

APPENDIX A: OBSERVATION TEMPLATE

INDICATORS	NAME OF CLASS	PERIOD	DAY IN WEEK	NO. EDUCATORS	NO. LEARNERS	RESEARCHER'S COMMENTS
1. Late-coming 1.1. At School 1.2. In Class						
2. Loitering						
3. Noise in Class						
4. Bullying 4.1. By Girls 4.2. By Boys						
5. Class Disruptions 5.1. By Girls 5.2. By Boys						

APPENDIX B:

OBSERVING SCHOOL ENVIRONMENT, TIME SPENT FOR TEACHING TEACHING AND LEARNING, SCHOOL RESOURCES AND DISCIPLINE

INDICATOR	SCHOOL	DAY	TIME	RESEARCH COMMENTS
School environment	SCHOOL A			
	SCHOOL B			
	SCHOOL C			
Time spent on teaching and learning	SCHOOL A			
	SCHOOL B			
	SCHOOL C			
School resources	SCHOOL A			
	SCHOOL B			
	SCHOOL C			
Discipline	SCHOOL A			
	SCHOOL B			
	SCHOOL C			

APPENDIX C: LIST OF QUESTIONS ASKED OF THE NINE PARTICIPANTS DURING INTERVIEWS

1. I am interested in how educators deal with discipline and also want to understand why educators deal with discipline the way they do. To help me with this I would like you to tell me about your understanding of discipline.
2. Let us start talking about your own experiences of discipline. We can begin by discussing how you were disciplined as a child, at home and at school.
3. What lessons have you learnt from being disciplined as a child? Provide some examples and tell me about the lessons you learnt.
4. Thinking back to your childhood years, do you think you were disciplined differently when you were small compared to when you were in high school?
5. If you were to compare the way your parents disciplined you and the way your educators used to discipline you, do you think that there was a difference? Explain, giving examples.
6. Now let us talk about you as an educator. In what year did you begin teaching?
7. Do you think that the way you discipline children now is different from the methods you used when you first began your career?

8. Can you explain to me why you have changed the way you discipline learners?
9. Which approach do you think was the most effective?
10. Let us now talk about the way you are dealing with discipline today. You are teaching secondary school learners. Some of them are still young, but some are already grown up. Do you discipline the younger learners differently from the way you discipline the older ones?
17. Do you discipline boys differently from girls?
19. Often educators say that some classes or groups of learners are more difficult to deal with. What is your experience?
20. How do you deal with these differences?
20. As educators we must sometimes perform duties that involve learners outside normal school hours. For example, accompanying them on excursions, choir practices and at soccer and netball practices. Do you think that extramural activities pose different challenges to you as an educator in terms of disciplining learners?
21. Let us now look at the future. Where do you see yourself in your profession in five years time?

22. If you think of yourself in the future, do you think that you will discipline learners differently from the way you are currently disciplining them?

23. Is there anything else you would like to tell me about school discipline that you feel we have not covered? This may include your past experiences of classroom discipline.

APPENDIX D: TRANSCRIPT OF FOLLOW-UP INTERVIEWS CONDUCTED

Researcher: In the previous interview you defined discipline as bringing learners under control, what did you mean by this?

Mr Tau: I meant making learners accept responsibility for their actions. If they do not listen to educators or if they do not come to school on time, they will not cope with the school work and at the end of the year they will fail the examination.

Researcher: You also indicated that your parents used a lash when they were disciplining you, do you refer to corporal punishment when you say they were disciplining you?

Mr Tau: Yes, because to them discipline was making me feel pain. It was the same with my educators, because corporal punishment was allowed in those days; when they punished me they thought they were disciplining me.

Researcher: Do you agree with your parents and educators that punishing refers to discipline?

Mr Tau: With my limited experience, no, I do not agree with them. Discipline is different from corporal punishment; discipline is correcting and making sure that one conducts himself/herself in an appropriate manner. This creates an environment conducive to teaching and learning.

Researcher: Please share with me the kind of offences for which you were punished both at home and at school.

Mr Tau: At home I was punished for breaking a rule, for example not collecting wood after school. I

was also punished for defying my sister and for fighting with my younger sister. At school my standard 1 teacher punished me because I used to take other learners' books and I was always late back to the class after break. I use to intimidate girls. In secondary school I was punished for not doing my homework. I used to do my home work in class and this angered my educators, because when they were teaching I was busy with my homework and was not listening to the lesson.

Researcher: In the previous interviews you indicated that if the system of managing discipline today is not changed, you hope to improve on the strategies you are currently using. Share with me one strategy you are using now which is more effective and can be recommended to other educators.

Mr Tau: Each teacher should formulate classroom rules with learners and when a learner contravenes a rule, the teacher should ask him or her to read the rule and suggest ways to change unacceptable behaviour. Educators must not shout at learners; they must talk to them and show them their mistakes. Together they must work out a plan to correct the behaviour. As a learner I was not told why I was punished, that is why it is difficult to cope with the new method of managing discipline. I thought if I explained their mistakes the learners might think I was condoning their behaviour.

Researcher: Is there anything you can share with me regarding discipline of the past and the methods in use today?

Mr Tau: When I was still a learner there was, for the most part, a single method of discipline, one that was forceful and demanding, often harsh and punitive. Those educators were not evil, they had good intentions and were doing the best they could to help us learners. Their control tactics were reflective of the times. Today learners are very difficult to handle. The way I was punished makes me think that today's system does not aim to make the learners accomplish something significant in the future. If learners do not do their work and there is nothing an educator can do about it; learners defy authority. In the past learners were afraid of educators and corporal punishment. Educators were the most respected people in the community; children wanted to become teachers; today no learner wants to be a

teacher.

Researcher: In our first interview you indicated that you hated your Mathematics teacher. Please share with me why you felt this way about him.

Mr Tau: Mathematics is a demanding and very difficult subject. My teacher used to come early in the morning to offer morning lessons. Because I had a younger sister to take to pre-school every morning I was always late for the morning lessons. My educator was not interested in hearing my reasons and he chased me from his class and punished me. This made me discourage my learners from taking maths in grade 12, and this was wrong because nowadays Mathematics is a compulsory subject. Through this incident I learnt that before disciplining a learner I should allow him or her to tell me the reasons behind their misbehaviour.

Researcher: During the interviews that we held you defined discipline as monitoring learners so that they could be in line with school code of conduct. Can you paint picture of a learner who does not behave within the school code of conduct?

Mr Nkwe: Our school code of conduct clearly indicates that a learner who abuses drugs; comes late to school; victimizes other learners; or disrupts the school, should be disciplined, meaning school management and the school governing body will talk to this learner. If the learner continues behaving in this unacceptable manner, he/she will appear before a disciplinary committee. If found guilty, the learner will be given a sanction. This can be a final warning, detention or suspension depending on the offence.

Researcher: You mentioned during our previous interview that you were punished at home and at school. What did you mean when you used the word “punished”?

Mr Nkwe: To my parents and educators there was no difference between discipline and corporal

punishment. Educators used corporal punishment as a form of discipline because they were afraid of losing control and of being terrorized by the learners.

Researcher: Please indicate the offences you were punished for at school and at home.

Mr Nkwe: I intimidated girls; I moved around in the class when the teacher was busy at her desk. I was defiant, especially at secondary school. When educators demanded our books I was the last one to hand mine in because I would take other learners' books to check if my answers were correct. At home my father punished me for not washing before going to sleep and if I refused to go to the shop in the evening.

Researcher: You also indicated that your parents and female educators at secondary school talked to you instead of punishing you. What impact did this have on you in the way you discipline learners today when you think back to the way your educators and parents talked to you?

Mr Nkwe: I learnt that it is best to talk to learners before disciplining them, although there are some that will not listen. It is vital for the learner to know his/her mistakes before being punished in some way or being subjected to discipline. Currently I also talk to my learners before disciplining them they accept the discipline and promise not to repeat the mistake again.

Researcher: What have you learnt from the punishment used by your teacher when you were a learner? How does this affect the discipline you now apply as a teacher?

Mr Nkwe: I have noted that corporal punishment is the last resort in dealing with learner discipline. When I was a learner educators were harsh; the system at the time allowed them to punish us physically. Learners became stubborn; others left school because they could not stand the punishment they received. Today learners are allowed to make choices; if they do not listen they will fail. If they do

not do their homework, educators send them outside; some learners enjoy this and at the end of the year they fail the examinations. As a teacher I have learnt that talking to learners is more effective although it takes time.

Researcher: In our previous interviews you defined discipline as maintaining the correct order. Sometimes there will be order but learners still misbehave; please elaborate further on your definition.

Mrs Nare: Discipline includes preventing misbehaviour, supporting learner self-control and correcting misbehaviour.

Researcher: In your responses you mention “punishing”. Are you referring to discipline?

Mrs Nare: When I myself was still a learner, my educators and parents thought that discipline was the same thing as punishing us punitively.

Researcher: Please indicate the offences for which you were punished at home and at school.

Mrs Nare: I called other learners names when my teacher was busy teaching. At secondary school I talked back to my educators and refused to do as requested. I also lied, especially on Mondays because I knew that I had not done my homework. At home I was very stubborn; I fought with my brother.

Researcher: Share with me your experiences and the highlights of how discipline was managed when you were a learner; how do those experiences impact upon your teaching today?

Mrs Nare: In the past our educators were always analysing their teaching methods. Even though they were punishing they were doing their work. They stayed behind after school to help us; we therefore

managed to pass very well. As learners we were afraid to miss their classes. Educators were always accessible. Today educators cannot sacrifice their time; nor are they well prepared, and hence you will find learners talking while the educator is teaching. We were afraid of our educators because they punished us. Today learners are not afraid of educators; they know they will never touch them even if they are late or make noise in the class. The methods they use to discipline learners are not effective.

Researcher: In your responses in our first interview, you said discipline means correcting learners. In a school do you think only the learners need to be disciplined?

Mr Phala: Educators also need to be discipline. Successful discipline also depends on how well educators manage various classroom activities and the ability to establish a positive relationship with their learners. Positive learner-teacher interaction depends on how well educators can relate to a diverse learner-population. Educators should create an appropriate learning environment because learning is what schools are about. Some educators fail to master to their subject content and this may create disciplinary problems, with learners rebelling against the teacher. Educators who fail to perform as expected need to be disciplined.

Researcher: You responded to questions using the word “punished”. Were you referring to “discipline”?

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

Researcher: You also alluded to the fact that you feel you have made a success of your life because of

corporal punishment. If you were allowed to use it again in the classroom would you do so?

Mr Phala: Yes, I would use it, because learners are sometimes not unwilling to do their work, or come late to class and disturb other learners knowing that the teacher can do nothing. I would use it because parents at home are still punishing their children; as educators we are also parents from Monday to Friday, and are able to use punishment. Educators have lost the respect of learners. Using corporal punishment would restore the respect we deserve.

Researcher: Is your previous experience of being disciplined affecting you in the manner you are disciplining learners today?

Mr Phala: My experience has taught me that for effective teaching and learning to take place, there should be respect between a learner, as a receiver of education, and the teacher, the imparter of education. We are not equals; learners must listen in order for teaching to take place. In the past learners respected educators, but this is no longer the case. Learners do not respect their educators and this affects discipline. The teacher-learner relationship in the class is affected. In the past educators were responsible and willing to sacrifice their time for the learners. It was much easier for the teacher to punish learners.

Researcher: In our previous interviews you defined discipline as an indication that an offence had been committed. According to you, does discipline only focus on learners?

Mrs Tlou: Educators can be disciplined in terms of the Educators Employment Act if they misbehave. They must also behave in line with code of conduct of the South Africa Education Council.

Researcher: In our previous interviews I asked you how where you disciplined as a child at home and at school. You indicated that your parents spanked you. Can you give me more background to this?

Mrs Tlou: Discipline and punishment to my parents meant the same thing. Even my educators, when they spoke of discipline, were referring to punishment.

Researcher: Why were you punished at home and at school?

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

Researcher: You indicated that talking to learners is effective but needs to be used with corporal punishment. Is this because you yourself were corporally punished?

Mrs Tlou: Yes, but I do not recommend it always. Corporal punishment was effective in the past because it was the only method that made learners to do their work. Educators need to talk to learners first before either punishing or disciplining them. In the past learners were not given a chance to explain why they were misbehaving.

Researcher: In our previous interviews you defined discipline as putting a behavioural problem right. As a teacher do you feel you can change the behaviour of a learner without involving him/her?

Mr Tholo: No, that is not possible. In the past educators used a stick to try to change bad behaviour. They did so without consulting us as learners. We were only afraid of the stick. It is important to involve learners when correcting a bad behaviour.

Researcher: You indicated that corporal punishment is more effective as compared to the new approaches. Can you explain its effectiveness?

Mr Tholo: I said it is more effective because I saw the way my educators used it so widely. When I started teaching I felt it was acceptable to use corporal punishment. The effectiveness of corporal punishment is that learners will be afraid of you, they will do their work and make sure that they are punctual.

Researcher: What happened to you in the past that had an influence in the way you are managing discipline?

Mr Tholo: I cannot forget how my principal punished me. He punished me on my buttocks, because I did not want to sing in the choir. I did not know how to sing. Singing is an extra curriculum activity, so a learner should be able to choose to participate. I was forced to sing and did not even enjoy it. Because of this incident I make sure that every January learners in my class register for the activity they want to take part in. The punishment I received from the principal makes me hate music; I do not encourage singing, and I influence them to participate either in soccer or netball. I realise that my principal did not even consider my interest. As a teacher now I discuss with my learners first before allowing them to select the sporting code of their choice.

Researcher: In the previous interviews we had you said that your father disciplined you by talking to you. Can you share with me offences that made your father to talk to you?

Mr Kwena: At home we are five boys and two girls; my father had a herd of cattle. As an elder son, it was my responsibility to make sure that we milked the cows before going to school. One Monday when I had a morning class, I woke up late and I requested my brother to milk the cows. Unfortunately my

brother let me down. He went to school and there was no milk at home. During break we went home as usual and there was no milk, so we could not eat. My father wanted me to explain why there was no milk. My father then warned me that if he gave me work I should not delegate my duties.. He also said if I was unable to do the task I was supposed to inform him. He told me to apologise for what I did and I did so and promised not to repeat the mistake. As a teacher I adopted my father style; when a learner misbehaves, I call him/her, show what mistake has been made. I warn the learner and ask him/her not only to apologise but also to make a commitment not to repeat the mistake again.

Researcher: I am interested in the teacher who slapped you as you mentioned in our previous interview. After this incident how did you feel? Did you report him the principal or your parents? What was their response?

Mr Kwena: As a secondary learner I felt humiliated, I wanted to avenge myself but my friend advised me to report it to the principal. The teacher slapped me for not listening to him during choir practice; he indicated that I was talking and I was not. Suffice to say he punished me for the mistake that I did not do. After school I went home and told my mother what happened, because my father was not home. I told her that unless she went to the school to address the matter with the teacher I would not attend school any more. At school my mother started by apologising and indicated that I should not have been punished unjustly. I told my mother that there was no need for her to apologise because I had done nothing wrong. In fact I really felt the teacher should apologise. After explaining everything the principal indicated that I should go out and he remained with the teacher and my mother. My mother later told me that the teacher had apologised. From that day I left the choir and I hated music, even now I do not attend any music competition. This experience left a mark in my life and I realise that sometimes educators punish learners for mistakes they did not make. With this in mind, before I discipline a learner I make sure that I have communicated to her or him the mistake they have made and agree on the form of discipline.

Researcher: In our first interview you said discipline should be natural, what did you mean by this?

Ms Phuti: I said discipline should come naturally because misbehaviour often follows naturally from interplay between a learner and the conditions that exist at a given time. For example certain learners, if not given something to do, or work to finish, begin to talk or play in class. In this case they are misbehaving merely because they are bored or feeling isolated.

Researcher: The discipline you received at home was different from the kind of discipline you made use of when you started teaching; share these differences with me, please.

Ms Phuti: I started teaching in 2000 and by this time corporal punishment had been abolished. At home my parents, although they talked to me first, punished me punitively, especially when I came home late or when I did not attend Sunday School.

Researcher: You talked about discipline and punishment. Do you see them as the same thing?

Ms Phuti: I referred to the punishment I received from my parents and my educators at primary school. My educators and my parents both thought that punishment and discipline was the same thing. When I started teaching I knew exactly the difference between discipline and corporal punishment.

Researcher: Do you think back to any teacher in particular who punished you while you were learner? If so why do you think you still think about this?

Ms Phuti: At primary school, when I was doing grade 2 there was an incident I remember. It was during winter, and my teacher punished me with the back of a ruler. My fingers were red and very sore. After school I went home crying and my mother took me to the clinic. My mother did not go to the

school to find out what had happened. I felt very bad about this maltreatment I had received. My finger is still deformed and when I look at it I swear to God that I will never punished learners who misbehave. I will not make them feel pain, especially when I am angry. I want to develop trust before disciplining them. Currently, when I look at my finger I picture the incident I have a very bad memory of this teacher.

APPENDIX E: CODING AND CATEGORIZING INTERVIEW RESPONSES

Semi-structured interview

<p>Discourse notes</p> <p>1</p> <p>(i) Call to order</p> <p>(ii) Punishment = physical beating</p> <p>(iii) Control others</p>	<p>Researcher: I am interested in how educators deal with discipline and also want to understand why educators deal with discipline the way they do. To help me with this, I would like you to tell me about your understanding of discipline.</p> <p>Mr Tau: Discipline means bringing learners under control, it is about teaching them to manage themselves well. This is by doing their homework, being punctual at school and attending their classes. Ill-disciplined learners disrespect authority.</p>	<p>Definition of discipline</p> <ol style="list-style-type: none"> 1. Control 2. Manage themselves 3. Examples self-discipline <p>Definition of ill-discipline</p> <ol style="list-style-type: none"> 4. Disrespect
<p>Discourse notes</p> <p>(iv) Discipline viewed</p>	<p>Researcher: Let us start by talking about your own experience of discipline. We can start by talking about how</p>	

<p>as punishment (v)Lash, stick and talking were used as form of discipline</p>	<p>you were disciplined as a child, at home and at school.</p> <p>Mr Tau: At home my parents used a lash to discipline me. At primary school my educators also used a stick to call me to order. Educators talked to me while they were punishing me. At secondary school a teacher would first indicate your mistake before giving you punishment.</p>	<p>Means of punishment</p> <ol style="list-style-type: none"> 5. Lash 6. Stick 7. Talk while punishing 8. Talk before punishing
<p>Discourse notes (vi)Fighting, noise making and late coming are punishable offences at school and home</p>	<p>Researcher: What lessons have you learnt from being disciplined as a child? Give examples and provide lessons learnt.</p> <p>Mr Tau: I have learnt that there were certain things that I must not do at home. I learnt not to fight with my sisters, at school I learnt not to make noise in class and that I must always be early at school.</p>	<p>Lessons learnt at home</p> <ol style="list-style-type: none"> 9. Not to fight with siblings <p>Lessons learnt at school</p> <ol style="list-style-type: none"> 10. Not make noise in the class 11. Punctuality
	<p>Researcher: Thinking back about your childhood years, do you think you were disciplined differently when you were small as to when you were in high school?</p>	<p>Means of discipline</p> <ol style="list-style-type: none"> 12. Corporal punishment <p>Places where corporal punishment</p>

	Mr Tau: Corporal punishment was the order of the day both at primary and secondary school and at home. My mother asked my educators to punish me if I did not do my work.	was used. 13. At primary school 14. At secondary school 15. At home
Discourse notes (vii) Parents do feel bad when punishing children (viii)The authoritarian approach in disciplining learners was used. (ix) Detention and corporal punishment were used simultaneously	<p>Researcher: If you were to compare the way your parents disciplined you and the way your educators used to discipline you, do you think that there was a difference? Explain, giving examples.</p> <p>Mr Tau: There is a difference, after hitting me my mother would bribe me by giving me sweets; at school they punished me and made sure that I felt pain and respected my educators. At secondary school I hated the Mathematics teacher. He did not want to hear why you were late, he would punish you and not allow you to go home after school</p>	<p>Forms of discipline at home and at school.</p> <p>16. At home: hitting and bribe. 17. At school punished and felt pain 18. Not given chance to explain 19. Punishment by detention.</p>
Discourse notes (x)New policies made educators stop using corporal	<p>Researcher: Do you think that you now discipline children differently than when you started your career?</p> <p>Mr Tau: I was using corporal punishment when I started my teaching career but changed because of the new education</p>	

<p>punishment</p>	<p>policies and the new government. If it was not for these changes, I would still be using corporal punishment</p>	<p>Change in disciplining learners (x) New policies (xi) New government</p> <p>Personal view on punishment If allowed to, he would use corporal punishment</p>
<p>Discourse notes (xi) Talking to learners is regarded as an effective method but it takes time</p>	<p>Researcher: Which approach do you think was more effective?</p> <p>Mr Tau: Both approaches are effective, depending on the situation. Talking to learners is effective but it takes time. Corporal punishment forces learners to toe the line.</p>	<p>Ways of disciplining learners. (xii) Talking to learners Mr Tau regards corporal punishment as a form of discipline</p>
<p>Discourse notes (xii) Discipline is the same for all learners (xiii) Maturity level should also be considered when</p>	<p>Researcher: Let us now talk about the way you are dealing with discipline today. You are teaching secondary school learners. Some of them are still young, but some are already grown up. Do you discipline the younger learners differently from the way you discipline the older ones?</p>	<p>Treatment of learners in relation to</p>

<p>disciplining learners</p> <p>Discourse notes (xiv) Learners who are repeating a class or grade are problem learners (xv) They are disciplined by warnings and suspensions</p>	<p>Mr Tau: I treat learners the same but I consider the maturity level of each learner. There is maturity gap between a 14 year-old learner and a 20 year old.</p> <p>Researcher: Often educators say that certain classes are difficult to deal with, what is your experience?</p> <p>Mr Tau: Most learners that are repeating their classes are the ones giving problems. They bully and waste time for other learners.</p>	<p>discipline. (xiii) The same (xiv) Maturity level</p> <p>Problematic learners (xv) Repeaters (xvi) Bully (xvii) Waste time</p>
<p>Discourse notes (xvi) Talking to learners seems to be effective way of disciplining learners</p>	<p>Researcher: How do you deal with problematic learners?</p> <p>Mr Tau: I talk to them strongly by telling them that if they do not listen; we will suspend them from class. I firstly give them warnings. If they continue with their behaviour I involve the school management team and the school governing body. From there if there is no change, we</p>	<p>Ways of dealing problematic learners (xviii) Talking (xix) Suspension</p>

	suspend them.	(xx) not listening (xxi) Warning
Discourse notes (xvii) Code of conduct is used to manage discipline both inside and outside the class.	<p>Researcher: As educators we must sometimes perform duties outside normal school hours that involve learners, for example, accompanying them on excursions, choir competitions, soccer and netball matches. Do you think that extramural activities pose different challenges to you as an educator in terms of disciplining learners?</p> <p>Mr Tau: Code of conduct of learners is available even during extramural activities. Usually, I experience less disciplinary problems during extra mural activities.</p>	<p>Discipline outside the classroom. 34. Code of conduct 35. less disciplinary problems</p>
Discourse notes. (xviii) Still relying on corporal punishment. (xiv) Without access to corporal punishment he opts to leave teaching in the future	<p>Researcher: Let us now look at the future. Where do you see yourself in five years time?</p> <p>Mr Tau: I want to see myself out of the teaching fraternity, perhaps owning a business.</p> <p>Researcher: If you think of yourself in future, do you think that you would discipline learners differently to the way you are disciplining them today?</p>	<p>How is future in terms of discipline 36. Leaving teaching. Going back to the use of corporal punishment.</p>

	<p>Mr Tau: If allowed, I would go back to corporal punishment but I will use the methods prescribed by the government.</p>	
	<p>Researcher: Is there anything you want to tell me about school discipline that you feel we have not covered?</p> <p>Mr Tau: I would like to appeal to government officials to review the act that abolished corporal punishment. Learners do not want to do their work, if they fail at the end of the year they put the blame on us. You organize extra classes, they do not come. They do not even bother to inform you why they are not coming for extra classes.</p>	<p>Anything on school discipline 37. Government should review the act that abolished corporal punishment</p>
<p>Discourse notes</p>	<p>Researcher: I am interested in how educators deal with</p>	

<p>2</p> <p>(i) Discipline is a way of monitoring learners.</p> <p>(ii) Disciplined learners are in line with policies</p>	<p>discipline and also want to understand why educators deal with discipline the way they do. To help me with this, I would like you to tell me about your understanding of discipline.</p> <p>Mr Nkwe: According to me discipline has to do with monitoring of learners so that they can be in line with school policies. Currently we are having problems because corporal punishment has been abolished.</p>	<p>Definition of discipline</p> <p>38. Monitoring of learners</p> <p>39. Be in line with school policies.</p>
<p>Discourse notes</p> <p>(iii) No clear difference between discipline and corporal punishment.</p> <p>(ii) At home modern and old approaches were used to discipline children, talking and corporal punishment.</p> <p>(iv) At school failure</p>	<p>Researcher: Let us start by talking about your own experience of discipline. We can start by talking about how you were disciplined as a child, at home and at school.</p> <p>Mr Nkwe: I was seriously punished by my parents and educators, both at primary and secondary school. My mother always told me why she was punishing me, for example if I did not wash the dishes she would tell me what type of a parent I would be if I did not wash the dishes after eating. At school I knew that if I did not do my homework my teacher would punish me. When we were late the principal use to</p>	<p>Places where I was punished</p> <p>40. At home and at school</p> <p>41 At home I was told why I was punished</p>

<p>to do homework and late-coming were punishable offences</p>	<p>punish us.</p>	<p>Reasons why I was punished At home 42. If I did not wash dishes At school 43. If I did not do my homework 44. When I was late</p>
<p>Discourse notes (v) Responsibility (vi) Pain</p>	<p>Researcher: What lessons have you learnt from being disciplined as a child? Give examples and tell me about the lessons you learnt. Mr Nkwe: From being disciplined by my mother I learnt to be responsible, from educators, I learnt that I would feel pain if I did not do my work.</p>	<p>Things learnt from being punished 45. Be responsible 46. Will feel pain 47. Did not do my work</p>
<p>Discourse notes</p>	<p>Researcher: Thinking back about your childhood years, do</p>	

<p>(vii) Corporal punishment associated with male educators at secondary school.</p> <p>(viii) Female educators preferred talking as a form of discipline.</p>	<p>you think you have been disciplined differently when you were small as to when you were in high school?</p> <p>Mr Nkwe: At secondary school, female educators did not punish us; they talked to us and indicated that we would fail if we do not do our work. Male educators punished us just like our primary educators.</p>	<p>Discipline at different places</p> <p>45. At secondary school there was talking and punishment</p> <p>Gender in relation to discipline</p> <p>46. Male educators discipline differently from females</p>
<p>Discourse notes</p> <p>(ix) Method of punishing at home the same as at secondary school</p> <p>(x) No difference</p>	<p>Researcher: If you were to compare the way your parents disciplined you and the way your educators used to discipline you, do you think that there was a difference? Explain, giving examples.</p> <p>Mr Nkwe: There was a difference from the way my</p>	

<p>between punishing and discipline</p>	<p>educators punished me at primary and secondary school. Female educators at secondary school talked to us like parents. At primary school we punished without telling us why they are punishing us.</p>	<p>Different forms of discipline 47. Talking 48. Punishment without giving reason why being punished</p>
<p>Discourse notes (xi) Different ways of discipline, in 20th (1988) and 21st century (2001).</p>	<p>Researcher: Do you think that you now discipline children differently than when you started your teaching career?</p> <p>Mr Nkwe: In 1988: like other educators I whipped learners because this was the quick way of fixing a problem. In 2001 things were different; learners were disciplined by making them pick up papers and cleaning classrooms. I also started using the new approaches.</p>	<p>Ways of disciplining learners 49. Whipping 50. Quick fix 51. Picking up papers 52. Cleaning classrooms</p>
<p>Discourse notes (xii) Corporal punishment still favoured (xiii) Learners are made to feel pain</p>	<p>Researcher: Which approach do you think was more effective?</p> <p>Mr Nkwe: Corporal punishment was more effective when I started teaching; I now realize that it only made learners to feel pain. Pain forced learners to do their work.</p>	<p>Effective approach to discipline 53. Corporal punishment 54. Pain</p>

	<p>Researcher: Let us now talk about the way you are dealing with discipline today. You are teaching secondary school learners. Some of them are still young, but some are already grown up. Do you discipline the younger learners differently from the way you discipline the older ones?</p> <p>Mr Nkwe: The type of offence dictates what type of discipline, I discipline all ages of learners the same.</p> <p>Researcher: Often educators say that certain classes are difficult to deal with, what is your experience?</p> <p>Mr Nkwe: Learners who do not listen to their parents at home also pose a challenge at school.</p>	<p>Problematic learners 55. Not listening to parents</p>
<p>Discourse notes (xiv) Detention (xv) Code of conduct is used to discipline</p>	<p>Researcher: How do deal with problematic learners?</p> <p>Mr Nkwe: I use the school code of conduct to discipline them. Sometimes they remain behind after school, this will</p>	<p>Ways of dealing with problematic learners</p>

learners	be determined their offences	56. Using Code of conduct 57. Remaining behind
	<p>Researcher: As educators we must sometimes perform duties outside normal school hours that involve learners. For example, accompanying them on excursions, choir competitions, soccer and netball matches. Do you think that extramural activities pose different challenges to you as an educator in terms of disciplining learners?</p> <p>Mr Nkwe: Disciplining learners is the same, both inside and outside classroom and even after contact time. Therefore discipline will be the same.</p>	<p>Extra curriculum and discipline 58. Inside and outside classroom 59. Same</p>
<p>Discourse notes</p> <p>(xvi) Changing from the past</p> <p>(xvii) No difference between corporal punishment and</p>	<p>Researcher: Let us now look at the future. Where do you see yourself in five years time?</p> <p>Mr Nkwe: I want to see myself reformed in terms of the way I discipline learners. In the past discipline and corporal punishment were the same. I now know that pain is not the solution, although I am the product of corporal punishment.</p> <p>Researcher: If you think of yourself in future, do you think that you would discipline learners differently to the way you are disciplining them today?</p>	<p>Five years from now 60. Reformed 61. Discipline and punishment the same. 62. Using prescribed methods 63. Forgetting the past.</p>

<p>discipline (xviii) Not easy to forget past. (xix) New methods of managing discipline.</p>	<p>Mr Nkwe: If there are no changes in our education system, I will use methods prescribed by our Department of Education. I would love to see myself forgetting the past, even though it will be very difficult.</p>	
<p>Discourse notes (xx) When he became a teacher he use corporal punishment to revenge himself</p>	<p>Researcher: Is there anything you want to tell me about school discipline that you feel we have not covered. Mr Nkwe: I think we have covered a lot, but I wish I could turn the clock back. The way we were punished as learners made us seek revenge when we started teaching. I only realize now that corporal punishment was not a good thing.</p>	<p>Anything on discipline 62. Turn the clock back 63. Revenge 64. Punishment not good</p>
<p>Discourse notes 3</p>	<p>Researcher: I am interested in how educators deal with discipline and also want to understand why educators deal</p>	

<p>(i) Difference between discipline and corporal punishment (ii) (Pain and responsibility) (iii) Without correct order there will be no effective teaching and learning.</p>	<p>with discipline the way they do. To help me with this, please tell me about your understanding of discipline.</p> <p>Mrs Nare: Discipline is the way educators keep correct order so that teaching can take place. Without discipline, there will be no proper teaching and learning. Corporal punishment is different because learners are made to feel pain as a way of keeping order. Discipline is a modern way of instilling responsibility in learners.</p>	<p>Definition of discipline 65. Keep correct order 66. Corporal punishment makes learners to feel pain 67. Discipline instils responsibility</p>
<p>Discourse notes (iv) Both at home and school a cane (minimal by female educators), stick was used (v) My parents told me why they were punishing me</p>	<p>Researcher: Let us start by talking about your own experience of discipline. We can start by talking about how you were disciplined as a child, at home and at school.</p> <p>Mrs Nare: My parents lashed me. My parents indicated the wrong things I did before punishing me. At primary school most educators used a stick to discipline me. At secondary school most male educators also had a cane but female educators used a stick very minimally.</p>	<p>Discipline at home and at school 68. Lashed (parents) 69 Stick (educators) 70. Cane (male teacher)</p>
<p>Discourse notes (vi) If you are disciplined you will</p>	<p>Researcher: What lessons have you learnt from being disciplined as a child? Give examples and provide instances of lessons learnt.</p>	

<p>learn to be responsible. (vii) At school they will make you feel pain if you make noise or come late to school</p>	<p>Mrs Nare: At home I learnt that for me to grow and become a responsible person, I must not do wrong things. That if I do not listen I will feel pain. At primary school I only learnt pain. At secondary school I learnt that punishment is the only way to make learners read and do their work.</p>	<p>Lessons learnt from being disciplined 71. Responsible person (home) 72. Not to do wrong things. 72. Feel pain (school)</p>
	<p>Researcher: Thinking back to your childhood years, do you think you have been disciplined differently when you were small as to when you were in high school?</p> <p>Mrs Nare: I learnt that my parents wanted me to be something in life. Someone who is responsible. Educators at primary school, just as my parents, used a lash a lot. I therefore learnt that I would be punished for noise making or late-coming.</p>	
<p>Discourse notes (viii) Punished for disobeying the rules (ix) Unfair punishment</p>	<p>Researcher: If you were to compare the way your parents disciplined you and the way your educators used to discipline you, do you think that there was a difference? Explain giving examples.</p>	

<p>from educators</p>	<p>Mrs Nare: There is no difference, except that my parents laid rules; if I disobeyed those rules I was punished. At school sometimes I was punished for the mistakes I did not do. For example if there was noise in the class, the teacher punished the whole class without asking who was making noise.</p>	<p>Discipline at home and at school 73. Parents laid rules 74 Punished for mistakes I did not do (school)</p>
	<p>Researcher: Do you think that you now discipline children differently than when you started your teaching career?</p> <p>Mrs Nare: Yes I punish learners differently because of the new laws in education.</p>	
<p>Discourse notes (x) Still believe that corporal punishment is effective (xi) Regard discipline as corporal punishment.</p>	<p>Researcher: Which approach do you think was more effective?</p> <p>Mrs Nare: When I started teaching corporal punishment was effective. Current approaches, although effective, take time.</p>	<p>Effective approach to discipline 75. In the past corporal punishment was effective 76. New approaches take time.</p>

	<p>Researcher: How do deal with problematic learners?</p> <p>Mrs Nare: Code of conduct is used to discipline learners. Their parents are called to school, if they do not honour the invitation, learners are suspended from classes.</p>	<p>Dealing with problematic learners</p> <p>80. Code of conduct</p> <p>81. Suspension</p>
<p>Discourse notes</p> <p>(xii) Eagerness to implement new methods</p> <p>(xiii) Remembering the past.</p>	<p>Researcher: Let us now look at the future. Where do you see yourself in five years time?</p> <p>Mrs Nare: I want to see myself implementing new methods of discipline, but not forgetting that corporal punishment made us what we are today, although it was painful, some how we learnt to do our work on time.</p> <p>Researcher: If you think of yourself in future, do you think that you would discipline learners differently to the way you are disciplining them today?</p> <p>Mrs Nare: If policies are still the same I think I will discipline learners the way I am disciplining them today, perhaps with some improvements.</p>	<p>Five years from now</p> <p>84. Implementing new methods</p> <p>85. Always remembering corporal punishment</p> <p>86. Discipline learners the same</p> <p>87. Improvements</p>

<p>Discourse notes (xiv) Punishment at home affects punishment at school (xv) Past experience has influenced way of managing discipline now</p>	<p>Researcher: Is there anything you want to tell me about school discipline that you feel we have not covered?</p> <p>Mrs Nare: I just want to indicate that sometimes excessive control at home creates discipline problems in schools, my parents were very strict and sometimes came to school to instruct my educators to punish me, this experience influenced me when I started teaching, I use to visit my learners at their home to inform their parents about how their children behave, parents will then give me a mandate to punitively punish their children.</p>	<p>Anything on school discipline 88. Excessive control at home 89. Parents very strict 90. Instruct and punish 91. Experience</p>
<p>Discourse notes 4</p>	<p>Researcher: I am interested in how educators deal with discipline and also want to understand why educators deal with discipline the way they do. To help me with this, I would like you to tell me about your understanding of discipline.</p> <p>Mr Phala: Discipline is way of correcting a learner. This can be when a learner has not done her/his homework or when she/he is late to school or class.</p>	<p>Definition of discipline 92. Way of correcting 93. Not done her/his homework. 94. When she/he is late to school</p>

		or class
Discourse notes (i) Discipline and corporal punishment viewed the same (ii) The teacher preferred corporal punishment	<p>Researcher: Let us start by talking about your own experience of discipline. We can start by talking about how you were disciplined as a child, at home and at school.</p> <p>Mr Phala: My educators used corporal punishment; this is why I am what I am today – because of corporal punishment. I am not happy about the abolishment of corporal punishment.</p>	<p>Experience of discipline 95. Corporal punishment was used</p>
	<p>Researcher: What lessons have you learnt from disciplined as a child? Give examples and provide lessons learnt.</p> <p>Mr Phala: I learnt to respect authority and that if I did not do my work I would be seriously punished.</p>	<p>Lessons learnt 96. Respect 97. Do my work</p>
Discourse notes (iii) Punishment at primary school was severe (iv) Parents felt sorry after punishing (v) The stick made	<p>Researcher: Thinking back about your childhood years, do you think you have been disciplined differently when you were small as to when you were in high school?</p> <p>Mr Phala: Just as my educators did at primary school, my parents also used a whip. At secondary school they punished me, I was punished but not as the way my educators in</p>	<p>Differences in the way I was discipline. 98. At home and school I was</p>

learners committed to their work.	primary did.	punished. 99. Whip
	<p>Researcher: If you were to compare the way your parents disciplined you and the way your educators used to discipline you, do you think that there was a difference? Explain giving examples.</p> <p>Mr Phala: There was difference, my parents withdrew my benefits, and they would sometimes leave me behind when they went to town. After punishing me my parents used to beg me to change my bad behaviour. Educators always spanked me if I did anything wrong.</p>	<p>Discipline by parents and educators 100. Withdrawal of benefits 101. Begged to improve 102. Spanked</p>
	<p>Researcher: Do you think that you now discipline children differently than when you started your career?</p> <p>Mr Phala: Yes. Previously I used corporal punishment. Learners were too difficult to handle; to ensure that they toed the line; I enforced the culture of commitment by the stick.</p>	
Discourse notes (vi) Talking is effective but takes	Researcher: Which approach do you think was more effective?	Effective approach

time	Mr Phala: Although talking to learners is more effective, it takes time. I recommend the use of both approaches.	103. Talking 104. Takes time 105. Both approaches
<p>Discourse notes</p> <p>(vii) School rules are considered when disciplining learners</p> <p>(viii) There is no discrimination, learners are disciplined the same</p> <p>(ix) Older learners and repeaters pose disciplinary problems.</p> <p>(x) Educators are willing to offer extra lesson but not all learners remain behind</p> <p>(xi) Parental involvement is a challenge</p>	<p>Researcher: Let us now talk about the way you are dealing with discipline today. You are teaching secondary school learners. Some of them are still young, but some are already grown up. Do you discipline the younger learners differently from the way you discipline the elder ones?</p> <p>Mr Phala: Disciplining learners differently will pose a management problem. When disciplining learners we are guided by rules, hence we discipline them the same.</p> <p>Researcher: Often educators say that certain classes are difficult to deal with, what is your experience?</p> <p>Mr Phala: Learners who are older, who always repeat a grade or class are more difficult to handle.</p>	<p>Disciplining young and elder children</p> <p>106. Rules</p> <p>107. Same</p> <p>Problematic classes</p> <p>108. Older learners</p> <p>109. Repeaters</p>
	Researcher: How do deal with problematic learners?	

	<p>Mr Phala: I request them to remain behind for remedial work, but often they do not, and then I refer them to management. Their parents are called, but sometimes the parents do not come.</p>	<p>Dealing with problematic classes 110. Remedial 111. Referral 112. Call parents</p>
	<p>Researcher: As educators we must sometimes perform duties outside normal school hours that involve learners, for example, accompanying them on excursions, choir competitions, soccer and netball matches. Do you think that extramural activities pose different challenges to you as an educator in terms of disciplining learners?</p> <p>Mr. Phala: As indicated earlier on discipline in class and outside class is the same. Sometimes learners who misbehave either during soccer or music practices, etc. are warned if they do not change; they are removed or dismissed from the team or the choir.</p>	<p>Discipline during extra curriculum activities. 113. The same 114. Warned 115. Dismissed</p>
<p>Discourse notes (xii) Using new approaches</p>	<p>Researcher: Let us now look at the future. Where do you see yourself in five years time?</p>	

<p>(xiii) Learners to know their responsibility</p>	<p>Mr Phala: Hopefully if the laws have not changed, I want to see myself using new approaches and also my learners understanding why they should do their school work.</p> <p>Researcher: If you think of yourself in future, do you think that you would discipline learners differently to the way you are disciplining them today?</p> <p>Mr Phala: That would depend whether there are no changes in our education system. I will use the approaches prescribed by SASA.</p>	<p>Five years from now 116. New approaches 117. Understanding</p>
<p>Discourse notes (xiv) Performance of learners is the educators' responsibility (xv) Learners talking more about their rights and not doing their</p>	<p>Researcher: Is there anything you want to tell me about school discipline that you feel we have not covered?</p> <p>Mr Phala: I think we have covered many things; the only thing I want to indicate is that senior officials always blame educators for poor performance, forgetting that learners these days talk more of their rights and don't do their work. When I was a learner, my educators punished me for not doing my</p>	<p>Anything on discipline 118. Blamed 119. Poor performance 120. Their rights 121. Responsible</p>

school work	work. For me, to be responsible was to come to school early, do my homework and progress to the next grade.	122. Come to school early 123. Do homework
<p>Discourse notes 5 (xvi) Learners are punished for wrong-doing but told why a particular discipline is given</p>	<p>Researcher: I am interested in how educators deal with discipline and also want to understand why educators deal with discipline the way they do. To help me with this, I would like you to tell me about your understanding of discipline.</p> <p>Mrs Tlou: Discipline is an indication that there is an offence. A learner is reprimanded for the wrong doing and if there is no change, he/she is disciplined. A learner is told why a particular discipline is given to him/her.</p>	<p>Definition of discipline 124. An offence 125. Wrong doing</p>
<p>Discourse notes (i) No difference between discipline and punishment (ii) At home learners respected parents but at school they were afraid of educators</p>	<p>Researcher: Let us start by talking about your own experience of discipline. We can start by talking about how you were disciplined as a child, at home and at school.</p> <p>Mrs Tlou: At home I was spanked for misbehaving. At school I was corporally punished by my educators.</p>	<p>Discipline at home and at school 126. Spanked 127. Corporally punished</p>

	<p>Researcher: What lessons have you learnt from being disciplined as a child? Give examples and provide lessons learnt.</p> <p>Mrs Tlou: I learnt to fear my educators; at home I learnt to respect and abide by the rules set by parents.</p>	<p>Lessons learnt from discipline at home and at school</p> <p>128. Fear</p> <p>129. Respect</p> <p>130. Abide by the rules</p>
<p>Discourse notes</p> <p>(iii) Learners were denied the right to learn they were chased outside</p> <p>(iv) Both at school and at home children were punished by a stick</p>	<p>Researcher: Thinking back about your childhood years, do you think you have been disciplined differently when you were small as to when you were in high school?</p> <p>Mrs Tlou: There was a difference, at secondary school; female educators chased us outside whilst male educators whipped us. At home my parents used a stick to punish me, especially if I did not do what they told me to do</p>	<p>The way I was disciplined</p> <p>131. Chased outside class</p> <p>132. Whipped</p> <p>133. Stick</p>
	<p>Researcher: If you were to compare the way your parents</p>	

	<p>disciplined you and the way your educators used to discipline you, do you think that there was a difference? Explain giving examples.</p> <p>Mrs Tlou: There was difference, because my parents never chased me away from home. At secondary school, female educators chased us from class as a form of discipline. Male educators, just like my parents, whipped us.</p>	
	<p>Researcher: Do you think that you now discipline children differently than when you started your career?</p> <p>Mrs Tlou: Yes I do, when I started teaching the effective method of correcting behaviour was through corporal punishment. And I also used it.</p>	<p>Discipline as a teacher 134. Corporal punishment used.</p>
<p>Discourse notes (v) Talking first with learners helps but it should be used with corporal punishment</p>	<p>Researcher: Which approach do you think was more effective?</p> <p>Mrs Tlou: The cane was used to instil fear into learners; talking to learners is effective but it needs to be augmented by corporal punishment.</p>	<p>Effective approach to manage discipline 135. Talking 136. Corporal punishment</p>
	<p>Researcher: How do you deal with problematic learners?</p>	

	<p>Mrs Tlou: Most of the time I talk to them, showing their mistakes and the consequences. Some of learners do change, if for example they were not doing their work, they will start doing their work.</p>	<p>Dealing with problematic learners 137. Talking 138. Show mistakes 139. Explain consequences 140. Change</p>
<p>Discourse notes (vi) Experiencing less disciplinary problems during extra curriculum activities (vii) In the case where a learner misbehaves suspension will be the solution</p>	<p>Researcher: As educators we must sometimes perform duties outside normal school hours that involve learners, for example, accompanying them on excursions, choir competitions, soccer and netball matches. Do you think that extramural activities pose different challenges to you as an educator in terms of disciplining learners?</p> <p>Mrs Tlou: It is very rare that I experience discipline problems during extra curriculum activities, because learners have decided to participate in a particular sporting code, however if he/she misbehave, I suspend him/her or chase him/her from participating.</p>	<p>Managing discipline during extra-Curriculum activities 141. Very rarely problems 142. Suspend 143. Chase</p>
<p>Discourse notes (viii) Will use new approaches because of her past experience</p>	<p>Researcher: Let us now look at the future. Where do you see yourself in five years time?</p> <p>Mrs Tlou: When I was a learner I was severely punished by</p>	<p>Five years from now</p>

<p>(ix) Changing old ways of discipline (x) Talking to learners and teaching them to be responsible</p>	<p>my educators. I would love to see myself implementing new approaches to discipline because the punishment I got from my teacher is still tormenting me whenever I want to discipline learners.</p> <p>Researcher: If you think of yourself in future, do you think that you would discipline learners differently to the way you are disciplining them today?</p> <p>Mrs Tlou: Things change every now and then, if we still have the same education system, where corporal punishment is prohibited, I will use modern approaches.</p>	<p>144.New approaches 145. Tormenting</p>
	<p>Mrs Tlou: I want to see myself being a reformed teacher, because although corporal punishment is abolished, sometimes we use it. I would love to see myself talking to my learners, showing them their mistakes and telling them how they can rectify their mistakes.</p>	<p>146.Reformed teacher 147. Talking 148. Showing them</p>
	<p>Researcher: Is there anything you want to tell me about school discipline that you feel we have not covered?</p> <p>Mrs Tlou: We can never say we have covered every aspect of discipline. Although the department has introduced new</p>	<p>Anything on discipline 149.Clinging to the past</p>

	ways of managing discipline, we are still clinging to the past. Unless we are all taken on board on how to implement new approaches, we will always prefer corporal punishment. Today's learners are very difficult to handle.	150. Taken on board
<p>Discourse notes</p> <p>6</p> <p>(xi) Discipline is correcting a bad behaviour</p> <p>(xii) Explanation should be given why a particular discipline is given</p>	<p>Researcher: I am interested in how educators deal with discipline and also want to understand why educators deal with discipline the way they do. To help me with this, I would like you to tell me about your understanding of discipline.</p> <p>Mr Tholo: Disciplining is putting behaviour right. It is about correcting the wrong action and substituting it with good and acceptable behaviour. Before disciplining I need to explain why I am correcting the wrong action.</p>	<p>Definition of discipline</p> <p>151. Putting behaviour right</p> <p>152. Correcting the wrong action</p> <p>153. Substituting</p>
<p>Discourse notes</p> <p>(i) At home and at school the stick was used</p> <p>(ii) No difference between corporal punishment and</p>	<p>Researcher: Let us start by talking about your own experience of discipline. We can start by talking about how you were disciplined as a child, at home and at school.</p> <p>Mr. Tholo: At home my parents used a stick. I was also tongue lashed. My mother withdrew certain benefits, for example if I did not do what she wanted me to do, she would leave me behind when she went to town. My mother called</p>	<p>Discipline at home and school</p> <p>154. Stick at home and secondary school</p> <p>155. Tongue lashed at home</p>

<p>discipline (iii) Labelling was also used as a form of discipline</p>	<p>me by names; “<i>wena sekobo</i>” meaning you ugly. My sisters called me “<i>ditsebe</i>” because of my big ears. I hated it when they called me with these names. At school my educators also punished me with a ruler and belt; at secondary school educators used a stick.</p>	<p>156. Called by names 157. Punished with ruler and belt</p>
<p>Discourse notes (iv) No lesson learnt from the discipline at home (v) Felt humiliated because nicknames given to him</p> <p>Discourse notes (vi). At primary discipline was accepted but felt offended at secondary when he was punished. (vii) Discipline being one-sided.</p>	<p>Researcher: What lessons have you learnt from being disciplined as a child? Give examples and provide lessons learnt.</p> <p>Mr Tholo: I learnt very little. I learnt that if you misbehave as a child, elders and parents will humiliate you by calling you names. Discipline was not explained to me. I was not told why I was punished. I also learnt that calling people by names is nor right.</p> <p>Researcher: Thinking back about your childhood years, do you think you have been disciplined differently when you were small as to when you were in high school?</p> <p>Mr Tholo: I was disciplined the same at primary and secondary school, but I felt offended at secondary school because I was more mature. I could think for myself. It was worse when they called me by names and I was not given a chance to lodge my concern.</p>	<p>Lessons learnt 158. Little 159. Humiliation 160. Calling names</p> <p>Discipline at home and at secondary school 161. The same 162. Offended 163. No chance to lodge concern</p>

<p>Discourse notes (viii) Educators at primary and mother and sisters at home used nicknames as a form of discipline. (ix) The father and the principal punitively punished him.</p> <p>Discourse notes (x) Although corporal punishment was used in the past educators did talk to learners as way of discipline</p>	<p>Researcher: If you were to compare the way your parents disciplined you and the way your educators used to discipline you, do you think that there was a difference? Explain giving examples.</p> <p>Mr Tholo: There was a female teacher who called me <i>Mosesane</i> because I was very thin. The teacher reminded me of my mother and my sisters who called me names. I hated this this teacher. I never call learners by nicknames. My father whipped me like my educators at secondary school. I will never forget my secondary school principal, he punished for walking on the veranda.</p> <p>Researcher: Do you think that you now discipline children differently than when you started your career?</p> <p>Mr Tholo: Corporal punishment was still dominating but I used to talk to my learners because I started teaching in a secondary school. Sometimes I used a stick.</p>	<p>Similarities in disciplining at home and at school 164. Nicknaming at home and school 165. Whipped 166. Clapped</p> <p>Discipline when I started teaching 167. Corporal punishment 168. Talk 169. Stick</p>
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<p>Discourse notes (xi) Elder and younger learners are disciplined the same. (xii) Justification of bad behaviour disturbs other learners.</p> <p>Discourse notes (xiii) Talking is way of</p>	<p>Researcher: Which approach do you think was more effective?</p> <p>Mr Tholo: To me corporal punishment is effective. I am not comfortable with new approaches because learners repeatedly do the same offences. Learners enjoy discipline given to them.</p> <p>Researcher: Let us now talk about the way you are dealing with discipline today. You are teaching secondary school learners. Some of them are still young, but some are already grown up. Do you discipline the younger learners differently from the way you discipline the older ones?</p> <p>Mr Tholo: I discipline learners the same. Rules are rules, and they need to be adhered to. Rules do not see any age. Although when disciplining older learners they like to justify their action and this emotionally disturbs the class.</p> <p>Researcher: How do deal with problematic learners?</p>	<p>Discipline and age</p> <p>170. Same 171. Rules 172. Age 173. Elder learners 174. Justify their action</p> <p>Dealing with problematic Learners.</p>
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<p>dealing with problematic learners. (xiv) They are not given chance to justify their actions</p>	<p>Mr Tholo: I strongly talk to them and indicate that they must not waste the time of other learners I do not give any chance to explain because they have misused their chances.</p>	<p>175. Strongly talk 176. Any chance 177. Misused</p>
<p>Discourse notes (xv) Non-participants not allowed are left out (xvi) Code of conduct is used to discipline learners both outside and inside classroom.</p>	<p>Researcher: As educators we must sometimes perform duties outside normal school hours that involve learners, for example, accompanying them on excursions, choir competitions, soccer and netball matches. Do you think that extramural activities pose different challenges to you as an educator in terms of disciplining learners?</p> <p>Mr Tholo: Learners who are spectators are the ones posing disciplinary challenges. Most of the time we leave them when we go on excursions or on educational trips, if allowed we used code of conduct to discipline them.</p>	<p>Discipline outside classroom 178. Spectators 179. Leave them out 180. Code of Conduct</p>
<p>Discourse notes (xvii) No more using</p>	<p>Researcher: Let us now look at the future. Where do you see yourself in five years time?</p>	<p>Five years from now 181. Managing discipline</p>

<p>corporal punishment</p> <p>Discourse notes 7</p> <p>(i) There is committee used to discipline</p>	<p>Mr Tholo: I want to see myself managing discipline effectively. I would not like to revert back to the use of corporal punishment.</p>	<p>effectively. 182. Not revert back to corporal punishment.</p>
	<p>Researcher: Is there anything you want to tell me about school discipline that you feel we have not covered?</p> <p>Mr Tholo: I would like to share with you my experience of being slapped for walking on the veranda at my secondary school. I was new at the school and no one told me that we are not allowed to walk there. I did not see him coming. I only saw myself kneeling down, I thought I was fainting. This incident always brings bad memories of my secondary school years; the first thing that comes into my mind is this principal. Even now when my learners make me angry, I wonder if I can do the same. The fear of this principal haunted me for the rest of my school years. When I see his children at school I remember the incident.</p>	<p>Sharing past experience 183. Clapped 184. School principal 185. Not told 186. Bad past memories 187. Fear 188. Haunted</p>
	<p>Researcher: I am interested in how educators deal with discipline and also want to understand why educators deal with discipline the way they do. To help me with this, I would like you to tell me about your understanding of discipline.</p>	

<p>learners (ii) If there is order at the school, it means learners are disciplined</p>	<p>Ms Tshukudu: Discipline is the maintenance of order in any institution. There are structures in place to maintain discipline. In a school situation there is a disciplinary committee.</p>	<p>Definition of discipline 189. Maintenance of order 190. Using structures to maintain discipline.</p>
<p>(xviii) Punished for not knowing what is wrong and right (xix) These past experiences haunt her; she felt traumatized. (xx) Still thinking about these past incidents</p>	<p>Researcher: Let us start by talking about your own experience of discipline. We can start by talking about how you were disciplined as a child, at home and at school.</p> <p>Ms Tshukudu: At home I was warned first for the wrong things I did. My parents told us the rules, such as we must not come home late; we must not fight; and must always wash dishes before doing homework. Failure to obey these rules meant punishment. At school a cane was used to punish us. But we were not told why a particular punishment was given.</p>	<p>Discipline at home and at school 191. Warned first 192. Rules at home 193. Not come home late 194. Not to fight 195. Cane 196. Not told why punished</p>
<p>Discourse notes (iii) Warning is a form of disciplining learners</p>	<p>Researcher: What lessons have you learnt from being disciplined as a child? Give examples and provide lessons learnt.</p> <p>Ms Tshukudu: At home I learnt that I must honour and</p>	<p>Lessons learnt 197. Honour 198. Follow rules 199. Punished</p>

<p>at home. (iv) At home there rules to be obeyed</p> <p>Discourse notes (v) Educators punished learners unfairly (vi) Rules set by parents to be followed otherwise learners will suffer the consequences (vii) Talking in the form of warning was</p>	<p>follow the rules set by my parents. At school I learnt that sometimes you will be punished for mistakes you did not do.</p> <p>Researcher: Thinking back about your childhood years, do you think you were disciplined differently when you were small compared to when you were in high school?</p> <p>Ms Tshukudu: There is not much difference, because although my parents warned me first before they punished me, both at school and home the cane was used. I became used of the cane and I knew that if I am late, my teacher would spank me. To me punishment was correction, when I flash back I realize that I am what I am today because of corporal punishment.</p> <p>Researcher: If you were to compare the way your parents disciplined you and the way your educators used to discipline you, do you think that there was a difference? Explain giving examples.</p> <p>Ms Tshukudu: My educators whipped me without warning me and without telling me why are they punishing me. My parents warned me first, and indicated that if I repeated the</p>	<p>Any difference from the punishment at home and school</p> <ul style="list-style-type: none"> 200. Parents warned me 201. Cane used 202. Spanked 203. Punishment correction 204. Educators whipped without warning
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<p>used to manage discipline. (viii) Corporal punishment regarded as a corrective measure (x) Corporal punishment was the effective method. (xi) Well prepared teacher experience less disciplinary problems</p>	<p>misbehaviour, they would punish me. Because I was a child I repeated mistakes and I was punished</p>	<p>Discipline when I started teaching 205. Used corporal punishment 206. Gave clear instruction 207. Prepared my lessons</p>
	<p>Researcher: Do you think that you now discipline children differently than when you started your career?</p> <p>Ms Tshukudu: When I started teaching I was using corporal punishment because it was the only effective method. I used corporal punishment minimally because I was able to give clear instruction to my learners and I made sure that I prepared my lessons very well. I punished learners only when they came late.</p>	
<p>(xii) The past (use of corporal punishment) resulted in the use of modern approaches (shaped the future) (xiii) Corporal punishment did not teach us to be responsible</p>	<p>Researcher: Which approach do you think was more effective?</p> <p>Ms Tshukudu: Each approach has its own good and bad points. It is difficult to say which is more effective but because things change for the good I will recommend the new approach. The past is gone but the past shapes the future and the past influenced the future. We were punished and tortured but we did not learn to be responsible.</p>	<p>Effective approach 208. Each method has good and bad points 209. Change 210. Past gone 211. Past influenced the future 212. Tortured 213. Responsibility</p>

<p>(xiv) Code of conduct was used to discipline learners, whether old or young.</p> <p>(xv) Well prepared teacher will have less disciplinary problems.</p>	<p>Researcher: Let us now talk about the way you are dealing with discipline today. You are teaching secondary school learners. Some of them are still young, but some are already grown up. Do you discipline the younger learners differently from the way you discipline the elder ones?</p> <p>Ms Tshukudu: Because we are guided by the code of conduct learners will be disciplined the same. Looking at the nature of the misbehaviour, privacy must be given to the affected learner.</p>	<p>Disciplining older learners</p> <p>214. Code of conduct</p> <p>215. Same</p> <p>216. Privacy</p>
	<p>Researcher: How do you deal with problematic learners?</p> <p>Ms Tshukudu: I have never encountered a problematic learner. As I indicated earlier on, I give clear instructions. I know that teaching at secondary school demands through preparation.</p>	<p>Dealing with problematic learners</p> <p>217. Give clear instructions</p> <p>218. Thorough preparation</p>
<p>(xvi) No learner is</p>	<p>Researcher: As educators we must sometimes perform</p>	

<p>forced to participate in any extra curriculum activities (xvii) Discipline is the same both inside and outside class</p>	<p>duties outside normal school hours that involve learners, for example, accompanying them on excursions, choir competitions, soccer and netball matches. Do you think that extramural activities pose different challenges to you as an educator in terms of disciplining learners?</p> <p>Ms Tshukudu: I should think that learners who participate in extramural activities do so because they have a love for the particular sporting code. I therefore experience less disciplinary problems outside the classroom. However, disciplining learners in class or outside does not differ.</p>	<p>Discipline outside classroom 219. Love the particular activity 220. No different</p>
<p>(xviii) Corporal punishment not needed any more</p>	<p>Researcher: Let us now look at the future. Where do you see yourself in five years time?</p> <p>Ms Tshukudu: I think that there will be no turning back to corporal punishment. The law still dictates that no learner should be punitively punished. Maybe I could improve the way I discipline the learners.</p>	<p>Five years from now 221. No turning back 222. Improvements</p>
<p>(xix) Discipline also has to do with</p>	<p>Researcher: Is there anything you want to tell me about school discipline that you feel we have not covered?</p> <p>Ms Tshukudu: Discipline starts from educators and flows to learners. Hence you will find learners running or dodging</p>	<p>Anything on classroom discipline 223. Dodging</p>

<p>educators (xi) Educators, like learners rebelled against their leaders. They think that corporal punishment could be returned.</p> <p>Discourse notes 8 (i) Discipline is to be in line with school policy. (ii) Every learner should be self-disciplined (iii) When there is order at school, it means learners are disciplined (iv) Parents set rules to be followed. Failure to</p>	<p>when it is the period of an ill-disciplined educator. In the past educators used to strike; they now say they are toothless because corporal punishment is abolished. In the 1970s and 1980s the learners did not know their rights, now they are very vocal about their rights and forget that rights also bring responsibilities.</p> <p>Researcher: I am interested in how educators deal with discipline and also want to understand why educators deal with discipline the way they do. To help me with this, I would like you to tell me about your understanding of discipline.</p> <p>Mr Kwena: According to me discipline has to do with monitoring of learners so that they can be in line with school policies. Discipline must come naturally. Learners should discipline themselves Discipline is to put order into a situation.</p> <p>Researcher: Let us start by talking about your own</p>	<p>224. Ill-discipline 225. Past 226. Strike 227. Toothless 228. Rights 229. Responsibilities</p> <p>Definition of discipline 230. Monitoring of learners 231. In line with school policies 232. Come naturally 233. Put order into situation</p> <p>Discipline as a child and as a learner</p>
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<p>comply meant being punished. (v) Learners were given manual work as a form of discipline or exercise (running)</p>	<p>experience of discipline. We can start by talking about how you were disciplined as a child, at home and at school.</p> <p>Mr Kwena: At home my parents gave me rules to obey, failure to obey led to punishment with my brother's belt. At school my educators made us run around the school when we were late. Sometimes we had to clean the toilets.</p>	<p>234. Rules to obey 235. Punished 236. Belt 237. Run 238. Cleaned toilets</p>
	<p>Researcher: What lessons have you learnt from being disciplined as a child? Give examples and provide lessons learnt.</p> <p>Mr Kwena: I learnt to listen and to obey rules. At home I also learnt love.</p>	<p>Lessons learnt 239. To listen 240. Obey rules 241. Love</p>
	<p>Researcher: Thinking back about your childhood years, do you think you were disciplined differently when you were small compared to when you were in high school?</p> <p>Mr Kwena: At secondary school, our educators made us remain after school when other children went home, We</p>	<p>Different discipline at home and secondary school</p>
<p>(vi) Educators used detention as a form of</p>		

<p>discipline</p> <p>(vii) Discipline was different at home and at school; at home corporal punishment was used. At school code of conduct was used to discipline learners</p> <p>(viii) Talking used to discipline learners.</p>	<p>were forced to learn after school. Corporal punishment was not allowed.</p> <p>Researcher: If you were to compare the way your parents disciplined you and the way your educators used to discipline you, do you think that there was a difference? Explain giving examples.</p> <p>Mr Kwena: There was a difference, At home parents did not negotiate with me, if I did not obey the rules I was punished When I cried my mother begged me to keep quiet. At school I was given work do to if I contravened the code of conduct.</p> <p>Researcher: Do you think that you now discipline children differently than when you started your career?</p> <p>Mr Kwena: No, when I started teaching corporal punishment was abolished; even now it is not used in our schools. I use talking to make learners to change their bad</p>	<p>242. Remain behind</p> <p>243. No corporal Punishment</p> <p>244. Not negotiate</p> <p>245. Punished</p> <p>246. Did not obey</p> <p>247. Begged</p> <p>248. Given work</p> <p>249. Code of conduct</p>
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(ix) No corporal punishment was used.	behaviour.	
	<p>Researcher: Which approach do you think was more effective?</p> <p>Mr Kwena: Talking to learners is more effective; telling them the realities of life, for example if they want to be future president, doctors, they need to start being responsible of their own action.</p>	<p>Discipline when I started teaching</p> <p>250. Talking</p> <p>251. Realities of life</p> <p>252. Responsibility</p>
(x) Different approaches are used depending on the situation	<p>Researcher: Let us now talk about the way you are dealing with discipline today. You are teaching secondary school learners. Some of them are still young, but some are already grown up. Do you discipline the younger learners differently from the way you discipline the older ones?</p> <p>Mr Kwena: My approach differs. It will depend upon the situation. If an older child does funny things in front of the class, I discontinue teaching. I know the class will deal with him/her.</p>	<p>Disciplining older learners</p> <p>253. Differs</p> <p>254. Situation</p> <p>255. Discontinue teaching</p> <p>256. Class will deal with the him/her</p>

<p>(xi) Detention is used but the teacher helps learners with their work</p>	<p>Researcher: How do deal with problematic learners?</p> <p>Mr Kwena: I negotiate with them to remain behind. I will Then explain to them that I want to assist them, for me to succeed in helping them I need their cooperation and their commitment. Most of them are repeaters and I will tell them that they have already wasted a year and it will never come back. I will also tell them that they must set the pace for the others learners.</p> <p>Researcher: As educators we must sometimes perform duties outside normal school hours that involve learners, for example, accompanying them on excursions, choir competitions, soccer and netball matches. Do you think that extramural activities pose different challenges to you as an educator in terms of disciplining learners?</p> <p>Mr Kwena: I am a choir master myself. I make sure that when I select my choristers they all love music. By so doing when we set rules for choir practices, every learner should comply, if he/she feels she cannot comply she/he must not</p>	<p>Dealing with problematic learners</p> <p>257. Negotiate 258. Remain behind 259. Assist them 260. Cooperation and Commitment</p> <p>Discipline outside classroom</p> <p>261 Set rules 262. Comply 263. Code of conduct 264. School policy</p>
<p>(xii) No difference in disciplining learners inside nor outside the classroom because the same code of conduct is used to manage discipline</p>	<p>Researcher: As educators we must sometimes perform duties outside normal school hours that involve learners, for example, accompanying them on excursions, choir competitions, soccer and netball matches. Do you think that extramural activities pose different challenges to you as an educator in terms of disciplining learners?</p> <p>Mr Kwena: I am a choir master myself. I make sure that when I select my choristers they all love music. By so doing when we set rules for choir practices, every learner should comply, if he/she feels she cannot comply she/he must not</p>	<p>Discipline outside classroom</p> <p>261 Set rules 262. Comply 263. Code of conduct 264. School policy</p>

(xiii) Learners to be taught to be self-discipline	<p>join the choir. Furthermore the code of conduct and the school policy will be used to discipline learners.</p> <p>Researcher: Let us now look at the future. Where do you see yourself in five years time?</p> <p>Mr Kwena: I see myself able to inculcate self-discipline in learners, although it takes time but I hope to achieve it.</p>	<p>Five years from now</p> <p>265. Self-discipline</p> <p>266. Takes time</p>
	<p>(xiv) Corporal punishment should not be reintroduced</p> <p>(xv) Educators should be well prepared; also be self-disciplined</p> <p>(xvi) Still thinking about how the old system humiliated educators</p> <p>(xvii) Past experience still haunts educators</p>	<p>Researcher: Is there anything you want to tell me about school discipline that you feel we have not covered?</p> <p>Mr Kwena: I would like to disagree with those educators who want corporal punishment back. It is time that educators be self-disciplined. Teachers must prepare lessons well or they will be challenged by learners and will be embarrassed. As educators we cannot forget how we were humiliated by the system. Our parents used to instruct our educators to punitively punish us for offences. We must accept change although what happened in the past will always haunt us.</p>

Discourse notes	Researcher: I am interested in how educators deal with	Definition of discipline
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<p>9</p> <p>(i) A learner should discipline himself by being responsible.</p>	<p>discipline and also want to understand why educators deal with discipline the way they do. To help me with this, I would like you to tell me about your understanding of discipline.</p> <p>Ms Phuti: Discipline should come naturally, a learner should discipline himself by being orderly and do his or her work</p> <p>Researcher: Let us start by talking about your own experience of discipline. We can start by talking about how you were disciplined as a child, at home and at school.</p>	<p>274. Learners should be self-disciplined.</p>
<p>(ii) To both parents and educators discipline meant making learners feel pain</p>	<p>Ms. Phuti: My parents punished me just as did my educators. My mother used a lash and my educators used a stick; sometimes we were slapped.</p> <p>Researcher: What lessons have you learnt from being disciplined as a child? Give examples and provide lessons learnt.</p>	<p>275. Lash 276. Stick 277. Slapped</p>
<p>(iii) There were rules set</p>	<p>Ms Phuti: As a child at home I learnt to obey rules and to</p>	<p>278. Obey rules</p>

<p>at home but at school making learners fear their educators through the use of corporal punishment was the order of the day.</p> <p>(iv) Female educators at secondary schools use new approaches to discipline learners (talking)</p> <p>(v) Ms Phuti was comfortable with the punishment she received at home because her parents explained her mistakes before inflicting the punishment.</p>	<p>be responsible. At school I feared my educators.</p> <p>Researcher: Thinking back about your childhood years, do you think you have been disciplined differently when you were small compared to when you were in high school?</p> <p>Ms Phuti: There was no difference, although female educators at secondary school usually talked to me before meting out punishment. At home my parents told me why they were punishing me. At primary school I was punished for making a noise.</p> <p>Researcher: If you were to compare the way your parents disciplined you and the way your educators disciplined you, do you think that there was a difference? Explain, giving examples.</p> <p>Ms Phuti: There were differences because my parents indicated why they were punishing me. At school once you were late you knew you were going to be punished without even being able to explain the reason.</p>	<p>279. responsible 280. Fear</p> <p>281. Talked</p> <p>282. Parents told me my mistakes</p>
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<p>(vi) Ms Phuti believes in learners disciplining themselves.</p> <p>(vii) Detention is also used.</p>	<p>Researcher: Do you think that you now discipline children differently than when you started your career?</p> <p>Ms Phuti: Yes, I do not use the stick any longer. If they make a noise I remain outside until they are quiet.</p> <p>Researcher: Which approach do you think is more effective?</p> <p>Ms Phuti: Talking to learners is more effective although it takes more time.</p> <p>Researcher: Let us now talk about the way you are dealing with discipline today. You are teaching secondary school learners. Some of them are still young, but some are already grown up. Do you discipline the younger learners differently from the way you discipline the elder ones?</p> <p>Ms Phuti: I talk strongly to learners of all ages. If there are those who do not want to listen, I allow the class to discipline them. And I always talk to the offenders.</p>	
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<p>(viii) Ms. Phuti is prepared to change and improve on her old ways</p>	<p>Researcher: How do you deal with problematic learners?</p> <p>Ms Phuti: I usually give them more work. I also request them to remain behind after school. I also tell them the facts of life</p> <p>Researcher: As educators we must sometimes perform duties outside normal school hours that involve learners, for example, accompanying them on excursions, choir competitions, soccer and netball matches. Do you think that extramural activities pose different challenges to you as an educator in terms of disciplining learners?</p> <p>Ms Phuti. No, because I only deal with learners who are interested in the particular sporting code. I make sure that all the learners know the rules before committing themselves.</p> <p>Researcher: Let us now look at the future. Where do you see yourself in five years time?</p> <p>Ms Phuti: I would like to see myself implementing new approaches if the policies of the department of education</p>	<p>283. Detention</p> <p>284. Use rules to discipline learners</p>
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<p>of disciplining learners.</p> <p>(ix) Ms Phuti had a bad experience. She still thinks of her primary educator. She has a deformed figure because of the punishment she got from her angry educator.</p>	<p>are still the same. I want also to improve the methods we are currently using</p> <p>Researcher: Is there anything you want to tell me about school discipline that you feel we have not covered?</p> <p>Ms Phuti: I would like to share my experiences. My primary educator punished with a ruler. My finger is deformed. When I look at my finger, I always picture my primary educator. I told myself I will never punish learners even if corporal punishment is allowed, because sometimes you are angry and you will make a mistake that will haunt you for the rest of your life.</p>	<p>285. Prefers new approaches</p> <p>286. Has deformed figure due to the corporal punishment she received as a learner.</p> <p>287. Angry</p> <p>288. Past mistakes/experiences will haunt you</p>
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Second Interviews

<p>Discourse notes</p> <p>(i) Discipline is about making learners responsible for their actions</p> <p>(ii) Late-coming and not listening to educators is being ill-disciplined</p> <p>(iii) There was no difference between punishment and discipline</p> <p>(iv) Discipline is correcting a behaviour</p> <p>(v) Conducive environment is essential for teaching and learning</p> <p>(vi) Breaking a rule, defiance, fighting, intimidation, failure do homework and not listening are regarded as ill-discipline</p> <p>(vii) Classroom rules, letting learners read the contravened rule, together</p>	<p>Researcher: In the previous interview you defined discipline as bringing learners under control, what did you mean?</p> <p>Mr Tau: I meant making learners responsible for their actions. If they do not listen to educators or if they do not come to school on time, they will not cope with the school work and they will fail the examination at the end of the year.</p> <p>Researcher: You also indicated that your parents used a lash when they were disciplining you, do you refer to corporal punishment when you say they were disciplining you?</p> <p>Mr Tau: Yes because to them discipline was making me feel pain, just like my educators. Corporal punishment was allowed; when they punished me they thought they were disciplining me.</p> <p>Researcher: Do you agree with your parents and</p>	<p>Definition of discipline</p> <ol style="list-style-type: none"> 1. Make responsible 2. Responsible for actions 3. Must listen 4. Be on time <p>Differences between corporal punishment and discipline</p> <ol style="list-style-type: none"> 5. Feel pain 6. Correcting 7. Conduct
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<p>suggesting ways of correcting bad behaviour and not shouting will assist in solving disciplinary problems</p> <p>(viii) In the past one did not have a choice, corporal punishment was the only method</p> <p>(ix) The torture we faced in the past still haunts us</p> <p>(x) No learner wants to become a teacher although in the past teaching was a respected career</p> <p>(xi) In the past learners were not given a chance to explain; the educator's word was final; authoritarian discipline</p> <p>(xii) Currently certain learners do not take Mathematics at grade12;</p>	<p>educators that punishing referred to discipline?</p> <p>Mr Tau: With my limited experience, I do not agree with them. Discipline is different from corporal punishment, discipline is correcting and making sure that one conducts himself/herself in an appropriate manner and to create an environment conducive to teaching and learning.</p> <p>Researcher: Share with me the offences that you were punished for both at home and school?</p> <p>Mr Tau: At home I was punished for breaking a rule, for example not collecting wood after school. I was also punished for defying my sister and also fighting with my younger sister. At school my standard 1 teacher punished me because I took other learners' books; I was always late after break. I used to intimidate the girls. In secondary school I was punished for not doing my homework. I did my homework in class and this angered my educators, because I was not listening when</p>	<p>8. Conducive environment</p> <p>Punishable offences</p> <ol style="list-style-type: none"> 9. Breaking a rule 10. Defying 11. Fighting 12. Taking other learners' books 13. Coming late 14. Intimidating 15. Not doing my work 16. Not listening
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<p>say it is too difficult</p>	<p>they were teaching. I was busy with my homework.</p> <p>Researcher: In the previous interviews you indicated that if the current system of managing discipline today is not changed, you hope to improve on your current strategies. Share with me one such strategy you are using now which is more effective, and that you can recommend to other educators.</p> <p>Mr Tau: Each teacher should formulate classroom rules with learners and when a learner contravenes a rule, the teacher should ask him or her to read the rule and suggest ways to change unacceptable behaviour. Educators must not shout at learners, they must talk to them and show them their mistakes; together they must work out a plan on how to correct a bad behaviour. As a learner I was not told why I was punished, that is why it is difficult to cope with the new method of managing discipline. I thought if I started by telling learners their mistakes, the learners would think I was condoning their behaviour.</p>	<p>New methods of managing discipline</p> <ol style="list-style-type: none"> 17. Classroom rules 18. Read contravened rule 19. Suggest ways 20. Not shout 21. show their mistakes 22. Plan together
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	<p>Researcher: Is there anything you can share with me regarding discipline of the past and today's discipline?</p> <p>Mr Tau: When I was still a learner, for the most part educators used a single method of discipline, one that was forceful and demanding, often harsh and punitive. Those educators were not evil, they were people of good intent doing the best they could to help us as learners. Their control tactics were reflective of the times. Today learners are very difficult to handle. The way I was punished makes me think that today's system does not want learners to become something in future. Learners do not do their work and there is nothing you can do. When I see learners defying authority I think that the torture we were faced with is perhaps being reflected back. In the past learners were afraid of educators and corporal punishment. Educators were the most respected people in the community .Every growing child wanted to become a teacher but today no learner wants to be a teacher.</p> <p>Researcher: In our first interview you indicated that</p>	<p>23. Telling them their mistakes</p> <p>Past experience</p> <p>24. Single method</p> <p>25. Forceful</p> <p>26. Harsh and punitive</p> <p>27. Reflective of times</p> <p>28. Torture</p> <p>29. Afraid</p> <p>30. Respected</p> <p>31. No learner wants to become a teacher</p>
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	<p>you hated your Mathematics teacher. Share with me the reasons why you hated him.</p> <p>Mr Tau: Mathematics is a demanding and very difficult subject. My teacher used to come early in the morning to offer morning lessons. Because I had a younger sister who I had to take to the pre-school every morning, I was always late. The educator did not want to know why I was late and he chased me from his class and punished me. These incidents led me to discourage my learners from taking Mathematics in grade 12, and that was wrong on my part because nowadays Mathematics is a compulsory subject. With this incident I learnt that always before disciplining a learner allow him/her to tell you why he/she behaved in that manner.</p>	<p>32. Morning lessons 33. Always late 34. Not want to know 35. Discouraged 36. Allow learners to explain</p>
<p>Discourse notes (i) Code of conduct condemn use of drugs, late coming, victimization and disruption (ii) Learners will be warned, or receive detention or suspension. At</p>	<p>Researcher: During the interviews that we had you defined discipline as monitoring learners so that they can be in line with school code of conduct. Can you paint picture of a learner who is not in line with the school code of conduct?</p> <p>Mr Nkwe: Our school code of conduct clearly indicates that a learner who abuses drugs; who comes</p>	<p>The use of code of conduct 37. Drug abusers</p>

<p>disciplinary hearing, this will be determined by the nature of the offence</p> <p>(iii) Discourage corporal punishment</p> <p>(iv) Corporal punishment encourages stubbornness and learners stay away from school</p> <p>(v) Talking to learners is regarded as effective way of disciplining learners</p> <p>(vi) Parents and educators viewed corporal punishment and discipline the same</p> <p>(Vii) Educators used corporal punishment to enforce their authority.</p>	<p>late to school; who victimizes other learners; who disrupts the school; should be disciplined. This means that the school management and the school governing body will talk to this learner. If he/she continues behaving in this unacceptable manner, he/she will have to appear before a disciplinary committee. If found guilty, he/she will be given a sanction – this can be a final warning, detention or suspension depending on the offence.</p>	<p>38. Late coming</p> <p>39. Victimizes</p> <p>40. Disrupts</p> <p>41. Talking</p> <p>42. Disciplinary committee</p> <p>43. Final warning</p> <p>44. Detention</p> <p>45. Suspension</p>
<p>(viii) Discipline and corporal punishment in the past meant the same thing.</p> <p>(ix) Punishment was used to control learners</p>	<p>Researcher: You mentioned during our previous interview that you were punished at home and at school. What did you mean when you used the word “punished”?</p>	

<p>(x) learners were punished for intimidation, loitering, defiance and cheating</p> <p>(xi) At home was punished for refusing to go shopping; not washing before sleeping</p> <p>(xii). Talking to learner is the best form of disciplining learners</p> <p>(xiii) Learners must know their mistakes before being disciplined</p> <p>(xiv) Corporal punishment make learners stubborn, it must use as a last resort.</p> <p>(xv) Corporal punishment encourages learners to leave school</p> <p>(xvi) Learners should be responsible and make correct choices</p>	<p>Mr Nkwe: To my parents and educators there was no difference between discipline and corporal punishment. Educators used corporal punishment as a form of discipline because they were afraid of losing control and of being terrorized by the learners.</p> <p>Researcher: Please indicate the offences you were punished for at school and at home.</p> <p>Mr Nkwe: I intimidated girls; I moved around in class when the teacher was busy at her desk. I was defiant especially at secondary school. When educators demanded our books I was the last one to hand in mine because I took other learners' books to check if my answers were correct. At home my father punished me for not washing before going to sleep and when I refused to go to the shop for him in the evening.</p> <p>Researcher: You also indicated that your parents and female educators at secondary school talked to you instead of punishing you. What impact did that have on</p>	<p>Discipline and corporal punishment</p> <p>46. No difference</p> <p>47. Losing control</p> <p>48. Terrorized by learners</p> <p>Punishable offences at home and at school</p> <p>49. Intimidating girls</p> <p>50. Moving around in class.</p> <p>51. Defiance</p> <p>52. Took learners books</p> <p>53. Refused to wash in the evening</p> <p>54. Refused to go to shop in the evening</p>
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	<p>how you discipline learners today when you think back to the way your educators and parents talked to you?</p> <p>Mr Nkwe: I learnt that it is best to talk to learners first before disciplining them. But some learners do not listen. It is vital for the learner to know his/her mistakes before receiving a punishment or being disciplined. Currently I also talk to my learners before disciplining them they accept the discipline and promise not to repeat the mistake.</p> <p>Researcher: What have you learnt from the punishment used by your teacher when you were a learner? How does this affect the discipline you use now that you are a teacher?</p> <p>Mr Nkwe: I have noted that corporal punishment is the last resort in dealing with learner discipline. When I was a learner educators were harsh, the system allowed them to physically punished us; learners became stubborn, others left school because they could not stand the punishment they received. Today learners are</p>	<p>Talking is a form of discipline</p> <p>55. Learners to know his/her mistakes</p> <p>56. Accept discipline</p> <p>57. Promise</p> <p>58. Will not repeat</p> <p>Lessons learnt from being disciplined and being punished</p> <p>59. Corporal punishment last resort</p> <p>60. Harsh</p> <p>61. Stubborn</p> <p>62. Left school</p> <p>63. Make choices</p> <p>64. Send outside</p> <p>65. Talking</p>
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	<p>allowed to make choices; if they do not listen they will fail. If they do not do their homework, educators send them outside; some learners enjoy this and at the end of the year they fail the examinations. As a teacher I have learnt that talking to learners is more effective, although it takes time.</p>	<p>66. Takes time</p>
<p>Discourse notes (i) Encouraging learners to be self-disciplined will limit misbehaviour (ii) Discipline and corporal punishment used to mean the same thing (iii) Disobedience, lying, fighting were all regarded as misbehaviour (iv) To manage discipline effectively a teacher should know the subject content</p>	<p>Researcher: In our previous interviews you defined discipline as keeping the correct order, sometimes you will keep the correct order but find out that a learner still misbehave, may you elaborate further on your definition.</p> <p>Mrs Nare: Discipline includes preventing misbehaviour, supporting learner self-control and correcting misbehaviour.</p> <p>Researcher: in your responses you often use the word “punishing”. Are you referring to discipline?</p>	<p>Definition of discipline 67. Preventing misbehaviour 68. Self-control 69. Correcting</p> <p>Difference between</p>

<p>well, be accessible and sacrifice time to help learners pass well</p>	<p>Mrs Nare: When I was still a learner, my educators and parents saw discipline as punishing us punitively.</p> <p>Researcher: Please indicate the offences for which you were punished at home and at school.</p> <p>Mrs Nare: I called other learners names when my teacher was busy teaching. At secondary school I talked back to my educators, I refused to what they requested. I use to lie especially on Mondays because I knew that I had not done my homework. At home I was very stubborn; I used to fight with my brother.</p> <p>Researcher: Share with me your experiences and the highlights of the way discipline was managed when you were a learner. How does this experience affect you today?</p> <p>Mrs Nare: Educators in the past continuously analysed their teaching method; although they were punishing us, they were doing their work. They were prepared to stay behind after school to help us; we therefore managed to</p>	<p>punishment and discipline</p> <p>70. Parents meant punishment when they referred to discipline</p> <p>Offences punished for</p> <p>71. Calling learners by names</p> <p>72. Talked back</p> <p>73. Lying</p> <p>74. Stubborn</p> <p>75. Fighting</p> <p>Past experience</p> <p>76. Teaching method</p> <p>77. Were doing their work</p> <p>78. Prepared to remain</p>
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	<p>pass very well. As learners we were afraid to miss their classes. Educators were always accessible. Today educators do not sacrifice their time: they are not well prepared, and hence you will find learners talking while the teacher is teaching. We were afraid of our educators because they punished us. Educators were most feared. Today learners are not afraid of educators, because they know they will never touch them even if they are late or make noise in the class, the methods they using to discipline learners are not effective.</p>	<p>behind 79. Passed well 80. Not miss classes 81. Accessible 82. Now not sacrifice 83. Most feared 84. Now not afraid 85. Discipline now not effective</p>
<p>Discourse notes (i) A disciplined teacher is able to establish positive relationship with learners (ii) Disciplinary problems are caused by some ill-disciplined educators</p>	<p>Researcher: In your responses in our first interview, you said discipline means correcting learners. Do you think it is only the learners who need to be disciplined in a school?</p> <p>Mr Phala: Educators also need to be disciplined. Successful discipline also depends on how well educators manage various classroom activities and the ability to establish a positive relationship with their learners. Positive learner-teacher interaction depends on how well educators can relate to a diverse learner population. Educators are tasked to create an</p>	<p>Educators' disciplinary measures 86. Manage 87. Positive relationship</p>

	<p>appropriate learning environment because learning is what schools are about. Some educators fail to master their subject content and this creates disciplinary problems. Learners start rebelling against the teacher. So educators who fail to perform as expected need to be disciplined.</p>	<p>88. Subject content 89. Rebelling</p>
<p>Discourse notes (iii) A lash to parents and educators meant discipline (iv) Parents used corporal punishment to correct wrong-doing (v) Corporal punishment makes learners respect educators (vi) Late-coming disturbs teaching</p>	<p>Researcher: You frequently responded to questions using the word “punished”. Were you referring to “discipline”?</p> <p>Mr Phala: Yes I use “punish” interchangeably with discipline because in my own experience educators and parents used the word discipline to mea punishment. To them corporal punishment was the effective way of correcting wrongs. When educators used a lash they thought that they were disciplining me. It is only now that I realise that discipline is corrective and punishment punitive.</p> <p>Researcher: You also alluded to the fact that you are what you are because of corporal punishment. If you were allowed to use this form of punishment how</p>	<p>Difference between punishing and disciplining 90. Punish meant discipline 91. Correcting 92. Punitive</p>

	<p>would you use it and when?</p> <p>Mr Phala: Yes, I would use it, because learners are sometimes not willing to do their work, or sometimes come late to class and disturb other learners knowing that the teacher will do nothing. I would use it because parents at home are still punishing their children. As educators we are also parents from Monday to Friday. Educators are no longer respected; using corporal punishment would bring back the respect we deserve.</p>	<p>Use of corporal punishment 93. Not do their work 94. Come late 95. Parents still punishing 96. Lost respect 97 Bring back respect</p>
<p>Discourse notes (vii) Responsible educators can inflict corporal punishment</p>	<p>Researcher: Is your previous experience of discipline affecting you in the way you are disciplining your learners today?</p> <p>Mr Phala: My experience taught me that for effective teaching and learning to take place, there should be respect between a learner, as a recipient of education and the teacher, the imparters of education. We are not equal; learners must listen in order for teaching to take place. In the past learners respected educators,</p>	<p>Influence of past experience 98. Respect 99. Listen 100. Responsible</p>

	<p>nowadays learners do not respect their educators and this affects discipline. Teacher-learner relationship in the class is affected. In the past educators were responsible and willing to sacrifice their time for the learners, therefore it was easy for the teacher to discipline learners.</p>	
<p>Discourse notes (i) If found that a teacher contravened EEA, he/she can be disciplined (ii) School code of conduct is used to discipline learners but for educators we use SACE (iii) In the past one could not differentiate between punishment and discipline (iv) Disobedient, dodging and fighting with other learners were punishable offences (v) Authoritarian discipline not correct</p>	<p>Researcher: In our previous interviews you defined discipline as an indication that there was a behavioural offence committed. According to you, does discipline only focus on the learners?</p> <p>Mrs Tlou: Educators can be discipline in terms of Educators Employment Act if they misbehave. They must also behave in line with code of conduct of South Africa Education Council.</p> <p>Researcher: In our previous interviews I asked you how where you disciplined as a child at home and at school. You indicated that your parents spanked you. Please expand on this.</p>	<p>Discipline of educators 101. EEA 102. SACE</p> <p>Discipline received from</p>

	<p>Mrs Tlou: Discipline and punishment to my parents meant the same thing. Even my educators when they talk of discipline they referred to punishment.</p> <p>Researcher: Why were you punished at home and at school?</p> <p>Mrs Tlou: My parents set rules to be obeyed; if we failed to obey them we were punished. We were suppose to clean our bedroom before going to school; fetch water from the river every afternoon; we were not suppose to fight with other children. At school I was punished for dodging study, for not writing tests and for my defiance.</p> <p>Researcher: You indicated that talking to learners is effective but needs to be used with corporal punishment. It that because you were punished corporally as a child?</p>	<p>home 103. Same thing 104. Discipline meant punishment</p> <p>Offences punished for 105. Disobeying rules 106. Fighting 107. Dodging study 108. Defiance</p>
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	<p>Mrs Tlou: Yes, but I do not recommend it always. Corporal punishment was effective in the past because it was the only method that made learners to do their work. Educators need to talk to learners first before punishing or disciplining them. In the past learners were not given chance to explain why are they are breaking the rules.</p>	<p>Methods of disciplining learners 109. Punishment 110. In the past 111 Talk 112 Given chance</p>
<p>Discourse notes (i) Use of the stick as a form of corporal punishment is not effective, learners are just afraid of the pain; the stick cannot change bad behaviour (ii). Involvement of learners more effective in changing bad behaviour (iii) In the past corporal punishment was enjoyed by my educators thing (iv) Learners not given chance to explain and</p>	<p>Researcher: In our previous interviews you defined discipline as putting aberrant behaviour right. Can you, as a teacher, change the behaviour of a learner without involving him/her?</p> <p>Mr Tholo: No. This is not possible. In the past educators used a stick to try to change a bad behaviour, and they did that without consulting us as learners. We were afraid of the stick but it did not change our behaviour. It is important to involve learners when correcting bad behaviour.</p> <p>Researcher: You indicated that corporal punishment is more effective as compared to the new approaches. Can</p>	<p>Changing learners' behaviour 113. Past 114. Stick 115. Afraid 116. Must involve</p> <p>Effectiveness of corporal</p>

<p>punished unfairly</p> <p>(v) Forcing learners to participate in any extra activities causes disciplinary problems.</p> <p>(vi) It is difficult to forget your past bad experience</p>	<p>you explain why you think this?</p> <p>Mr Tholo: I said is more effective because I saw the way my educators enjoyed using it when I was young. When I started teaching I thought it was a good thing to use corporal punishment. The effectiveness of corporal punishment is that learners will be afraid of you. They will do their work and make sure that they are punctual.</p> <p>Researcher: What happened to you in the past that had an influence in the way you are managing discipline?</p> <p>Mr Tholo: I cannot forget my principal; he punished me on my buttocks, because I did not want to sing in the choir. I did not know how to sing. Singing is one of the extra curriculum activities, a learner should choose to participate, and I was forced to sing. With this incident I make sure that every January learners in my class register only for the activity they want to take part in. The punishment I got from the principal makes me hate music; I do not encourage singing; I influence them to participate either in soccer or netball. I realise that the principal did not even consider my interest.</p>	<p>punishment</p> <p>117. Enjoyed</p> <p>118. Good thing</p> <p>119. Afraid</p> <p>Influence of past experience</p> <p>120. Punished</p> <p>121. Buttocks</p> <p>122. Sing</p> <p>123. Choose</p> <p>124. Force</p> <p>125. Hate music</p> <p>126. Interests</p> <p>127. Discuss</p>
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	<p>Now, as a teacher I discuss with my learners first before allowing them to choose the sporting code of their choice.</p>	
<p>Discourse notes (i) Refusing to be sent to shops; fighting and failure to uphold family values were punishable offences (ii). The style of not shouting to learners when they did a wrong thing is very effective</p>	<p>Researcher: During our previous interviews, you mentioned that parents warned you first before disciplining you. Please explain what things you were warned for.</p> <p>Mr Tholo: My mother punished me for refusing to go to the shop. I always fought with my sister because she called me “<i>Hlogo</i>” meaning head. I did not want to go to Sunday School; my father warned that if I did not I would have to move out of his house. During winter it is cold. If I did not want to wash before sleeping, my mother warned me but I kept on dodging and she woke me up with a lash and ordered me to go and wash.</p> <p>Researcher: Please explain whether you feel that your past experience has influenced the way you now deal with discipline.</p>	<p>Offences punished for 128. Refusing to shop 129. Fought 130 Sunday School 131. Winter 132. Wash before bed 133. Woke up 134. Lash</p> <p>Influence of past experience 135. Stand</p>

	<p>Mr Kwena: I had a very strict principal when I started teaching. He used to stand on the veranda watching all learners coming late to school. He did not utter a word but the learners ran to their classes. When he went to the gate we knew that he was going to close the gate and learners who were locked outside were punished after school in the staffroom. I was influenced by the manner in which he watched the late-comers without saying a word. These days, as an educator, if I go into a classroom and I find the learners making noise, I just stand at the door and watch them; they will soon quieten. I the request the names of those who were making noise from the monitor and will then discipline them after school in the staffroom.</p>	<p>136. Watching 137. Coming late 138. Not utter a word 139. Learners running 140. Close gate 141. Locked out 142. Influenced me 143. Watched offenders 144. Without saying a word 145. Making noise 146. Stand at the door 147. Watch them 148. Become quiet 149. After school</p>
<p>Discourse notes (i) Shifting responsibility is a form of misbehaviour (ii) Apologising when you do something wrong is an indication that you accept your mistakes and are committed to change your</p>	<p>Researcher: In the interviews we held you said your father disciplined you by talking to you. Can you share with me what these offences were?</p> <p>Mr. Kwena: At home we are five boys and two girls, my father had a herd of cattle. As an elder son, it was my responsibility to make sure that the cows were</p>	<p>Disciplined by talking 151.Responsibility 152.Milk the cows 153.Late</p>

<p>behaviour</p>	<p>milked before going to school. One Monday I had a morning class. I woke up late and I requested my brother to milk the cows. Unfortunately my brother did not do what I asked. He went to school and there was no milk. During break we went home as usual and there was no milk, we could not eat. My father wanted me to explain why there was no milk. I failed to give him the answer. My father warned me that if he gave me work I must not delegate the duty given. He also said if I was unable to do the task I was suppose to inform him. He told me to apologise for what I had done and I did so. I promised not to repeat the mistake. Now, as a teacher I have adopted my father's style. When a learner misbehaves, I call him/her, show them the mistake, warn the offender and ask them to apologise and make a commitment not to repeat the mistake.</p> <p>Researcher: I am interested in the teacher who slapped you as you mentioned in our previous interview. After slapping you how did you react? Did you report him to the principal or your parents? If so, what was their response?</p>	<p>154.Explain 155.failed 156.Not delegate 157.Inform him 158.Apologised 159.Promised 160.Adopted 161.Father's style 162.Show 163.Mistake 164.Warn 165.Apologise 166.Promise not to repeat the mistake</p>
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<p>(iii) Corporal punishment at secondary school, offended learners; felt humiliated and wished to retaliate</p> <p>(iv) It is not easy to forget a bad experience, you will always think of it even if you are old.</p>	<p>Mr Kwena: As a secondary school learner I felt humiliated; I wanted to avenge myself but my friend advised me to report it to the principal. The teacher slapped me for not listening to him during choir practice; he indicated that I was talking but I was not. Suffice to say he slapped me for the mistake I did not commit. After school I went home. I told my mother what happened because my father was not home. I told her if she cannot go to the school to address the matter with the teacher I would not return to school At school my mother started by apologising. I told my mother there was no need for her to apologise because I had not done anything wrong. In fact it was the teacher who owed me an apology. After explaining everything the principal asked me to go out of the room and he remained with the teacher and my mother. My mother then told me that the teacher apologised. From that day I left the choir and I hated music; even now I do not attend any music competition. This experience left a mark in my life and I realised that sometimes educators can punish learners unjustly. Currently, before I discipline a learner I make very sure that I have</p>	<p>Influence of past experience</p> <p>167.Humiliated</p> <p>168.Revenge</p> <p>169.Slapped</p> <p>170.Listening</p> <p>171.Talking</p> <p>172.Mistake</p> <p>173.Not going to school</p> <p>174.Apologized</p> <p>175.Go out</p> <p>176. Remained</p> <p>177.Hated music</p> <p>178.Left a mark in my life</p> <p>179.Currently</p> <p>180.Make sure</p> <p>181.Communicate</p> <p>182.Agree</p> <p>183.Form of discipline</p>
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	communicated the mistake he/she made and agree on the form of discipline.	
<p>Discourse notes</p> <p>(i) Natural for a learner to misbehave especially if she/he is bored</p> <p>(ii) Although corporal punishment was abolished at school, parents were still punishing their children, and they regard it as discipline</p> <p>(iii) The bad experience one experienced while young influences his/her way of thinking and his/her action</p>	<p>Researcher: In our first interview you said discipline should be natural, what did you mean by this?</p> <p>Ms Phuti: I said discipline should come naturally because a misbehaviour also comes naturally from interplay between a learner and the conditions that exist at a given time. For example some learners, if not given work to do, begin either talking in class or playing. Learners often misbehave because of boredom or feeling isolated.</p> <p>Researcher: The discipline you received at home was different from that you applied when you started teaching. Share these differences with me.</p> <p>Ms Phuti: I started teaching in 2000, during the time when corporal punishment was abolished. At home my parents, although they talked to me, they punished me punitively, especially when I came home late or when I</p>	<p>Definition of discipline</p> <p>184.Misbehaviour</p> <p>185.Comes naturally</p> <p>186.Conditions</p> <p>187.Boredom</p> <p>188.Isolated</p> <p>Different forms of discipline</p> <p>189.Corporal punishment abolished.</p> <p>190.Talked</p> <p>191.Punished</p> <p>192. Late</p>

	<p>did not attend Sunday School.</p> <p>Researcher: You talked previously about discipline and punishment. Do you see these as meaning the same?</p> <p>Ms Phuti: I referred to punishment I received from my parents and my educators at primary school. Both my educators and my parents thought that punishment was the same as discipline. When I started teaching I knew exactly the difference between discipline and corporal punishment.</p> <p>Researcher: Do you think of any teacher who punished you while you were learner. Are you still thinking about this teacher? If so, why is this?</p> <p>Ms Phuti: At primary school, I think I was doing grade 2, it was during winter, and my teacher punished me with the back of a ruler. My fingers were red. After school I went home crying, my mother took me to the clinic. My mother did not go to the school to find out</p>	<p>193. Sunday school</p> <p>Discipline and punishment</p> <p>194. Punishment at home and primary school. 195. Discipline at secondary school. 196. Same.</p> <p>Past experience 197. Primary school grade 2 198. Punished 199. Back of the ruler 200. Crying 201. Clinic 202. Felt bad</p>
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	<p>what happened. I felt bad about this. As a result my finger is deformed and when I look at my finger I swear to God that I will never punish learners who misbehave. I will not make them feel pain, especially when I am angry. I want to develop trust before disciplining them. Currently when I look at my finger I picture a bad memory of this teacher.</p>	<p>203. Deformed 204. Feel pain 205. Trust 206. Currently 207. Finger 208. Picture 209. Bad memory</p>
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Appendix F: Transcripts and re-telling participants' lived stories

TRANSCRIBING BY THE RESEARCHER	RE STORYING BY THE RESEARCHER
<p>Mr Tau :</p> <p>I started teaching in 1986. It was during the time when corporal punishment was used. I was punished by my parents at home and my educators at school. I understand discipline as a way of bringing learners under control and learners managing themselves, which means learners being responsible of their own action. My parents used a lash as a form of discipline and my educators also used a stick. At home I was punished for refusing to do my routine work and also for fighting with my siblings. At school I was punished for not doing my work, for making noise, for coming late and also for intimidating girls. At secondary school, my educators before punishing me told me why they are punished me. When I started teaching although I used corporal punishment, after 1996, I started telling them their offences before punishing them; I adopted this style from my secondary school educators.</p> <p>If it was not for the new education system, I would still use</p>	<p>Mr. Tau started teaching nineteen years ago. It was the time when educators used corporal punishment. As a learner he was punished at school for not doing his work and for making noise. At home he was punished for fighting with his siblings. To his parents and educators punishment meant disciplining. When he started teaching, he also used corporal punishment. To him discipline meant bringing learners under control. He indicated that there was nothing wrong with corporal punishment if he was allowed to use it he will use it. He said he is having bad experiences of how he was disciplined but he can now face the future knowing that corporal punishment is not a good way of disciplining learners.</p>
<p>Corporal punishment, because I regarded both talking to learners and corporal punishing as effective methods. When dealing with problematic learners, I use to warn them first, show them their mistakes, if they do not change suspended them. There was nothing wrong with</p>	



<p>corporal punishment because it reflected the past and times, if allowed to use it I will, because today's learners are not responsible and are very difficult to handle. Currently I am having the scars of the past time but I am an educator , I can face future. Today if you discipline learner by chasing him/her outside, he/she go back home and miss classes, when she/he comes back the following days, he/she unable to catch up the lost work, this result in failing the examination at the end of the year.</p>	
<p>Mr. Nkwe: Discipline has to do with monitoring of learners so that they can be in line with school policies. By school policies I include code of conduct, where drug abuse, late-coming, victimization and class disruption are prohibited. I started teaching in 1988. Every teacher used corporal punishment; I also joined them and used it. As a learner I was subjected to corporal punishment, especially for intimidated girls, taking other learners' books and for defying. I start teaching I thought now was the time that I revenge myself. At home my mother before punishing me told me why she is punishing me, there was clear that disciplining and punishing to my educators and parents meant the same thing. My principal enjoyed punishing us for late-coming. I admired my educators although they were using corporal punishment, they were doing their work, they made us to pass very well, our educators were always available and we did not want to miss their class. Today's educators are not always available, they do not</p>	<p>Mr. Nkwe is having 18 years of experience. To him discipline can be managed by using code of conduct. Learners will be monitored if the use drugs or disrupt classes. As a learner he was punished for intimidating girls, defiance and for taking learners' books. To his educators and parents there was no different between disciplining and punishing. He appreciated his educators, although they punished him, they where doing their work, they made him to pass. Unlike his educators, today's educators are not always available for learners. He indicated he copied the type of discipline which was by female educators at secondary school. After the abolishment of corporal punishment, he also talked to his learners. He used different forms of discipline, he gave warning and detention. Mr. Nkwe said that corporal punishment mad him to be responsible. He also mentioned that methods used by current</p>



<p>prepare their lessons very well, and learners enjoy being discipline rather than being in class. Methods used by educators to manage discipline are not effective.</p> <p>I learnt to be responsible with the punishment I received from my parents and educators. Female educators talked to me and when I change from using corporal punishment, I also talked to my learners, but some learners did not change their bad behaviour, this resulted in chasing them from class.</p> <p>After 1994, I also used new methods of disciplining learners, namely making learners to pick up papers, cleaning toilets, classroom and surrounding. Learners seem enjoying the punishment. Code of conduct was also used to discipline learners; I gave them warnings and detained learners who kept on misbehaving. I was eager to use new methods of disciplining learners; I wanted to forget the past, even though it was difficult, “because the past is always part of me especially when learners make you angry”. I always prepared my work before going to class because I did not want to bore disciplined learners.</p>	<p>educators to manage discipline they are not so effective because learners enjoy being disciplined, that is being outside to pick up papers. From the past he learnt that talking to learners will make change, unlike giving them punishment without explaining why a learner is given a particular punishment. He emphasized that he will always remember the past because is part of his life. From his story I could understand his history and how did it contribute to the present and future especially regarding classroom discipline practices.</p>
<p>Mrs. Nare: I started my teaching career in 1986; it was when the use of corporal punishment was rife. As a new educator I also enjoyed using it because as a learner I was punitively punished both at home and at school. At school I was punished for</p>	<p>Mrs. Nare taught for the past 19 years. Just like her educators and parents, she enjoyed punishing learners when started teaching... She was defiance and use to shout other learners. According to her a conducive teaching environment is when there is</p>



shouting at other learners, defying educators and talking back to educators. I see discipline as the way educators keep correct order so that teaching and learning can take place, suffice to say a conducive environment is prerequisite for proper teaching and learning. Discipline includes preventing misbehaviour and supporting learners. I learnt that if you are not doing your work, you will feel pain. My parents wanted that I became something in life. I saw no difference in the way my parents and my educators disciplined me, my parents laid rules of which I was suppose to obey them, and at school there was a code of conduct. My parents also tongue-lashed me. I would love to use new methods of disciplining both discipline and undisciplined learners, but ill-disciplined learners I will also give them manual work as a punishment. I will not forget corporal punishment, because it made me what I am today. If I was allowed to use it, I will always punish ill-disciplined learners. My experience is that excessive control at home create disciplinary problem in schools. My parents came to school to instruct educators to punish me, this experience made me also to visit my learners at their home to inform their parents about them, some parents will demand that I punitively punish them some learners then became stubborn. The abolition of corporal punishment came as a blow to me. Currently I allow learners to make choices, whether they want to learn or not to learn. I make sure that I am well prepared for my lessons; this was a way

order. She indicated that at school educators used code of conduct and at home parents set rules. Her parents also talk to her before giving punishment. She indicated that excessive punishment by parents resulted in learners posing disciplinary problems at school. After the abolishment of corporal punishment she used modern ways of disciplining learners. She allowed learners to make choices (Glasser: 1944).



<p>of making my lessons attractive to learners. After the abolition of corporal punishment, I also tongue-lashed learners, I was influenced by my parents, tongue-lashing had an impact and most of learners changed, because they did not want to be embarrassed. Learners started to do their work, came early to school and respected educators. Suffice to say they way I was tongue lashed influenced me to used tongue-lashing when disciplining learners.</p>	
<p>Mr. Phala I was punished by my parents just like my educators at both primary and secondary school. To my educators and parents corporal punishment and discipline meant the same thing. To discipline is a way of correcting bad behaviour. I started teaching in 1993. I am what I am today because of corporal punishment, when I started teaching I also used corporal punishment. I was punished for not doing my school work, for being late and for not abiding the rules. My parents withdrew certain benefits, for example they left me behind when they went to town. Sometimes educators are the one causing disciplinary problem. Educators who do not master their subject matter make their lessons boring, at such learners start banking classes and not doing their work. I made sure that I give learners more work I noticed that in</p>	<p>Mr. Phala just like Mrs. Nare defined discipline as a way of correcting a bad behaviour. Unlike Mr. Nkwe, Mrs Nare and Mr. Tau, Mr. Phala is having thirteen years of experience. He believes in corporal punishment, because it made him what he is today. He believed that not only learners are causing disciplinary problems, but educators too, educators who do not prepare their work make lessons boring and as a result learners start to make noise whiles the teacher is in the class. He noted that educators were respected in the past and every growing child wanted to become a teacher, today this is direct opposite. He is still saying if allowed to use corporal punishment he will appreciate to use it. Mr. Phala just like other educators indicated that parents and educators used the two words "discipline" and "punishment" interchangeably.</p>



<p>the past learners were are afraid of educators, they respected them, every learner wanted to became a teacher, maybe it was because of the use of corporal punishment, today no learner wants to become an educator, and learners are not afraid of educators. Therefore if given chance again I will appreciate if I can be allowed to use corporal punishment, especially disciplining poorly disciplined learners. At home parents are still using corporal punishment, because educators are also acting on behalf of parents, they should be allowed to use corporal punishment. From the punishment I received from school and at home, I learnt that for effective teaching and learning to take place, there should be respect. Learners were afraid of their educators because they respected them. When I discipline learners, I made sure learners are aware of their mistakes. I also prepare my work, so no learner wanted to miss my class.</p>	
<p>Mrs. Tlou: I was exposed to corporal Punishment when I was a learner and at home as a child. The corporal punishment I got from my educators, made me to fear my educators. At secondary school, female educators chased me outside for not doing her work, male teacher punished me. I started teaching in 1988. I used</p>	<p>Mrs. Tlou has been teaching for the past seventeen years. Both her parents and educators punished her. To them disciplining meant punishment. She indicated punishment made her to fear her educators not to respect them. Mrs Tlou taught for 18 years. When she started teaching just like other educators she used corporal punishment because was the only</p>



<p>corporal punishment because it was the only effective method of correcting a bad behaviour. Although I used corporal punishment when I started teaching, I later change and chased learners outside for not doing their work, that is ill-disciplined learners. Just like my parents, I also talked to learners before disciplining them, especially learners who are discipline whenever a learner in my class misbehaved, I remembered how I was punished, the scars of the past made me not to used corporal punishment, I opted for chasing them outside. I was punished for disobeying rules, for defying educators, for fighting and dodging classes. I believed that learners in the past where not given the chance to explain why are they behaving in unbecoming manner, therefore I made it my routine to explain first to learners why am I disciplining them. It is not possible to change a bad behaviour without involving learners.</p>	<p>single effective method. Mrs Tlou after the abolishment of corporal punishment used methods such as chasing learners from outside and talking to them.</p> <p>Since as child when receiving punishment, her educators did not explain why are punishing her, she therefore adopted the style of informing learners first why is she punishing learners. This is because learners must be informed about the consequences of bad behaviour (Harlan: 1996; 24).</p>
<p>Mr. Tholo: I started teaching in 1993. I was punished punitively at home and at school. I hated the manner in which I was humiliated by my mother, sister and primary teacher. At home my mother</p>	<p>Mr. Tholo taught for 13 years. He was humiliated by her mother, sister and primary educators. He was labeled “Sekobo”, “Ditsebe” and “Mosesane”. All these names influenced him when he started</p>



called me “sekobo” meaning ugly, my sisters called me “ditsebe” meaning ears, at primary, my female teacher called me “mosesane meaning thin. All these names influenced me when he started teaching. A year after corporal punishment was abolished, I learnt from this experience that nicknaming humiliates, I therefore avoided calling learners by names.

At secondary school I was also punished, but I always remembered my primary teacher who called me “mosesane”. I was not happy at secondary school because I was not given chance to lodge my concern before receiving punishment. My father whipped me just like my secondary school educators.

I not will never forget my secondary school principal, he slapped me for walking on the veranda, I was not aware that it was a mistake. Even today when I speak of this principal, I cry and wishing that he can come and apologize. I however swear not to “slap” learners even if I can become angry. I hate any teacher calling learners by names: “stupid” “lazy” and other names. I am currently discouraging learners not to sing in the choir because I was also punished during choir practice for the mistake I did not do. I encourage learners to indicate at the beginning of the year the sporting code of their choice. It is very rare that I discipline learners, both poorly-disciplined and disciplined, I prefer to talk to them, and some times I refer them to the

teaching. He is avoiding calling learners by names, even if he can be so angry with learners. Currently he is still remembering his principal who clapped him for walking on the veranda. This is a scar in his life and learnt not to call learners stupid or lazy.



<p>principal.</p>	
<p>Mr. Kwena: I understand discipline as the creation of environment that is conducive, that make the organization to reach its goal, according to me, this is the environment were learners and educators are self-discipline. I also agree that educators not only learners should be self-discipline.</p> <p>As a learner and as child I experienced discipline that instilled fear, to my parents and my educators disciplining meant punitively punishing, because at school I was whipped and at home also lashed, but my father took time before he can use a lash, he talked to me.</p> <p>When I started teaching in 1989, I also used corporal punishment, but minimal. As a learner I will never forget my choir master, he punished me for the mistake I never did, even now, I am still having that emotional scar. The educator was convinced that I was making noise. Currently as I do not encourage learners to sing in the choir. When I picture the day I was punished, I wish that educator could come back and apologize because when called to solve the matter with my mother, I was not given chance to say my side of the story.</p>	<p>According to Mr. Kwena the environment should be conducive for teaching and learning. Learners should be self-discipline for teaching and learning to take place. Mr. Kwena taught for 15 years and as a learner and child he was punished by his educators and parents. As a principal he adopted his father's style when managing discipline. He talks to his learners. He does not forget his teacher who punished him for the mistake he did not do. This punishment made her to hate music and currently he encourages learners to choose extra curriculum activity they wish to participate in. He is aiming at imprinting good things in the children's' mind unlike his teacher who left bad memories.</p>



<p>As an educator I currently use modern methods in disciplining both discipline and poorly-discipline learners, I want to imprint in children's mind good things</p> <p>So that they can remember me with, I learnt not to leave negative marks in learners' brain. My father warned me for not doing my work, I apologized and promised not to repeat the mistake again, currently I have adopted my father's style but went further to allow learner to declare in writing that they will never repeat their mistakes again. I hope to use talking through warning and detention in disciplining learners, SASA allows us to suspend learners.</p>	
<p>Ms. Phuti:</p> <p>I started teaching in 1993, corporal punishment was abolished. I was punished at home and by my educators at primary school. Discipline should come naturally, one has to discipline herself, discipline has to do with putting an order to a disorderly situation. I am against the use of corporal punishment, because as I am telling my story I remember my primary teacher, who used the back of the ruler to punish us. One my figure is deformed because of the punishment I got from my primary teacher. The punishment made me to develop new way of disciplining learner rather than relying on old methods. I disciplined learners by talking to them and show them facts of</p>	<p>Ms. Phuti is having the least years of experience. She is only having six years of experience. She was punished by her primary teacher and her parents. Fortunately when she was at secondary school, punishment was abolished. Currently she is still thinking of her grade 2 educators who punished her with a ruler. One of her finger is deformed because of this punishment, hence when she started teaching because there was no corporal punishment; she believed that learners should be self-disciplined. She used to talk to learners challenging them about facts of life.</p>



<p>life. I also challenge them about things at their home. I also risk and promise them if they do well at the end of the year, I will make sure that they go to tertiary. Since I indicated that discipline should come naturally, I support the abolition of corporal punishment by South Africa Schools Act, I was therefore looking forward towards implementing new approaches to discipline, especially being responsible and allowing learners to take responsibility for themselves, (Glasser: 1968) quoted by Harlan (1996: 23) said that the schools must help children learn successful, responsible behaviour.</p>	
<p>Ms. Tshukudu: To me discipline is the maintenance of order in any institution. I was corporally punished when I was a child at home and at primary and secondary school. At home I was warned first and at school my educators used a cane without any warning. When I started teaching in 1989, corporal punishment was the major disciplinary method, so I had no option but to use it. I was convinced that I am what I am today because of corporal punishment. Due to the use</p>	<p>Ms. Tshukudu taught for 17 years. Just like other educators she was punished at home and at school. Her educators and her parents when they talk of discipline, they meant punishment. She learnt to respect her parents and to fear her educators. She adopted her parent's style, that of warning learners first before giving them punishment. She also adopted her principal's style. She used to stand in class when learners make noise without saying</p>



of corporal punishment at home, I learnt to respect my parents; at school I learnt to fear my educators. When I was a learner, it was very rare to find learners talking back to educators. If they did, they were taken to the principal's office and were punished. Today learners do as they wish. After the abolition of corporal punishment, I adopted my parents' style; that of warning learners before giving discipline. I discipline ill-discipline learners by giving them more work after school, especially if they came late. I also used a code of conduct to discipline learners. A disciplined teacher would never have disciplinary problems, if she/he is late for her/his classes, learners would also be late and she/he would never be able to control them.

I will not forget my secondary school principal who used to stand on the veranda watching learners as they came in the morning. All learners would start running as if someone told them to run. When he approached the gate, every learner made sure that he/she was inside the yard to avoid punishment from the principal. When corporal punishment was abolished, I adopted my principal's style. If I went to class and found learners making noise, I would stand at the door and look at learners who are making noise. Without saying a word, those learners would keep quiet. I would still request a list of noisemakers from the monitors. After school the culprits would remain behind with her. The manner in which I was disciplined by my

anything. Suffice to say from past experience she learnt not to shout to learners.



principal influenced me to discipline my learners.	
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MALANGA PROVINCIAL GOVERNMENT

Post Office to Kwamhlanga
Post Office Station
Old Works Department

P.O. Box 1129
Kwamhlanga
1022



DEPARTMENT OF EDUCATION
NKANGALA REGIONAL OFFICE
Tweefontein North

Our Ref:

Tel. No. (013) 947 2927
Fax No. (013) 947 2097

Inquiries: SJ MOHAPI

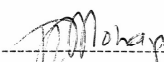
TO: REGIONAL DIRECTOR
Mr. JJ MABENA
NKANGALA REGIONAL OFFICE

CC: CIRCUIT COORDINATOR
Mrs. MASANGO

PERMISSION TO CONDUCT A STUDY

I REFER TO THE MATTER ABOVE.

1. I am conducting a study entitled "**The influence of educators' past experiences on classroom discipline practices.**"
2. I hereby request a permission to conduct the mentioned study in three schools in one circuit in your region. In each school three educators will be requested to form part of the study.
3. It is a qualitative research, interviews and observation will be conducted at the three selected schools.
4. Names of schools and teachers will be kept confidential.
5. All research procedure will be conducted after schools.
6. Hoping for your positive response.

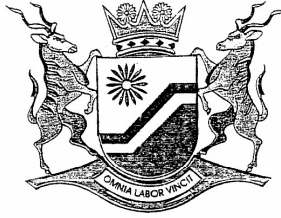


CIRCUIT MANAGEMENT
Mrs. SJ MOHAPI
DATE: 6 NOVEMBER 2002

2

MPUMALANGA PROVINCIAL GOVERNMENT

Next to Kwamhlanga
Filling Station
Old Works Department



P.O. Box 1129
Kwamhlanga
1022

DEPARTMENT OF EDUCATION NKANGALA REGIONAL OFFICE *TwEEfontein North*

Our Ref:

Tel. No. (013) 947 2927
Fax No. (013) 947 2097

Inquiries: **SJ MOHAPI**

To: **THE PRINCIPAL
SGB
EDUCATORS
LEARNERS
FET SCHOOLS
TWEEFONTEIN NORTH CIRCUIT**


**RESEARCH PROJECT: "THE INFLUENCE OF EDUCATORS' PAST
EXPERIENCE ON CLASSROOM DISCIPLINE
PRACTICES"**

I am conducting research with the above title. Your school is selected to be part of the research project. You are requested to allow me to use 5 educators from your school as my human respondents, this must include the principal.

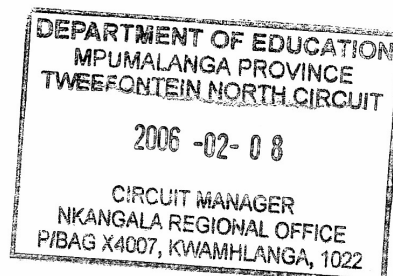
I will be visiting your school more frequently to do preliminary observation and also to conduct interviews with the selected educators.

Educators are free to withdraw during the course of the project. All interviews will be strictly confidential. No names will be used, both schools and educators' names would not be mentioned, letters of alphabets and numerical numbers will be used to differentiate the schools and educators.

Your cooperation will be highly appreciated



CIRCUIT MANAGEMENT
SJ MOHAPI
DATE: 9 FEBRUARY 2006



MPUMALANGA PROVINCIAL GOVERNMENT

Private Bag X4021
KWAMHLANGA
1022



Tel. (013) 947 2060
Int +27 13 947 2060
Fax (013) 947 2096

DEPARTMENT OF EDUCATION NKANGALA REGIONAL OFFICE

Litiko leTefundo

umnyango weFundo

Departement van Onder

ENQ: MASANGO K.C
CIRCUIT CO-ORDINATOR
TEL : (013) 947 1705/06

TO WHOM IT MAY CONCERN

PERMISSION TO CONDUCT DOCTORAL RESEARCH

Permission is hereby granted to the bearer of this letter to conduct a study in our Region, in three schools selected.

We hope that the study will be helpful in our schools and the entire Region.

Your cooperation in making the study successful will be appreciated

Masango K.C.

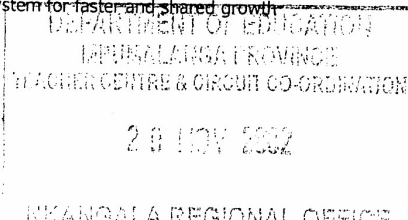
CIRCUITS COORDINATOR
Mrs. KC MASANGO

20-11-2002

DATE

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LETTER OF CONSENT

TO:

EDUCATOR

Box 100079

MORELETA PARK

0167

02 January 2005

Dear colleague

I am a PHD student at University of Pretoria, in the faculty of education. My supervisor is Dr. Nieuwenhuis. I am researching on: “**The influence of educators’ life experiences on classroom discipline practices**”.

The purpose of my research is to investigate life experiences with regard to classroom discipline practices, to understand why teachers are managing disciplinary problems the way they do. Current educators some of them were victims of torture by police during the 1976 riots. They were traumatized and victimized. At schools, then the single method of managing discipline was corporal punishment. After 1994, SASA abolished corporal punishment and expect these teachers to use other disciplinary methods. These educators

where expected to make a quick turn around to cope with new management of learners' disruptive behaviour.

I therefore need to interview, observe and listen to teachers' lived stories to have deeper understanding of their life experiences. The duration for each interview will be 35 minutes per session per each selected educator. All interviews will be taped/ recorded. Audio taped interviews will be recorded with a false name corresponding to your name. Your name will not be on the transcription associated with the study. Your name will also not appear in any publication resulting from this research, but some of your words will be included in the research. A summary of the research will be available to you.

I humbly and kindly request you to complete the following questions and indicate suitable day and convenient time for us to meet for the interviews. In our preliminary interview, we will decide the dates of next interviews.

Thank you in advance.



Soane Joyce Mohapi (Mrs.)

Interviewee details

INTERVIEWEE DETAILS

DATE OF INTERVIEWS

1st Interview:.....
2nd Interview:.....
3rd Interview:.....

Name & Surname :
False Name :
School :
False Name (School) :

Primary Education

(Completion Date) :

Secondary Education

(Completion Date) :

Tertiary Education

(Completion Date) :

Teaching Experience :

Professional Qualification :

Highest Qualification :

I (Full name) sign this consent to be
interviewed by Mrs. SJ Mohapi, at **(School A)**
(Name), on the day of
(month/ s) 2005

Signature: Date: 2005


.....
Soane Joyce Mohapi

INTERVIEWEE DETAILS

DATE OF INTERVIEWS

1st Interview:.....

2nd Interview:.....

3rd Interview:.....

Name & Surname :

False Name :

School :

False Name (School) :

Primary Education

(Completion Date) :

Secondary Education

(Completion Date) :

Tertiary Education

(Completion Date) :

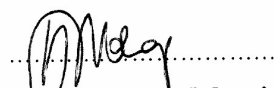
Teaching Experience :

Professional Qualification :

Highest Qualification :

I (Full name) sign this consent to be interviewed by Mrs. SJ Mohapi, at (School B) (Name), on the day of (month/ s) 2005

Signature: Date: 2005



Soane Joyce Mohapi

INTERVIEWEE DETAILS

DATE OF INTERVIEWS

1st Interview:.....

2nd Interview:.....

3rd Interview:.....

Name & Surname :

False Name :

School :

False Name (School) :

Primary Education

(Completion Date) :

Secondary Education

(Completion Date) :

Tertiary Education

(Completion Date) :

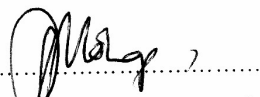
Teaching Experience :

Professional Qualification :

Highest Qualification :

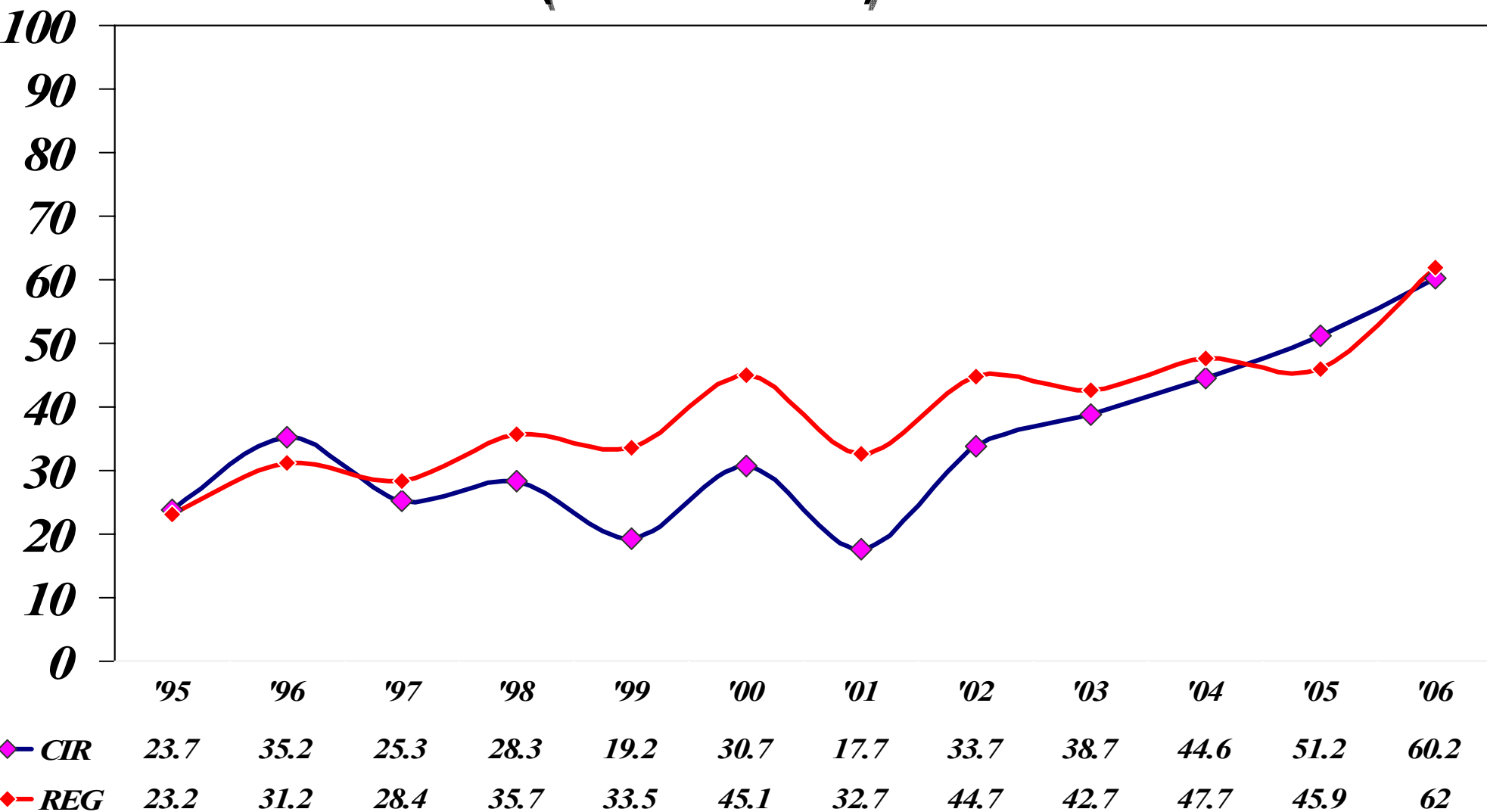
I (Full name) sign this consent to be
interviewed by Mrs. SJ Mohapi, at (School C)
(Name), on the day of
(month/ s) 2005

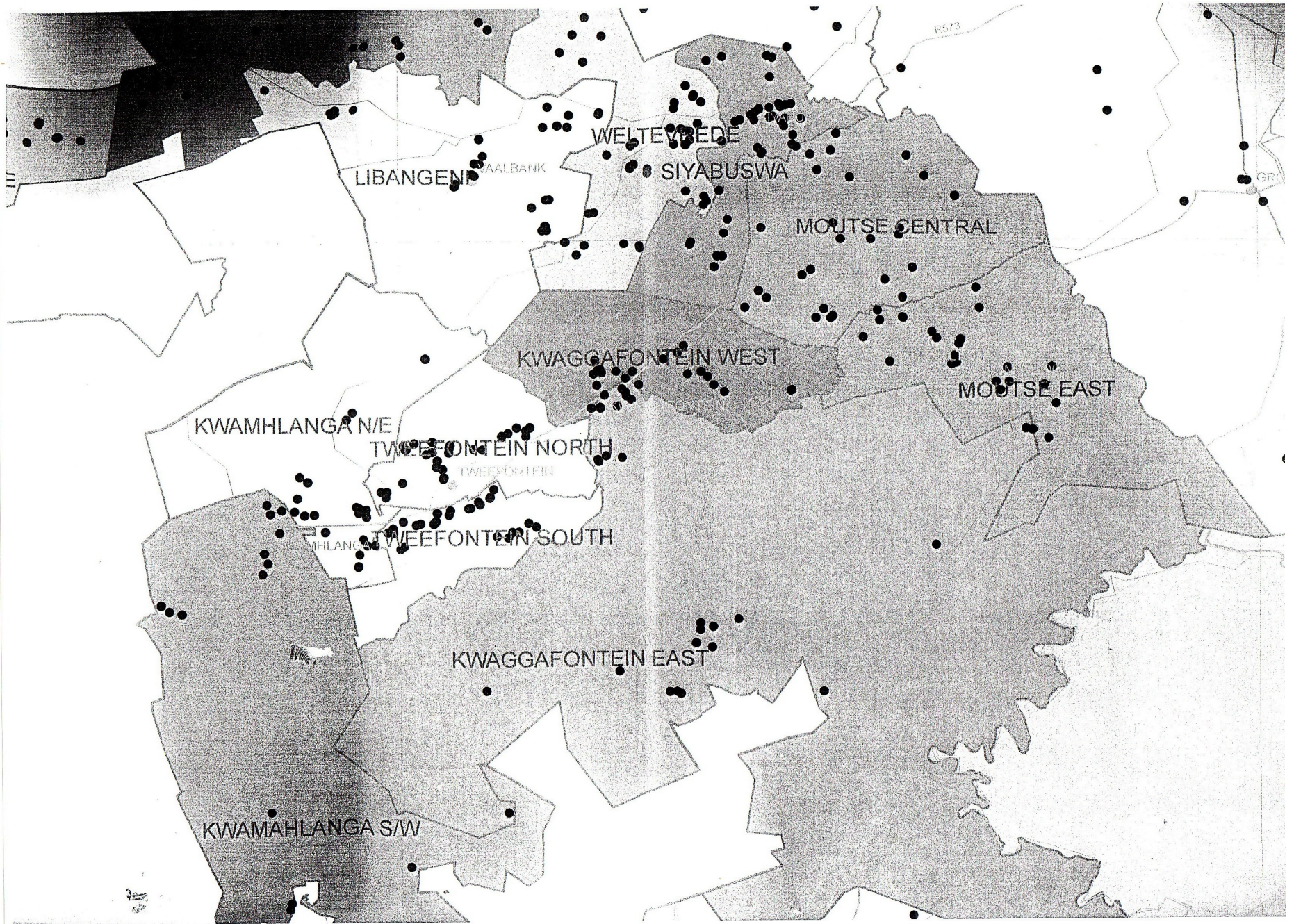
Signature: Date: 2005

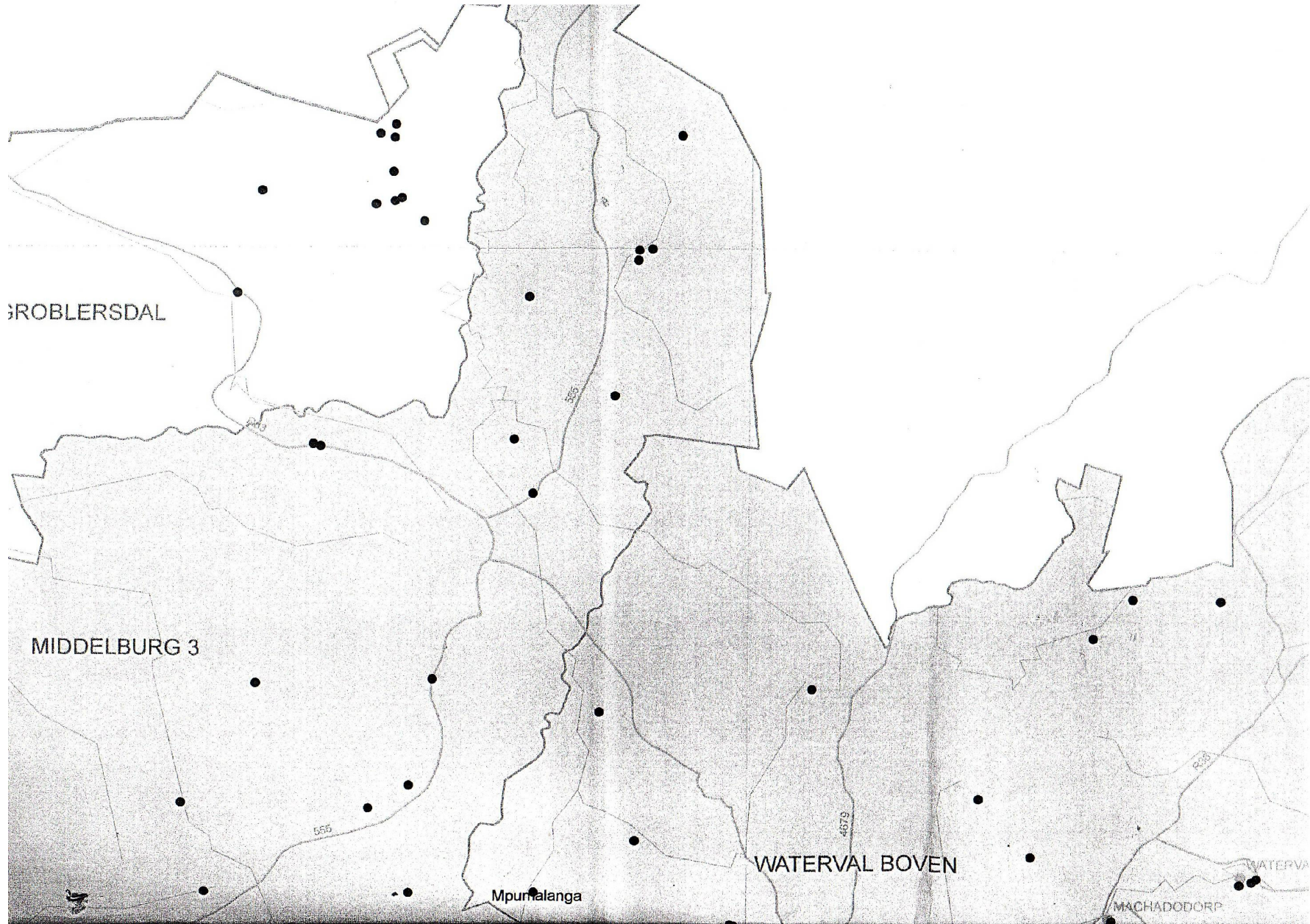


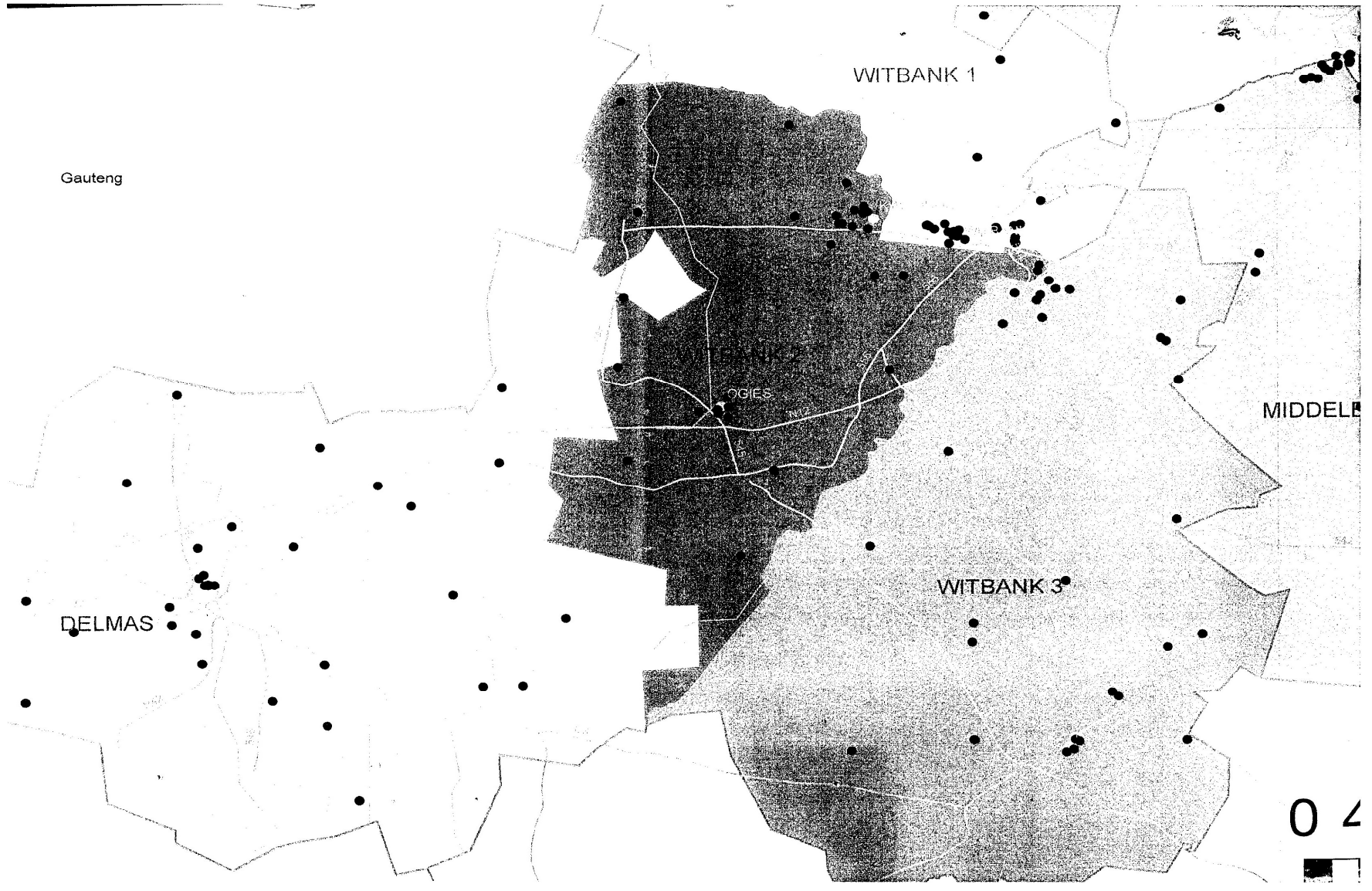
Soane Joyce Mohapi

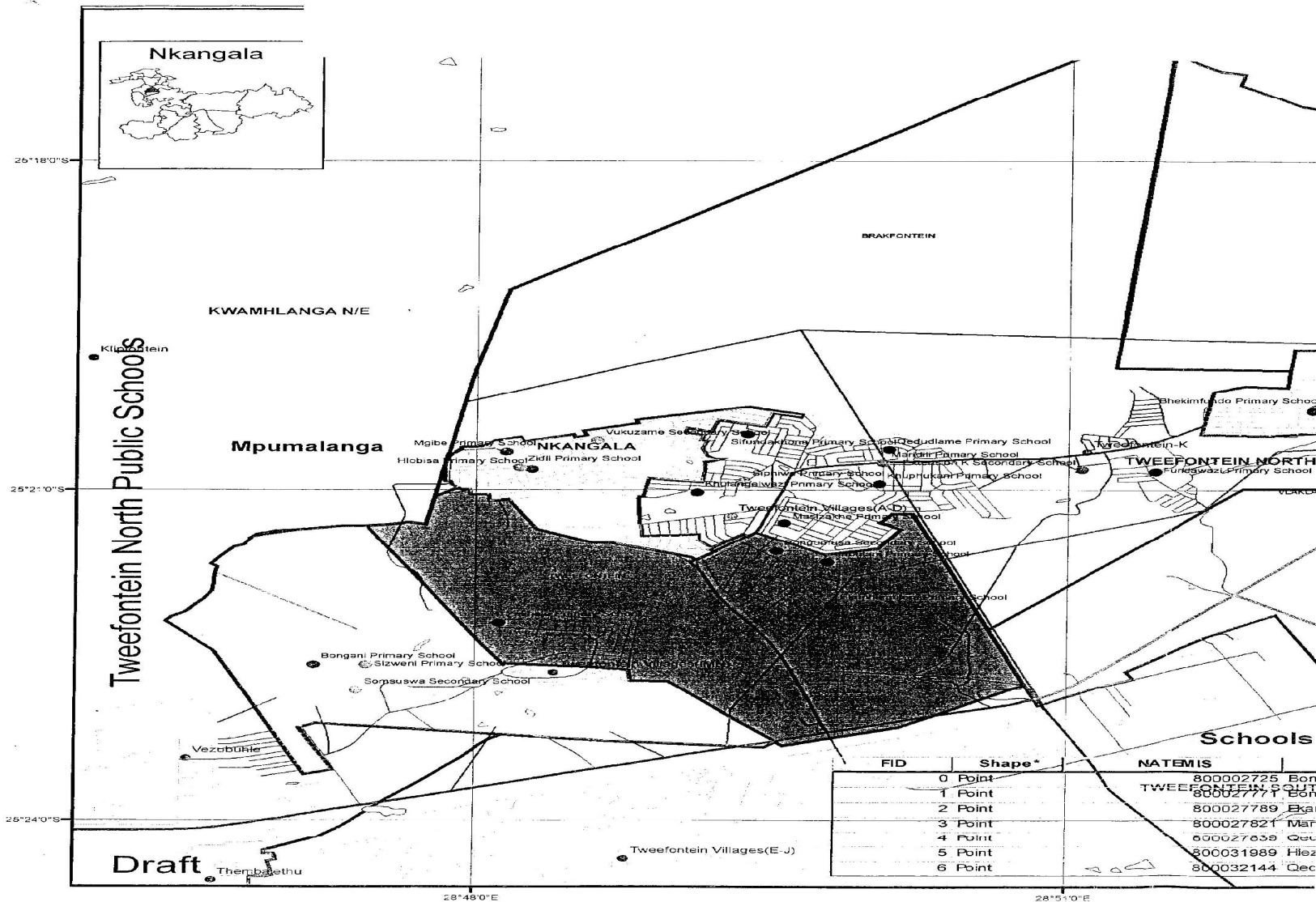
Circuit & Regional Grade 12 Performance (1995 - 2006)











Created 11 May 2006