong.
 (a) Ke a dumela
 (b) Ga ke dumela
8. Na o bona nke ke eng seo se hloago gore kotlo e šomišwe sekolong?

9. Batswadi ba swanetše go ba le letsogo tlhamong ya melao ya kotlo dikolong.
 (a) Ke a dumela
 (b) Ga ke dumele
10. Barutwana ba swanetše go ba le seabe tlhamong ya melao ya kgalemo dikolong.
 (a) Ke a dumela
 (b) Ga ke dumele

11. Gona le phapano magareng ga kgalemo ka gae le sekolong.

(a) Ee

(b) Aoa

Fahlela.....
.....
.....

12. Gona le phapano magareng ga kgalemo le kotlo?

(a) Ee

(b) Aoa

13. Go botlhokwa go hlahla barutiši mabapi le tšhomišo ya kgalemo dikolong.

(a) Ke a dumela

(b) Ga ke dumele

APPENDIX F: PARENTS' FOCUS GROUP

1. What do you reckon the teacher should do in that situation?

- A. This happened at school while parents are at home. Therefore parents will not know which action the teacher will take. It will be better if the teacher can inform the parents about what happened and tell them how they are going to solve the problem.
- B. As a former school principal I think the first thing to do here is to assess Ben's injury and seek the necessary help or give him First Aid. After that I will call the pupil who threw the pen and find out why he threw pens at others. I will also show him the rules and question him about what he did by referring to the rules, and make him aware that what he did is wrong. If he becomes stubborn I will make try as hard as possible to see how wrong he is. If that does not work I will take him to the principal and tell the principal what happened.
- C. The first thing to do is to take the injured pupil to the clinic.
- B. But the reality is in rural areas there are no clinics or nurses. You can get a car but where would you get the money to pay the driver of that car. You cannot demand the money from a parent whose child injured the other because he/she might be stubborn. You cannot use money from the school fund without making an application and accounting for what you are going to use the money for. Now the question you as a teacher will be asked is whether the injured pupil sustained the injuries while performing his school work or not. If they say he was not performing his school work you will have to pay.
- D. Is the teacher not wrong because when pupil are at school they are under the teacher's care. If the teacher was in the classroom at the

time the injured pupil would have asked the teacher to borrow the pen from others. The teacher was supposed to be in the classroom because he must always be in. If he is not in class he must make sure that he gives responsibility to the class monitor.

- E. When a teacher is in the classroom he must see to it that he has everything he is going to need to avoid leaving pupils on their own.
- D. I am not against what you just said but sometimes it may happen that there is something urgent the teacher has to attend to and he cannot send pupils because of certain reasons. Now what must be done to ensure that both the teacher and the pupil are protected when the teacher is not in class?
- G. When there are classroom rules, it is important to have a class prefect to ensure that those rules are implemented even in the absence of the teacher.
- H. In the lower standards as well a teacher can choose somebody to keep order during her absence.
- B. Let us look at it from the pupil's point of view. In most cases pupils take advantage of the situation when the teacher is not in class. This can happen irrespective of the fact that there is a class prefect or not.
- I. In the case of Ben and Peter, Peter might have thrown the pen over to Ben in order to avoid noise-making and at the same time forgetting about the class rules.
- B. As an adult you would think that Peter should have stood up and given the pen to Ben. However, this is not how children think irrespective of whether there are class rules or not.
- J. I think that the teacher can solve this case by reading the class rules to both Ben and Peter and make sure that they understand them because

they were not fighting, it was an accident.

* Let us consider the case where one of the pupils was shot with a gun. What do you think the teacher should do?

- F. This one is clear because in the first place pupils are not allowed to bring guns to school. The teacher must take appropriate steps by showing Peter that he disobeyed the law. He/she must also make sure that Peter understands what that means. It is then that the principal must know what happened.
- D. Is this issue concerning a gun not a bit difficult?
- G. This is similar to the case in that school where this boy was caught smoking, he knew that smoking is not allowed in the school premises but he smoked thinking that the teachers will not see him.
- C. This one concerning a gun is very difficult because a pen is a pen and it must be used for writing at school. A gun is something else because it is not used at school and pupils are not supposed to bring it at school, and they know that. Therefore we must look at these two incidences from different angles. Problems must be looked at from a variety of perspectives. I think the issue of the gun should be referred to the Parents, Teachers and Students Association (PTSA).
- E. No. It must first be taken to the principal before it goes to the PTSA.
- A. As a parent I do not expect any guns in the school premises and I need assurance from the school about this issue. Let us shift our discussion to what the school must do to keep guns away from the school premises. I mean it is easy to say pupils are not supposed to smoke or bring guns to the school, but that put the poor teachers and pupils at risk because they can get injured especially with guns and knives

- B. A pupil who brings a gun to school does it purposely with the intention of hurting others. In the case of a pen one can say that it can be regarded as a mistake because pupils bring pens to school everyday and they use pens to do their school work.
- D. In the first place why should pupils be allowed with knives in the school premises? I am asking this question because a pupil who harms others with a gun is also dangerous to the teacher.
- A. There must be security guards who will search the pupils at the gates.
- H. Don't you think it will be difficult for the security guards to search each and every pupil because there are many pupils in our schools.
- I. If something like that happens, other pupils will go and tell the teacher that there is a pupil who is lying on the ground because he was shot. The teacher will call the principal. It will be simple for the teacher and the principal to attend the injured pupil and call the police if the pupil with a gun has ran away. However, it will be difficult for the teacher and the principal to come near the scene if the pupil with a gun is still standing there.
- D. My argument is based on the saying that "prevention is better than cure". Do we have to wait for pupils to shoot each other first. Can't we do something to prevent it?
- H. It is simple to do something if you have an idea or if one of the pupils tipped you off.
- E. As parents we know that a school is a school and pupils must not carry guns at school. Now that there are many things going on in the schools, they carry guns to protect themselves from outsiders who are always trying to disrupt their schooling.
- C. Sometimes it is a matter of protecting themselves like in the case of that pupil who concealed a gun in his tracksuit.

- A. Security guards who work in schools must do their jobs because they are being paid.
- B. But they are afraid that they will be shot at.

- A. It is their job. It is the same thing with the police who know that their jobs are risky but they are doing it anyway.
- I. The reality is; the police carry guns and security guards do not carry guns.
- D. Because we are members of this society, we must bear in mind that the police are afraid of what can happen to them when they are not on duty and this is the case with the security guards working in schools. We must come with suggestions about what we ought to do to make our country safe for our children.
- H. The presence of security guards is necessary but it is difficult for them to keep order in schools.
- B. It is simple in institutions such as universities to have security guards students do not arrive once at a specific time. With the school the security guards will have to search more than 500 pupils who all arrive at school at the same time, which will take time especially in the morning.

2. Why do you think that it is the correct way the teacher should handle the matter?

B. Which matter are you referring to?

* I am talking about the case of Peter and Ben. As I have already explained we are going to discuss the questions on the papers you are having with you but I will ask other questions to make a follow up or

get your ideas about other matters related that you raise.

- B. OK, I see. Referring to the one where we said that Peter must pay the medical expenses for Ben, I remember that there is a medical fee of 50c which the teachers can use to take Ben to the clinic.
- B. There is no problem in using that money. In this case one of the pupils is injured and parental involvement is necessary. Thus, the principal will have to call parents of these pupils to the school. We must consider the fact that Peter has injured Ben accidentally. Now let's say we managed to hire a car which took Ben to the clinic. The problem now is who is going to pay for the hired car. As a reasonable parent, you will detect that your child have accidentally injured or harmed the other. You will then pay for the hired car. The parent of the injured pupil will also pay because it is clear that the injured pupil was accidentally hurt. You will also take the responsibility especially when considering the fact that the same can happen to your child. Both parents will agree to pay for the medical expenses. However, this will depend on how they understood the situation. What is important here is the principal's approach which will help them work together
- A. Are there no school cars in a high school?
- C. The schools in town do have transport to use for things like that.
- J. It will be better if both parents agree that the whole thing was accidental and that they will both take responsibility. If there is a medical fee which is paid by the pupils to cover for any accident which will happen at school, the school will pay for the hired car.
- B. Lets look at the possibilities and difficulties of getting money from the school funds to pay for the hired car. There is no money which can be taken from the school funds without making an application and stating what the money is going to be used for.

* As parents are you not given guidelines about how the school is run so that you can have an idea of what you are expected to do in cases such as this one, especially where punishment is involved?

G. No. That is why in most of the cases the principal must make sure that parents understand everything that happen to lead to their children being punished.

* What do you think is the importance of using punishment in educating children?

E. Punishment is used to make pupils aware of what is wrong. It builds the child so that the he/she can distinguish between wrong and right.

A. It must be used for positive discipline

F. When punishing a child one must look at it from the point of positive discipline so that the child will realize why he is being punished.

B. If the principal is a positive person, pupils will be free to complain about the unfair punishment they receive from teachers. There are other forms of punishment which the pupil will refuse to get from the teachers. In this case the principal must listen to what the teacher and the pupils have to say and make a fair decision which will satisfy both parties. Usually the teacher will expect that the principal will allow him to use corporal punishment. If the principal and the teacher do not agree and the principal's decision favours the pupil, the pupil will suffer victimization from the teacher.

I. Any form of punishment the pupil gets will be effective if the teachers and pupils have similar attitudes towards that punishment.

H. Some teachers have the tendency of carrying a stick around, one even

wonders if they ever have time to teach.

- B. There are problems in schools regarding the use of corporal punishment. If the principal is a woman, the male teachers will lack respect for her. They will then misuse punishment.
- E. If the pupils are wrong, it is not right for a teacher to always make noise for them or to insult them. The teacher must know that pupils can listen (even primary school pupils) and if you show them their mistakes by talking to them in a reasonable way they will not repeat those mistakes. Teachers must be aware that high school pupils are very sensitive, especially to the way they talk to them.
- C. Punishment is not only meant to teach pupils responsibility. It helps to keep order but as long as our class rooms are overcrowded as they are we cannot run our schools without it.

3. Do you think it is necessary for the teacher to consider other forms of punishment to approach this problem?

- E. Yes. If the teacher have talked to the parents, and especially if those other forms of punishment will help to solve the problem.
- J. This situation help us to consider that corporal punishment is not the only form of punishment teachers can use. There are other effective means of punishing a child and it depends on the type of mistake committed by the child.
- A. I think the other way of punishing the wrong pupil is to make him work in the school yard because he is a nuisance.
- D. That one is suitable after school. The teacher will be wrong to take the pupil out of the classroom and instruct him to work in the school yard during school.

- F. I think the wrong pupil should be suspended.
- B. Suspension will involve parents and the school committee. How the problem will be solved will depend on their decisions. After that they will have to write a letter to Peter's parents and explain everything to them. They will then wait to hear what Peter's parents are saying.
- E. We must consider the fact it is also painful for the teacher to punish the pupils.
- D. Peter did not harm Ben intentionally. We must then ask ourselves "which form of punishment are we going to give to him". That is why it is important to find out what happened.
- H. The type of punishment which is given to any pupil must suit the offence. We can all see that this happened unintentionally. Although it was unintentional, the motive must be taken into consideration.
- E. If a child is wrong, it is important to let him discipline him/her just by reasonable talking. This can also serve as punishment because most children hate it.

4. Do you think that it is necessary for a standard ten class to have class rules?

- E. Yes. It is as necessary as it will be in a sub-A class.
- J. It will help to control the class.
- D. Class room rules are not based on the school policy. Thus, the rules will be used effectively to control the pupils. Pupils will be free to say whether they agree with the rules or not.
- H. If the standard ten pupils think that they are grown-ups, then they must be involved in the making of those rules.
- C. When you are formulating rules, you are not doing it out of the vacuum.

You must sit down with the whole class, discuss the rules with them so that they will decide which ones are suitable for them and which ones are not. After that you must write them down, hang one copy on the wall and keep the other one. This will serve as a reminder so that they must not do what is against the rules. If one of the pupils does what is prohibited by the rules, his classmates will reprimand him, eg. are you aware of rule no. 6?

G. It will satisfy them if a teacher also adheres by the rules.

5. Do you think that the teacher's approach to this problem must be guided by what is stipulated in the class rules?

I. Yes. The teacher must also be guided by the rules.

C. So that when punishing the child the teacher will say: "You know the rules", which the pupil will be given an opportunity to read.

* What if by mistake , a teacher harm the pupil while punishing him?

H. Punishment is not the sole responsibility of the teacher. The teacher must take the pupil to the principal. The principal will then decide the form of punishment he is going to give to the pupil.

APPENDIX G: TEACHERS FOCUS GROUP

1. What do you reckon the teacher should do in that situation?

- A The first thing to do as a teacher is to give First aid to the injured pupil.
- B I think you will firstly find out what happened
- C Call Ben and Peter and ask Ben why he did not go to Peter to fetch the pen; ask Peter why he threw the pen to Ben
- D Warn them about what happened and make them aware of the rules
- E I think it is important that pupils should be taught to obey rules because many accidents happen because of people who disobey rules
- F The teacher must make pupils aware of the importance of obeying rules
- G Tell them that rules are there to teach them obedience

2. Why do you think that it is the correct way the teacher should handle the given situation?

- A Because the condition of the pupil who was injured will worsen if he did not get first aid promptly. However, this will depend on the extent of the injury.
- F This shows the responsibility of the teacher to the class
- D Ben and Peter's friendship will not be affected because of the incident which was not meant to harm their relationship.
- E This teaches the pupils that peace must be maintained at all time

* Let us consider the case where a pupil was shot with a gun by a fellow pupil. What do you think the teacher should do?

- E I think the teacher must talk to the pupil who has a gun, and take it away from him.
- H The manner in which the teacher will talk to the pupil must be realistic so that unnecessary injuries can be prevented.
- G The teacher must not discipline the pupil immediately. He/she must know what happened. Immediate punishment is not good for pupils.

3. Do you think that the teacher should consider other forms of punishment to deal with this problem?

- B Yes. It is Peter's responsibility to pay medical expense for Ben eg. take him to the hospital or doctor.
- A Sometimes it is necessary for the teacher to invite parents to the school and explain what happened to them. The parents will decide how they are going to deal with the problem.
- C If possible the parents will take the responsibility of paying the medical expenses for the injured pupil.

* If the transgressor's parent becomes stubborn and argue that the teacher should be responsible for everything that happens to pupils at school.

- H In this case it is important for the teacher to first explain everything to the parents. Sometimes put her on the victims place.
- C Make them aware of the school rules and regulations on how to deal with such problems. Explain to them that parents are also responsible for what is happening at school.

* Are parents aware of the existence of such rules and how do they become

aware of them?

- A Each parent is given a copy of the school rules when their children are admitted to the school, and we also encourage pupils to go through the rules.
- G We assume that the pupils are also aware of the school rules because the copies are given to parents in the presence of their children on admission.

* Sometimes it might happen that a teacher can harm the pupil unintentionally while punishing him/her. How do you treat such a case?

- F It is important that the parents are informed about the incident because the school would not rely on pupils. The teacher concerned must explain what led him to harm the pupil.
- A The teacher concerned must take the responsibility of seeing to it that the injured pupil gets medical attention.

* Can you please tell me about other forms of punishment which are used in your school.

- B In this school we do not believe in using corporal punishment because it is harmful to pupil's psychological wellbeing as well as the teacher's.
- C I believe in using corporal punishment sparingly.
- A Write a letter to parents telling them about the pupils behaviour.
- F I think punishment depends on the culture of the punisher, if the punisher is used to using a stick as a form of punishment, then he will

always use it no matter what.

- D Sometimes pupils are instructed to stay behind after school to study or dig out the tree from the ground.

* Do you think the type of punishment used for a certain offence is always fairly applied to suit that offence?

- C When applying punishment, a teacher must bear in mind that some offences are more serious than others. There are offences which concerns the teacher and pupil only; others are more serious and they need the attention of parents, school committee and administration staff. If the offence is very serious the school committee may decide to suspend the pupil from the school.

* I did not hear you mentioning the principal in this discussion. With regard to punishment, what is the role of principal?

- B In the case where the teacher has injured the pupil, the teacher must be brought to the disciplinary committee. If the disciplinary committee cannot deal satisfactorily with matter, the principal will have to take over. The disciplinary committee is responsible for formulating the school policy. The policy is not based on the government's policy which is mainly on how corporal punishment must be used in schools. However, there are instances where we refer to the government policy.

4. Do you think that it is necessary for a standard ten class to have rules?

- F Yes. Pupils must be taught to obey rules at all levels.
- G Pupils learn responsibility through punishment, and they will be independent in future eg. wearing school uniform, cleanliness, punctuality, not to make noise during class.
- A It is very difficult for teachers to attend to each pupil. Some of them come with problems which emanate from their home. In this case the teacher should really consider the form of punishment to use. You know, sometimes you would not know whether a pupil's habitual late coming is due to his lack of responsibility or not.
- E Another problem of punishment in the school is lack of guidance from the low classes. Pupils are used to coming, and they are taught how to behave only through punishment and in that case it will be difficult to change that habit especially if someone is at standard ten level.

5. Do you think that the teacher's approach to this problem must be guided by what is stipulated in the school rules?

- E I don't think so because in most cases teachers deviate from the stipulated rules because of certain circumstances which might force them to do so. For example, in the case of Ben and Peter the teacher must consider that Ben asked Peter to borrow him the pen. As such the form of punishment the teacher will use must take the intention of the wrongdoer in the first place.
- A Another thing to consider here is the intensity of punishment the wrongdoer is supposed to receive. You will not give Peter the same punishment you will give him when for instance, he would have thrown a stone at Ben.

C Punishment is based on how pupils are supposed to behave inside the school premises and how they must not behave.

* Are pupils aware of the school rules especially with regard to punishment?

A Yes. They all get pamphlets of the school rules on admission and they are always encouraged to refer to these rules.

* Do you think punishment serves any good for the pupils?

B Focus is on discipline not punishment because punishment is aimed at inflicting pain to pupils. Punishment must be meant for animals only with the ultimate intention of killing.

C Punishment depends on the situation and how you apply it. For example, in the case of a bright child, punishment is used to alleviate that brightness.

F The manner in which teachers punish pupils must be similar to the way parents punish them. After getting punishment the pupil will know why he was punished because the teacher will explain that to him/her.

D When punishing the pupil, the teacher must make sure that the pupil understands that the friendly relationship between will not be spoilt.

* Do you trust the effectiveness of punishment in dealing with pupils rule breaking tendencies?

C I believe that what we call effective punishment must not exceed more than five strokes.

- B Punishment must not be associated with child abuse.
- F The teacher must not punish a child before finding out about the child's problems.
- A Sometimes it is difficult to use punishment effectively especially in a class of fifty pupils. Thus, in this instance it is necessary to identify trouble makers.
- G It is also important to choose effective class leaders to help you identify the trouble makers.

APPENDIX H: PUPIL'S FOCUS GROUP

1. What do you reckon the teacher should do in that situation?

- A Pupils know how they are suppose to behave in class. They are not suppose to throw things around. I think that the wrong pupil (Peter) must be suspended from school.
- B I think the teacher should intervene and ask Peter to ask for forgiveness from Ben. After that Peter must take Ben to the hospital.
- C They are both wrong because they were writing a test; and they know that they are not suppose to misbehave especially when given something to work on.
- E The teacher should stop them from writing the test and they must not get any marks for the test.
- E They should be disqualified because they were talking during the test. This will deter other pupils to commit similar offences.
- F The first thing the teacher must do is to give first aid to the injured pupil; and then punish both pupils because they are both wrong. Ben knows that he must not talk to Peter during the test; Peter knows that he must not throw things around in the classroom especially when they are writing a test.

2. Why do you think that it is the correct way the teacher should handle the given situation?

- D If they are not punished other pupils will make mistakes with the knowledge that they will not be punished.

- C Their actions were intentional because they know about the class rules
- E They know that a test is something which is important and that they must not disturb others when writing a test.

* Let us consider the case where a pupil was shot with a gun by a fellow pupil. What do you think the teacher should do?

- H Generally speaking pupils know that they must not carry guns around when they are in the school premises (even though there is no school rule which forbids them to do that). I think that the pupil who shot the other pupil should be suspended from school.
- I The pupil must be punished by the police because that will be a criminal offence which cannot be handled by the school authorities.
- E The wrong pupil must be severely punished so as to avoid revenge from the injured pupil.
- J Suspending the wrong pupil from school will not solve anything because he will be taken to prison and he will never have a chance of finishing off at school.
- F According to what I know, there is no school rule which forbids pupils to bring guns to school. Therefore the proper thing for the teacher to do is to find out the background of the whole situation.
- C I think that suspending the wrong pupil from school will ruin his future and on the other hand increase the crime rate in the country. Thus, the best thing to do is to talk to the pupil's parents and let them also be responsible for any punishment which must be given to that student.

* Do you think it is important to have a school rule which forbids pupils to

bring guns to school?

- B Yes. I think the rule must be stipulated at school. After that parents and pupils should hold discussions with the school authorities to discuss this rule as well as any other rule.
- I Because if the incident was outside the school premises the school will not have to take responsibility. They should report what happened to the police because it could be due the fighting between gangsters which were formed outside the school premises.
- D If the problem emanates from school, the school authorities must see to it that they solve it in the school and must make sure that it ends there before pupils decide to solve it outside the school premises.
- E It is easy to talk about these things here, but the reality is that in our school we are not free because we have no rights. We do not even have an SRC. The rules which are used are based on how favourable some pupils are.
- J We are not even aware of the existence of school rules. The school rules we are still operating on were learned from primary schools. We need school rules which are comprehensive to everyone attending school here. We need school rules which are not oppressive and favouring.
- I Day scholars do not experience many problems as boarders. A pupil must be a member of the church which is controlling this school to be comfortable.
- E Sometimes the security guards will get inside the classroom and beat you in front of the teacher.
- H For late coming both the security guards and teachers use corporal punishment. However, teachers are better because they use punishment rationally while the security guards are irrational. These security

guards and teachers do not wait for explanations. They usually beat you first and you will explain later.

- A Sometimes the teachers will go to an extent of beating you with his fists and they know that you will be defeated without even fighting back. They usually do this to "show-off" to their lady colleagues and girls around the school.
- C What we need is parental punishment. When your parents punishes you, he/she does not intend to harm you but to teach you to distinguish right from wrong.
- F Sometimes the teacher will come to school very angry and he will start beating you for no apparent reason.
- G A teacher will target you and ridicule you to an extent that you will not concentrate for the whole day. There are pupils who are targets because all the teachers know that he/she is from a certain region where they burn schools. One day a lady teacher said to me "Oh! this is one of the thugs from Seshego, who burn schools. Are you there to burn this school.
- E In this school punishment is used daily and this affects our attendance because you are trying to run away from it.

3. Do you think that it is necessary for the teacher to consider other forms of punishment to approach this problem?

- F Yes. A teacher must punish the pupil in the manner in which the parent of that pupil will punish him so that the pupil can understand. A teacher must not satisfy his heart and forget that he is harming the pupil.
- G If you are wrong the teacher must forewarn you before he can use

punishment. It is then that the pupil will understand where he went wrong. Even if pupils know the rules, it is important that a teacher give reasons for beating in that specific situation.

H Before a teacher can punish a pupil, he must give him valid reasons and ask him if he understand why he is being punished.

* Can you tell me about other forms of punishment which are used in your school.

E Class discussions, overtime of study. In some cases the security guard will beat you for being in the company of girls. Teachers have no say because they are also afraid of them. We are oppressed. You can be suspended from school if you are trying to be honest. Teachers are also oppressed.

B We do not know what a class boycott is. There have been attempts but they usually fail and the leaders will be suspended from the school. They will threaten the Standard sixes to tell them the truth about the whole thing.

G They must warn us because as Standard tens we can be reasonable enough. Sometimes I feel that staying behind after school is not punishment because they give you an opportunity for studying.

J They must warn us verbally in a polite manner. If the problem is very big they must call parents and explain everything to them. There is no person who can repeat what he was warned about during the presence of the parents. You must also show your parents how responsible you are at school.

I There is this phrase which most teachers like to use, "Ngwana wa Mosotho o kwa ka letlalo e sego ka tsebe". Translated in English it means that "A Black child understands better when he is beaten, but not

with his ears". It is a metaphor of a donkey.

- H If you have a problem in class and ask a teacher to help you. He will say "Would you have asked that question if I did not come to class?"
- A Sometimes when a teacher ask you a question in class and you cannot answer he will call you a stupid. This incident will disturb you for the whole day. They only care about few pupils whom they regard as "clever" but not those who are "stupid". If a teacher asks the class whether they have understood what the lesson was all about and one of the "clever" pupils nod his head. He will leave the class without considering that there may be others who did not understand him.
- C That's true some teachers do not want to be asked questions in class. He/she will talk nonstop until the period ends.
- D Sometimes they will provoke you to do something wrong and then suspend you if you react angrily.

4. Do you think that it is necessary for a standard ten class to have rules?

- G No, it is not necessary, we are mature enough to understand without being beaten.
- B Teachers must also remember that mistakes are done by both adults and children
- I Some teachers enjoy making noise for the whole day, they are not committed to their work.
- C They go home before the end of the periods.
- F It seems as if rules do not always work as expected. It depends on a person and how disciplined he is.

* According to you, who should make the school rules?

D Pupils!

B I think that it should be an effort of pupils and teachers, where they come with suggestions and discuss them.

J It will be difficult for pupils to disobey rules which were formed by them because they will see that they fail to reason.

E Rules which are formulated by the teachers are difficult eg. a girl is not supposed to make friends with boys.

C Sometimes a teacher will make you to go from class to class singing "I am fool", even in the standard six classes. Just imagine how the standard sixes will look at you. The next thing you beat them and you will be beaten as well. This lowers the pupils' spirit of enjoying school.

A The problem with our teachers is that they are trying to do what they went through during their school days, that is they believe that children understand better when they are beaten. Sometimes a teacher will hit you with a brick on the fingers, or tell you to collide with the wall. We do not want that, we want parental punishment.

* What do you think is the role of parents in making school rules especially with regard to punishment?

B They must give a hand so that they will know and accept when you are suspended from school.

D Our parents are not informed about what is happening at school.

F The best thing is for teachers must come with proposals of rules and

consult parents to find out if the rules are alright or not.

E There are no parents meetings in this school. The last parents meeting was in 1991. Even when there are increases in school fees, parents are not told formally in a meeting. They will receive a written notice.

J I do not have a problem if the rules are made by teachers and pupils even if parents are not involved.

* With regard to punishment, what is the role of the principal in this school, you did not say anything about him?

B Here, the principal is not involved in punishing the pupils.

H Pupils are punished by the securities in front of the principal, and he will just keep quite.

* Do you think that the type of punishment used for a certain offence is always fairly applied to suit that offence?

H It will depend on the situation

B If a teacher gives you extra work he is helping you.

C Another teacher will punish you by giving you a test and if you fail it he will beat you.

D What will happen is that a pupil who is always punished for failing a test will resort to cheating to avoid punishment.

B Sometimes a teacher will promise to punish you before you even sit down to write a test.

F If you have failed a test, the teacher will instruct you to read the book again and produce a memorandum for that test. In this case you will be satisfying the teacher while on the other hand you will be

gaining from that punishment.

- J The problem in our school is that of large numbers of pupils. It is difficult for the teacher to attend to pupils' problems individually in a class of 120 pupils especially if that teacher is involved with more than three classes at the same time.
- C The school must avoid overcrowding. Teachers must talk to pupils properly.
- E Boys will stop using girls to protect them from their teachers. In school it is very difficult for the boy to get the attention of the teacher. So boys usually confront them only when they are in the company of girl.

5. Do you think that the teachers' approach to this problem must be guided by what is stipulated in the rules?

- B Yes, because punishment is necessary in every school.
- D Teachers must find out about the problem by questioning the pupil.
- H There is something wrong in allowing teachers to always question pupils' movements, some of us can get themselves out of trouble by explaining better, some can easily get punished because they were not able to express themselves in a more acceptable way than others.

APPENDIX I: Designated laws as stated in Chapter 3 of the Education and Training Act of 1979

Discipline:

- (1) If any pupil conducts himself at school in such a way that his training, the good name of the school, the maintenance of order and discipline at school, or the proper continuation of the work of the school, is harmed, disciplinary measures can be taken against him which may include-
 - (a) the imposition of work as a punishment by the principal or a teacher authorised by the principal for that purpose
 - (b) withholding of privileges by the principal or teacher authorised by the principal for that purpose
 - (c) the administering of corporal punishment in terms of subregulations (5) to (9); and
 - (d) expulsion from school on terms of regulation 7.
- (2) Disciplinary measures shall be administered in a reasonable and discerning manner, shall have reference to the offence which has been committed and shall serve mainly as a measure in the interests of the pupil and for the maintenance of discipline and the good name of the school.
- (3) In no case shall corporal punishment be administered to any girl.
- (4) Corporal punishment shall may be administered only in cases of gross neglect, truancy, insubordination, wilful damage to property, flagrant lying, theft, dishonesty, assault, bullying, indecency or similar offence.
- (5) Corporal punishment can be administered in isolation by the principal:

provided that any other member of staff may administer corporal punishment in the presence and with the approval of the principal.

- (6) Corporal punishment shall be administered only on the buttocks with a cane not exceeding 75 cm in length and 1.2 cm in diameter, or a leather strap of not less than 2.5 cm in width, and with due regard to the age and physical condition of the pupil and in no circumstances in such a manner as to cause permanent bodily injury.
- (7) The number of strokes that may be administered one day shall not exceed four.
- (8) Corporal punishment shall under no circumstances be administered to any with a serious physical ability.
- (9) Any punishment inflicted or imposed shall be entered in a **punishment register**, recording-
 - (a) the name of the pupil
 - (b) the nature of the offence
 - (c) the punishment imposed
 - (d) the number of strokes inflicted and the instrument used for the purpose, in the case of corporal punishment
 - (e) the date on which punishment is inflicted or imposed
 - (f) the name of the person who inflicted or imposed such punishment and;
 - (g) the name of the person, if applicable, under whose supervision the punishment was inflicted or imposed.