TEACHERS' AUTHORITY: STRATEGIES FOR INSTILLING DISCIPLINE IN A POST-CORPORAL PUNISHMENT ERA

By

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DECLARATION

I declare that *Teachers' authority: Strategies for instilling discipline in a post-corporal punishment era* is my own work. It has not been submitted before for any degree or examination in any university. All the sources I have used or quoted have been acknowledged and indicated as complete references.

Oluwatosin A. Egunlusi   28/02/2020

Author and date

ABSTRACT

This research explores the relationship between authority and discipline in South African schools. During apartheid, corporal punishment was used as an authoritarian mode of discipline. The new democratic Constitution, which guarantees the right to dignity, equality, freedom and security for all citizens, led to legislation that outlawed corporal punishment: Section 10 of South African Schools Act 84 of 1996 prohibits the practice of corporal punishment in schools. The banning of corporal punishment leaves schools with the responsibility of implementing disciplinary practices to make learners feel emotionally comfortable and physically safe to develop self-discipline.

However, recent research suggests that educators link the growing problem of indiscipline in many schools to the banning of corporal punishment and inadequate alternative disciplinary practices. Some teachers struggle to implement disciplinary alternatives to corporal punishment. Others argue that teachers find it difficult to liberate their teaching approaches from the restrictions of the past; they struggle to be in authority without being authoritarian. Many teachers still confuse the use of 'authority' with being 'authoritarian', and shy away from exercising their authority at all. Educators find it difficult to manage discipline in classrooms.

Yet the task of nurturing serious scholars and responsible citizens may be difficult in schools with discipline problems. Therefore, this qualitative case study of a Cape Town high school investigates the puzzle of authority in the post-apartheid classroom. It seeks to better understand teachers' authority in managing classroom discipline in the post-corporal punishment era.

The main research question is: How do teachers in the selected Cape Town high school understand discipline and authority in the post-corporal punishment era? The findings suggest that educators may offer a vision of classroom leadership in schools that addresses teachers' authority outside of the mechanical and punitive forms of control. The study shows that experienced teachers are more knowledgeable about the concept of authority compared to novice teachers. Experienced teachers are aware of what teachers' authority entails and what is needed for the effective exertion of teachers' authority, while some novice teachers confuse 'authority' with 'being authoritarian' and therefore struggle to exert their authority in the classroom.

KEYWORDS

Apartheid

Alternatives to corporal punishment

Authority

Authoritarian

Corporal punishment

Discipline

Disciplinary measures

Post-apartheid

Punishment

Progressive teachers

Self-discipline

Traditional teachers

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DEDICATION

I am dedicating this study to the Almighty God who has helped me so far in concluding my Masters degree, my parents, Dr. and Mrs. M. A. Egunlusi and my brother, Dr. A. O. Egunlusi for their supports.

ACRONYMS

ATCP   Alternatives to corporal punishment

CESA   Christian Education South Africa

CNE   Christian National Education

CP   Corporal Punishment

DOE   Department of Education

FET   Further Education and Training

GET   General Education and Training

HOD   Head of Department

NGO   Non-Governmental Organization

SADTU   South African Democratic Teachers Union

SASA   South African School Act

SBST   School Based Support Team

SGB   School Governing Body

UWC   University of the Western Cape

WCED   Western Cape Education Department

Table of Contents

LIST OF FIGURES

CHAPTER ONE
INTRODUCTION

During apartheid, corporal punishment was routinely used as an authoritarian mode of discipline in schools (Porteus et al., 2001, p.5). In post-apartheid South Africa, a democratic state based on human rights, education policy prohibits the use of corporal punishment. Section 10 of South African School Act 84 of 1996 prohibits the practice of corporal punishment in schools. The new democratic Constitution, which guarantees the right to dignity, equality, freedom, and security for all citizens, led to legislation that outlawed corporal punishment. Due to the banning of corporal punishment, some teachers struggle to implement disciplinary alternatives to corporal punishment (ATCP), so the practice of corporal punishment persists (Shaikhnag & Assan 2014, p.435; Shaikhnag et al., 2015, p.25; Suping, 2008, p.5). Some teachers are not sure of how to discipline learners, considering the human rights principles outlined in the Constitution of the Republic of South Africa (Segalo & Rambuda, 2018, p.3). Others struggle to liberate their teaching approach from the restrictions of the past (Kennedy, 1998, p.92); many teachers struggle to be in authority in the classroom without being authoritarian, confuse the use of 'authority' with being 'authoritarian', and shy away from exercising their authority. Some educators clearly find it tricky to manage discipline in their classrooms. Yet, teachers must find ways to be in authority without being authoritarian.

Therefore, this research investigates the puzzle of authority in the post-apartheid classroom. It seeks a better understanding of teachers' authority in managing classroom discipline in the post-corporal punishment era through a case study of teachers' authority in a Cape Town high school.

The purpose of this research is to contribute to a better understanding of authority and the exercise of teachers' authority in managing classroom discipline in the post-corporal punishment era. Substantial exercise of teachers' authority is important in encouraging learners torealize their academic potential and become mature enough to move towards a more peaceful and tolerant society.

1.1 BACKGROUND AND RATIONALE

Recent research links the growing problem of indiscipline in schools to the banning of corporal punishment and inadequate alternative disciplinary practices (Khewu, 2012, p.1; Moyo et al., 2014, p. 2; Venter & Van Niekerk, 2011, p.245). Many teachers argue that alternatives to corporal punishment are not very effective in curbing learners' misconduct in school (Maphosa& Shumba, 2010, p.396). Teachers often struggle to implement and maintain disciplinary alternatives to corporal punishment. Suping (2008, p.5) argues that many teachers struggle to manage discipline in school because alternative disciplinary practices do not seem to work. Teachers struggle to establish a strict yet working relationships with learners in the management of discipline (Venkataramani, 2012, p.13). As a result, some teachers find it challenging to manage discipline in classrooms.

Clearly, some teachers struggle to liberate their teaching approach from the restrictions of the past; they struggle to be in authority in the classroom without being authoritarian. Kennedy (1998, p.81) argues that the apartheid state, which was hated and feared, has given authority a bad reputation. Kennedy puts it this way:

> In our haste to free ourselves from the restriction of the past, we now find ourselves in a
> position where we are in danger of throwing the proverbial baby out with the bathwater.
> However, we will have to retrieve our baby called authority in our schooling system if
> schooling is to fulfill its main educative function. It is a choice we have to make if
> schooling is to be effective (Kennedy, 1998, p.92).

For teaching and learning to be effective, teachers must find ways to be in authority. Authority may be different from dominating or abusive relationships, therefore, authority and coercion are not necessarily comparable concepts.

The Christian National Education policy of 1948 encouraged educators to embrace corporal punishment as the right way to discipline children; corporal punishment was an essential ingredient in the authoritarian apartheid education system (Porteus et al., 2001, p. 5). Educators influenced by the Christian National Education (CNE) policy accepted corporal punishment as the correct mode to discipline learners in the authoritarian apartheid system. Porteus et al., (2001, p.5) argue that the education system was based on the assumption that people were not capable

of critical thinking and self-discipline and must be controlled by those in power through physical punishment. As a result of the authoritarian mode of discipline, most learners were passive and accepted teachers' authority with fear (Venkataramani, 2012, p.22). Only teachers were active in the classrooms; in other words, classrooms were teacher-centered. As Venkataramani (2012, p.22) said, educators taught and learners took notes quietly; learners were seen, but their voices were not heard.

Teachers relied on the traditional mode of authority, whereby learners were passive and adhered absolutely to teachers' authority. Teachers exercised power through silence, cold stare or a touch on the shoulder (Venkataramani, 2012, p.22). Teaching was considered a noble and respectable profession that earned teachers respect in schools and society. Teachers were legally allowed to punish the learners (Venkataramani, 2012, p.22). Learners were expected to obey instructions. In the post-apartheid era, some teachers feel that learners are not respectful and are disobedient due to the banning of corporal punishment (Segalo & Rambuda, 2018, p.3; Smit, 2013, p.346; Venkataramani, 2012, p.16).

However, by the 1970s, as resistance to apartheid increased, student organizations demanded an end to perceived abuse in the classroom. By the 1980s, parents, teachers, and students campaigned against the whipping of children (Department of Education, 2000, p.5). After 1994, the education system underwent major changes, and learners' rights were given impetus and prominence(Department of Education, 2000, p.5; Venkataramani, 2012, p.24). The new legislation supported a move from teacher-centred to learner-centred classrooms and guaranteed the right to dignity, equality, freedom, and the abolishment of corporal punishment. Learners are now recognized, active, and heard in classrooms. Venkataramani, (2012, p.16) argues that the two values that are most lacking in schools are respect and dialogue. There was a total lack of respect from learners at some schools (Segalo & Rambuda, 2018, p.3). Respect for teachers continued to decline in the post-apartheid period, which resulted in conflict and discipline problem in schools (Smit, 2013, p.346). Schools cannot function, and learning cannot happen without mutual respect in teacher to learners relationship (Venkataramani, 2012, p.16). For Nwobodo (2018, p.110), unhealthy teacher-learners relationships contribute negatively to learners' discipline. To establish a more relaxed atmosphere, teachers need to create a cordial relationship with learners. A study by Hargreaves et al., (2018, p.1) found that learners are aware

of how their feelings and their relationship with teachers influence their capacity to learn. Some teachers are afraid to build close relationship with their learners, fearing that this would lead to a loss of authority in the classroom (Mashau et al., 2015, p.287).

Ill-discipline has become a severe problem in South African schools. Ntuli (2012, p.4) asserts that educators encounter numerous challenges in managing discipline in their schools. As Ismail et al., (2018, p.53) assert, "The most common problem at school is the dynamics of child discipline" Educators are under pressure to deal with discipline problems. Discipline problems which are observed in any level of education causes stress for the educators (Sadik, 2018, p.32); the work stress has affected the student-teacher relationship and lowered the motivations and enthusiasm in teaching (Ayub et al., 2018, p.81).This implies that teachers undergo stress because of learners' ill discipline and the stress at work affects their concentration on teaching. The extent of learners' ill discipline is a cause for concern. What are the chances of a teacher managing a classroom in which learners respect the teachers' authority? Are teachers aware of their legitimate authority? Venkataramani's (2012, p.100) study maintained that some teachers felt that they had limited authority, while some claimed that teachers have to earn authority.

Some teachers have come to understand the use of authority as being authoritarian. According to Hirst and Peters (1970) teachers can be viewed as authoritarian if they relish in giving orders and formulate particular rules to suit their own selfish interests, needs, and status. However, when authority is exercised to enforce certain rules for educational purposes, it is said to be a rationalized authority (Hirst & Peters, 1970, p.123). In this dispensation, the rationalization of teachers' authority will be of relevance to teachers in relating with learners. As Kennedy (1998, p.50) said, legal-rational authority is mostly conscious and associated with making decisions based on reason. He draws on Weber's description of a gradual shifting traditional authority over time to rational-legal authority as an authority in modernity (Coleman & John, 2013, p.35), which Hirst & Peters (1970, p.123) view as the progressive conception of the teacher as a child grower. In this understanding, teachers should rationalize their authority to create positive change in the classroom.

1.2 THE RESEARCH PROBLEM

Many teachers feel disempowered in the human rights classroom environment because one of the traditional measures to maintain discipline and order, corporal punishment, has been abolished (Smit, 2013, p.346). Since the banning of corporal punishment, some teachers feel that their authority has been limited in the classroom because there is this strong belief in corporal punishment as an effective means to deal with discipline problems in their classrooms. Teacher's unwillingness to discipline learners may encourage a lack of discipline (Jinot, 2018, p.43). Enforcing discipline is a great challenge for many teachers, which has led to a lack of motivation in their profession. Also, some educators quit their jobs due to the condemnation and disapproval they encounter while trying to implement alternative disciplinary practices in classrooms (Venkataramani, 2012, p.12). In the past, the traditional conception of discipline embraced corporal punishment as a means to instill discipline amongst learners, even though the use of corporal punishment may inadvertently accelerate difficult or rebellious learners down a path of violence (Department of Education, 2000, p.7). Legislation prohibiting the use of corporal punishment post 1994 also introduced alternative disciplinary practices to be used in schools. Unfortunately, South African schools still face the dilemma of discipline problems.What can we do to curb the discipline problems faced by teachers? The study therefore investigates teachers' perceptions of authority in relation to learners' discipline.

The main research question is: How do teachers in a selected Cape Town high school understand discipline and authority in the post-corporal punishment classroom?

The following sub-questions informed the study: (a) What are teachers' perceptions of learners' discipline in the selected school? (b)What disciplinary challenges does the selected school experience? (c)What disciplinary policies does the selected school implement? (d)What are teachers' perceptions of their authority in relation to learner's discipline in the selected school?

The study investigates the following tensions: Firstly, the confusion between authority and authoritarian; some teachers do not understand the use of their authority in the class, they confuse it with being authoritarian (Kennedy, 1998, p.91). Secondly, the tension over the exertion of teachers' authority; some teachers struggle to exert their authority outside the punishment paradigm (Venkataramani, 2012, p.13), that is, rationalization of the teacher's

authority. Thirdly, the assumption of a causal link between the banning of corporal punishment and ill-discipline in South African schools, that is, teachers linking learners' misbehavior to the prohibition of corporal punishment (Moyo et al., 2014, p.2).

1.3 RESEARCH DESIGN AND METHODOLOGY

The study adopted a qualitative case study design to investigate the relationship between discipline and authority in a public high school located in a Cape Town township. The methods of data collection included interviews, observation, and documents from the school. Participants for the interviews were selected based on their years of teaching experience: five novice teachers with years of experience ranging from 1-6 years and four experienced teachers with years of experience ranging from 22-39 years. Ethics clearance processes were followed by submitting the necessary forms to the University of the Western Cape (UWC) and Western Cape Education Department (WCED) ethics clearance structures.

1.4 CHAPTER OUTLINE

Chapter One provides the introductory phase of the study, which gives insight to the background and rationale of the study, the research problem and questions, and research methodology. Chapter Two reviews the literature around authority and discipline. Chapter Three describes the research methodology used in the study. Chapter Four presents the case study findings on the conceptualizations of authority and discipline and the exercise of teachers' authority in managing discipline outside of the punishment paradigm. Finally, Chapter Five discusses the findings, recommendations, and conclusions in relation to Max Weber's distinction between traditional, charismatic, and legal-rational authority, Michel Foucault's explanation of disciplinary power and subjectivity, and Hirst & Peters' work on the rationalization of teachers' authority. Teachers' authority may be exercised as Baumrind (2013, p.11) puts it: high on control and warmth; control in the sense of enforcing demands for good behaviour; warmth in the sense of supporting and responding to the needs of the learners (Walker, 2009, p.123). With teachers' authority to control and effective teaching approach in the classroom, managing learners' discipline may become easier.

CHAPTER TWO
AUTHORITY AND DISCIPLINE-PAST AND PRESENT CONCEPTUALIZATION

The literature review shows that during apartheid, corporal punishment was used as an authoritarian mode of discipline. Since 1994, South Africa as a democratic state based on human rights and values has prohibited the use of corporal punishment. Section 10 of the South African Schools Act 84 of 1996 prohibits all practices of corporal punishment. Many teachers claimed that banning corporal punishment has a negative effect on discipline and that corporal punishment is a quick and effective means to curb learners' misbehavior (Venter & Van Niekerk, 2011, p.245). Learners' misconduct hampers the teaching and learning process; ill-discipline may be a key factor affecting the academic performance of learners (Otu et al., 2019, p.35). As Rossouw (2003, p.413) argues, education cannot be successful if disruptive behavior prevails. This study is informed by the following questions: How do teachers understand discipline and authority in their post-apartheid classrooms? How do teachers perceive learner discipline in the selected school? What disciplinary challenges does the selected school experience? What disciplinary policies are implemented in the selected school? How do teachers perceive their authority in relation to learner's discipline in the selected school? This chapter explores and maps out the scholarly debates on the relationship between authority, discipline, and punishment in South African schools and the re-thinking of authority and discipline outside of the punishment paradigm.

2.1   AUTHORITY

Authority originates from the Latin word 'auctoritas' which means the inventing of opinions; counsel; command, and originator; and interpreter or enforcer of rules (Venkataramani, 2012, p.38). In other words, people in authority have the right to decide, proclaim, order, and pronounce from the procedural rules. Authority is based on command, expertise, and dignity (Vukadinovi & Njegovan, 2011, p.14). Authority may also be viewed as part of a leadership that comes with the job of parenting, directing part of the learner's life, adherence to those directions, and gradually turning over more power of authority as learners grow older and learn to be responsible (Venkataramani, 2012, p.39).

This study relies on the conceptions of authority developed by Max Weber and Hirst & Peters. Weber (1958, p.3) identified three types of authority: traditional authority, legal-rational authority, and charismatic authority. Traditional authority lacks the inner motor for social change and tends to be conservative (Coleman &John, 2013, p.35). Traditional authority is characterized by familiarity, esteem, categoricalness, habit, and tradition (Vukadinovi & Njegovan, 2011, p.15; Njegovan et al., 2011, p.622), and also tends to be patrimonial, feudal, and monarchical-bureaucratic(Coleman & John, 2013, p.35). Teachers who rest on the belief of traditional authority expect learners to accept their authority simply because of their position.

Charismatic authority rests on the wisdom or sacred gifts of an extraordinary individual with the mission of certifying followers' welfare (Coleman & John, 2013, p.35). Charismatic authority is characterized by progressive dignity, charisma, reliability, and determination (Njegovan et al., 2011, p.622; Vukadinovi & Njegovan, 2011, p.15). Effective teaching can only take place with learners' cooperation. A charismatic leader who lacks followers would remain blindfolded to history and incapable of social impact (Coleman & John, 2013, p.36). Unsurprisingly, Iwuh (2012, p.7) asserts that structures formed on charismatic authority might likely need to evolve into a stable form of authority.

Rational-legal authority is based on established rules in conjunction with the right to due process, airing of grievances, and establishing democratic principles that are helpful to learners (Venkataramani, 2012, p.39). Rational-legal authority is characterized by uniqueness, exclusiveness, omnipresence, credibility, and validity (Vukadinovi & Njegovan, 2011, p.15; Njegovan et al., 2011, p.622). Rational-legal authority is based on the legality of formal rules and hierarchies on the right of those elevated in the hierarchy to issue the command(Iwuh, 2012, p.6). A person who believes in rational-legal authority finds obedience to developed rules more important. Also, rational-legal authority appeals to efficiency and the rational fit between means and intended goals (Coleman & John, 2013, p.36). Unlike traditional authority, rational-legal authority allows for social change.

The analytic precision of legal and rational authority is paramount to this study. Rational authority is the technical competence of the holder to perform. Bower (1971, p.135) asserts that rational authority is the effective utilization of the holder while legal authority is invested in an individual based on legal or normative structures. Rationalization of authority leads to a growing body of rules and regulations, and the duty to enforce and interpret the rules lies in a legal position or office (Hansen, 2001, p.105). Legal authority is the formal authority that indicates the boundaries of the office holder, while rational authority depends on the capacity of the holder to accomplish effective action for pragmatic reasons. Hence, legal authority is the power that backs up the holder of office, while rational authority is the utilization of authority effectively and reasonably.

Hirst & Peters (1970, p.124) distinguished between the traditional and progressive conception of teacher's authority. In their view, traditional teachers exercise authority on content, while progressive teachers are more of being in authority on the development of children. Drawing on Hirst & Peters' distinction, we may relate the traditional authority to the type of authority exercised during the apartheid era that allows the authoritarian mode of discipline. Shifting from traditional authority to rational-legal authority may be necessary for the post-apartheid period (Coleman & John, 2013, p.35). The exercise of teachers' authority in this view may embrace the rational-legal pattern, that is, teachers exercising their authority for learners' benefit. In Hirst & Peters' (1970, p.123) framework, this would translate to the progressive conception of the teacher as a child grower. On the concept of authority, Baumrind (2013, p.11) introduced four parenting styles based on two dimensions: the degree of control or demand and degree of warmth or nurture. Walker (2009, p.124) explains, "Control is enforcing demands for appropriate behaviour and warmth as the process of being responsive and sensitive to the child's needs". Relating the styles to authority, Baumrind distinguished between authority and authoritarian "Authority is high on warmth and high on control while authoritarian is low on warmth and high on control". When teachers are trying to make the demand for good behaviour as an authority figure, sensitivity to their learners' needs and support is paramount. As Sjurso et al., (2019, p.1) argue, an authority that is high on control and warmth produces the best results for children development. Understanding teachers' authority as a supportive structure that enables academic achievement and consideration of the effective exercise of authority may be a critical component of equitable teaching and learning environments (Graham, 2018, p.494).

When exercising authority, it neither must immobilize freedom nor be dismissed in the name of respect for freedom (Freire, 2005b, p.156). Venter (1986, p.37) distinguishes between freedom in a psychological and spiritual sense. Freedom in the psychological sense is the individual possibilities of being able to make a personal choice between good and bad of making the best use of one's inborn talents in life successfully or not using them and making a failure of one's life. As a result, an individual can make either a success or a failure of his studies and his life. Freedom in the spiritual sense is not a talent; it can only be acquired through education initiative and endeavor. It indicates a life of self-discipline and self-control characterized by steadfastness, goal-directedness; a life of achievement, self-fulfillment, cooperation, and service (Venter, 1986, p.38). Concisely, freedom in the psychological sense is the essential precondition for education, while freedom in the spiritual sense is the ultimate goal of education. When authority relates to freedom, it does make sense of educational purpose; without freedom, authority will degenerate into arbitrariness and selfishness. Freedom derives its true content from authority while authority in return, promotes and protects freedom if genuinely exercised (Venter, 1986, p.38). The concern of the progressive teachers is the emotional maturity, development of moral autonomy and independence of learners (Peters, 1972, p.196). With this permissive atmosphere, learners will be encouraged to be independent, self-disciplined, and to make their own choices. Learners will not be coerced into exhibiting proper or acceptable behaviour. The above explanations allow us to consider what discipline entails and what it means for a learner to be disciplined.

2.2   DISCIPLINE

The word 'discipline' comes from 'disciple', which is derived from French via the Latin *disciplina* that implies teaching, instruction, and obedient to authority that stems from human freedom (Venter, 1986, p.39). Discipline of learners should be aimed towards encouraging self-discipline, accountability, compliance, cooperation, support, and safety (Agesa, 2015, p.13; Ntuli, 2012, p.25). Also, discipline is a systematic way of teaching and nurturing children to achieve competence, self-control, self-direction, strengthening of desired behaviors, and a strategy for eliminating undesired behaviors (khewu, 2012, p.21). Furthermore, discipline is imposed externally and becomes internalized voluntarily, which is, acquiring the necessary skill for living peacefully in a society without external monitoring or coercion (Kavula, 2014, p.30).

In an educational context, some educators have come to understand discipline much more narrowly as punishment, often physical (Porteus et al., 2001, p.5). Discipline is a far-reaching concept used in many different ways:

- As a field of study, limiting the type of dedication required to excel in study and enquiry;
- Disciplined behaviour implies behaving in ways that demonstrate respect and responsibility; and
- Self-discipline implies the achievement of these qualities through one's own effort rather than through external monitoring or coercion.

However, discipline in this context implies behaving in a way that demonstrates respect, responsibility, and self-discipline (Porteus et al., 2001, p.5). Serame (2013, p.2) defines discipline as a means of helping children develop self-control to feel good about themselves and to develop higher-level thinking skills. According to *Helping Children Thrive* (2004, p.60), the goal of discipline is to teach socially acceptable behavior in the long run, and children cultivate the manner to do things right. Also, Sadik (2018, p.31) asserts that the aim of discipline is to support learners' mental and emotional health and to develop responsibility and self-control skills. A disciplined person obeys rules or code of behavior without threat, fear, and force. Self-discipline is essential for the systematic pursuit of learning (Mumthas et al., 2014, p.301). Bear (2010, p.1) listed two aims of school discipline:

- To create and maintain a safe, orderly, and positive learning environment; and
- To teach or develop self-discipline.

Both aims serve a preventive function and are reciprocally related, in that, each promotes the other (Bear, 2010, p.1). Curbing misconduct and developing self-discipline helps in preventing the future occurrence of behavioral problems. Research reveals that self-discipline promotes positive relationships, positive school climate, fosters academic achievement, promotes self-worth and emotional well-being (Agesa, 2015, p.13; Ntuli, 2012, p.25; Pitsoe & Lestseka, 2014, p.1529; Porteus et al., 2001, p.5). Self-imposed discipline is an idea of progressive educators, while imposed-discipline is an idea of an authoritarian (Hirst & Peters, 1970, p.125). Self-discipline is confirmed when rules and regulations are accepted by an individual without being forced or imposed. Considering the above definitions, we may say that discipline is

transformative in the sense that it leads to good behavior and restrains bad behavior. However, there are two methods to discipline. The methods include the punitive and normative. Punitive methods have the potential to cause pain or discomfort. Rules, extrinsic control, inspecting and policing with the intention to punish are the characteristics of punitive methods (Khewu, 2012, p.6; Pitsoe & Lestseka, 2014, p.1531).

On the contrary, normative methods find a way to solve a problem and prevention for its repetition (Sadik, 2018, p.31). Normative methods do not cause physical discomfort. Instead, they focus on establishing a set of standards for self-regulation (Agesa, 2015, p.18; Kavula, 2014, p.31; Khewu, 2012, p.6). As Duckworth et al., (2011, p.23) state, self-regulatory strategies in adolescence substantially improve the achievement of valued academic goals. In South Africa, the change from corporal punishment to alternative strategies for discipline epitomized a move from punitive to normative methods. However, some teachers confuse discipline with punishment (Mashua et al., 2015, p.289). It is important, therefore to discuss the difference between discipline and punishment.

Ntuli (2012, p.8) refers to punishment as a penalty imposed on an offender because of misconduct to ensure orderliness in the school. In school, punishment serves as a negative model for aggressive behavior for both the punished learner and others (Michigan Department of Education, 1992, p. 5). Punishment does not effectively modify difficult behavior in the long term (Mugabe, 2013, p.112). Therefore, punishment is the level of discipline involving an action taken by educators to inflict pain on learners due to their misconduct to modify their behaviour in school. Corporal punishment is the direct infliction of pain on the physical body and can also be in the form of emotional and psychological abuse, e.g. verbal abuse, humiliating physical activities and child's deprivation of basic needs like food, clothes, shoes etc. (Duhaime, 2009, p.1). Similarly, corporal punishment means inflicting pain on a child by an adult in authority as a way of correction and training. Finney (2002, p.2) asserts that corporal punishment is the intentional or deliberate infliction of pain or discomfort which involves hitting a child with the hand or with an object (such as a belt; cane, belt, shoe, etc.), kicking, shaking, forcing a child to stay or sit in uncomfortable or in undignified positions, and excessive physical exercise.

Disciplined behavior is a manner exhibited by an individual that shows respect and responsibility through their effort rather than the effort of another person through threat, fear and or forces.

Ntuli (2012, p.8, 25) argues that discipline is aimed at encouraging self-discipline while punishment is a penalty imposed on an offender as a result of misconduct to ensure orderliness in the school. Punishment may only stop misconduct for awhile and does not necessarily have positive long term outcomes; punishment-based disciplinary measures may also provoke violent acts in learners (Maphosa, 2011, p.77, 143), thus perpetuating the cycle of violence. Punishment may stop misconduct, but without a positive long-term outcome (Maphosa, 2011, p.77). A disciplined person obeys rules or codes of behavior both in the short and long term. According to the *Helping Children Strive* (2004, p.60), punishment is supposed to make a person choose not to repeat bad behavior. Nevertheless, from punishment, children learn how the powerful make rules and the weaker must go along with it. *Helping Children Strive* also asserts that punishment teaches what is wrong; it does not help a child learn what is right. The goal of discipline is to educate socially acceptable behaviour; in the long term, children cultivate the manner to do things right. Punishment-based disciplinary measures are prone to inappropriate behaviors in learners (Maphosa, 2011, p.143). With this, learners will fail to understand why their behavior was wrong and continue to repeat the same ill-disciplined act.

Foucault's understanding of discipline as "correct training" is helpful to expand our understanding of authority and discipline. According to Foucault (1975/1977), in the German penal system before the eighteenth century, public execution and corporal punishment were keys to discipline. In the eighteenth century, there was a call for the reform of punishment to make the exertion of power more efficient. Penal imprisonment was criticised because it is not effective and harmful to society. Also, the execution of this penalty (imprisonment) is difficult to supervise, and a prison guard's job was an exercise of tyranny. According to Foucault, disciplinary power has three elements: hierarchical observation, normalizing judgment, and the examination. In hierarchical observation, the exercise of discipline assumes a mechanism that coerces through observation. Foucault asserts that observation was constituted and was found in schools, hospitals, and prisons as a model in Germany during the classical age. The disciplinary institution to see everything regularly established the mechanism of control. Foucault's point is that, for the operation of power, an individual can be coerced to do something by being regularly observed. As a result, not only do individuals feel self-conscious, behavior also changes and effects occur on the individual body without physical violence. In a similar vein, school

discipline operates by a calculated gaze instead of force. To Foucault, normalizing judgment creates a gap and arranges qualities that measure an individual, places an individual in a hierarchical system and further traces the abnormality in them. Although normalizing judgment makes people homogeneous, there is also the possibility to measure differences between individuals.

Finally, Foucault argues that the examination is the technique of observing hierarchy and normalizing judgment. Through the examination, gazing, writing about, and analyzing the individual is employed. With this, there is a possibility to qualify, classify and discipline. The examination introduced certain new features, which include:

- Transformation of the economy of visibility into the exercise of power in which the subject and not the sovereign is seen;
- Introduces 'the individual' into the field of documentation; a mass of writing fixes the individual; and
- Each individual becomes a case to analyzed and described.

Relating Foucault's 'means of correct training' to the school context, effective managing of learners' discipline may follow the same direction.

2.3 CONCEPTUALIZATIONS OF AUTHORITY AND DISCIPLINE IN APARTHEID EDUCATION

Authority and discipline were conceptualized in terms of punishment during the apartheid era. Emulating the British public school model (Naong, 2007, p.283), South African teachers routinely administered corporal punishment. During the twentieth century, corporal punishment was an integral part of school life for most teachers and learners (Kubeka, 2004, p.50). Christian National Education, which influenced South African education policy during the apartheid era, encouraged educators to accept corporal punishment as the correct way to discipline learners. According to Morrell (2001, p.143), the education system was highly authoritarian. By the time the Bantu Education Act was passed in 1953, corporal punishment was already freely used was and accepted as a quick disciplinary method (Parker-Jenkins, 1999, p.7). Parker-Jenkins further

explains that classes were often rowdy with under-qualified teachers to teach the learners. To show the resentful state of learners during the apartheid era, Naong (2007, p.286) explained that:

> Thursday (known as 'Donderdag' in the Afrikaans language) was a day dreaded and resented by most learners in South Africa, especially in the Township schools. This day was normally set aside every week -mostly by teachers of languages and mathematics- for recitations, revisions and the solving of mathematical problems. The teachers all carried canes on that day. This day of the week was characterized by the highest level of absenteeism among learners, due to fear of merciless beatings at the hands of these teachers.

Corporal punishment was an essential ingredient in the brutalizing social treatment of a patriarchal and authoritarian apartheid system (Porteus et al., 2001, p.5). On the one hand, corporal punishment was used excessively in white single-sex boys' schools and was limited in white single-sex girls' schools, while, on the other hand unlike white girls, black girls were not exempted from beatings (Morrell 1998, p.292). In effect, some learners left school because of the unbearable use of corporal punishment (Mashua, et al., 2015, p.287). In the apartheid era, both white and black schools embraced authoritarian modes of discipline, educating black South Africans to become obedient low-wage workers and white South Africans to be law-abiding bureaucrats for white-collar jobs (Porteus et al., 2001, p.5). Apartheid society showed levels of inequality that has eaten deep into the education system, which considered black children as irresponsible low-life citizens.

The way discipline was viewed during the apartheid era understands discipline much more narrowly as punishment (Porteus et al., 2001, p.5). Venter & Niekerk (2011, p.244) assert that corporal punishment was used as a means to instill discipline in South African schools for decades. Corporal punishment is the intentional application of physical pain as a disciplinary measure for changing behavior (Busienei, 2012, p.155). Disciplinary measures such as hitting with a belt or stick, slapping, degrading, verbal abuse, and humiliation can create fear, emotional disturbance, an inferiority complex and absenteeism, which may eventually contribute to poor academic performance. Corporal punishment by nature is anti-human; it entrenches the idea that violence provides a solution to every problem in schools (Department of Education, 2000, p.1).

By the 1970s and 1980s learners, parents and teachers actively campaigned against the whipping of children (Department of Education, 2000, p.5). International thinking about corporal punishment also began to change, and there was a movement towards recognizing the rights of the child and banning corporal punishment in some countries (Cicognani, 2004, p.8; Department of Education, 2000, p.5). Countries like Australia, Japan, and many other countries began to see the banning of corporal punishment as a crucial step in creating a more peaceful and tolerant society (Department of education, 2000, p.5). After 1994, the South Africa Constitution, which guarantees the right to dignity, equality, freedom, and security for all citizens, led to legislation that outlawed corporal punishment (Department of Education, 2000, p.5). The ban on corporal punishment led the teachers into re-thinking of discipline outside of the punishment paradigm in the post-apartheid classrooms. The next section focuses on the re-thinking of authority and punishment in the post-apartheid era, the focus of my investigation.

2.4   AUTHORITY AND DISCIPLINE IN POST-APARTHEID EDUCATION

In the post-apartheid era, South Africa experienced major social, political, and economic changes over the years in establishing a democratic and humane nation. Among these changes is the banning of corporal punishment in all South African schools. As a student, I realized that corporal punishment is not the ideal method to instill discipline in learners. During my high school days, the disciplinary measures educators used (such as canning with a belt or stick, slapping, hitting, degrading verbal abuse, humiliation, etc.) created fear, emotional disturbance, feeling inferior among classmates and bunking of classes which led to poor academic performances. For learners to experience educative approaches to discipline, South Africa with a new democratic Constitution led to legislation that outlawed corporal punishment. According to the Department of Education (2000, p.6), the legal framework prohibiting corporal punishment is informed by the following:

- ▣ South Africa is a signatory to the Convention on the Rights of the Child, which compels it to pass laws and take social, educational and administrative measures to protect the child from all forms of physical and mental violence, injury, maltreatment or exploitation, including sexual abuse.

- ▣ The African Charter on the Rights and Welfare of the Child commits its member countries to the same measures and adds that they must take steps to ensure that a child subjected to school or parental discipline shall be treated with humanely and with respect for the inherent dignity of the child.

- ▣ Section 12 of the South African Constitution states that everyone has the right not to be treated or punished in a cruel, inhuman or degrading way.

- ▣ The National Education Policy Act 27 of 1996 says that no person shall administer corporal punishment or subject a student to psychological abuse at any educational institution.

- ▣ The South African Schools Act 84 of 1996 states: (1) No person may administer corporal punishment at a school to a learner; (2) Any person who contravenes subsection 1 is guilty of an offense and liable on conviction to a sentence, which could be imposed for assault.

It is therefore important for educators to know the legal procedures concerning school discipline in managing the classrooms. They also need to be familiar with the key debates for and against the use of corporal punishment.

2.4.1   Post-1994 banning of corporal punishment in South African schools

Both educators and parents confronted the ban issued on the use of corporal punishment in South African schools. This section explores the key arguments for and against the use of corporal punishment in South African schools.

Key arguments supporting the use of corporal punishment

Argument 1: Cultural-religious beliefs

In South Africa, most people accept that corporal punishment has no place in society, but some still believe that "to spare the rod is to spoil the child" (Department of Education, 2000, p.6; Simuforosa, 2015, p.1). Some parents support of corporal punishment, either because they are products of severe corporal punishment and still believe in its effectiveness (Cicognani, 2004, p.15; Morrell, 2001, p.292; Nthebe, 2006, p.14), or believe that their cultural and religious beliefs were ignored when corporal punishment was banned. They argue that the government undermines their right to be consulted as key role players in the education of their children as it

conflicts with what they would like to see their children become (Khewu, 2012, p.10; Moyo et al., 2014, p.3).

The religious argument is strongly evident in CESA's view that the abolition of corporal punishment is unconstitutional on religious grounds. The Christian Education South Africa (CESA), an Association of 209 Independent Christian Schools, filed a case twice against the state. CESA argues that the South Africa Schools Act contravenes the constitution by outlawing corporal punishment in independent schools as well as public schools (Morrell, 2001, p.294). Therefore, CESA sought an exemption from the abolition of corporal punishment on religious grounds (Veriava, 2014, p.23). The Constitutional Court heard the arguments of CESA *versus* The State again in 2000. The court in its judgment ruled against CESA's argument that corporal punishment is anti-constitutional. The Constitutional Court stated that the duty of the state is to reduce the amount of public and private violence in society and to protect people from harm (Department of Education 2000, p.6; Veriava, 2014, p.24). The quotations below capture the moral-legal dilemmas:

> Cesa's argument is that Article 10 of the School's Act, which prohibits corporal punishment at school, is unconstitutional because it conflicts with Cesa schools' policy that corporal punishment is acceptable, based on the teachings of the Bible. By it's nature, then, Article 10 interferes with Cesa schools' Constitutional right to religious freedom, Cesa argued. In earlier submissions, the organisation's arguments centred strongly around the Bible to prove that it is God's will that children "should not be spared the rod". Because parents of Cesa school children accept this principle and do not hesitate to enforce corporal punishment in their own homes, it is fair that Cesa teachers be permitted to do the same thing. Cesa believes boys and girls should be spanked at primary school level, but only boys be physically disciplined at high school level. The state however argued that corporal punishment is "cruel, inhuman and humiliating" and does not belong in schools. The Constitutional Court has already prohibited corporal punishment as a punishment in courts, and should do the same with corporal punishment at school, it was stated (de Bruin, 2000, para 3).

The prohibition of corporal punishment is part of a national program to transform the Education System and to bring it into line with the letter and spirit of the Constitution. The creation of uniform norms and standards for all schools, whether public or independent, is crucial for educational development. A coherent and principled system of discipline is integral to such development (Department of Education, 2000, p.6).

The court granted no exemption to the Christian Education South Africa, but the legal challenge suggests the existence of strong support to legalise corporal punishment in CESA schools (Morrell, 2001, p.294).

Argument 2: SADTU's contradictory positions: teacher support; rights talk; structural violence

The South African Democratic Teachers Union (SADTU) contradicts the position of the government ban on the use of corporal punishment in schools. Smit (2013, p.346) asserts that respect for teachers continued to decline in the post-apartheid period, the reason being that learners exaggerate their rights. Due to the change in the education system, many teachers believe that the new impetus given to learners' rights led to a lack of respect towards teachers, defiance of authority, and a change in attitude towards learning. As a result, the South African Democratic Teachers Union (SADTU) supported members charged with administering corporal punishment (Moyo et al., 2014, p.4). SADTU claimed that the persistence of corporal punishment was symptomatic of a bigger problem and that teachers are struggling to have control in the classrooms (Veriava, 2014, p.8). For this reason, some teachers quit the teaching profession.

Argument 3: Ineffective alternatives to corporal punishment

According to Khewu (2012, p.9), many teachers claim that they were never consulted when alternative disciplinary practices were initiated, and see the challenge of ill-discipline in schools in the implementation and maintenance of disciplinary alternatives to corporal punishment. Maphosa & Shumba (2010, p.396) state that educators argue that alternatives to corporal punishment are inadequate, time-consuming, and not very effective in curbing learners' misconduct in schools. Educators also felt that the Department of Education trivializes the problem and does not understand its magnitude as the impact on teaching, learning and total

management of the school are concerned (Khewu, 2012, p.5; Moyo et al., 2014, p.3). Educators in South Africa are becoming increasingly distressed and helpless about disciplinary problems in schools (Khewu, 2012, p.1). Research conducted by Smith (2013, p.350) shows that fifty-eight percent of educators favor reinstating corporal punishment to maintain classroom discipline due to ineffective alternative disciplinary practices.

Key arguments against the use of corporal punishment

<u>*Argument 1*</u>*: Corporal punishment fails to achieve the desired ends of a culture of learning*

Corporal punishment does not achieve the desired ends of a culture of learning (Department of Education, 2000, p.7). Corporal punishment nurtures aggressive behavior and feelings of revenge; learners are often punished repeatedly for the same offenses; some learners brag about beaten as something to be proud of, and as a badge of bravery or success (Department of Education, 2000, p. 7). Corporal punishment contributes to truancy and high dropout rates in South African schools and some learners leave school because of the unbearable use of corporal punishment (Mashua et al., 2015, p.287).

<u>*Argument 2*</u>*: Corporal punishment violates the culture of human rights*

Corporal punishment is the intentional application of physical pain as a method of changing bad behaviors (Busienei, 2012, p.155; Straus, 2000, p.1110). A study conducted by Otu et al., (2019, p.37) shows that attempts to discipline learners with corporal punishment most often lead to conflict between the teachers and parents. The banning of corporal punishment is a vital step towards the development of a culture of human rights in our country. Corporal punishment is an action based on the violent infliction of pain, thereby violating a child's fundamental rights and working against a culture of human rights, dignity, tolerance, and respect in schools and in the broader society (Department of Education, 2000, p.7).

<u>*Argument 3*</u>*: Corporal punishment provokes violent acts and supports a culture of violence*

Porteus et al., (2001, p.6) argue that corporal punishment both feeds off violence and reproduces it through the education system. Corporal punishment by nature is anti-human and ultimately an abusive practice that entrenches the idea that violence provides a solution to every problem. Children exposed to violence in their homes and at school tend to use violence to solve

problems, which practically leads rebellious learners down to a path of gangsters (Department of Education 2000:1).

Argument 4: Corporal punishment undermines self-esteem and confidence

Corporal punishment also affects learners emotionally and psychologically (Cicognani, 2004, p. 4; Khewu, 2012, p.2; Moyo et al., 2014, p.2; Simuforosa, 2015, p.2; Veriava, 2014, p.6). For instance, some actions such as taking away privileges, maltreatment, and degrading and abusive words can affect the emotional and psychological state of learners (Khewu, 2012, p.49), and may also lead to inferiority complexes, low self-esteem, mental fatigue, fear, tension, hatred toward teachers or the subject, and the bunking of classes. These factors can potentially lead to poor academic performance (Morrell, 2001, p.292; Mumthas et al., 2014, p.301; Veriava, 2014, p.7).

Argument 5: Undermines respectful relationships between teachers and learners

The use of corporal punishment as a means of discipline undermines a respectful and caring relationship between teachers and learners, which is critical for the development of all learners, including those with behavioral difficulties. Corporal punishment also hinders proper communication between the teachers and learners, and may therefore hide broader problems (such as trauma, poverty-related problems and conflict at home) often lurk behind misconduct (Department of Education, 2000, p.7).

2.4.2   The puzzle of discipline and ill-discipline in South African schools

One of the fundamental problems in many countries' education system relates to classroom discipline (Valente et al., 2018, p.741). Issues of indiscipline in schools attract growing attention in schools worldwide, and most cases turn out to be violent (Agesa, 2015, p.14; Khewu, 2012, p.1; Moyo et al., 2014, p.1; Omote et al., 2015, p.1). For example, in 2010, some high schools in Ghana experienced disruption; students destroyed school property and the school suspended the learners. In 2009 in Jamaica, students stabbed, killed, and assaulted fellow students and 160 high schools went on strike. Kenyan schools experienced students sneaking in alcohol and taking drugs (Bello 1983; Ngige The Standard 2010; Nzuwe 2007; Tangbangire Ghana News agency, July 14,2010; Thompson Gleaner News, January14, 2009; cited in Agesa, 2015, p.14). These few

examples from different contexts illustrate a mere fraction of the problems teachers face in schools. (Valente et al., 2018, p.741).

In South Africa, the causes of indiscipline in schools often relate to the unsystematic abolition of corporal punishment and insufficient formal training for educators after the banning of corporal punishment (Ntuli, 2012, p.102). Morrell (2001, p.2) argues that educators were not equipped with viable alternatives to corporal punishment after its abolition, and since corporal punishment was outlawed, the power of teachers has significantly diminished. With this, many teachers felt helpless in dealing with learner's discipline in schools.

Adams (2004, p.71) points to two causes of disciplinary problems: (1) home environment, and (2) inconsistencies in administering discipline. Educators feel that some learners are exposed to ill-disciplined home environments where there is little or no parental involvement or interest in academics. Unfortunately, home and environmental factors get manifested at schools in an unacceptable manner of behavior (Adams, 2004, p.71; Ntuli, 2012, p.105; Khewu, 2012, p.20). Supporting the above point, Agesa (2015, p.14) argues that the environment in which people live/study affects their behavior. Educators felt that discipline is not administered consistently, and schools lack functional discipline policies. In effect, learners continually "get away" with misbehavior (Adams, 2005, p.71). Furthermore, causative factors that are often ignored, and which may be leading to indiscipline, include hunger, thirst, lack of rest, bereavement, divorce, abuse, neglect, large classrooms, and lack of individual attention and support services (Khewu, 2012, p.53).

The two values that are most lacking in schools are respect and dialogue (Department of Education, 2000, p.19). Learning cannot happen without mutual respect in the teacher-learner relationship (Paul, 2006, p.18; Venkataramini, 2012, p.16). Ntuli (2012, p.4) asserts that principals and educators encounter challenges in managing discipline in their schools. Teachers are under pressure to deal with discipline problems. The extent of poor discipline in schools is a cause for concern. Some teachers have come to understand the use of authority as "being authoritarian", whereas, the authoritarian teachers are the ones who relish in giving orders and formulating particular rules to suit their own needs or status. At this point, the substantive rationalization of teachers' authority will be of relevance to teachers in relating to learners. A legal-rational authority is the one used to enforce specific rules for educational purposes; for the

benefit of learners (Hirst & Peter, 1970, p.123). Rational will is mostly conscious and associated with making a decision based on reason (Kennedy, 1998, p.50). According to this logic, educators should rationalize their authority substantively to create positive change in the classroom. The crucial question to be asked is: How can learners through the exercising of external authority be self-disciplined? It is possible to argue that genuine love in/of training is the only path to self-discipline. Teachers who discipline with genuine love will implement disciplinary measures outside of the punishment paradigm. Teacher's authority must not oppose the rights and freedom of learners; authority should be rationalized, that is, exercise authority reasonably and not for selfish-interest. As Venter (1986, p.49) said,

> Well-meant and reasonable authority is not foreign to the ways of men. On the contrary, it liberates him but depraved authority in the form of violence and force is indeed alien, as it undermines authority, overwhelms, and provokes resistance. Home and school should offer both freedom and authority, without these all-true education is impossible.

Such an approach may be a key to re-imagining teachers' authority and classroom discipline outside the punishment paradigm. This is the focus of the next section.

2.4.3 Conceptualization of authority and discipline outside the punishment paradigm

Since the necessity of maintaining order in school is connected with discipline, effective instruction and teachers' authority become crucial in the education system. Therefore, a key question addressed in this study is: how do educators instill discipline without inflicting punishment in the classroom? Four themes dominate the scholarship on the ways educators can exercise authority in the classroom without being authoritarian.

- Proficiency in teaching the area of specialization
- Educator's relationship with learners
- Leading by example
- Structural setting of the classroom

23

Proficiency in the area of specialization

Teachers' use of their authority rests on the belief of learners and parents that the teacher is: a) knowledgeable about the subject matter, b) competent in pedagogy, and c) committed to helping learners succeed in school and life (Brown, 2004, p.270). When a teacher is confident and competent in his or her area of specialization, it yields trust and respect from the learners and gains classroom power. Authority entails the teacher's pedagogic skill and ability to keep order in class for effective teaching and learning (Hargreaves et al., 2018, p.11), but in a case where a teacher is not competent, such a teacher becomes a laughing stock in the school community. Egeberg & McConney's (2018, p.198) study shows that some teachers cannot manage their classrooms effectively because they did not have either the subject knowledge or confidence to manage a class. Lack of teachers' confidence and knowledge raises the possibility of learners not showing trust or respect for a teacher. Teachers must be self-confident in their understanding of the subject matter; this will make teachers comfortable in exercising their authority. Teachers will be able to express their point of view, be open to new input from learners, and engage with challenges and disagreements from learners without finding learners threatening or inadmissible (Kurland, 1992, p. 89). In a similar vein, Vanderstaay et al., (2009, p.262) write:

> It is not from the outside that the teacher can hold his authority; it is of himself; it can come to him only from an inner faith. He must believe, not in himself, no doubt, not in the superior qualities of his intelligence or of his soul, but in his task and the importance of his task.

In this view, an educator's duty must be carried out with full confidence, taking teaching as an essential task and eminently important. Teachers who are secure in their duty do not feign to know it all, teachers must be open to new ideas in their area of specialization. For the professional growth of the teachers, staff development and mentoring programs for novice teachers are crucial. Managing discipline in the class often traumatizes novice teachers (Alemadag & Erdem 2017, p.123). What are the chances of novice teachers managing their classrooms with respect to their authority? Are novice teachers aware of their legitimate authority as teachers? As is so aptly put by Griffin (1983, p.2) and Guskey (1986, p.5), staff development improves teacher skills. Novice teachers need mentoring programs that align with

reforms to foster professional growth that promote effective teaching (Achinstein & Fogo, 2014, p.45; Kemmis et al., 2014, p.154; Lancu-Hadd & Oplatka, 2009, p.45; Rotonya, 2017, p.3).

Educator's relationship with learners

According to Armstrong (2018, p. 997), children's behaviour is shaped through daily interactions with significant people – such as teachers, parents, and siblings – in their lives. In the case of a teacher, having a continuous dynamic process of interaction with learners inspires effective teacher-learner relationships. Caldera et al., (2019, p.1) propose a framework for thinking about techniques that cultivate a learner-teacher relationship to support learners' academic performance and behaviour. The task of a teacher is to develop an educative relationship with learners based on reciprocal respect and trust, to establish self-respect and to consistently teach about classroom rules and guidance (Sadik, 2018, p.31).In an effective educative relationship; teachers tend to know their learners better. Teachers appropriately exercise their authority when having in-depth knowledge of their learners' needs, abilities, and motivation (Vanderstaay et al., 2009, p.275). Similarly, knowing your student fully well provides the teacher with the dynamic of a learner's classroom behavior and participation. Being aware of learners' needs give teachers a means to better interact with learners in the classroom. A study reported that teachers can meet their learners' needs by developing a caring relationship and controlling the classroom dynamics while engaging learners in their learning (Egeberg & McConney, 2019, p.195)**.** Brown (2004, p.267) asserts that to gain learners' cooperation in class, teachers must be aware of learners' cultural, emotional and cognitive needs. Therefore, an atmosphere where teachers have to be aware of their learners' needs must be established if teachers are going to exercise their authority appropriately.

Learners recognize teachers who care about them; learners want teachers to demonstrate a more personal relationship than that of colonial traditional teacher-student relationships (Brown, 2004, p.270). However, there is no absolute right and wrong way of relating with learners; it might be formal or in a more casual way (Kurland, 1992, p.93), depending on the context. According to Jansen & Blank (2014, p.110) in their *Lessons from Schools that Work* manual, the principal of Mondale High School principal believed that:

> You must be a disciplinarian. Pride is very important for children, get them to engender
> pride, I think 99% is an inspiration. You have to spend a lot of time with your children to

absolutely convince them of the fact that there is a brighter future there, they are the new generation and going to be better than us.

Paul (2006, p.18) and Oosthuizen et al., (2003, p.463) explain that effective teaching and learning can be achieved in a relationship of trust between the teachers and learners. The major concern for teachers is to have a good relationship with their learners and get to know them. Teachers must do away with aloofness and relationships with learners must not be created to gain sympathy.

Leading by example

Freire (2005a, p.98) argues that learners are, unsurprisingly, suspicious of teachers who do precisely the opposite of what they say. Learners tend not to believe what a teacher says when the teacher's word contradicts his or her deed. In such a school, the relationship between the teacher and learner is prone to disaster. Teachers must be conscious of their way of life; if teachers do not live by their words, learners will find it challenging to admire them. Teacher personality is bound to affect the character of the learners. Meanwhile, teachers' use of authority is connected to the fact that children tend to copy and identify with a teacher whom they admire (Peters, 1973, p.55). To support Peters' point, in the case of discipline, the learner's self-imposed discipline can be executed because the learner admires and models on the teacher, which is a vital process of impacting knowledge (Hirst & Peters, 1970, p.126). Reflecting on the manual on *Lessons from Schools that Work*, the Center of Science and Technology (COSAT) principal said:

> We try to develop a holistic child, and we want them also emotionally to believe in themselves and that they can make a difference in their own lives. The way we get students to believe in themselves is by me showing them that I believe in them. And once they start getting the good results for the small tests, then that motivates them to do better, and then they realize 'I can do this' But it is hard work to get them to believe in themselves if they have not been given those opportunities elsewhere (Jansen & Blank, 2014, p.108).

Jansen & Blank (2014, p.108) assert that the key to COSAT's success is the way adults inspire learners and show that they believe in them; learners internalize and use the inspiration in achieving their full potential. A positive attitude from both the principal and educators can be

seen in COSAT, suggesting that learners can be attracted to submit to given rules because of the teacher's qualities.

Setting of rules in the classroom

Apart from the legal rules that govern the running of a school, the teacher as an authority figure must also have local rules for the smooth running of the classroom, but not as an instrument of domination. Teachers are familiar with the learners and have the experience; teachers are in the best position to know the necessary and effective rules that suit their classrooms. If children are going to learn in a disciplined environment, then certain minimal conditions of order or command have to be obtained and enforced with a rationalized authoritative act (Peters, 1973, p.54). Moreso, the order or command must be related educational purpose, equivalent to the number and age of learners, and other variables in a classroom (Hirst & Peters, 1970, p.125). Freire (2005b, p.156) argues that the inventive subject of discipline must be democratic, must not threaten one's freedom or health, and must never ignore a solid ethical base. Outside of this understanding, discipline becomes absurd. Also, the authority must neither immobilize freedom, nor must it be dismissed in the name of respect for freedom, but should be exercised in a more rationalized method of persuasion.

According to Kurland (1992, p.85), exercising too little authority at the beginning of the class may jeopardize the activities of the class. Kurland noted that, rather than teachers providing the structure which the class needs from the onset, they give learners too many choices that should have been appropriately made by teachers. Allowing learners to make rules and choices at the beginning of the class might stand as hurdles to the use of a teacher's authority. As an authority figure in the class, the teacher needs his or her position as an expert, especially at the beginning; to give limits, structure, guidance, and direction. Teachers must be confident enough to share their ideas and viewpoint with learners. Learners gain a sense of security from teachers who are clear in providing structure, direction and the reason behind their actions (Kurland, 1992, p.88). Commencing a class in such an atmosphere gives teachers appropriate use of their authority. After awhile, by the time learners get more familiar with the structure and direction, the teacher can now step back a bit and allow the learners to contribute to the decision made by the teacher (Kurland, 1992, p.88). In Egeberg & McConney's (2018, p.198) study, learners indicated that respect is given to teachers who have rules but are not overly rigid. With this type of classroom

structure, teaching and learning can be effectively executed. When learners getused to this structure and direction, they always have a picture of how the particular teacher's class operates. When the teacher's class period comes up, learners know what they are expected to do.

The literature review explored how teachers use their authority to manage classroom discipline. If teachers can substantially rationalize their authority to maintain discipline, the alarming rate of ill-discipline in South African schools may reduce. Hansen (2001, p.105) suggests that an organization that relates to the pure charismatic concept of authority cannot remain stable, but can either be legally rationalized or a combination of both for the stability of the organization. Therefore, this study seeks to explore the way teachers can exercise their authority outside of the punishment paradigm in a democratic classroom.

2.5   CONCEPTUAL FRAMEWORK

This study draws on Max Weber's identification of different types of authority (traditional, charismatic, and legal-rational authority), Hirst & Peters's conception of the rationalization of teachers' authority, and Michel Foucault's work on discipline as 'the means of correct training'.

Weber (1958, p.3) identified three types of authority: traditional, charismatic and rational-legal authority. Traditional authority is legitimized by reference to the past and justified by claiming conformity with precedents (Coleman & John, 2013, p.35). Charismatic authority never collapses into traditional authority nor embraces rational-legal authority; followers respect a charismatic leader's right to lead because of her or his charisma, and not because of any tradition or legal rules (Coleman & John, 2013, p.35-36; Vukadinovi & Njegovan, 2011, p.14). Rational-legal authority is based on rules applied administratively with known principles; the person who administers those rules is appointed or elected through legal procedures (Vukadinovi & Njegovan, 2011, p.14).

Hirst & Peters (1970, p.124) differentiate between traditional and progressive teachers. Traditional teachers focus on the subject content in exercising their authority, while progressive teachers focus on the development of the learners. Hirst & Peters (1970, p.121, 123) also speak about the rationalization of teachers' authority in an educational institution; rules set by teachers apart from the general moral and legal codes of the community should be related to the purpose of the institution, and not for selfish motives. A study by Hargreaves et al., (2018, p.14) shows

that many learners seem to regard authoritarianism as destructive to the teacher-learner relationship and to teacher's authority. Similarly, Jinot (2018, p.41) found that learners do not like authoritarian teachers' classes. One of the learners from the Jinot study said:

> When educators talk to learners with non-respect, the learners do not bring their books to the classroom, bunk classes by going to the restroom pretending that they are ill, and find excuses not to go their classes (Jinot, 2018, p.41).

An effective classroom authority will necessitate a friendly; mutually respectful relationship and self-discipline. Self-discipline as an ideal set up by progressive educators sharply contrasts to the kind of discipline imposed by authoritarian traditional teachers (Hirst & Peters, 1970, p. 125). Furthermore, Hirst & Peters (1970, p. 124) describe punishment as the source of learners' feelings of alienation from the purpose of education. Etymologically, discipline means 'to learn' and the root idea is the submission to the rules that govern what has to be learned (Hirst & Peters, 1970, p. 125). In a similar vein, learners who submit to particular rules that govern teaching and learning without coercion can be said to be self-disciplined.

Foucault (1975/1977) argues that discipline is a series of techniques by which the body can be observed, controlled and supervised. With these techniques as means for correct training, individuals are created out of a mass. To Foucault, disciplinary power, which is to train, has three elements: hierarchical observation, normalizing judgment, and the examination. The success of disciplinary power depends on these three elements. Observation and 'the gaze' are key instruments of power. Instead of a public execution where the body is horrifically displayed, which was posited as corporal punishment, the body should be arranged, observed, regulated, and supervised rather than tortured. To Foucault's knowledge, discipline is to reform the soul rather than punish the body. Therefore, the call for reform of punishment is for the positive change of soul to replace the punishment inflicted the body. According to Hirst & Peters (1970, p.123), the conception of the progressive teacher as a child grower is more appropriate than that of traditional teachers as a benevolent despot. A benevolent despot, in this sense, means teachers' exertion of authority only appeals to teachers' status or self-interest. Teachers must rationalize their authority to maintain discipline in reference to the educational purpose. To delight in controlling, giving an order, and making rules for the teachers' own sake is to be an authoritarian (Hirst & Peters, 1970, p.123). Traditional school discipline in South Africa was

informed by corporal punishment. As is so aptly put by Porteus (2001, p.5), corporal punishment was an essential tool in maintaining school discipline during the apartheid era. In the apartheid era, discipline and punishment are often associated with authoritarianism and repression, that is, the power to repress, violate, destroy censor or silence (Pitsoe & Letseka, 2014, p.1525-1526). Foucault (1995, p.25) views discipline and punishment as a key aspect of power and how power is exerted. Discipline offers useful ways to re-think the use of power in classroom management, while punishment is the misuse of power in classroom management. Now that there is a shift in the paradigm of discipline, – corporal punishment to alternatives to corporal punishment – progressive teachers must find ways to exercise authority outside of the punishment paradigm.

2.6   CONCLUSION

In building a democratic classroom, the progressive teacher need to shift from the perception of traditional teachers as benevolent despots to teachers as child growers. Do teachers rationalize their authority in the interests of their learners?. It is worthwhile noting that teachers tend to control learners when exercising their authority, but the purpose for the exercise of teachers' authority will determine whether the control is towards learners' benefits or teachers' selfish interest. Figure 1 illustrates the relationship between Max Weber's types of authority, Hirst & Peters' conceptions of authority, and Michel Foucault's view on discipline. For a teacher to manage learners' discipline he or she must have the authority to control the learners; the means to control may determine whether the teacher is an authoritarian who inflicts pain to control the learners. Controlling in this context is not by making learners passive or inflicting the learners with pain, but rather through correct means of training outside of the punishment paradigm. Gibson (1986, p.4) asserts that technical rationality is concerned with *method* and *efficiency* rather than with *purposes*. With correct training, the means or method will justify the ends both in the short and long run and not in the other way round, in which means or method will only justify the ends in the short run rather than considering the future. Hirst and Peters argue that the exercise of teachers' authority will be a bane if utilized for the teacher's own selfish-interests and will be boon if purposefully exercised for learners' interest and benefits. The potential in terms of improving academic performance recommends energetic efforts in this direction.

DISCIPLINE

PUNISHMENT

Progressive
conception of
teachers as a
child grower
(Hirst &
Peters, 1970).

Max Weber's
Traditional
Authority
(Iwuh, 2012).

Hierarchical
observation;
Normalizing
judgment; and
Examination
(Foucault, 1975/1977).

C.P

Traditional
conception of
teachers as a
benevolent despot
(Hirst & Peters,
1970).

Max Weber's Charismatic
and Rational-legal
Authority (Iwuh, 2012).

AUTHORITY

Note: C.P- corporal punishment

FIGURE 1: **Conceptions of authority and discipline**

I conclude with Foucault's point that "you can be coerced or forced to do something by being observed constantly. Not only do you feel self-conscious, but your behavior changes. This is an excellent example of the operation of power: an effect occurs on your body without physical violence" (SparkNotes Editors, n.d.). It is therefore possible, reading Hirst and Peters' argument through a Foucauldian lens, to argue that their distinction between the authoritarian teacher (the benevolent despot) and the progressive teacher (the child grower) breaks down, as the intention of both is to control the learner, regulate the learners' body, make it docile and passive through the actions of discipline.

CHAPTER THREE
A CASE STUDY DESIGN OF THE SCHOOL

This study explores the relationship between authority and discipline in the post-apartheid classroom. According to Stake (1995, p.45), a qualitative method is essential when the research question requires exploration to gain an in-depth understanding of the phenomenon under investigation. Qualitative research questions often begin with what or how (Patton, 2002). The following questions informed the study:

1. What are teachers' perceptions of 'discipline' in the selected school?
2. What disciplinary challenges does the selected school experience?
3. What disciplinary policies are implemented in the selected school?
4. How do teachers in the selected school understand 'authority'; their own perceived authority and its impact on discipline?

This chapter presents the philosophical foundation framing this study and describes the qualitative case research design and methodology, including the criteria used to select the case study school.

3.1 QUALITATIVE APPROACH

This study adopts a qualitative approach for several compelling reasons. The qualitative research approach is vital in discovering the meaning people give to their experience. Qualitative approaches give researchers a better understanding of human behavior and phenomena in their own right rather than some outside perspective within a particular context. Johnson& Onwuegbuzie (2004, p. 20) assert that qualitative research approaches provide understanding and description of peoples' personal experience of phenomena and are responsive to local situations, conditions, and stakeholders needs. Qualitative approaches also allow the use of distinctive strategies for enhancing the credibility of design and analysis (Elliott & Timulak, 2005, p. 148). The epistemology framing of this study is interpretive. This philosophical approach is fundamental to understand how people acquire knowledge, and construct meaning or develop concepts in their minds when experiencing the same event (Crotty, 1998, p.5). In other words,

knowledge is gained through experiences. Babbie & Mouton (1998, p.28) identified several assumptions of interpretive approaches, which are fundamental to this study:

a) An interpretive approach to research methods in sociology prefers humanistic qualitative method; it believes that individual shapes the society. The qualitative method includes unstructured interviews, observation, and documentation.

b) The interpretive approach explains human behavior through individual views about society, that is, the meaning individuals read to situations that occur in their environment.

c) The interpretive approach helps in gaining in-depth insight into individual understanding and motive. Qualitative researchers let the participants tell their stories during the fieldwork.

The purpose of this study is to explore the meaning educators read into discipline and authority in their classroom in the post-corporal punishment era. Using an interpretive approach enables the researcher to understand the critical and social issues related to communities, and in relation to this study, to understand how teachers view their own authority in the school community and its impact on learners' discipline. The information was gathered through face-to-face semi-structured interviews. Structured questions were formed for the interview, but some unstructured questions came up during the interview to get in-depth information about the study. Johnson & Onwuegbuzie (2004, p.20) assert that a qualitative researcher uses unstructured interviews or open-ended questions for the participants to share their views on how and why phenomena occur. The research findings and interpretations are context-specific. In terms of analysis, the interpretive approach provides a framework to explore teachers' perceptions of their own authority and the relationship between discipline and authority.

3.2 QUALITATIVE CASE STUDY DESIGN

This section describes the case study approach and describes the case study school.

A case study is an in-depth study of a particular situation rather than a sweeping statistical survey (Shuttleworth, 2008, p.8). The researcher is expected to capture the complexity of the subject of the study such as a small study group, one individual case or one particular population. In relation to this, Johansson (2003, p.2) and Zainal (2007, p.1) asserts that a case study should have a 'case' which is the object of the study. The 'case' should be a complex functioning unit in

order to allow exploration and understanding of a complex issue investigated in its natural context with a triangulation for close examination. Yin (1993, p.13) explained that:

> The case study allows an investigation to retain the holistic and meaningful characteristics of real-life events such as individual life cycles, neighbourhood change, and international relations.

Therefore, a case study should involve specific techniques for collection and analyzing of data, it is also necessary to collect data from different sources, and its trustworthiness should be ensured.

According to Yin (1993, p.17), the three types of case studies are descriptive, exploratory, and causal case studies. A descriptive case study requires a theory to guide the collection of data which should be openly stated beforehand, be the subject of review debate, and later be the research design for the descriptive case study (Yin, 1993, p.22). For an exploratory case study, the collection of data occurs before theories or research questions are being formulated and followed by analyzing data that leads to more systematic case studies. The causal case studies look for cause-effect relationships, and the search for explanatory theories of the phenomena (Yin, 1993, p.22).

Stake (1995, p.13) also distinguished between three types of case studies: instrumental; collective, and intrinsic. An instrumental case study provides insight or develops an existing theory, the case is often looked at in-depth and its context scrutinized. The collective case study is instrumental and extends to more than one instance. The intrinsic case study is done when the case is unique, and the research is mainly conducted base on intrinsic interest and not to build a theory. Case studies can also be single or multiple according to their numbers and can be embedded as well as holistic. Just as Yin (1994, p.38) said, an embedded case study is one in which there is more than one sub-unit, while in a holistic case study, a global programme of an organization is contemplated. In this study, a single instrumental case study design was used for in-depth understanding and insight into the conceptualizations of authority and discipline.

The case of Bright High School

Bright High School is a Cape Town public high school situated in a Township area. The name *Bright High School* is a fictional name used in this study to protect the real name of the case study school. The total number of learners in the school at the time of the study was 552, with 20

34

paid teachers from the Western Cape Education Department (WCED) and two paid teachers from the School Government Body (SGB). The minimum number of learners in each class was between twenty-five to twenty-eight and the maximum numbers of learners was between thirty to thirty-five. Learners are selected for admission based on their performance in an entrance test. Learners attend classes from Monday to Saturday, starting their day at 8:30 am and ending at 4:15 pm. Extra classes are offered on Saturdays during the school term. Learners enjoy the benefits of small classes in spacious classrooms with good lighting, computer laboratories, internet access, a well-stocked library, and well-equipped science laboratories. The school follows the South African national curriculum, and teach learners from Grade Eight to Grade Twelve. Learners are admitted to the school in Grade Eight and Grade Ten. Classes and subject offered are as follows:

General Education and Training Phase (GET) Grade 8-9: Xhosa home language, English first additional language, Mathematics, Life Orientation, Natural science, Social science, and Economic Management Sciences.

Further Education and Training Phase (FET) Grade 10-12: Xhosa home language or Sotho home language, English first additional language, Mathematics with optional Advanced Mathematics, Life Orientation, Physical science, and Information technology.

According to one experienced teacher (09FE), an informal survey carried out at the school shows that many learners face poverty and violence in their daily lives, and learners are often attacked on their way to school. As a result, the school partners with a Non-Governmental Organization (NGO) to assist financially in meeting the social and emotional needs of learners in terms of health, food for families, and clothes. Despite the challenges faced by the school, the school has been honored and acknowledged as a role model to other schools because of the learners' good academic performance. Bright High School strives to succeed against all odds. Bright High School was chosen because of the excellent academic performance of its learners despite being situated in an area in which gang violence and drug abuse are widespread. How does the school prevail against such odds? Since it can be argued that teaching and learning cannot be successful where disruptive behavior prevails (Rossouw, 2003, p.413), what are the disciplinary measures put in place?

3.3 DATA COLLECTION

The main forms of data collection used in the study were interviews, observations, and documents to ascertain the good academic performance of the learners in past years; the alternative methods of discipline used successfully in dealing with classroom discipline and teachers' exercise of authority outside of the punishment paradigm. These three sources - interviews, observations, and documents allowed for data triangulation, necessary to capture different dimensions of the same phenomenon.

Interviews

Participants for the interview were nine teachers. Purposeful sampling was used to select the participants for the interview. According to Maxwell (2005, p.88), purposeful sampling is a selection strategy in which particular settings, persons or activities are selected deliberately to provide adequate information. Selecting novice and experienced teachers for the interview was a purposeful sampling strategy used in the study. The participants were five novice teachers and four experienced teachers. The novice teachers had between one to six years of experience in the teaching field, and experienced teachers had between twenty-two to thirty-three years of experience. Interestingly, all the novice teachers had started teaching as a profession in this school, while two of the experienced teachers had spent between nine and fifteen years in the school. Data were generated through the use of structured and semi-structured interviews in which questions were formulated beforehand, but were modified during the interview. The interviews were done through a tape recorder.

In this study, participants were coded according to the numbers given to all interviewee, based on their gender, and their experience in the teaching field. The numbers assigned to participants ranges from 01-09, and the letter codes are F=Female, M=Male, N=Novice Teacher, and E=Experienced Teacher. For example the alpha-numeric code 01FN refers to participant number 01, a female novice teacher (01FN). Also for anonymity, the school was coded as Bright High School; a fictional code unrelated the real name of the school. Appendix A shows a draft of the interview questions.

Observation

The observation was employed to observe the situation that occurs during the interview; for instance, classroom set-up, the interviewee's tone of voice, body language, facial expression, etc. Appendix A also shows what to be observed in the research site.

Documents

Documents examined for this study were the documents that contain the school information such as: awards, newspaper articles, and the school code of conduct.

3.4 DATA ANALYSIS

The research findings were based on the thematic analysis of data obtained from structured and semi-structured interviews, school documents, and the researcher's observations within the school. Four themes that emerged were: Perceptions of educators concerning learners' discipline in the school; disciplinary challenges the school experience; disciplinary policies implemented for discipline amongst learners; perceptions of educators on their authority in relation to learner's discipline. The themes are discrete, but there were considerable overlaps among the themes. Participants' response to interview questions often addressed more than one theme; therefore, the data are described logically into where they mostly fit.

Participants contributed variously to the four themes, some participants responded at length on one or two themes, and others responded across all the themes. All participants' voices and views counted in this study. The data generated from interviews through recording and fieldwork went through a transcription system. Mayring (2014, p.45) described the transcription system as a set of rules on how spoken language is transformed into written text. The transcription system used for this study was a clean read or smooth verbatim transcript. A clean read and smooth verbatim transcript are done word to word excluding utterances like uhms or ahs, decorating words as you know; right; yeah; etc. A simple word to understand but representing the original words and grammatical structure was created (Mayring, 2014, p.45). Words transcribed into text was systematically identified and grouped by a coding system using Atlas.ti. According to Khewu (2012, p. 170), coding is grouping evidence and labeling portions of text to reflect increasingly broader perspectives. The text posited for analysis was divided into their units of

meaning, labeled with terms that relate to the phrases used by participants and was categorized to produce themes. Therefore, a thematic analysis was employed in the study.

3.5 ETHICS CONSIDERATION

In undertaking the study, ethics clearance processes were followed by submitting the relevant ethics clearance forms (Project information sheet, Permission letter, WCED application form, and UWC ethical clearance form) to University of the Western Cape (UWC) and the Western Cape Education Department's (WCED) ethics clearance structures. There was an ethical responsibility to respect and protect all participants and ensure their privacy, confidentiality, anonymity, informed consent, and the right to withdraw from the interview. The names of the principal, teachers, and case study school remain anonymous in this thesis write-up to protect their confidentiality; no names appear on the interview transcript. The name of the case study school was coded into another name (Bright High School); codes were also used to represent each respondent in the reporting and analysis. Only the researcher has access to the interview transcripts and the transcripts were stored in a safe and private space.

3.6 CREDIBILITY, RELIABILITY, AND TRUSTWORTHINESS

Qualitative approach allows the use of distinctive strategies for enhancing the credibility of the design and analysis (Elliott & Timulak, 2005, p.148). In establishing credibility, I integrated into qualitative research approach by including the use of reflection or the maintenance of field notes (Baxter & Jack, 2008, p.556). To ensure the extent to which the results of this study will be real; trustworthy; confirmable; dependable; transferable; reasonable; data were collected and analyzed, the process of participants checking was integrated. In ensuring the trustworthiness of the study, the process of double-checking was implemented (Baxter & Jack, 2008, p.556). Data coded after some time was coded again to compare the results.

3.7 LIMITATIONS

The scope of the study was limited only to one high school located within a Township area of the Western Cape Province. Data collected was limited to teachers only, excluding other categories of non-teaching staff and learners. Although the qualitative single case study provides a large volume of in-depth data that gives insight into participants' perceptions and the school,

itrequiresan extended time to conduct and transcribe. Another aspect is time constraints and financial constraints in reaching the participants at the school. Also, an unforeseen circumstance denied a teacher from partaking in the interview. Despite this, out of 10 participants targeted, a reasonable 9 participants were interviewed, and some in-depth understanding was established.

3.8 SUMMARY

Chapter Three outlined the methodological approach for this study, including the research design, the methods of data collection, and the process of data analysis. The chapter also described the rationale for the choice of methodology and the selection of the case study school. The research design helped to illuminate the various complexities and experience of participants concerning teachers' authority and the management of discipline in the case study school. The chapter concluded with a discussion of the credibility and trustworthiness of the study. Chapter Four analyzed the data generated from the case study school.

CHAPTER FOUR
CONCEPTUALIZATION OF AUTHORITY AND DISCIPLINE

This chapter analyses the data (interviews, observation and documents) generated from Bright High School. To develop this chapter logically and to foster a distinct understanding of the study, the chapter is structured according to the themes that framed the study: understanding discipline, disciplinary challenges Bright High School experience, disciplinary policies implemented for discipline in Bright High School, and perceptions of educators on their authority in relation to learner's discipline in Bright High School. The chapter concludes with a summary of the main findings.

4.1 UNDERSTANDINGS OF DISCIPLINE

This theme analyzed the perception of teachers on the concept of discipline. Each part is divided into sections based on participants' perceptions of discipline, punishment, and self-discipline.

Some of the participants described discipline as not punishing learners for misbehavior; rather let learners understand the gravity of their wrongful acts and the effect it may have on their academics and future as well. One of the experienced teachers stated that "discipline is not that you must be punished for what you did wrong; discipline is knowing what is right or wrong" (09FE). In other words, the participant asserts that a disciplined learner must know what is right and wrong. She further envisaged that discipline sometimes is being equated and confused with punishment, she said:

> Discipline has always been spoken of negatively. For instance, can you discipline this child? Like, can you punish this child or when a topic is raised, and a teacher says we must talk about the discipline of these children because they are misbehaving. Discipline, for me, is the fact that the learner knows the right thing to do at a stipulated time (09FE).

A learner can be said to be disciplined when the learner is able to differentiate between what is right and wrong; knows the effects and consequences for any actions.

4.1.1   Discipline as Self-discipline

One of the experienced teachers described self-discipline as being able to act in the right manner without been coerced. She said:

> Self-discipline is when learners can adhere to what is required of them; that is, learners imbibe the culture of what is needed to be done at a particular time without being forced (09FE).

Also, a novice teacher viewed a self-disciplined learner as someone who has a prospect for the future and studying to have a brighter future. She said, "Sometimes when teachers are not in the class, you will find some learners who manage to study without instructing or forcing them" (05FN). A learner can be said to be self-disciplined when he or she knows what to do at a stipulated time without been coerced. A self-disciplined learner can differentiate between right and wrong and indulge in what will contribute positively to his or her future. Therefore, the way and manner teachers should train learners must be for learners' self-discipline and not to the detriment of learners. Just as another novice teacher said "When trying to train or discipline learners, just know that they are kids, they are willing to learn, they need to be taught, and discipline in a positive and good manner" (01FN).

From 01NF's response, three things are to be noted; learners are still young; learners need to be taught discipline in a positive and not punitive manner. Learners are still young, need to be trained and nurtured in the ways of life. The training given to learners at a tender age will either have a positive or negative effect on them. The training will also prepare them ahead for the future. The insights given by the participants on discipline launched the chapter to the participants' perception of corporal punishment.

4.1.2   Discipline as Punishment

Some participants explain the danger and pitfalls of corporal punishment, while others support the reinstatement of corporal punishment. Some assert that Bright High School does not tolerate

the use of corporal punishment on their learners but rather respects them. An experienced teacher said:

> We are a school that does not tolerate corporal punishment; we find ways of getting the kids to do what we want them to do; one of the ways is to train the children with respect (09FE).

Learners need to respect their teachers, so also teachers need to respect their learners too. A teacher using corporal punishment as a means of discipline shows disrespect for learners' dignity and does affect the teacher too. Another experienced teacher mentioned the danger on the side of a teacher using corporal punishment, he said:

> Corporal punishment is not an effective disciplinary measure; at some stage a learner might attack a teacher to take revenge. Once a teacher has been attacked, then his days are numbered (06ME).

The use of corporal punishment affects both learners and teachers; both teachers and learners will suffer from the consequences of corporal punishment. Learners tend to be aggressive towards the teacher, end up not gaining knowledge in the class because they have been terror-stricken and hated the teacher. The learners' academic performance may also be affected as a result of the grudges or hatred towards the teacher. Still on the issue of corporal punishment, some participants explained discipline in the past and that of the present; some supported the ban on corporal punishment and suggested discipline as training to learn. A participant said:

> From what we knew and grew up with, we are being beaten up by teachers as trying to discipline us, but since it's not happening anymore I can say to other teachers we should discipline a child or let train them in a way they should learn. I am sure learners will never depart from it (02FN).

Another opinion on the ban on corporal punishment from a participant was that:

I am against corporal punishment because you are reaching to different learners in a different situation. We can lose it at any time, and then it is going to be an excuse that I lost it. It's good that it was banned (01FN).

Some of the teachers were against the use of corporal punishment, but a participant who happens to be a novice teacher supported and wanted the reinstatement of corporal punishment. When asked about the reinstatement of corporal punishment, he said, "To be honest with you I think it should come back" This prompted me to ask why he wanted the reinstatement of corporal punishment, he replied that:

If you look at the youth in my time when corporal punishment was just going out, the youth of my generation were of good behaviour. Learners are always terrified of teachers and grownups, but nowadays there is no respect at all. I am not talking about violently beatings, but beating in a very light manner for learners to know that disrespecting a grownup to a certain point will result to punishment (03MN).

Three things to be pointed out from 03MN's response: He is still holding onto the past; he has been physiologically affected due to the means of discipline he underwent, which resulted to the mentality of corporal punishment as the best disciplinary measure. 03MN's perception of learners being disciplined means respecting and be terrified of their teachers. Having analyzed how the teachers in Bright High School view discipline, the next discussion is based on the perception of teachers on learners' discipline in Bright High School; the effect learners discipline has on their academic performance; the reasons for disciplined learners in Bright High School.

When interviewed about learners' discipline in the school, some participants gave insight on discipline outside of the punishment paradigm. Some talked about learners being self-disciplined, while some relate good academic performance to disciplined learners. The majority of the participants maintained that most of their learners were well-disciplined compared to other schools in their vicinity. A participant said:

For me, I think we are doing much better than the other schools in this environment in terms of the discipline of learners. The majority of our learners are well behaved and respect their teachers very much (08ME).

Some participants who happen to be a novice teacher also compared disciplinary experience they had during teaching practice to the school they are presently working, one of the novice teachers said:

Discipline in my school is extremely well; learners are well behaved. I have done teaching practices in some schools; so far, the school where I worked now is the best when it comes to discipline (03MN).

Another novice teacher also responded that:

This might be the only school in this Township area that we have disciplined learners; the only school has worked that learners are discipline compare to some schools have done my teaching practices, where the discipline was horrible (02FN).

An experienced teacher who has been teaching in Bright High School for ten years altogether with 22 years of teaching experience said:

Our learners in this school are averagely of good behavior when it comes to discipline. If we compare them to other schools in this environment, they are okay. In other schools, there is chaos and learners are very difficult to manage (08ME).

However, some participants assert that Bright High School also had some disciplinary challenges even though people see their learners as well as disciplined learners. One of the participants said, "No school has a 100 percent learners to control without problems, but on a scale of 1-10 I think we can still be rated 8 out of 10" (06ME). A participant also said, "We do have our problems, but not with the majority of learners, just a minority of learners have disciplinary problems" (09FE). Also, participant 05FN said that when it comes to misbehavior in the class, a teacher might be struggling with 1 or 2 learners especially in Grade 9. She also affirmed that teachers

normally face disciplinary challenges with Grade 9 classes in every school, that is, teachers do complain about Grade 9 being ill-discipline. Therefore, the notion that all the learners in a particular school are all disciplined may be wrong, though people view them as well-performed and discipline learners, there are some who misbehave and give teachers a tough time but might be the minority. A school with well-disciplined learners still has disciplinary challenges, but the management of the disciplinary challenges makes the school different to other schools.

4.1.3   Relationship to educational practice

While the majority of the teachers in Bright High School can boldly say their learners are well disciplined, a question that comes to mind is: how do teachers' understandings of discipline – as either self-discipline or punishment – influence school practices, especially school strategies to manage learners' discipline? Some of these practices relate directly to the school disciplinary policy and strategies (discussed later in this chapter). However, as one of the experienced teachers observed, there are related factors coupled and merged with the school disciplinary policy that have a bearing on discipline (09FE). With what I observed, participants' responses speak of practices relating to school admissions policies, selection criteria, shared vision and values, and leadership decisions around specific structural features of the school, such as class size. Based on information gathered from the interviews, observations and documents, three factors influencing discipline are discussed below: (a) Selection of learners according to their performance in the school entrance examination; (b) Leadership team and teachers share the same vision and goals; (c) Structure of the school.

Selection of learners according to their performance in the entrance examination

The school is a math and science school that uses entrance examinations to select the well-performing learners. To confirm this, an experienced teacher who has been teaching in Bright High School for fifteen years said, "we do select learners with good performance after writing the entrance examination" (09FE). Also, during the interview, one of the teachers was asked about the reason for learners' good discipline in the school, he responded that: "I think is because we took the cream of the crop, the ones who performed well" (03MN). This implies that the school only selects well-performed learners from different primary schools after the entrance

examination. One of the participants attested that due to the school selection criteria, they are able to get academically high performing learners. She said:

> Generally, we have learners here that regularly get A's; high numbers of B's; C's, so we are lucky for the fact that we can select and write entry test for admission of learners (01FN).

Another participant asserted:

> Out of the schools in this area, learners that apply to our school need to write a test before they could be accepted. The accepted learners are the ones that attain the requirement for admission in the test. I believe that is how, in most cases, we get the well-behaved ones (07MN).

From 07MN's response, one thing that comes to mind is that the teachers are linking well-perform learners to disciplined learners. From the teachers' point of view, disciplined learners tend to have good academic performance compared to the ill-disciplined ones. With the privilege the school has in selecting learners based on their performance during the entrance examination, they were able to select the good and well-behaved ones. A participant said:

> To be honest with you it is because we select kids according to their performance, usually, a top-performing kid is a disciplined child who focuses on his studies and works hard (05FN).

Another participant attested that:

> One of the reasons could be because most of the learners were hand pick basically because of their results. Usually, learners who perform better or excellently are the well-behaved learners that you can see in the classroom (08ME).

Some of the participants even compared two classes (one with disciplinary challenges and others with well-behaved learners) with their academic performances. One of the participants argued that: "One of the classes who do not perform is the class with the worst discipline, while the

class with the best results is disciplined" (02FN). Another participant also argued that "learners that are performing excellently are the disciplined ones and the ones that are not performing academically well are not disciplined" (03MN). Therefore, taking the 'cream of the crop', that is, the well-performing learners that sit for the entrance examination had a positive effect on the school good disciplinary conduct, which has been helping the teachers to manage learners' discipline.

The leadership team and teachers share the same vision and goals

This section focuses on the leadership and management of the school. Another factor that helped with discipline and good academic performance of learners boiled down to the commitment of the leaders and teachers at Bright High School. Teachers played a major role in good academic performance and the disciplined conduct of learners in the school; the leaders also played their roles in the school. The principal leadership skills reflect more on the commitment of the teachers in executing their job. Just as one of the participants said concerning the management towards the teachers, especially the newly acceptable teachers she said:

> When our leaders employ teachers, we spell it out to them what the needs of the school
> are and what they are expected to do, if the teachers are not supported by the management
> team things will break down (09FE).

The leaders are fully aware of their duties, as I observed from one of the leaders' attitude is the "willingness and commitment to serve" when I got to the school for my data collection. She happened to be the one taking me around to meet the teachers I might probably interview after explaining the details of my research. She later appointed a teacher to take me around. When speaking to one of the teachers to be interviewed, she voluntarily made herself available to take over the class, in case the time for the interview clashes with the teacher's period. The principal was trying to help me as a researcher and at the same time did not want the learners to lag behind. With such an attitude, the leader serves as an example to the staff in the school. When asked about the zeal towards teachers' commitment to their job, one of the participants said:

> Maybe the way the principal and her deputy lead us as a teacher; we conduct ourselves in
> a good manner because they are also living examples as well. Without them, the staff will

47

be dysfunctional, so with their authority, they lead positively and learn from them as well. They are the ones who make this school function well (01FN).

Both the leadership team and the staff collaborate to make the school successful, and their commitment towards the school showed that they all share the same vision and goals. The staff knew what was expected of them from the leadership team and the leaders also knew when to assist the teachers, especially as teaching workloads have increased. For instance, a participant said the school was trying to keep the class size smaller for teachers to be able to manage the learners effectively. There were now more classes teachers need to teach, which have increased the pressure and workload of teachers. For the challenge to be rectified, the principal decided to employ more teachers with the assistance of the School Governing Bodies (SGB), the participant said:

> The school wants to keep small and manageable class sizes, the teachers do not have a free period, and if they have, they only have 30munites free period in a week. The SGB assisted us when we discussed and decided that we would like to have more teachers so they could have more time to prepare for their lessons. It is very exhausting to teach for 6 hours every day, so we want to give the teachers a little bit of relief (09FE).

Furthermore, apart from the leaders doing their part, the teachers are not exceptional in putting in their effort in the successful running of the school. The teachers put their differences aside and were willing to go the extra mile when it came to the management of the school. One of the participants said the teachers could execute their jobs because:

> We all share common goals which is to teach and be passionate about our learners. Everyone is willing to go extra miles for the learners and our staffs are unified, that is why we are not facing much disciplinary challenges. We have common goals despite our differences; it is always the learners' future that matter. What will feel for each other does not matter; what is important are the learners and individual teacher care, these create a whole pattern of managing any challenges (01FN).

The impact of good leadership in a school cannot be overemphasized. Teaching small classes and learner/teacher well-being appear at the top the list of school's leadership priorities. These

48

are leadership decisions which have a direct impact of the quality of the school experience for both learners and teachers. Progressive conditions at a school start from the top (leaders); if a school is doing well and stands out amongst others, then the leadership team is responsible for the performance, and vice versa. The leadership skills of the leaders reflect on the teachers and learners in a school; when the leaders lay good examples, teachers will follow the same pattern. Leaders and teachers sharing the same vision and goals make the school more effective; as a result, learners at Bright High School perform excellently well.

School structure and everyday routines

The school structure also plays a major role in the good disciplinary act and academic performances of the learners. School structure and everyday routine speak to the way Bright High School organized or set up their daily activities to keep the school running smoothly, and to eschew pitfalls. There are sets of routines and structures in the school which keeps the school functioning. As one participant noted:

> There are set routines and structures at the school; learners know what time school starts and dismiss every day; learners know that if the school says the lesson starts at a particular time, it will start at that time. I know about some teachers in another school who said that if the school is supposed to start at 8:15am they would not start at the stipulated time because of teachers' briefing or some other issues that just surface and the bell does ring for the lesson to start. The routines and structures put in place have helped with discipline in our school (09FE).

The school structure is vital in keeping the school activities effective, learners get used to it when it is followed consistently. For instance, in the case of the time the school starts for the day, both the teachers and learners are aware and will be conscious not to fall behind the time schedule.

Another structure is the class size in the school, learning resources, and bursaries for their learners. Participant 09FE confirmed that the number of learners in Grades eight and nine was around thirty to thirty-six, while Grades ten to twelve had around twenty-five to twenty-eight in a class. The majority of teachers attested to having a smaller class size which is manageable for them, however, few of them complained that they find it challenging to manage class size above

thirty because it denies them of attending to the individual needs of learners at a time. One of the participants who happens to be a mathematics teacher and with a class size of thirty-one learners said that "thirty-one learners in a class is too much to manage in the sense that it becomes difficult if you want to give individual attention to each learner" (08ME). On the structure of resources and bursaries, a participant stated that:

> We are more privileged than other schools because we have got more advantages to the point that many learners have a bursary. Also, in term of numbers, we are not many compare to other schools; our size of classrooms are manageable (07ME).

Also, in the course of my observation, I noticed the school has a Wi-Fi internet connection in all the classes to enhance their teaching and learning. I discussed with one of the teachers that of what purpose is the Wi-Fi internet connection. At first, I thought it was only for the teacher, but the teacher proved me wrong. She said it was for both the learners and the teachers. Tablets were being released to the learners when it was necessary to use them. The school being resourceful and privileged function well compare to other schools in the area. One of the participants said, "we do have learning resources for both teachers and learners to perform well compare to schools with no resources" (02FN).

Another structured activity in the school is the Saturday revision class. The structure is for the revision of all topics learners have taken during the week. The teachers also find it effective in the sense that it helps learners who are not present during the week to catch-up with their colleagues. A participant said:

> We also have a structure in which learners come to school every Saturday for a revision class, but all learners are not always present. It is also an opportunity for learners who missed classes during the week to catch-up with the remaining learners in the class and to avoid learners lacking behind in any subjects (08ME).

The school structure and everyday routine contributes to the successful running of the school, not only did the school have the structure and routine in place, but was also being followed consistently.

In summary, the first theme focused on participants' insights into the term 'discipline', its relationship to academic performance, and the factors contributing to the good disciplinary behavior of learners in their school. Most participants described discipline as not inflicting pain on learners for misbehavior, but rather making learners understand the gravity of their acts and the effect it may have on their academic future. Disciplined learners knew what is right to wrong and did not need to be coerced to do what is right. The findings also indicate that some novice teachers support the reinstatement of corporal punishment. The majority of learners in the school were well disciplined and in return, contribute to the academic performance of the learners. Some factors that contribute to the discipline of learners in Bright High School are: the selection of learners according to their performance in the entrance examination, structure of the school, and the leadership team and teachers sharing the same vision and goals. The next theme concerns the disciplinary challenges in Bright High School.

4.2 DISCIPLINARY CHALLENGES AT BRIGHT HIGH SCHOOL

The majority of teachers stated that they have well-disciplined learners; however, few still complained about misbehaviours –although some claimed not to be a thorn in their flesh– of some learners. The theme is divided into two parts: (a) key disciplinary challenges; and (b) possible causes of disciplinary challenges. Each part is further divided into sections based on participants' perceptions of the disciplinary challenges faced in their classroom and the causes of learners' misbehavior.

4.2.1   Key disciplinary challenges

This section analyzes the challenges which emerged around learners' academic engagement in class and at home,

Failure to complete classwork and homework

The major disciplinary challenge in the school is learners' failure to complete their homework. Some participants complained of learners not doing tasks given to them in the class; some would even do their homework but fail to submit it for assessment. The majority of the participants

complained about the act as the major disciplinary challenge they battled with. Teachers often had to force the learners to do the tasks given to them in the class. Some of the participants said:

> The major problem I can speak of in our school is learners not doing their homework; you will have to force them (01FN); continuously not doing their homework (07ME).
> We have problems with learners not doing a task on time, delaying teaching time; joking around when they are supposed to be working; learners not doing their homework and failure in submitting task (02FN).

In general, the teacher major disciplinary challenges had more to do with academics: learners not doing their homework, classwork, submitting a task; or failing to bring their learning materials to school.

Late coming

Late coming has been a thorn on the flesh of the teachers because they had tried all in their power to curb the challenge, but their efforts proved to be abortive and in return did affect academic performance. Whenever learners came late to school, they would have missed the first and second period. One participant observed that "what we need to get around as a school is how to curb late coming because our learners do come late" (02FN). Another participant noted, "by the time learners get to school they might have missed the first and second period in the class" (07ME). To confirm that the measure put in place to curb late coming was not yielding a positive result, a participant said: "We have a measure –such as contacting their parents– in place to deals with late coming, but it does not decrease the rate of late coming" (05FN). When their parents were being contacted, teachers find out that once their parents were not around, learners showed up in school any time they want.

Noise making in the class

Learners making noise in the class was also a common challenge in the school. Although most participants counted noise making as a minor issue, it was a challenge they continuously experienced. Some learners were used to noise-making while others roamed about in the class; the most relieving part was that the teachers could curb the act. Some respondents reported that learners sometimes misbehave to be noticed in the class; sometimes giving learners little freedom for awhile is necessary. Still on the challenge of noise making, some participants said:

"it is noise and walking around earnestly; learners just want attention because they are not being recognized, and want to be known" (02FN) "noise in the classroom is not much for me"(08ME). A participant with nine years of experience in the school and thirty-nine years in the teaching field said: I don't have any other serious issues with them, it's just the noisy ones and talkative ones" (06ME). Noise making was an everyday challenge in the school, but not a serious problem, it was seen as a challenge the teachers could manage.

Theft

One of the participants with ten years of experience in the school said the issue of theft started with the introduction of new technology. The theft was not part of the disciplinary challenges the school experienced before, but with the introduction of the tablets to enhance teaching and learning some learners took advantage of stealing some of the tablets. The participant said: "With the introduction of new technology we have got the problem of theft, and you can't just point at a learner since there is no evidence to prove that" (08ME). Another issue around theft was not getting to know the perpetrator of the act and teachers found it difficult to point to the culprit without concrete evidence.

To conclude this section, some participants asserted that learners fighting each other are not frequent and very rare in disrespecting teachers in their school. One of the participants said:

> Our learners take advantage of new teachers, the first few days they will respect you, but when see any weakness in a teacher they will try to take chances, but at the end, the teacher will end up taking charge of the class (05FN).

Another participant said:

> It is rare to see our learners fighting; it does happen but not a frequent. It is also rare to have learners who disrespect their teachers; our school is not of custom to disrespecting teachers (03MN).

What the teachers had noticed is that learners liked taking advantage of new teachers, but as part of the school culture, experienced teachers always came to the rescue of such teachers.

4.2.2   Possible reasons for disciplinary challenges

This section analyses the factors which might explain the behaviour manifested by learners in the school. Teachers pointed out the following factors, reflecting different and sometimes contradictory arguments among the respondents.

Family and environment factors

Some respondents argued strongly that family and environmental factors contributed to learners' discipline at Bright High School. The view supporting this position held that learners from "a good home and well trained" tend to be well mannered outside, asserting that the way a learner is raised tells a lot about their character. To start with, one of the participants said:

> There are many factors that contribute to learners' ill-discipline acts; some learners come
> from a broken family and were not well brought up, as a result, when they get to school,
> the teachers find it difficult to manage them (07ME).

Participant 07ME also felt that some parents used the school as a "dumping ground for their spoilt kids", he said, "parents need to train their children right from home, but not with the use of corporal punishment" (07ME). In the case of corporal punishment, some learners are used to corporal punishment at home; as a result, it becomes difficult for teachers to manage the learners outside of the punishment paradigm in school.

Another participant said: "I think is from their background (home) the way they were raised, so we can say their environment and family contributes to the way they behave" (01FN). In a similar vein, two participants said: "I think the kind of environment and family background where the learners were raised tells a lot about them" (07ME). "Environment learners live does reflect in their behavior" (08ME).

Other respondents argued strongly against the family and environmental factors argument mentioned above. As one participant said:

> Discipline got nothing to do with the environment you live; there are learners at schools
> that are not in township areas which are disrespectful because they are spoilt kids
> (03MN).

Another participant who also disagreed with the argument that family and environmental factors are largely responsible for learners' misbehavior said that what is important is for teachers to understand the kind of learners in their classrooms. She said:

> You might find that they are crying for help; maybe that is why they misbehave. Some
> learners do not know how to express what is troubling them, so teachers need to observe
> and understand their learners (05FN).

They claimed that understanding learners' individual differences is paramount; this will give teachers an idea of what is troubling their learners and find a way around the problems.

Alcohol and Drug Abuse

One of the causes of indiscipline was identified as learners' intake of alcohol; but this was not that rampant among the learners in Bright High School. Alcohol was associated with some of the Grade Ten learners, especially when there was a special occasion in the school. A participant observed that "some learners are using drugs and do drink alcohol" (07ME). Another said, "Some will come to school drunk and start misbehaving, so it becomes difficult to control the learners" (04MN). From the participants' response, it is glaring that alcohol intake is a huge problem in the school because it is difficult to curb and still do not have a solution to such disciplinary challenges.

Drug abuse is also one of the causes of the disciplinary challenges face in the school. Some participants said there were cases of some learners taking drugs: "We also do have learners that do substance abuse" (09FE). "I think there are some learners that are using drugs, there is a drug problem especially when will have an event in school" (04MN). Another participant reported that some of their learners take drugs and could not find a remedy to the problem, he said:

> We have a lot of learners who are taking drugs, and I have noticed that we are struggling
> to deal with that problem, that is why you find some learners continuing with the act. This
> has become a huge problem and we are struggling to manage it (O7ME).

In summary, the theme focused on the disciplinary challenges and the causes of ill-discipline in Bright High School. Even though the majority of the participants claimed that their learners were well disciplined, Bright High School still faces some disciplinary challenges such as: failure in

doing class and homework, late coming, noise-making, and theft. Participants traced the causes of ill-discipline in the school to either family or environmental factors or to alcohol and drug abuse. Hence the findings show that although the majority of Bright High School learners are well disciplined, teachers still face challenges with learners' discipline. Disciplined learners tend to have good academic performance compare to the ill-disciplined ones.

4.2 DISCIPLINARY POLICIES IMPLEMENTED IN BRIGHT HIGH SCHOOL

Section 8 of the South African Schools' Act (SASA), 84 of 1996, states that the governing body of a public school must adopt a code of conduct for the learners after consultation with the learners, parents and educators of the school. The code of conduct must aim at establishing a disciplined and purposeful school environment, dedicated to the improvement and maintenance of the quality of the learning process. This section focuses on the disciplinary policy, and related strategies, implemented in Bright High School for learners' discipline. I divide this section into two parts (a) teachers' view on the school disciplinary policy; and (b) strategies for discipline.

4.3.1   Teachers' view on the school disciplinary policy

Bright High School has a disciplinary policy, but conflicting perceptions surfaced when asked about teachers' knowledge of the school disciplinary policy. Answers given by participants varied, with the information gathered, it shows that experienced teachers are aware and familiar with the school disciplinary policy while some novice teachers did not know what the school disciplinary policy entailed.

Of those who were aware that Bright High School had a disciplinary policy, the majority of them asserted that the policies were not implemented. Some said that the policies were implemented but do not yield positive results, while others do not know what the disciplinary policy entails. When one of the participants was asked if the school had a disciplinary policy and whether it was implemented, she said: "we do have disciplinary policy, and it is generally followed" (09FE), but when another participant with nine years experience in the school was asked, he said: "Yes, we do, but we don't use it often" (06ME). He further explained what the policy and the code of conduct means. He said:

We have a disciplinary policy; in my opinion, a disciplinary policy is like a general set of broad principles and penalty which teachers need to apply. Disciplinary policy outlines different form of misconducts and the penalty for an offense while the code of conduct explains the conduct expected of a learner, that is, how learners should comport themselves in school. Teachers do have a code of conduct in their files, and it has been the same for the past years (06ME).

What can be deduced from the above statement is that policies are usually 'broad guidelines' for the application of every corrective measure. A code of conduct entails a set of rules stating how learners should behave or treat others in the school. Clearly, participant 06ME was fully aware of the disciplinary policy and what a code of conduct entails. However, the question remains: why does the school not use it often? This question was answered by another participant, who stated that the disciplinary policy was not effective. She said: "The school does have a disciplinary policy, but it is seldom implemented; even though the school has a disciplinary policy, it is not being used often because it is not effective" (05FN). Why is the policy not often implemented? Another participant said:

We have it on paper, but we are not using it. I don't know for others, but with me, I think it might be too much for people to go and be reading the penalty for any offense committed every time, there is no time for that (02FN).

When another participant who claimed that the disciplinary policy is being implemented was asked whether the policy yielded a positive result, she said:

Somehow to a certain extent, it yields a positive result. We should also remember that those structures are overseen by the teachers who need to attend to their classwork, so if the pressure is too much, they sweep some cases under the carpet and ignore them as if they do not see them (05FN).

From 05FN's response, it is glaring that the teachers viewed the school disciplinary policy as ineffective and time-consuming. The majority of the interview respondents claimed that the policy did not yield a positive result as expected. Most of the teachers saw no reason to follow such policy when the need arose because it was ineffective and a waste of time. The teachers

have got a lot of work to do in the class, and seemed to interpret disciplinary measures in their own way, one that seemed better and yielded positive results.

For instance, a participant was asked about some of the disciplinary measures in the school disciplinary policy; he mentioned detention but said it was no longer in practice. The answer given triggered the question on why detention was no longer practiced in the school, he said: "learners on disciplinary cases are always kept for detention in school on Friday, but it is not happening anymore" (08ME). Why is it not happening anymore? The participant said:

> I think it is because of the time issues, the teachers that usually take them to the hall for detention on Friday want to go home on time. Other staff will go home, and the teacher handling detention will be the only one left behind, there was a robbery sometime last year, so I think that is why we cannot continue with detention (04MN).

The issue here is not only about time but also security issues; teachers were afraid to be left alone with learners in the school because of the unsafe environment where the school is situated. Hence, the major reasons for teachers not following the school disciplinary policy as mentioned by some of the participants was because that viewed the policy as not effective, time-consuming, and in some cases, presented security challenges.

Also, some novice teachers do not know what the disciplinary policy entails. A participant who happens to be a novice teacher was interviewed about disciplinary policy in the school and she said:

> Yes, we do have a disciplinary policy and [it] does yield a positive result because if you want to discipline the learners and you say to him/her that you are taking him to the principal, they know they have just crossed the line (02FN).

When asked to mention some of these disciplinary measures she said, "I cannot talk much about it because I am not in the committee and have never taken a learner to that level" (02FN). As another novice teacher commented: "we do have a disciplinary policy, but if you ask me to read it, I don't know it" (01FN).

Therefore, if the majority of the participants claimed that the disciplinary policy is seldom implemented in their school and some are not aware of the policy, then what strategies does the school use in managing discipline? This launched the theme into the findings on measures implemented by teachers for managing discipline. In the course of the interviews, the participants described some of the strategies in the school disciplinary policy that sometimes seem effective and manageable; the teaching approach and the institutional process through which discipline is managed in the school. Teachers' engagements with these strategies are discussed in the next section.

4.3.2   Strategies for discipline

Bright High School's disciplinary policy incorporates five strategies ranging from punitive (detention), and relational (involving parents and social workers) to positive pedagogies (keeping learners engaged; positive reinforcements). This section highlights the strategies used in curbing learners' misbehavior in Bright High School. Figure 2 below introduces the institutional process and disciplinary structures and strategies to manage discipline in the school.

FIGURE 2: Strategies often implemented for disciplinary issues in Bright High School

Hierarchy of authority in disciplinary issues

Discipline is managed in Bright High School through a set of disciplinary structures, which channel disciplinary cases through leaders according to their location in the institutional hierarchy of authority. Figure 3 below illustrates the institutional pathways and structures involved in addressing disciplinary cases.

FIGURE 3: Hierarchy of authority in managing disciplinary issues in Bright High School

Learners with disciplinary issues are sent to the grade head, and if the case is beyond the grade head, it will be taken to the head of the department and principal for a further hearing with the disciplinary committee. When interviewed about the strategies used in curbing learners' misbehavior, a participant said:

> If a learner misbehaves, once the teacher can't handle the case, it will be taken up to
> the grade head. If you have done everything you could and you are failing, the grade
> head will sort it out (01FN).

If the class teacher has done everything in his power and could not yield a positive outcome, then the case will be reported to the grade head. Who is are the Grade heads? Grade heads are in charge of the entire grade; they oversee a whole grade in the school. If a teacher is having challenges in his or her class, a report has to be made to the grade head before going to the principal. Cases of disciplinary problems that cannot be handled by teachers are directed to the grade head:

> Grade heads are our superior, they are in charge of discipline and whatever they come up
> with will be taken to either the deputy or the principal. Learners know that once they

misbehave and their cases are being taken to the grade head, then they know that trouble will be coming (03MN).

Another participant attested to the statement made by participant 03MN, she said:

We have the class teacher; grade head; head of the department; principal; disciplinary committee; SBST (School-Based Support Team). Once a learner misbehaves, if it means to be disciplined you have to be disciplined, if it means to be taken to a social worker for assistance we are taking you there (08ME).

After the hearing of the case by the disciplinary committee, the School-Based Support Team knows what needs to be done. As a result, learners tend to be well behaved once the teacher mentions the grade head or principal. When a teacher was asked how he curbed misbehavior in his class, he said, "honestly I always tell them that I will take you to the principal if you misbehave, then they will listen" (01FN). Another participant said, "If you want to discipline the learners, just tell them you are reporting them to the principal, they'll know they have just crossed the line" (02FN). Learners tend to avoid their cases being taken up the hierarchy, so the structure put in place does help with learners' discipline.

Detention

One of the disciplinary measures used in the school is detention; learners with disciplinary cases are put together in the hall on Fridays after school hours for some time before letting them go home. One of the participants asserted that "like before, if you are late to school you will undergo detention" (07ME). Another participant said that the school management makes sure their parents are informed to expect their children early at home after school hours, but what effect does detention have on learners' behavior? According to some participants, the learners saw this form of discipline as nothing unusual, and often equate it to having fun. Even though most participants mentioned detention as one of the strategies to curb misbehavior, some claimed that detention is not consistent while other participants offered additional reasons, such as time constraint and safety issues.

Positive reinforcement

Another strategy mentioned by some participants is positive reinforcement. One teacher said that he rewarded learners following a desired behavior. The reward encouraged them to continue in the same manner, as a result, learners wanted to be on good terms with the teacher because the learners knew they will be rewarded. The participant said: "The only thing I know is positive reinforcement; it encourages them to do the right and positive things" (07ME). Some teachers believed if a learner was rewarded for good behavior, such a learner would continue in that manner and would also encourage other learners too.

Social worker intervention

Another measure put in place is social worker intervention. This intervention tackles the psychological and emotional states of learners. The school realizes that learners sometimes misbehave due to psychological and emotional trauma; sometimes learners cannot express themselves unless they undergo therapy. Some learners face challenges at home, which affect their behaviour in school. Like what a participant said about a learner she had issues within her class, she said:

> When I spoke with his parent, I learnt that something is going on in their home, which is why the child misbehaves in the school. The school does intervene with the help of social workers (05FN).

Referring learners with challenges to the social worker may uncover the causes of their misbehavior. According to one of the participants, she noticed that some learners in the school had anger issues and realized that the best way to handle the problem was to send them to a social worker for counselling. She said:

> We realized that learners' anger issues need to be dealt with. The school refers them to the social worker so that they can look at those soft skills that needed to be developed in a particular child. Learners sometimes do not know why they misbehave, but through consultations and sessions with the social workers, they may uncover the reason learners misbehave (09FE).

Social workers' intervention helps in getting to the root of some misbehavior in learners; they also help with sessions of counselling to make learners better persons.

Increase parental involvement

The school contacts parents to update them about their child's performance and behavior in school. The school makes sure parents are aware of issues and the decision taken concerning their kids. A participant had this to say concerning parental involvement, she said:

> What we try to do is to include the parents in whatever decision we make regarding their children. If the child is not behaving well, the parents are called in and ask them to assist us in managing the child. What we also have is that we do have parents' workshops, the parents are invited; we talk about issues that affect the learners; how parents need to relate with learners by speaking and correcting them love. We also tell the parents to praise them for the good they have done because the only time some parents speak to their children is when they want to scold them for something they did wrong. The school does have a relationship-building workshop with parents (09FE).

The school does not only involve parents regarding their children's' misbehavior and decision making, but also organize a workshop with them to discuss matters affecting their children in school. The school sensitizes parents on how to relate to and train their kids. For instance, one of the disciplinary challenges faced in the school was learners not completing their homework; after all the measures put in place to curb the act do not yield a positive result, some teachers will call the parents and notify them. A participant said:

> One of the disciplinary challenges we face is learners continuously not doing their homework. The first level of intervention is at the class, what we do is that the teacher will call you and have a check on you. If there is ongoing failure to do homework then they get referred to the grade head and if the head cannot handle it, we normally call the parent to discuss the issue for the problem to be solved (02FN).

Therefore, consistent parental involvement curbs learner's misbehavior and also yields a positive result.

Keeping learners engaged

A very effective strategy for discipline and curbing disruption in the classroom is the way the teachers keep their learners engaged in the class. The diagram below illustrates the process in keeping learners engaged in Bright High School.

'Do now'
Excercise given to the learners at the begining of the lesson

'I do'
Teacher teaches the lesson

keeping learners engaged

'We do'
Phase of interaction between the teacher and learners

FIGURE 4: Process to keep learners engaged in the classroom

The practice is common among the teachers in the school; I was able to get this fact during my observation in one of the classes, where the teacher kept the learners busy throughout the lesson. The teacher engaged the learners by making sure all the learners participated in the class exercise, so within this period, the learners made sure the questions to be asked by the teacher

did not catch them off guard. A participant stated that keeping learners engaged in the class requires proper planning:

> You need to plan your lesson in such a way that learners are constantly kept busy. Keeping them occupied with a task in class so that there will be no time to misbehave or talk to friends during the lesson. The minute they have free seconds, that is when they start misbehaving (05FN).

Keeping learners busy until the last minute of the lesson relieves the teacher from stress and makes teaching and learning effective, at the end of the lesson, both the teacher and learners benefit from the lesson. Also, another participant asserted that once the learners knew that there would be a task for them after the lesson, they made sure they listened and behaved well during the lesson. A participant said:

> Teachers must have something to keep their learners busy, like after you have done explaining the lesson, it is good to give the learners classwork with a specific time to finish the work (01FN).

Another participant confirmed the above statement by saying:

> I manage discipline by giving them a lot of classwork when I feel like the class is too noisy, or I can't manage it. With this, they will be quiet. I have my normal routine for classwork, but it sometimes loaded because of the learners not wanting to be well behaved during the lesson (02FN).

The keeping learners engaged strategy is divided into three phases, they are: **"Do now" "I do" "We do"** One of the participants attested to the approach, he said:

> My lesson is divided into three parts, which are: 'do now' part; 'I do' part; 'we do' part. The 'do now' part is for the learners, I am the one doing the talking on the 'í do' part, the 'we do' part is when we are discussing together and contributing to the lesson. In this way, learners find it difficult to disturb the class (07ME).

The **'Do now'** phase

The purpose of the 'do now' phase is to let the learners settle down once they enter the class. Learners move from one classroom to another for each subject lesson. For instance, the period

each grade has a mathematics lesson, learners in that particular grade will have to move to the mathematics teacher's class, this applies to all subjects. The moment learners file in for a class, there is always a task to do instantly, which is called 'do now'. Each learner will quickly find their seat and quietly do the task given to them on the board. In regards to this strategy, a participant said:

> What I do when they come to class is that I have work set for them already, I call it 'do now' to let them settle down because I know if they do not settle down, I will struggle at the beginning of the lesson. The 'do now' takes about five minutes or less, so on getting to the class learners have work to do, which is already on the board (07ME).

The 'do now' phase is not only for the learners, the teacher also participate by inspecting learners' work to see if they are on the right track. The participant said: "The 'do now' part is for the learners to do their work, and I will be going around seeing those who are struggling with their work" (07ME). Even with the teacher supervision, there is also a reward for the learner that will finish the task first; this will motivate the learners to concentrate and not to waste time on the task given. A participant said:

> With the 'do now' part, learners have no time to make a noise because there is a stipulated time for them to finish the work. Also, learners want to finish up quickly, because teachers do award them for submitting first (09FE).

The **'I do'** phase

After the 'do now' phase, the next phase is the 'I do' phase. The 'I do' phase is on the part of the teacher; this is the time the teacher will take the learners through the lesson for the period. The teacher makes sure the teaching is effective, checking on the learners often by asking them questions to know if they understand the topic.

The **'We do'** phase

This phase includes both the teacher and the learners, both discuss and contribute to the lesson. This is when the learners ask any question relating to the topic, the teacher will proffer an answer to the question, and homework will be given to the learners.

One of the experienced teachers noted that in the event of keeping the learners busy in the class, teachers must anticipate the type of questions learners may ask during the lesson, she said:

> If you occupy them within the period of the lesson, then they will be engaged and won't have the opportunity to disrupt the class. Teachers must also anticipate the type of questions the learners may ask in order not to be caught off guard (09FE).

From 09FE's point, it is not just about keeping learners engaged in the classroom; teachers also need to be competent as well.

As a result of the practice, learners concentrate and listen to the teacher because they know there will be questions for each learner in the class to answer. The teacher and learners will eventually enjoy teaching without disruption. The practice can also be used as a teaching approach by teachers; the approach will be discussed later in Chapter Five.

Also, assistance given to novice teachers in the school cannot be over-emphasized. The school leadership and experienced teachers do help novice teachers when it comes to class management. Novice teachers tend to struggle in their early stages of teaching; they struggle to manage their learners because they are new in the field. Just as one of the novice teachers said: "I am struggling as a novice teacher in the area of discipline" (02FN). Another novice teacher said:

> When I started working here, I struggled with discipline to the point that I used to call the Principal, Vice-principal, Head of Department and many people to come and assist me because I did not know how to manage discipline in the class (04MN).

From 04MN's response, it shows that novice teachers often struggled with learners' discipline because they were new in the field and lacked experience. Another reason was that learners tended to disrespect novice teachers because they were new; learners took advantage of them. An experienced teacher said:

> Our learners take advantage of new teachers, the first few days they will respect you, but if they see any weakness in a teacher, they will try to take chances (08ME).

Another participant also said:

> What I have seen is that if you have never taught those learners before you will struggle in maintaining discipline in the classroom. When you talk to them it will be as if you are a stranger from outside but if you have been teaching them before they will respond to you better (06ME).

As a result of some of these challenges, some teachers do quit their job once they cannot cope or handle the challenges. A participant attested to this, she said:

> A teacher started here last year and left this year. She wasn't able to manage the class. The teacher was a novice teacher who got frustrated and left (05FN).

To abate novice teachers struggling with discipline or leaving the profession, the school leadership and experienced teachers often lent a helping hand in managing disciplinary issues in the classrooms. Novice teachers were assisted with situations they were unable to deal with. Novice teachers approached other teachers for assistance, especially the ones who were well known to be disciplinarians; learners tended to behave well once they heard their names. A participant asserted that:

> We as the new entrance educators; we do make use of the staff to assist us here. If we tell a learner that I will call on Mr. 'whatever' if you disrupt the class, they will keep quiet (01FN).

Another participant spoke about equipping novice teachers with techniques on managing their classroom, she said:

> What we do in the school is to equip the novice teachers with the techniques on classroom management, for them to be in charge of the class and also make sure the curriculum is delivered. They must also identify learners going through pressures or anxiety or other problems; they need to be able to pick that up; in this way, they will be able to manage their learners (09FE).

Clearly, teachers collaborate to manage learners' discipline and to make the school function well, and for novice teachers, other teachers do lend a helping hand when faced with a disciplinary

challenge. In the long run, novice teachers become better teachers and develop their own styles of tackling any challenges in the classroom.

In summary, this chapter analyzed the data on the disciplinary policies implemented in Bright High School in two parts: teachers' perceptions of the school disciplinary policy and the strategies for discipline in the school. The finding shows that experienced teachers are aware of the school disciplinary policy, while some novice teachers do not know what the disciplinary policy of the school entails. The strategies implemented for discipline in the school include detention, positive reinforcement, social worker intervention, increased parental involvement, and keeping learners engaged in the class which also gives insight to an effective teaching approach. These strategies may be grouped into three categories:

- o Punitive strategies, such as detention;
- o Relational strategies, such as including parents and/or social workers in decisions around discipline and academic work in general; and
- o Positive pedagogical approaches that interest, excite and engage learners in their academic work

As discussed, some of the disciplinary policies, especially the punitive strategies, have not been effective. In relation to the focus of this research, we have much to learn from the relational and engaged teaching approaches that permeate the academic culture of Bright High School. Both types of strategies operate outside of the punishment paradigm.

4.3 TEACHERS' AUTHORITY IN RELATION TO LEARNERS' DISCIPLINE

What can we learn about teachers' authority from the experiences of teachers at Bright High School? This question was pursued by analyzing participants' conceptualisations of authority, and their understanding of their own authority in relation to learners' discipline (classroom management). Do they perceive learners to recognise their authority as teachers?

4.4.1   Conceptualizations of teachers' authority

Two views of teacher's authority emerged from the interview responses. Some participants understood teachers as authority figures in the area of subject matter (teacher as *an authority*) *and* teachers as authority figures in managing their classrooms (teacher *in authority*). Interestingly, this view was dominant among experience teachers, who distinguished between these two modes of teachers' authority: (a) the teacher as *an authority* in her or his field of specialisation; and (b) the teacher *in authority* in her or his classroom, that is, the ability of the teacher to effectively control and manage the classroom. A second view, evident among some novice teachers, only saw authority in terms of teachers having control over learners in the classroom. Novice teachers often confused "authority" with "being authoritarian" and also therefore struggled to exert their authority in the class. For as one a novice teacher said, "I will be honest with you; I am struggling as a person and a first-time teacher with discipline, especially when it comes to classroom authority" (03MN). An experienced teacher attested to the claim that a novice teacher struggled to be in authority in the classroom by reflecting on his experience when he was a novice teacher. He said:

> When I started teaching, I use to call on experienced teachers to assist me in managing the class because I did not know how to exercise my authority. When learners know that a teacher struggles to control them, they will take advantage of that to misbehave in the classroom (07ME).

Clearly, novice teachers at Bright High School found it tricky to exercise their authority in the class; as a result, they struggled to manage discipline in their classrooms. However, experienced teachers at Bright High School worked with a more nuanced view of teachers' authority and how to exercise it. This key finding is summarized below. Participants' perceptions of teachers' authority is therefore divided and analyzed according to the response from experienced and novice teachers.

Experienced teachers' perceptions of teachers' authority

This section focuses on the understanding of experienced teachers of the term 'authority'; that is, the meaning experienced teachers read into authority. For a better explanation, the section is divided into two parts: the teacher as *an authority* and teacher as being *in authority*.

The teacher as *an authority*

The view of the teacher as an authority recognizes teachers as having authority in their area of specialization, that is, authority in the area of the subject matter. Proficiency in the subject matter makes a teacher an authority over the subject. Teachers need to be able to command their subjects, this is crucial, without the good knowledge of the subject matter, teachers may eventually lose their authority in the classroom. In regards to the point mentioned above, an experienced teacher said that:

> The moment learners do not believe in you, it becomes challenging for them to pay attention to you when you are teaching, but if you are a master of your subject then learners will have all the faith in you and respect you (08ME).

Another experienced teacher also viewed teachers' authority as having "the content knowledge to teach; how teachers project themselves; a good content of the subject matter" (09FE). A participant said that:

> The word authority could be an old fashioned word -authority is likely away from what was used to be known as corporal punishment-but it is applicable in the sense that it is about your style and your knowledge of your teaching subject (06ME).

In the past, authority was determined by corporal punishment, but now, corporal punishment has been banned, and teachers need to find ways to be in authority outside of the punishment paradigm. Unsurprisingly one of the participants said:

> Teachers must adapt to the changing in the Education System; community and broader society at large. A Teacher must adapt to all the changes in place, the old fashion of authority is not going to be effective (06ME).

Teachers must find a positive way to be in authority in a democratic classroom. Hence, teachers' authority will be derived on how well teachers know their subjects and how well they research outside the subject. Authority lies in teachers' basic curriculum knowledge and extensive knowledge of their subject.

The teacher as being *in authority*

The view of the teacher as being in authority speaks about teachers having control in the class as an authority figure. The teacher as an authority figure must be able to maintain and manage the class by exercising his or her authority. The question is, how can a teacher be in authority in a democratic classroom? Participants' perception of teachers being in authority shows that teachers must possess some good qualities. One of the experienced teachers said, "Your personality will determine your authority in the class" (06ME). What does teacher personality entail? Teachers' personality entails the presence of the teacher, confidence, communication skills, and relationship skills. One of the participants said:

> I do not see authority as you 'do what I tell you to do' that kind of authority, but it is all about the presence of the teacher. Teachers must be confident and must relate well with their learners, in this way they can exercise their authority because learners suppose to learn from them (09FE).

For teachers to be in authority, he or she must possess good qualities, that is, the way teachers relate and communicate with learners. With this, the teacher will be able to exercise his or her authority effectively. Therefore, teachers' authority is not about standing with a stick in hand or frightening the learners; it all about the personality of the teacher. One could add, noting the comments from other experienced teachers at Bright High School; it is also about the teacher's understanding of scholarly relationships in a democratic classroom *and* the content knowledge of the teacher (as an authority on the content).

Novice teachers' perceptions of teachers' authority

This section focuses on the understandings of novice teachers of the term 'authority'; that is, how novice teachers in Bright High School viewed teachers' authority. The interview data suggests that some novice teachers' perceptions of authority were only based on teachers having full control of the class and seeing themselves as the person in charge of the class. How do teachers have full control of the class? Some novice teachers seemed less clear about what it takes for a teacher to be in authority in their classrooms. Attesting to this, one of the novice teachers said:

> When a teacher walks into the class, learners must be able to distinguish now that we
> need to keep quiet and listen to what the teacher have to say. Also, maybe when you get a
> task, learners can start doing the task without wasting time (02FN).

In the case of participant 02FN, she saw authority as learners respecting the presence of the teacher and obedience to the teacher's instruction. Obedience from learners may either be as a result of fear or teachers possessing some qualities that positively influence learners' behavior. How do teachers gain respect and obedience from learners without instilling fear in them or in being authoritarian? Another novice teacher also stated:

> Authority is more like having the upper hand to take control of your classroom. The
> learners must know that you are the person who is in charge of the classroom. Learners
> need to know that I am in charge, I must also be sure that they are safe with me (01FN).

Participant 01FN saw teachers' authority as being able to "have the upper hand" in the class; that is, the teacher was in charge of the class and had authority over the management of the classroom. Even with authority confined in her; she understood that learners must be safe with her. 01FN understood the pitfalls of being an authoritarian teacher. Although she had the power to manage the class in her own way, she also made sure that no harm came to the learners. She illustrated with a further example, using a business metaphor, taking the authority chain from the manager to the workers she said:

Learners must know that if I can take it to a business way, I am the manager in the class and they are my workers, so they need to adhere to my rules. When I am teaching, I use my authority to make sure everyone participates during the lesson (01FN).

From 01FN business conception of authority, she viewed teachers as the managers and workers as the learners who must adhere to the rules given by her in the classroom. Another novice teacher also viewed a teacher as the leader and learners as the subordinates; she said: "I don't always try to be the only transmitter of knowledge and a dominant person" (05FN). She qualified, without elaborating on, her use of "subordinate" in the sense that learners also had a say in decisions taken by the teacher, and the teacher allowed the learners to contribute to the daily running of the classroom. 05FN viewed the teacher as someone who leads the learners and allowed the learners to be active in class as well, not in the sense that the teacher is the boss and learners need to serve the teacher. Some novice teachers seemed to know what authority is, but their major challenge was how to be in authority in the classroom. A key part of this challenge was that some teachers tended to collapse the meaning of "authority" into "being authoritarian", as discussed in the next section.

4.3.2   The distinction between authority and authoritarian

Some novice teachers confused authority with being authoritarian, while others clearly distinguished between these two positions. Some also had the idea of teachers' authority in the past, the present, and the pitfalls of authoritarianism. Some of the novice teachers viewed the authoritarian teacher as "someone who just imposes with no valid reasons, it causes fear in learners, and this makes the majority of learners turn against their teachers" (02FN). Another participant said: "authoritarian means being too strict and harsh" (01FN), she explained further that harshness hindered effective learning; children of today wanted teachers to listen to them well. Teachers who understood their learners are those who listened to and shared a good relationship with them; this relational dynamic cannot be visible when a teacher is too harsh on the learners. 01FN concluded that: "A teacher being an authoritarian will never work; I exercise my authority as much as I am not to be harsh on learners because I don't want to be a monster."

The above responses indicate that some novice teachers who understand that being an authoritarian or the exercise of authority like it was in the past will harm learners. Some also

believed that authority can be exercised outside of the punishment paradigm, discussed later in this chapter. To buttress my point, another novice teacher attested that: "I did not know how to manage discipline in the class, so I decided to become very strict, but I realized that it becomes challenging for the learners to learn" (05FN).

The interview data also show that some novice teachers viewed authority as what it was in the past; that is, how teachers viewed authority during the apartheid era. They viewed the exercise of authority as a means to punish learners; in essence, some of the novice teachers confused authority to be authoritarian. One of the novice teachers said:

> Yes, teachers do have authority, but from the perspective of the Department of Education, they sort of weaken that authority to the point that you cannot do anything. If you raise a voice a bit to a learner it is called a form of punishment, I don't know how to put it, but the authority is very less, and there are very few things that you can do to instill discipline (04MN).

The above statement prompted me to ask about the link between authority and punishment: "So do you think teachers' authority relates or can be linked to punishment?" Participant 04MN answered: "Mostly that is how it's understood". 04MN saw authority in terms of teachers not being allowed to punish learners; he believes that the ban of corporal punishment had weakened teachers' authority. To him, due to the prohibition of corporal punishment, teachers could no longer exercise their authority in the class and this weakened the means to instill learners' discipline. Reflecting the confusion between authority and the idea of being an authoritarian, another novice teacher asserted that:

> When it comes to punishing learners, our hands are tied, and we cannot do anything. Therefore teachers' authority is weakened by the Department of Education to the point that it becomes difficult to talk to learners and listen to you (03MN).

To some novice teachers, the ban on corporal punishment meant that teachers could no longer exercise their authority in the class or instill discipline. By confusingly equating the use of authority with the authoritarian mode of discipline, some teachers refrained from exercising their authority at all. Just as 04MN said earlier, authority has been understood to be a means to punish;

he believed that the ban placed on corporal punishment has weakened or rendered the authority of the teacher useless. However, in the case of 06ME, he believed that the reason some teachers shied away from the use of their authority was not because of the banning of corporal punishment, it was rather because the teacher could not cope in the teaching profession. He said that:

> Teachers' withdrawal from exercising their authority is not a matter of corporal punishment been banned or exaggeration of learners' rights, but rather because they cannot cope in the profession. I will suggest that such teachers should leave the teaching profession (06ME).

To support what 06ME said, one of the participants argued that teaching and learning could not be effective if teachers chose to shy away from exercising their authority in the classroom. He also claimed that such a teacher does not belong to the teaching profession, and that they should rather quit the profession. He said:

> If a teacher shies away from authority, that means there is no teaching and learning going on, so if a teacher doesn't exert authority then you don't belong to the profession, the teacher must resign. When you are in a class, you must be able to control and manage the learners (08ME).

Therefore, if the reason for teacher's withdrawal from the use of authority is not the ban placed on corporal punishment, what is now the reason for some teachers' withdrawal from the use of authority? One of the participants said that the moment a teacher chose to shy away from exercising his or her authority, the discipline in the class automatically collapses. A participant asserts that:

> For me, as a teacher in the classroom, you must have authority for learning to take place, because the moment you don't have authority then the discipline in the class automatically collapses (09FE).

The question, is why would some teachers choose to shy away from the use of their authority? The responses from the interviewee summed up several factors that explain why some teachers shy away from exercising their authority, as discussed in the next section.

4.3.3   Factors explaining the withdrawal of teachers' authority

This section focuses on the reasons some teachers shy away from exercising their authority in managing learners in the classroom.

The psychological effect of the traditional mode of authority on teachers

The data supports a long-standing argument in thepost-1994 scholarship on South African educational studies (as discussed in Chapter Two) that the way authority was viewed during the apartheid era may have affected teachers psychologically: some teachers fail to liberate their teaching approach from the restrictions of the past; they struggle to be in authority in the classroom without being authoritarian. Abandoning corporal punishment was difficult for teachers brought up with this authoritarian and punitive mode of discipline and authority. Some teachers saw alternatives to corporal punishment as ineffective and frustrating. One of the participants said:

> Some teachers felt overwhelmed and frustrated. There is no form of punishment you can
> use; you are not allowed to let them stand, standing next to the door or sitting on the floor
> is not allowed because it is corporal punishment. Teachers do not know what to do,
> especially the novice teachers or for those who are yet to be parents, how will they know
> how to deal with the learners in the classroom? (03FN).

What comes to mind from the above response is that some educators viewed the exercise of teachers' authority as a means to punish learners. They have a limited notion of the term 'authority' on their mind and therefore felt frustrated and helpless after the ban on corporal punishment. Some teachers also assumed that the new democratic law privileges learners' rights over teachers' rights and found alternatives to corporal punishment to be ineffective. A participant said:

> The main reason some teachers shy away from the exertion of their authority is because
> of the learners' rights. You cannot do anything anymore; you are not even allowed to
> raise your voice to a certain level; everything you do nowadays in the class is against the
> law, so it feels like the learner can do whatever they want and you have to accept it.
> Learners become the boss and dictate how the class should be managed (04MN).

Participant 04MN saw the new democratic law that banned the use of corporal punishment as giving learners the upper hand and allowing them to misbehave in school. As a result, some teachers tend to withdraw from exercising any authority at all. Confused about why educators shy away from exerting their authority, one teacher said: "I don't really understand why educators need to shy away; they maybe helpless sometimes, maybe that is why they chose to shy away" (08ME). Apart from been helpless with the strategies for discipline, the belief of the past about corporal punishment had affected some of the teachers psychologically, especially those that experienced corporal punishment as a means to discipline. Some teachers saw no other methods to discipline learners apart from corporal punishment. To them, the alternative to corporal punishment is just a handwritten document for constitutional sake that has no effect on learners' discipline.

Incognizant of teachers' authority

Another reason why some teachers did not exercise their authority was because they were not fully aware or informed about their authority as a teacher. Some do not know what authority entails, by the call of the word authority; they take it to be authoritarian. When participant 04MN was asked about his perception of authority, he responded that: "No I don't punish learners and I am not an authoritarian person" (04MN). His response shows that he did not have the full knowledge of the word authority and was not aware of it. Another teacher said that in a situation where teachers are not aware of their authority, there is no way they will be able to exert it effectively. He said:

> I think teachers who shy away from authority might not be aware of their authority; they
> do not know what to do. If you are in this position, you cannot exercise your authority
> because you are not sure when you are overstepping the boundary. I think what is needed
> is the knowledge of teachers' authority (08ME).

Incompetent in subject matter and workload on teachers

Another reason for teachers' withdrawal from exercising their authority is incompetence in their area of specialization. A participant had this to say on the danger ahead for an incompetent teacher:

If you are not competent enough as a teacher, you are going to be looked down on when you are at the front of learners. An incompetent teacher will be undermined and intimidated, but if you are competent enough as a teacher, you will not be intimidated by learners (07ME).

Competency of a teacher counts when it comes to exercising authority in the classroom. When a teacher is not good in his or her field of study, there is a tendency for learners to misbehave and disrupt the class because the teaching has not been carried out effectively. On the other hand, even with a competent teacher, when the workload is too much for the teacher to bear, they become weary and have to overlook what is needed to be done. As 08ME said: "if you have got so much work pressure, at times you end up ignoring some things that need attention" Too much workload on the side of teachers make them weary, and sometimes they tend to ignore some issues that need to be attended to as an authority figure in the classroom. To manage or control the class becomes tricky for them.

Failure in the setting of ground rules

Another reason teachers tend to shy away from exercising their authority is the failure in setting ground rules in the classroom. If a teacher fails to set the ground rules in the class right from the onset, it is possible for such a teacher to lose control of the classroom. When the control of the class seems difficult, the teacher will result in shying away from managing the learners. A participant said:

The reason teachers will shy away from their authority is that they have not set the basic ground rules at the beginning of the class, as a result, learners will come into the class and be rowdy(08ME).

The setting of basic ground rules governing the class is of paramount importance for effective teaching.

Entering the teaching profession by chance

A teacher entering the teaching profession by chance is also one of the reasons some teachers withdraw from the use of authority. According to participant 08ME, entering the profession by chance is when an employee or student decided to accept a job or course of study as an

alternative means since the person could not get his or her dream job or course of study. One of the experienced teachers had something to say about the teaching profession:

> Some people became teachers because they could not get admitted for their dream course; they end up in education to be a teacher as a kind of the last result. Generally, there is a problem, there is the fact that some teachers do not get into the teaching field because they are interested or have the passion, but because they could not get into other better careers or qualify to study the course of their choice (08ME).

Some teachers get into the teaching field by chance, some are not passionate about the profession, but accept the job due to the circumstances of not getting another job. As a result, they find it difficult to cope with the job, especially in the area of classroom management.

Insecurity

Finally, the reason why some teachers shy away from exercising their authority is the feeling of insecurity. They are afraid and feel threatened that learners might attack them, some withdraw for safety purposes. A participant gave a scenario of what transpired between him and a learner, he said:

> There was one instance where the learner threatens to stab me and I have seen similar things around too. In Pretoria, a learner beat up a teacher over a phone, so when the learner threatened me, school management called the parent to report the case, but the parent said the learner was joking that he cannot do that (04MN).

Teaching and learning cannot be effectively conducted in an environment where teachers live in fear, and their lives are being threatened. The major challenge to be tackled is how teachers can exercise their authority outside of the punishment paradigm, in other words, how teachers can rationalize their authority substantially. Just like one of the experienced teachers said:

> Teachers' authority is mostly understood to be linked with the means to punish learners, but it can work without inflicting punishment on learners. This can be done by talking to learners; showing them that you understand where they are coming from and that you are here to prepare them for a better future (07ME).

Therefore, how can teachers exercise their authority in managing discipline outside of the punishment paradigm? Teachers need to rationalize their authority substantially, that is, exerting authority for the benefit of the learners and not for their own selfish interest. Participant 06ME stated that "The kind of rigorous (corporal punishment) old fashion methods of keeping authority are gone". Teachers need to find better ways to be in control of the classroom outside of the punishment paradigm. Factors that can enhance the exercise of teachers' authority were raised by some teachers in Bright High School, which will be discussed in Chapter Five. Participants gave insight on qualities teachers should possess, the structural setting of the school and classrooms, teachers leading by example, and competency of the teacher in the area of specialization to exert their authority effectively. These will help teachers to manage classroom discipline without learners getting furious or harboring thoughts of revenge.

4.3.4   Re-imagining teachers' authority outside of the punishment paradigm

While only a few of the novice teachers at Bright High School spoke about how they could effectively exercise their authority outside of the punishment paradigm, those with more teaching experience felt more comfortable that they could exercise their authority to effectively engage with their learners in vibrant and engaging scholarly classroom environment. They mentioned the following ways: building relationships and communication; leading by example; setting ground rules; and being expertly competent to teach in your field of specialization.

Effective communication and building scholarly teacher-learner relationships

A strong theme in the interviews was that teachers should establish a good relationship with the learners for the effective exercise of their authority. One of the experienced teachers said:

> Mostly authority is being understood as a means of inflicting punishment on learners, but authority can be exercised without punishment, by relating and understanding your learners (07ME).

Another participant had this to say about teachers exerting their authority in the class, he said:

> Learners do not care about detention anymore; cleaning and sweeping the floor do not matter anymore; what matters is the way you handle yourself in the class and your

personality in the class. It is the way you talk, connect, and relate with your learners (08ME).

A key to maintaining classroom discipline is to establish a good relationship with learners by respecting them. Teachers must eschew the use of vulgar language resulting in inferiority complexes in learners. To keep a good relationship with learners is tantamount to having good communication skills. A good communication skill will enable the teacher utterance in a way that draws the attention and satisfy the learners. Participant 08ME said:

> Communication skill is crucial; when you talk to learners they feel that they want to talk to you, good communication skill is required in having a steady and good relation with learners. Anyone cannot become a teacher that is the fact; if you want to be a teacher, then you must have good communication skills to deal with learners from different backgrounds. For instance, you have got 30-40 learners in your classroom, one wants to jump up because of his own reasons; another one is doing something else; as a teacher, you must be able to connect with every one of them on their levels and backgrounds.

Relating and understanding the learners will give the teacher more knowledge about the learners. As participant 05FN said: "Learners are different in their ways, teachers need to understand their learners". She further narrated an experience she had with one of her learners:

> I had experience with one of my learners, when I spoke with his parent, I learnt that something is going on in their home, and that is why the child is misbehaving in school. He was so rude; coming late to school; if I talk to him, he refuses to listen; I later realized that there were family issues he is facing at home. I decided to counsel him to let him see reasons that what transpired between him and his father wasn't his fault, I encouraged him to work harder in life and do better than his father. He later changed and turned a new leaf (05FN).

From 05FN's explanation, the intervention was as a result of the relationship she shared with the learner, which allowed her to understand the challenges faced by the learner from home. Knowing learners' differences is paramount when it comes to managing classroom discipline. A participant with 39 years of experience, who had once taught in London, and the Middle East said:

Teachers have to know their learners' differences, like their homes; backgrounds; you must know if some are orphans; live in a shack or on the street. Teachers must be aware of all those differences and strategize on how to relate with each learner. For instance, in a case where a learner is a spoilt brat, I must be sensitive in handling his or her case. Teachers must connect with their learners' base on their levels (06ME).

Although learners are being taught equally, learners cannot be attended to equally because their backgrounds are not the same. Relating with learners shows that the teacher love and cares for them, they will be free to confide in their teacher whenever they are troubled. A novice teacher said:

Learners feel respected and relaxed when loved by their teachers; they try not to lose the good relationship shared with their teachers. This also brings respect to the teacher as well (01FN).

Another point raised by some participants was teachers' voice command, which is also part of the communication skills. According to (08ME), teachers having control of their classroom starts with their voice command, that is, how they project their voice in the class. He said:

Teachers having authority in the class begins with the voice command such as when you are in class, your learners must not struggle to hear you; you must be able to speak with an audible voice. If I stand in front of the class, and I say to the learners 'let us be quiet' they must know that there is a teacher in front of the class who has commanded them to do something (08ME).

With teachers' effective command of voice, managing the class will be less tricky because the teacher will be able to carry all the learners along while teaching.

Setting a good example

Teachers should set a good example for learners to follow. For instance in the case of punctuality, as teachers want the learners to be punctual in the class, teachers must also be punctual as well. A participant said:

Teachers need to be punctual in class, if learners are used to a teacher coming late to the class, learners will also emulate the teacher by not getting to class on time. The learners will just say "with this teacher I can first go to the toilet or chat with my friend before going to the class". Teachers must be well prepared and be punctual in class (08ME).

A teacher expecting his learners to be punctual must also be punctual in class; the teacher must lead, and the learners follow. Another issue raised by the participant was on the dress sense of teachers. He said that "The way teachers dress to school is also paramount if teachers want to be respected and impact values to the lives of the learners" (08ME). With this, learners will also learn some values from teachers' lifestyle which are worth emulating. Participant 09FE explained that:

What we must know is that learners always read their teachers; if they see that a teacher is not serious in whatever he is doing, learners will never be serious in the class. The teacher will end up having problems with learners.

Therefore, the good conduct teacher expects from learners must start from the teacher.

The setting of ground rules

Apart from the disciplinary policy from the Department of Education, Bright High School created and enforced a school-wide disciplinary process. Participants 09FE and 01FN assert that the school has a structure put in place for a disciplinary hearing; learners do avoid such hearings. Just as a participant said:

Structures put in place for a disciplinary process must be known to learners and parents, the rules and consequences for disobeying the rules. We need to be consistent because learners are also quick to pickup if it is not in place, learners also needed to be attended to equally. No nepotism. Teachers need to be consistent in managing the structures and always be in touch with the parents (05FN).

Also, teachers must set the rule that governs the class, not for the teacher's self-interest but rather for the betterment of the learners. A participant said: "The main reason teachers lose their authority and been disrespected by learners is that they fail to set ground rules in the classroom" (07ME). Another participant also said:

I exert my authority as a teacher by having clear rules in class and the consequences of breaking these rules. If rules are not in place, the teacher will find it difficult and struggle to manage the classroom. What I usually do at the beginning of every year is to put the rules in writing and let them know (05FN).

The structural setting of the classroom is crucial because the teachers are familiar with the learners. Teachers are in the right position to know what will work in their classrooms. A participant with four years of experience said:

The best thing for teachers to do at the beginning of the session is to state the rules that will govern his or her class, and the learners must adhere to the rules. When you do not do that at the beginning, it becomes difficult to control the learners especially when they are many (05FN).

Teachers need to set a tone of how things should to be done in the class, and communicate with the learners. An experienced teacher gave an illustration on how she runs her class, in a non-verbal way, she said:

Non-verbal ways that you can use to manage your class and to let the learners know is that the teachers will raise his hand. The idea is if you raise your hand the first set of people who see you must also raise their hands for others to know that somebody is talking. In a matter of seconds, the class will be settled, so we do this instead of shouting at learners. This helps the teachers to maintain group discipline in the classroom (09FE).

What can be deduced from the illustration is that the learners were aware of the rules and are used to the rules.

Although the teacher had the authority to make rules in the class, learners' opinions must also be included while making the rules; they must not be neglected. A participant said:

I do not overuse or overdo my authority as a teacher, I make sure I don't exclude the learners; I use inclusive education to the term authority. Even though I have the authority to change everything in my class, I need to include them at a point while making a decision for the class (01FN).

In the case of compromising on the ground rules after learners might have made their contributions, a participant said that "if it happens that we end up finding ourselves on the same page we always go back to our expectation and review them". Another participant said:

> When learners made their opinion known, it is unfortunate that we cannot compromise some of the rules -like that of homework- we cannot compromise that, and I make sure they know that there is a limit to their contributions (02FN).

Inclusive decision-making should be after the teacher might have given the rules, learners can later make their opinion about the rules known to the teacher and then discuss together to see what will work effectively in the class. Teachers need to allow some level of freedom in their classrooms for learners to give their own opinion; otherwise, learners will not be courageous enough to approach the teacher when troubled. The teacher needs to be flexible sometimes for their learners to confide in them in times of trouble. Learners must also be aware of the reasons for setting the rules, like one of the participants said: "I do explain why those rules are being given and the reasons for my actions" (01FN). Therefore with the structural setting of the classroom and the school at large, teachers' authority will be effective in managing.

Teachers' Knowledge and Competency

A necessary factor for the effective exercise of teachers' authority is the competence of the teacher in the field of specialization. An experienced teacher said, "discipline will become something more in the background when you are competent in the subject matter and can deliver your lesson effectively" (08ME). Competency must be considered, and is a necessary and sufficient condition of the recognition of the teacher as *an authority*. Competency is also the ability to do (teach) something successfully and efficiently; teachers with a high degree of skill and expertise in his or her subject matter will be able to effectively engage students with this subject knowledge. Another experienced teacher said:

> From my own point of view, if you come across someone that can explain the lesson topic interestingly; logically; narrow the curriculum context by explaining how the work extends into the outside society, the learners will be attentive while teaching. This is how you obtain and exercise authority (06ME).

Teachers must keep on acquiring knowledge and be aware of innovations in their area of specialization. Just as one of the participants said "Teachers must also be willing to learn because kids are bold, that is where you find ill-discipline surfacing in the class; you must keep them glued to the topic so that they can concentrate" (07ME). When a teacher is not competent in the field of study, there is a tendency for learners to misbehave when he is teaching, because he won't be able to teach effectively. Another participant said:

> What I have noticed is that when learners do not understand the lesson given in the class, they give up and start making noise. When learners understand the lesson, it motivates them to pay attention and work in class. The minute learners are lost, it will seem like an impossible task to carry through, they will decide not to concentrate and leave the work (05FN).

A lesson plan is also part of the yardstick for managing the classroom effectively. A participant made his own opinion known by saying:

> If you are knowledgeable in your field of specialization, but you do not prepare for your class especially with the senior class they can tell that you are not prepared and they won't respect you. Once learners do not understand the teaching, they give up and start making noise with their friends (08ME).

Teachers need proper preparation for their lessons; they need to have a proper plan in place so that the learners are engaged for the full duration of the lesson. To affirm this, another participant said: "What I have noticed is that with a proper lesson plan discipline becomes very easy, but if there is no proper planning in place, discipline becomes difficult" (01FN). Managing the classroom becomes easy when the teacher makes proper planning for lessons before going to the class.

In summary, the section focused on the perception of educators on their authority in relation to learners' discipline in Bright High School. The data showed different conceptualisations of authority among interview respondents. Some collapsed the idea of 'authority' into 'being an authoritarian', and found it difficult to exercise their authority as teachers. Others provided interesting ways to think about teachers' authority outside of the punishment paradigm. Findings from Bright High School show that experienced teachers are aware of their authority compared

to the way novice teachers conceptualized teachers' authority. Experienced teachers viewed teachers' authority in two forms: teacher as an authority and teacher in authority. The majority of the novice teachers only viewed authority as teachers having the upper hand, control over learners, and in charge of the classroom. Experienced teachers are aware of what teachers' authority entails and what can enhance the effective exercise of their authority. In the case of novice teachers, the majority still confused authority with authoritarian and also struggle to exert their authority in the classroom. Some differentiate teachers' authority from teachers being authoritarian, gave illustrations on teachers' authority in the past; the present; the pitfall in being an authoritarian. Also, some novice teachers know the word 'authority' but lack the understanding of what it takes to be in authority in the classroom; they find it tricky to be in authority and struggled to manage discipline in their classrooms. To some novice teachers, authority is a means to punish learners for any misbehavior, believing that the ban placed on corporal punishment has weakened their authority as a teacher and no other means to manage discipline in the classroom. Teachers shy away from the use of their authority because of the effect traditional mode of authority has on teachers; some teachers strongly believed that corporal punishment is the only means to discipline learners. Therefore, with the ban placed on corporal punishment, some teachers chose to withdraw from exercising their authority in the classroom. Some also shy away because they are incognizant of their authority, incompetent in subject matter and/or have large workloads, fail to set ground rules, enter the teaching profession by chance -taking up teaching profession as an alternative to their dream job- and insecurity, that is, teachers are afraid of learners harming them.

Teachers' authority can be exercised effectively by possessing some qualities such as communicating, relating, and understanding learners. For a teacher to relate and understand learners in the classroom, he or she must communicate and have a good rapport with learners. Another factor is teachers leading by example, a teacher must be a role model that is worth emulating, teachers must live by what comes out of their mouth. A teacher's life should be a book that learners will read and impact values into their lives. The structural setting of the school and classroom is also an effective way for teachers to exercise their authority. The structural settings of the classroom facilitate or makes possible, the way a teacher wants his or her class to be managed, that is, setting rules and regulation for the daily running of the class activities. The

competency of a teacher is crucial in managing learners in the classroom. The competency of a teacher is paramount for learners not to undermine or question teachers' authority in their field of study. Coupled with the competency of a teacher is the lesson plan. Lessons for the learners must be well planned before going into the classroom.

4.4 CONCLUSION

Participants having spoken about the concept of authority and discipline, it is obvious that some teachers –especially the novice teachers– do not enjoy their work anymore and this may be attributed mainly to the new legislation. The education sector has experienced a drastic reform from the pre-1994 authoritarian mode of discipline to a post-1994 dignified mode of discipline which acknowledges learners' rights in a democratic classroom. On the one hand, some novice teachers are optimistic and are enthusiastic about in teaching; on the other hand, they struggle to manage learners' discipline, which now makes teaching tricky for them. The majority of the experienced teachers suggested that teachers must be open and learn to cope with changes in the society, society is not stagnant and change is constant. Teachers in the democratic era must do away with the old fashioned method of teachers' authority and learners' discipline but move towards an approach that makes learners physically and emotionally stable in the learning environment. Therefore, how can teachers exercise their authority to maintain discipline outside of the punishment paradigm in a democratic classroom? In other words, how can a teacher rationalize his or her authority effectively? I revisit this question in Chapter Five, if teachers rationalize the use of their authority to maintain discipline, it may reduce the alarming rate of ill-discipline in South African schools. The way a teacher can exercise authority effectively is coupled with how a teacher portrays him or herself as an authority figure and effective teaching approach in the classroom.

CHAPTER FIVE

UNDERSTANDING OF AUTHORITY AND DISCIPLINE OUTSIDE THE PUNISHMENT PARADIGM

The purpose of this study is to contribute to a better understanding of teachers' authority in managing classroom discipline outside of the punishment paradigm. The first section of this chapter briefly summarises key insights from the case study findings on authority and discipline, and the second section reflects on how we might re-think both concepts in non-punitive and non-authoritarian ways relevant to democratic classroom practices. While not all policy alternatives to corporal punishment had been effective, the findings highlight other non-punitive strategies that teachers found to be effective in their classrooms. The conclusion presents a set of recommendations emerging from this study.

5.1 DISCIPLINE AND AUTHORITY: INSIGHTS FROM BIRGHT HIGH SCHOOL

The analysis of the case study data suggests that Bright High School, with generally well-disciplined learners, still faced disciplinary challenges which affected the ability of teachers to manage their classrooms effectively. As the literature shows (Ntuli, 2012, p.96; Moyo et al., 2014, p.7; Mumthas et al., 2014, p.305), these challenges were not unique to Bright High School, and many arise from the family context of the learner and/or the broader historical and socio-economic context of the community in which the school is located. However, none of the teachers interviewed found these challenges to be insurmountable; their optimistic efforts for alternative strategies cut across all aspects of the school to ensure that normal school practices themselves did not inadvertently contribute to problems of classroom management. For example, a seemingly obvious strategy of small class sizes –conducive to creating disciplined scholars– was only made possible because of a deliberate leadership decision to reduce the size of all classes to a maximum of 25 learners.

Interestingly, and contrary to a study by Sadik (2018, p.31), which showed that learners perceived discipline as a phenomenon guiding their behavior and order necessary for social life, participants in this study had a different perception of learners' discipline. Some participants viewed discipline as the ability of learners to distinguish right from wrong. In other words, discipline does not connote inflicting pain on learners but rather explain the gravity of their

misbehaviors and how it may affect their future. As discipline is essential for effective teaching and learning, an environment that is rowdy or disruptive becomes tricky and unsafe for both the teachers and learners. Unsurprisingly, Khewu (2012, p.21) emphasizes vital elements such as a learning environment characterized by positive and supportive teacher-learner relationships; a strategy for systematic teaching and strengthening of desired behaviors; a strategy for eliminating undesired behaviors. The above elements Khewu mentioned characterized one of the most effective strategies mentioned by teachers who were interviewed: a teaching approach that intentionally keep learners constantly engaged in class.

It becomes paramount for teachers to carefully strategize the means to counter undesired behaviors which can jeopardize learner's academic performance and social life. The means of discipline must justify the ends, in other words, using a means of discipline that will have positive effects in the long run, in the future. It can be argued that holding onto any means (e.g. corporal punishment) to eliminate undesired classroom behavior for immediately desired results reflects a technical rationality that ignores the values underlying the means. As Gibson (1986, p.4) explains, a technical or instrumental rationality emphasizes means over ends:

> Technical rationality is concerned with *method* and efficiency rather than with *purposes*. Technical rationality limits itself to 'How to do it' questions rather than 'Why do it' or 'Where are we going' questions. It is the divorce of fact from value and the preference, in that divorce, for fact (Gibson 1986, p.4).

Therefore, it can be argued that teaching approaches informed by a technical or instrumental rationality tend to control and dominate, reflecting a divorce of teaching practice from its ethical dimensions. In this instrumental logic, classroom discipline conceived as punishment is not seen to be a contradiction.

Similar to the findings of Mashua et al., (2015, p.289) on the confusion of discipline with punishment, some teachers interviewed for this study often used the terms discipline and punishment interchangeably, but they mean different things. Punishment is more or less part of a bigger picture of an authoritarian approach to manage learners' discipline. Punishment focuses on misbehavior and may do little or nothing to help a learner behavior in the long run. Just as

Sadik (2018, p.31) said, "Punishment is a reaction to remove disruptive behaviour, however, it offers only short-time effects". For example, as discussed in Chapter Two, corporal punishment is not only physically harmful to a learner, but is also damaging psychologically, emotionally, academically and both reflects and feeds into a culture of violence. However, discipline may be transformative if it leads to self-discipline internalized voluntarily, to develop the necessary skill to achieve academic goals, and to live peacefully in a society without coercion. Yet self-discipline does not happen by chance, but must be purposefully practiced.

The following are some ideas that help Bright High School to create and maintain discipline both in the classroom and school in general. First, intensive parental involvement: Teachers in Bright High School make sure parents are aware of their children's performance and behavior in school; the school does not make decisions about learners without engaging with their parents. Second, facilitating discipline through leadership: The commitment of leaders and teachers has a great impact on school discipline. As Mashua et al., (2015, p.288) asserts:

> The behavior of the leadership team forms the basis of the overall attitude for the school, that is, if there is consistency in the support given to teachers, implementing the discipline plan, and follow up on disciplinary actions, then teachers will follow their lead. On the other hand, if they are careless on discipline, this will become apparent over time and misbehavior will increase.

The successful running of the school in both academic achievement and discipline involves both school administrators and teachers. In this study, the commitment of the leaders towards the school shows that they all share the same vision and goals, the staff known what is expected of them. There is a hierarchy of authority in the structures and processes followed in the school disciplinary plan. All contraventions of the school's disciplinary policy and code of conduct follow a distinct pathway: they are channelled from the Teacher to the Grade head to the Head of Department to the Principal to the Disciplinary committee, and finally to the School Based Management Team.

Third, is employing effective follow through: Consistency in discipline plans or measures was seen as paramount. Failure in following through and dealing with misbehavior will increase ill-discipline (Mashua et al., 2015, p.288, and inconsistencies in administering discipline measures

will make learners continually get away with misbehaviours. Finally, the teaching approach: the central means that teachers in Bright High School use to curb disruption in the class is their teaching approach; an approach that keeps their learners engaged throughout the lesson. The strategies (earlier analyzed and discussed in Chapter Four) to keep learners busy, which the teachers in the school are conversant with are **"Do now" "I do" "We do"** method. With these three phases, there will be no disruptions in the class; the teacher will be able to teach the topic effectively and also saves the time of the lesson. The most important aspect of these phases as mentioned by some of the participants is competency and consistency; teachers need to be competent (*an* authority) in his or her subject matter and consistent with the teaching approach for the learners to get used to it. According to Brown (2004, p.270), substantial use of teachers' authority rests on the belief that the teacher is competent in subject matter, and committed to helping students succeed in school and life. The teacher must be competent enough to answer questions from the learners; while the teachers are trying to develop the learners academically, teachers must also develop their skills.

Keeping learners engaged is a guide for teachers in approaching the task of (a) improving teaching and learning outcomes for learners (b) and disciplinary measures in the class. In term of improving teaching and learning, the approach is characterized by systematic teaching and learning committed to intellectual vigilance and integrity; civility in building a democratic classroom, that is, it allows active participation of both the teacher and learners and considered individual human being development by caring for one another. Keeping learners engaged approach serves as a disciplinary measure for classroom management that accommodates civility, intellectual integrity and teacher-learners relationship.

Interestingly, some novice teachers tended to confuse ''authority'' with the idea of ''being authoritarian'' and many struggled to exercise their authority in the classroom. Experienced teachers' tended to conceptualize teacher's authority in two different ways: the teacher as *an* authority (requires expertise in the curriculum) and the teacher *in* authority (requires expertise in pedagogy). As discussed in Chapter Four, some of the participants asserted that the teacher as an authority refers to the teachers' authority in her or his field of academic specialization, which is having authority in the subject matter. They noted that knowledge of the subject matter is not the

only requirement for teachers. They must also be competent to teach their subject effectively. If a teacher is not competent enough to teach the subject matter, the teacher might eventually lose his or her authority in the class. A study by Hargreaves et al., (2018, p.12) shows that learners respect the authority of teachers who are knowledgeable and competent in their field. Similarly, Brown (2004, p.270) asserts that teachers' use of their authority rests on the teacher knowledge of the subject matter, their competence in both curriculum and pedagogy, and a concern to help learners succeed in school.

When speaking about the teacher *in authority*, some participants linked it to teacher having *control* in the classroom. The participants said teachers must be able to maintain and manage the class by exercising their authority. The question is how can a teacher be in authority in the classroom? To some participants, teachers must possess some good qualities; the qualities expected are the presence of the teacher, confidence, communication skills, and relationship skills. All these qualities must be displayed with care and love. As Egeberg & McConney (2018, p.197) observe, "Critical to teachers being perceived as caring was their ability to communicate and listen to students". For teachers to be in authority, the way teachers relate and communicate with learners is crucial. Also in the study, teachers' authority was conceptualized in terms of a business metaphor, the business conceptualization of the authority of the manager over the workers. The teacher was viewed as the manager and learners as workers who must obey the rules governing the class. Although learners were viewed as workers, they were also seen as subordinates who can also make contributions in the classroom. Learners were controlled to obey the rules given by the teacher for the smooth running of the classroom, but were still seen as subordinate and their voices were heard. Hence, a teacher as an authority will be derived from teachers' knowledge of the subject matter and frequent research on the subject matter, while teacher in authority is derived from teachers having control in class. Authority lies in teachers' basic curriculum knowledge, extensive knowledge of their subject matter, and effective control of their classrooms.

5.2   RE-THINKING AUTHORITY AND DISCIPLINE OUTSIDE OF THEPUNISHMENT PARADIGM

Therefore, how can teachers exercise their authority in managing classroom discipline outside of the punishment paradigm, and at the same time ensure that everyone feels safe? To answer the

question, the conceptual framework of the study needs to be revisited, as shown in Figure 5 below.
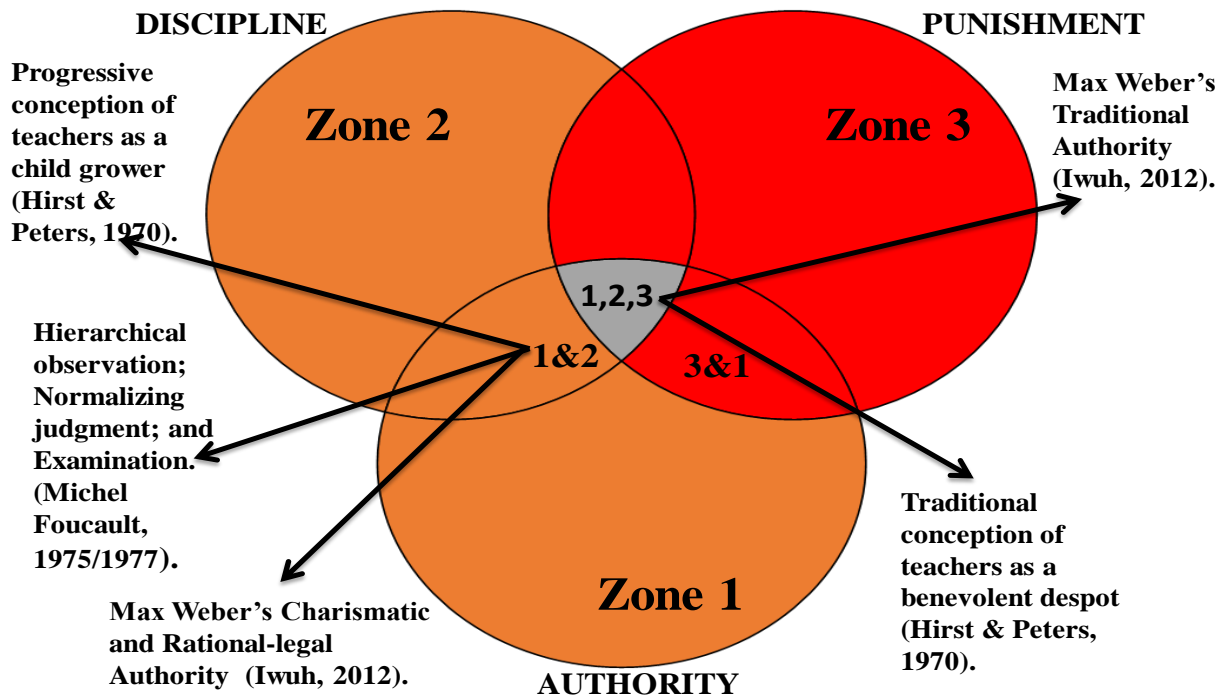

DISCIPLINE

PUNISHMENT

Progressive conception of teachers as a child grower (Hirst & Peters, 1970).

Zone 2

Zone 3

Max Weber's Traditional Authority (Iwuh, 2012).

Hierarchical observation; Normalizing judgment; and Examination. (Michel Foucault, 1975/1977).

1,2,3

1&2

3&1

Traditional conception of teachers as a benevolent despot (Hirst & Peters, 1970).

Zone 1

Max Weber's Charismatic and Rational-legal Authority (Iwuh, 2012).

AUTHORITY

FIGURE 5: Conceptualization of authority and discipline

In Figure 5, the intersection of zones 1, 2, and 3 shows the mode of authority and discipline exercised during the apartheid era. The teacher as an authority figure uses corporal punishment as an authoritarian mode of discipline in schools (Porteus et al., 2001, p.5). Can we say that the means of discipline during the apartheid era has a positive effect on the learners? The answer maybe 'no'. In this study, discipline connotes learners ability to portray acceptable behavior in the school and society at large without being coerced, that is, the ability to know the right thing to do without forcing the learners. Someone may say the mode of discipline during the apartheid

era does not envisage what discipline connotes. Although the Christian National Education (CNE) policy encourage teachers to use punishment as a means to discipline learners in the apartheid era, research has proven that punishment is inflicting of pain and causing emotional damage on learners; trigger learners feeling for revenge; make learners passive in the classroom (DOE, 2000, p.7). Punishment does no good but rather harm the learners.

The type of authority exerted during the apartheid era was the traditional authority, the specialist in content and a *benevolent despot*, in Hirst and Peters (1970, p.123). Recall that they were referring to the context of the 1970s debate in England between the so-called "traditional" and "progressive" educators). The conception of the traditional teacher as a benevolent despot is not appropriate for developing a child because it is authoritarian, low in warmth and high in control. High in control by enforcing appropriate behaviors expected of a child, while being low in warmth in the sense of supporting the child's agency in addition to a response to the needs of the child (Walker, 2009, p.123).

Similarly, in Hirst and Peters' conception of the progressive teacher as a child grower as more accommodating than the traditional teacher, but whose democratic classroom is also high in control and high in warmth, that is, demanding for learners' appropriate behavior and also show concern and support for the learners' individuality and needs. Taking a close look at Figure 5, zones 2 and 3 denote discipline and punishment, which are two different things; a progressive teacher cannot use corporal punishment as a means of discipline.

Figure 6 below illustrates the re-thinking of authority and discipline outside of the punishment paradigm. The intersection of zones 1 and 2 in Figure 6 represents the exercise of teachers' authority in managing discipline outside of the punishment paradigm. Hirst & Peters (1970, p.122) write that the rationalization of teachers' authority is crucial in relating with learners, and in maintaining discipline in the classroom teachers must rationalize their authority to enforce rules necessary for educational purposes. Teachers must be in authority and in control of their classrooms. In Bright High School, a participant stated that authority is more like having the upper hand to take control of your classroom; the learners must know that you are the person who is in charge of the classroom. However, some participants who happen to be novice teachers, equated the exercise of authority with being authoritarian. For instance, when one of

the novice teachers was asked about his perceptions on teachers' authority, his response was that he does not punish learners and he is not an authoritarian person, so he shies away from exercising his authority.
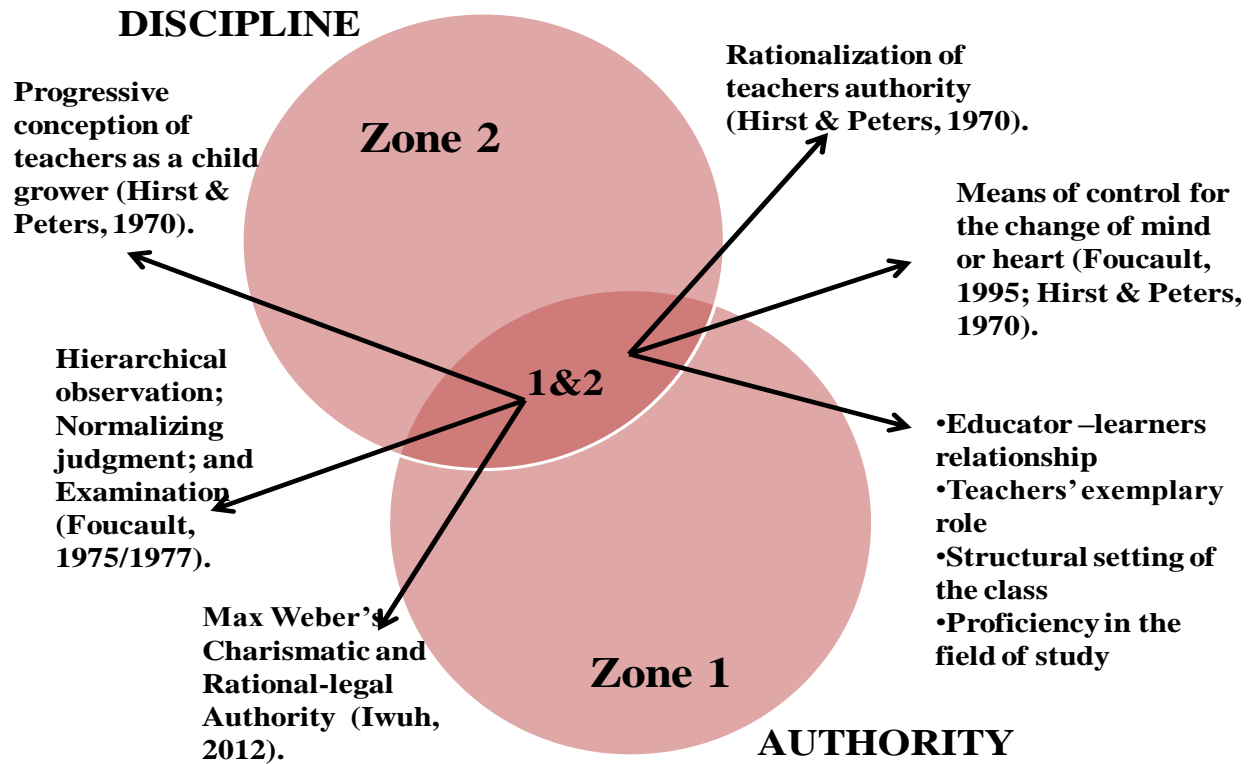

DISCIPLINE

Progressive conception of teachers as a child grower (Hirst & Peters, 1970).

Rationalization of teachers authority (Hirst & Peters, 1970).

Zone 2

Means of control for the change of mind or heart (Foucault, 1995; Hirst & Peters, 1970).

Hierarchical observation; Normalizing judgment; and Examination (Foucault, 1975/1977).

1&2

•Educator –learners relationship
•Teachers' exemplary role
•Structural setting of the class
•Proficiency in the field of study

Max Weber's Charismatic and Rational-legal Authority (Iwuh, 2012).

Zone 1

AUTHORITY

FIGURE 6: Re-thinking authority and discipline outside the punishment paradigm

However, as Hirst & Peters (1970, p.123) argue that some teachers shy away from exercising their authority because they confuse it with being authoritarian and in return, control learners by more subtle psychological techniques:

> Some progressive, who shrink from the use of authority, because they confuse it with being authoritarian, in fact, exert control by more subtle psychological techniques. They say a thing like: Now children, we would like to see the room tidy before we go home, wouldn't we? Or they use their magnetism to charm children into compliance with their

wishes. It is questionable whether such techniques are rationally any more defensible than the overt authoritarianism of the traditional teacher.

From the illustration given by Hirst & Peters, what to ponder on is the psychological technique and personal magnetism the teacher used in controlling the learners. The teacher made the learners controllable by his magnetism to make them obey the order. Their argument is that the authoritarian teacher and the progressive teacher are no different in wanting to control the learners; one uses overt means while the other uses less obvious methods. But the aim is the same: to control and to make docile, which one could argue is neither progressive nor an educative relationship.

Yes, in the South African context, to keep the schools running smoothly, learners' discipline must be prioritized. Order, command, and request given by teachers have to be obeyed if they are related to educational purposes and not for the teacher's selfish interest or to oppress the learners. In the United Kingdom context, Hirst & Peters (1970, p.123) write:

> In order to keep the enterprise of education going, especially in its early stages, certain minimal condition of the order has to be maintained. The decision has to be made about how an institution is to function; order has to be preserved, and in doing so, certain devices connected with authority, such as issuing command and request, are in place as well as a more rational method of persuasion. If commands are employed, they too can be rationalized or related strictly to the task at hand, and not delighted in purely as an expression of status or because of a liking to bend other to one's will.

Commands or rules employed to keep learners focus or obedient in school portray learners being controlled, but yet for the benefits of the learners. Discipline is exercised in all aspects of social life, be it school, at work, churches, hospital or prison, everyone is subjected to some form of discipline which makes the bodies to be controlled (Pitsoe & Letseka, 2014, p.1527).

Foucault's insights are useful at this point, to further understand Hirst & Peters's contention on control. As Foucault (1995, p.136) argues the body can be controlled, so far as it can be subjected to be obedient. As discussed in Chapter Two, according to Foucault, disciplinary

99

power has the potential to control; the body is controlled when it is both obedient and teachable (Pitsoe & Letseka, 2014, p.1528). Disciplinary power comprises a set of techniques and procedures that has a grip on the body (Foucault, 1995, p.25):

> They invest it, mark it, train it, torture it, and force it to carry out tasks, to perform ceremonies, to emit signs. This political investment of the body is bound up, in accordance with complex reciprocal relations, with its economic use; it is largely as a force of production that the body is invested with relations of power and domination.

Foucault's contention on discipline after the call for the reformation of punishment in the German penal system is that discipline as a power and a series of techniques through which the body can be observed, controlled, and supervised. Foucault viewed the call for the reformation of punishment in the German penal system that resulted into creating a 'means of correct training' as a means to control the bodies of the prisoners, but outside of the punishment paradigm. There were means of control before (inflicting pain on the body of prisoners through corporal punishment) and after (hierarchical observation, normalizing judgement, and examination) the call for reformation in the penal system. By these techniques, the bodies of the prisoners were controlled to be obedient and teachable. The individual was disciplined to conform to a norm, through corrective training that coerces by means of continuous examination and hierarchical observation (Bogard, 1991, p.8). Foucault (1995: 121) describes disciplinary methods that make the body controllable and docile, yet outside of the punishment paradigm:

> A strict time-table, a system of prohibitions and obligations, continual supervision, exhortations, religious readings, a whole complex of methods 'to draw towards good' and 'to turn away from evil' held the prisoners in its grip from day to day.

Finally, as discussed in Chapter Four, Bright High School participants suggested the following ways for the effective use of teachers' authority outside of the punishment paradigm, including ways discipline maybe instilled without inflicting punishment on learners.

Educator-Learner Relationship

A teacher can exercise authority without punishment by relating with the learners and understanding them. A good relationship with learners can be achieved and enhanced when the teacher has a good communication skill. When a teacher possesses good communication skills, he or she will be able to relate with the learners and understand them. Some participants the study maintained that learners are different in terms of their background; homes; characters, all these can only be known when a teacher has a good rapport; relating and understanding the learners. According to Egeberg & McConney (2018, p.197), learners good behaviour in the class were reported with teachers who developed a caring and respectful relationship with learners. When reprimanding learners for misbehaving, teachers need to speak to them to see the gravity of the offense committed; if they do not understand the repercussion of what they have done, it is possible they continue to repeat the same act of misbehavior.

Paul (2006, p.148) said, if teachers will successfully manage misconducts in the classrooms, they need to maintain good relations with the learners; encourage self-discipline and dignity; involve the parents in matters concerning their children. Paul further explained that positive and effective teaching and learning can be achieved in a relationship of trust between the teacher and learners. Teachers establishing a good relationship with learners may encourage the learners to accept the teacher's authority. Oosthuizen et al., (2003, p.463) argue that "if trust in the relationship between educators and learner is lacking, the educator is in a position of power instead of authority" Therefore, for the rationalization of teachers' authority, both teacher and learners must share a good relationship. Teachers need to understand their learners and the kind of anxiety they have; these will give teachers a better understanding of learners' behavior and get to the root of the problem learners are facing.

Teachers' exemplary role

Good qualities portrayed by a teacher can enhance teachers' authority. Some experienced teachers in the study maintained that a teacher setting a good example for the learners is also paramount in managing the class. Teachers must be role models worth emulating. Learners respect the authority of a teacher who is a good role model (Hargreaves et al., p.12). Teachers should lead by example, their life should be a book learners can read and add meaningful impact

to their life. Teachers must act according to what they profess. When a learner admires or sees a teacher as a role model, the learners tend to obey an instruction from the teacher (Hirst & Peters, 1970, p.126; Peters, 1973, p. 55). In addition, learners will address teachers in the way they present themselves; teachers should dress corporate and decent. Nwobodo (2018, p.112) asserts that learners often resort to the indiscipline act when the teacher dresses shabbily, wears clothes that turn heads, and skimpy to school. Therefore, a teacher setting a good example to the learners is crucial; teacher's deeds must not contradict their words.

Structural setting of the school and the classrooms

Another way mentioned by some participants in whom teachers can exercise their authority outside of the punishment paradigm is the structural setting of the school and classroom. What do I mean by structural setting? The structural setting underlies the order and manner in which the school and each classroom are being governed by school leadership and the teachers. In other words, the rules put in place for the daily running of the school at large and classrooms; the rules entail what is expected of the learners in the class, the way learners should behave, penalty or consequence for going against the rules. The school must be consistent and committed to the disciplinary process for positive change in learners' conduct.

In this study, though the school has a structural setting at large, the teachers as an authority figure also have the rules for the effective running of their classrooms. For the running of the classroom, conditions of order or command have to be enforced with the rationalization of teachers' authority. The setting of ground rules for learners helps the teacher to manage the class and in return, make teaching and learning effectively. Also, the teacher must allow learners to participate while making the rules (Moyo et al, 2015, p.4). The necessity of learners contributing cannot be over-emphasized; the teacher might find it necessary to make some changes in the rules after lending a voice to the learners or decides not to compromise some of the rules. Another aspect to be noted is letting the learners know the reasons for setting the rules, and emphasis should be made on the rules for learners to keep by heart or mind. Learners must also know what is expected from them and repercussions for any wrong deed. Although the changes expected in learners' behavior might not be immediate, in due time take its course.

Proficiency in the field of study

Competency needs to be taken into consideration for the effective exercise of teachers' authority. According to some of the participants in the study, a teacher who lacks competency in his or her field of study will be undermined by learners. Authority entails the teacher's curriculum and pedagogic skill; ability to maintain order in class to impart knowledge effectively (Hargreaves et al., 2018, p.11). Also, to remain competent in the field of study, participants suggested that teachers must be opened to acquire new knowledge. Teachers' competency is also harmonious with the lesson plan, even when a teacher is sure of his competency in the subject matter; he must be well prepared before going to class. Teachers coming to teach a lesson without good preparation may lead to disruption in the class; teachers need to have a proper plan for the lesson before going to the class.

5.3 CONCLUSION

This study does not seek to make a case against the ban of corporal punishment, but rather ensure positive and constructive means of discipline through the exercise of teachers' authority, which enhances learners' good conduct in the long run. Teachers can play a vital role in the transformation and growth in the society, through the understanding of working with children; embracing change and working to create a better school environment. Finding alternatives to disciplinary measures of the apartheid era is not what to be done by teachers merely because the law demands it, but for the sake of our children and their future. Progressive teachers need to draw from both charismatic and legal-rational authority by deftly playing legal-rational authority against charismatic authority when responding to learners' discipline.

Finally, the findings of this study point to five recommendations for addressing and improving the education sector in terms of school discipline and teachers' authority. Recommendations speak to avoiding injustice and nepotism, teachers' passion for teaching, creating a manageable class size, intensive staff development program, and establishing mentorship training for novice teachers.

Recommendation 1: Eschew injustice and nepotism

Teachers must build a reputation for fairness amongst learners in terms of disciplinary measures. Moyo et al., (2015, p.3) asserted that expert opinion on moral and ethical development

emphasizes the importance of fairness and justice in dealing with standards and consequences of human behavior. There should be no nepotism when it comes to learners' discipline, learners should be treated equally. The reputation of a teacher may be at stake if he or she has a favorite among the learners; the life of the favorite learner may even be under threat from his or her fellow learners. Teachers must eschew injustice in the class; learners who misbehave should be treated equally.

Recommendation 2: Passion for teaching

Teachers must be passionate about their profession. Even if some teachers find themselves in the field unexpectedly –such that some could not get their dream job and decide to join the teaching profession– they should see this as a chance to build and impact lives. Teachers impact lives from one generation to another; therefore, teachers should see themselves as preparing learners for generations to come. As one of the participants in Bright High School said:

> My recommendations is for educators to have passion for helping our learners; we must be confident to say after 5 years my learners will be saying positive things about me; we must know that the learners are still young and do not know what is good for them, teachers are of the responsibility of helping them on the right path. There shall come a time when they will look back and say a teacher destroys or helps to build my future (08ME).

A good teacher works himself out of a job because teachers are not just imparting knowledge, but also initiating another generation into the public mode of experience (Hirst &Peters, 1970, p.124).

Recommendation 3: Manageable class size

A crowded class cannot be manageable for teachers; teachers' authority can be effective and has a greater impact on discipline provided the class is manageable and controllable. Participant 07ME attested that "The bigger the crowd, the harder it becomes to manage; the smaller the class, the easier it becomes to manage for me". To avoid disruption in the class, the teacher should be able to manage the whole class by keeping an eye on each learner in the classroom. Participant 02FN also said "It is challenging to deal with learners from different backgrounds; imagine if you have 53 learners in a classroom from different backgrounds, how will a teacher

manage to relate and look after such a number of learners in a class" Another participant also said, "I think teacher's authority can only have an impact if you have a class that you can manage and control" (07ME). Keeping watch of all the learners in the classroom can only be possible if the class is not crowded. Therefore, the Department of Education should try their possible best to build more classes to reduce the class size, at least a maximum of 25-30 learners in a class. One of the participants said:

> Looking at our country South Africa, the economy, the number of schools, and the learners we have, I think if we have a maximum number of 25 learners in a class, it will be manageable. Therefore, as the economy improves the government should think of more infrastructures in schools -such as building new classrooms- for teachers to give quality education (08ME).

With small class sizes, teaching will be effective, both the teacher and learners will find the classroom conducive to learning.

Recommendation 4: Intensify staff development programs

According to Guskey (1986, p.5), staff development is a central component in almost every proposal for improving education. As one of the participants in the study said, "A teacher needs to develop himself continually; attending workshop and seminars to learn more; seeking for more knowledge and better ideas to enhance teaching" (06ME). Knowing that change is a gradual and challenging process for teachers (Guskey, 1986, p.9), staff development is necessary in expanding teacher's knowledge, skills, and contributing to teachers' growth.

Staff development programmes should be designed to "alter the professional practices, beliefs, and understanding of school persons toward an articulated end" (Griffin, 1983, p.2). The staff development programme is to improve learners' academic performance in the era of change. In other words, staff development programmes revisit the changes in the education sector, such as a change in classroom practices and beliefs and attitudes of the teachers. When teachers are aware of the changes and sensitized on what to do, then school work becomes easier and there will be a positive change in the learning outcome of the learners. For instance, a participant asserts that some teachers are not aware of their authority as a teacher; some are not sure of what to be done

in exercising their authority in the classroom. He suggested workshops and seminars for teachers on authority:

> Workshops and seminars on teachers' authority should be employed; if you ask some teacher on what is teachers' authority, you will get different answers, but if it is something all of us understand the same way, then it becomes easier (07ME).

Also, schools must have staff development where teachers help each other, especially the novice teachers. In the area of class management, a participant said:

> What we do in the school is to equip the teachers with the techniques on classroom management. Teachers are in charge of the class, they must make sure that the curriculum is delivered. Teachers must identify learners going through pressures, anxiety, and other problems; teachers must be able to pick the problem up, in that way their job becomes easier for them (09FE).

As the Department of Education is providing staff development programmes for school teachers, school leadership must also conduct a development program for teachers within the school; the school leadership knows better than the Department of Education when it comes to the school context.

Recommendation 5: Proliferate mentorship training for novice teachers

According to Rotonya (2017, p.3), novice teachers need support that will foster continuous learning, collaboration, and professional growth. Rotonya explained that when support is provided for novice teachers, they are more likely to remain in their schools and the profession. Apart from the general staff development program, mentorship training must be conducted for novice teachers both from the Department of Education and the school leadership. Rotonya (2017, p.2) also asserts that the predominant reason teachers quit teaching profession is lack of support. He viewed lack of support as a common reason for some teachers leaving the profession. In a similar vein, some of the participants in Bright High School attested that "there are some challenges faced by novice teachers, so I will suggest that management should provide a mentoring program for them" (07ME). Another participant said:

The empowerment program is essential; when novice teachers come, they don't know anything about their authority and how to manage their classrooms (08ME).

On the case of mentoring novice teachers, a participant said: "I think most of the experienced teachers do not have a problem, they do exert their authority; we only have issues with the novice teachers" (06ME). Another participant also said:

Mostly it is the novice teachers because they just started teaching, which is why I said, when I started teaching, I used to call on experienced teachers to assist me in managing the class because I didn't know how to exert my authority. When learners know that a teacher struggles to control them, they will take the advantage to misbehave in the classroom (07ME).

To affirm the above statements from the experienced teachers, a novice teacher said:

I am struggling as a novice teacher in the area of discipline. It was not what I was expecting it to be. What you learnt at the university as a theory, if you put it into practice, it does not always work, and it is very difficult when it comes to the real deal (03ME).

According to Alemdag & Erdem (2017, p.123), novice teachers take on their work and interact with different stakeholders such as students, families, and school administrators on getting a job in the teaching field. It is paramount for novice teachers to be skilful and knowledgeable about managing and carrying out their responsibility. Graduating from school to the teaching field can be challenging, a participant affirmed and suggested that:

There are challenges faced by novice teachers, I will suggest that management should set up a mentoring program. Novice teachers should be enlightened on how to manage the class and to exert their authority because in most cases, learners do not take novice teachers serious. Like I said earlier, the problem is not just for the teachers, but also affects learner's performance as well (08ME).

Therefore, the mentoring program will be of great assistance to novice teachers. Lancu-Haddad and Oplatka, (2009, p.45) said:

> Mentoring is a nurturing process in which a skilled or more experienced person teaches sponsors, encourages, and counsels a less skilled or less experienced person for the purpose of promoting the latter's professional and personal development.

Mentoring may be channelled to different degrees on emotional and pedagogical support, and the mentor may sometimes have a formal evaluative role.

In conclusion, with this research, I aimed to explore the relationship between authority and discipline, and the understanding of teachers' authority in the post-apartheid era. I attempted to link Hirst & Peters's and Michel Foucault study in understanding teachers' authority with managing learners' discipline in the post-apartheid classrooms. I also suggested some ways or strategies teachers can use their authority in managing classroom discipline outside of the punishment paradigm. Teachers' authority may abate learners' misbehaviours in the classroom if effectively exercised for learners' benefits and not for teachers' selfish interest. Also, for a class to be well managed, it may be of small size like maximum of 25-30 learners in a classroom. The Department of Education must help in this regard; schools need more infrastructures and facilities -buildings for well-equipped classrooms- for the successful running of the schools. With good and suitable infrastructures, managing the learners will become easier for the teachers; effective teaching and learning will be possible. I therefore hope that my study will broaden the views of the educators on the use of teachers' authority in managing their classroom and also inspire them to see the necessity of training the learners for a brighter future and society at large.

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APPENDIX A

Interview questions and observation

(Note: initial probes are shown in brackets)

1. How many years are you in the teaching field? (And in this school?)

2. What are the numbers of teachers in your school?

3. What are the numbers of students in your school?

4. What is the maximum number of students in each classroom? (What is the typical class size in your school?)

5. How do you perceive learner's discipline in your school, in general? (expand on the response)

6. Do you experience any disciplinary challenges in your classroom? (If so, expand)

7. Does your school have a disciplinary policy? (If so, is it generally followed? Does it yield positive results in term of learners' self-discipline?)

8. In your opinion, do educators in your school manage to assert their authority to manage discipline in positive ways? (If so, expand on these ways)

9. What in your opinion could be the reason for educator's withdrawal of authority regarding the management of learners' discipline in the classroom? (On the other hand, do some teachers shy away from asserting any authority at all?)

10. What recommendation can you make in term of educators authority regarding the improvement of discipline in your school? (In addition, in South African schools in general?)

What to observation in the school.

1. The tone of voice during the interview
2. The body language during the interview
3. Facial expression during the interview
4. The layout of the classroom
5. Evidence of students' creative engagement in the classroom

APPENDIX B

WCED permission letter

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Education

REFERENCE: 20180604–2808
ENQUIRIES: Dr A T Wyngaard

Ms Oluwatosin Egunlusi
Room N 109, Educardo dos Santos Residence
UWC
Bellville
7530

Dear Ms Oluwatosin Egunlusi

RESEARCH PROPOSAL: **TEACHERS' AUTHORITY: STRATEGIES FOR INSTILLING DISCIPLINE IN A POST-CORPORAL PUNISHMENT ERA**

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1.   Principals, educators and learners are under no obligation to assist you in your investigation.
2.   Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3.   You make all the arrangements concerning your investigation.
4.   Educators' programmes are not to be interrupted.
5.   The Study is to be conducted from **11 June 2018 till 25 September 2018**
6.   No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7.   Should you wish to extend the period of your survey, please contact Dr A.T Wyngaard at the contact numbers above quoting the reference number?
8.   A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9.   Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
10.   A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
11.   The Department receives a copy of the completed report/dissertation/thesis addressed to:
        The Director: Research Services
        Western Cape Education Department
        Private Bag X9114
        CAPE TOWN
        8000

We wish you success in your research.

Kind regards.
Signed: Dr Audrey T Wyngaard
Directorate: Research
DATE: 04 June 2018

Interview confidentiality form

PROJECT TITLE: Teachers' Authority: C0nceptualization of classroom discipline in a post-corporal punishment era.

The study has been described to me in language that I understand. I understand what my participation entails, and I agree to participate in my own choice and free will. I understand that my identity will not be disclosed to anyone by the researchers and all information recorded during the interview will be kept confidential by the researcher and shall only be used for research purpose.I may withdraw from the study at any time without giving a reason and without fear of negative consequences or loss of benefits.

Participant's full name: _____

Participant's signature: _____

Date: _____