

Nature of Teacher Participation in the Formulation and Implementation of School-based Student Discipline Policies

Newman Wadesango

*Walter Sisulu University, East London, Republic of South Africa
Email: nwadesango@wsu.ac.za/newmanwadesango@yahoo.com*

KEYWORDS Student. Behaviour Problems. Violence. School Community. Parent

ABSTRACT Indiscipline in schools is regarded as a major problem among students. The School Student Discipline Policy therefore provides a framework of what types of behavior are expected of students. A student discipline policy can help prevent and control student behaviour problems by coordinating the school's disciplinary procedures. Ensuring discipline in schools should not be the sole responsibility of one person. The aim of the research was to investigate the extent of teacher participation in the formulation and implementation of school discipline policies. The study adopted an interpretive qualitative research methodology and utilised a case study design. A purposive convenient sample of 5 school heads and 20 secondary school teachers formed the study. Data was collected through face to face interviews, documentary analysis and observation of two staff meetings per school. The study established that teachers were not involved in the formulation of school based discipline policies. In addition, they were not allowed to mete out corporal punishment to offenders. Most of the responding teachers were disgruntled by their non- involvement in decision- making in these crucial issues.