

Teachers' perceptions on the non-implementation of the alternatives to corporal punishment policy. A case study.

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Master in Education**

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DECLARATION

I, **Sikelelwa Khuthala Billie**, fully declare that this thesis is my own work and all the sources that have been used are included in the reference list. I further declare that this dissertation has not been submitted at any institution for any purpose.

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ABSTRACT

This study aims to identify the perceptions that teachers have regarding the non-implementation of the Alternatives to Corporal Punishment Policy (ATCP). Using a qualitative research approach, data was collected from teachers in a high school in Mdantsane that is still using corporal punishment. The main tools of data collection used were semi-structured interviews and document analysis.

The findings from this study revealed a range of factors that influence teachers not to implement the alternatives to corporal punishment policy. These include: culture, religion, lack of parental involvement, violence in schools and lack of capacitation in teachers on the policy.

Moreover the findings of this study revealed that if new policies are imposed on implementers there is bound to be resistance. This study therefore recommends that new policies need to be discussed and agreed upon by both the policy makers and policy implementers. The study also recommends that teachers need capacity building workshops so that they understand the need and the benefits of implementing the ATCP.

KEY WORDS: Abolishment, alternatives to Corporal Punishment Policy, autonomous motivation, corporal punishment, discipline, intrinsic motivation and self-determination.

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DEDICATION

I dedicate this work to the memory of my late parents, Kholisile and Thandiwe Billie, my niece Zama and to my daughter Luxolo Ntuthuzelo.

ACRONYMS

AIDS	Acquired Immuno Deficiency Syndrome
ATCP	Alternatives to corporal punishment
COC	Code of conduct
CP	Corporal Punishment
DoE	Department of Education
SASA	South African Schools Act

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CHAPTER 1

1. INTRODUCTION

The study sought to identify perceptions that teachers have regarding the non-implementation of the Alternatives to Corporal Punishment (ATCP) policy. Using a qualitative research approach, data was collected from a high school that was still using corporal punishment in Mdantsane, in the Eastern Cape Province.

1.1. BACKGROUND TO THE STUDY

1.1.1. CONCEPTUALIZING CORPORAL PUNISHMENT

Before the phenomenon under study can be discussed it is imperative to give a background on corporal punishment as the disciplinary measure that was used before the introduction of the ATCP. The consequences and factors influencing its continued use have also been discussed.

Corporal punishment is a global and national phenomenon which has been practised by almost all South African schools (Durrant & Smith, 2011). It has been practised both before and post-apartheid era (*ibid*). It has been regarded as the valued part of the educational experience of children during the nineteenth and the twentieth century (Middleton, 2008). Khewu (2012) argues that, some scholars confine the definition of corporal punishment to direct infliction of pain on the physical body. It includes spanking, slapping, pinching, paddling a child with a hand or an object, depriving a child the use of a toilet, meals, drink, heat, shelter and pushing or pulling a child with a force or forcing the child to exercise (Duhaime, 2009 & Kennedy, 2010).

However, in support of Khewu's (2012) argument, a learner discipline manual from the Department of Education (2000) and Maree (2005) add that there are other forms of corporal punishment that include deprivation of the child of his or her basic needs. To further explain corporal punishment, the manual from the Department of Education (DoE) (2000) and Maree (2005) note that corporal punishment is also

aimed at containing the child. The term “contain” as used in this context, indicates that, the child is deprived of his or her right to express his or her feelings. The child is punished for doing something which has been disapproved of by the punisher (Morrel, 2001). Corporal punishment has been found to have negative consequences. Below is a discussion based on the negative consequences of corporal punishment.

1.1.2. CONSEQUENCES OF USING CORPORAL PUNISHMENT

Corporal punishment has been identified to be part of the major causes of violence, depression and alienation (Strauss, 2004). Morris and Gibson (2011) state that, corporal punishment, has an influence on children’s aggressive and delinquent behaviour. Furthermore, it has been established as being part of a wider web of violence that has fuelled antagonism and hatred (Tang, 2005). Moreover, it has been found to be a stressor amongst youth (Mulvaney & Mebert, 2007). Due to the negative experiences encountered by learners, corporal punishment has contributed to an increase in learner dropout and truancy (Humphreys, 2008).

Abdullah and Robert (2008) state that corporal punishment stunts the children’s ability to solve problems and therefore corporal punishment teaches children that people hit each other when angry. Many authors agree that corporal punishment develop the following on children, negative anti-social interactions, anxiety, drinking problems and inability to make friends (Arif, 2007, Banda, 2005, Benatar, 2009 & Soneson and Smith, 2005). Corporal punishment has also been found to be the cause of serious physical injuries in children (Vally, 2005). Medical science has also established that there is a link between violent punishment in early childhood, where children have been hit on the buttocks, and deviant sexual behaviours (Vally, 2005).

Due to the seriousness and the negativity of the consequences mentioned above, many countries including South Africa called for its abolishment (Maree and Cherian, 2004; Durrant and Janson, 2005 & Naong, 2007). Here under is an account of when corporal punishment was abolished in South Africa and the legislation that informed its ban.

1.1.3. ABOLISHMENT OF CORPORAL PUNISHMENT IN SOUTH AFRICA

The call for the ban of corporal punishment was not a new phenomenon in South Africa because as far back as the 1970s and 1980s corporal punishment was challenged by black students and political activists in South Africa (Morrel, 2001). Therefore, literature tells us that due to its negative consequences, in 1996 corporal punishment was ultimately abolished in South Africa (Khewu, 2012). The aim to abolish corporal punishment was to protect children against maltreatment as stated in section 28 of the South African Bill of Rights (South African constitution, 1996). In addition to South Africa countries like United States of America, Lesotho, Zambia and countries in Europe have also completely abolished corporal punishment both at home and in the school (Soneson & Smith, 2005). However some have abolished it only at school whilst it is legalised at home, e.g. United Kingdom (Newell, 2007 as cited in Khewu, 2012).

Even though corporal punishment is still used in some schools and some homes, South Africa is amongst countries that have declared it illegal (Maphosa & Shumba, 2010). Due to respect for human rights as enshrined in the Constitution, South Africa has moved from the use of punitive measures (corporal punishment) in schools to normative measures (ATCP) (Khewu, 2012).

The abolishment of corporal punishment was informed by the Constitution of South Africa 108 of 1996 under Section 28 of the Bill of Rights (which protects children from neglect, maltreatment, abuse and degradation), South African Schools Act 84 of 1996 and National Education Policy Act 27 of 1996 (Khewu, 2012). The South African Schools Act 84 of 1996 Section 10 (1) and (2) states that, “no person may administer corporal punishment at a school to a learner and anyone who contravenes the act is guilty of an offence and is liable on conviction to a sentence that could be imposed for assault”. Moreover, the South African Bill of Rights states clearly that learners should not be treated in a cruel, inhuman or degrading way and that it is the duty of the schools to promote the rights as identified in the Bill. With what the Bill of Rights states, it is clear that schools are supposed to be fear free zones rather than being places of violence, therefore corporal punishment is regarded as violation of learners’ rights.

In spite of its abolishment, there is evidence that the use of corporal punishment is still prevalent in South African schools (Morrel, 2001 as cited in Humphreys, 2008). Below are some of the reasons why teachers in particular are still continuing with the use of corporal punishment despite its ban.

1.1.4. TEACHERS AND THEIR CONTINUED USE OF CORPORAL PUNISHMENT

Literature suggests that the use of corporal punishment is influenced by a number of factors that include religion, parents' beliefs, culture, the beliefs of teachers and conditions in the workplace which is the school (Bower, 2008 & Smith, 2005). Below is a brief discussion of some of the factors that influence this continued use of corporal punishment and hence the non-implementation of the ATCP policy.

1.1.4.1 Influence of religion and culture

Religion has been regarded as one of the factors that influence the use of corporal punishment. Dupper and Dingus (2008) state that as compared with the Catholics and Atheists, Protestants approved highly of corporal punishment. It is also stated in Dietz (2000) that the administration of corporal punishment is influenced by a verse in the Christian Bible which says,

'Do not withhold discipline from a child, if you punish him with the rod he shall not die' (Proverbs 23:13-14).

However, other authors argue that the verse in question has been quoted out of context to justify corporal punishment (Vally, 2005). According to the verse disciplining a child is not different from punishing him or her. Contrary to this, the ATCP policy in South Africa states that there is a difference between discipline and punishment. Discipline is considered to be a positive corrective or formative measure while punishment is considered to be a negative punitive measure (Khewu, 2012).

Adding to the discussion are Porteus, Vally and Ruth (2001) who maintain that often notions around culture, tradition and religion are used to warrant corporal punishment. According to these co-authors, there are some who justify patriarchy and violence against children 'in the name of culture and religion' (Porteus, Vally & Ruth, 2001). What this seems to suggest is that people will always come up with excuses as to why corporal punishment is necessary, and that some or all of these people have no basis for doing that. In almost all cultures, corporal punishment is an

integral part of child rearing; Tafa (2002) gives an example of Botswana as one of the countries where corporal punishment is still being administered in the name of culture. Tafa (2002) further states that it is justified as African culture by both teachers and parents, whilst those at the receiving end (learners) are complaining about it. Khewu (2012) argues that as much as African culture is believed to be promoting the use of corporal punishment, contrary to that there are Xhosa sayings that show the discouragement of the use of corporal punishment or the rod, these sayings are,

“induku ayiwakhi umzi” and “sukubenza ingqongqo abantwana”

The first statement, *“induku ayiwakhi umzi”* means “a rod/stick cannot build a home”, and the second, that is, *“sukubenza ingqongqo abantwana”*, means, “do not beat children as if you are beating a hard hide that is usually beaten by women during an initiation ceremony. Both statements emphasise that to build a happy home you cannot always beat children, i.e. use a rod.

1.1.4.2 The influence of parents

Despite corporal punishment having been banished and the ATCP recommended, literature indicates that there are parents who support its use and there are those opposed to it (Bartholdson, 2001). Parents who opposed corporal punishment can be traced back to the 18000s thus some parents reported teachers to court (Middleton, 2008). On the other hand, Mphele (1997) as cited in Morrel (2001) states that there are many parents who continue to use corporal punishment at home and believe that it should be used at school. As much as the use of corporal punishment is prohibited, Khewu (2012) reports that there are parents who make arrangements with teachers that their own children must be beaten. In addition, teachers act as second parents at school (*in loco parentis*) therefore with the power vested in them to manage schools and maintain discipline, they get full blessings from the parents to practise corporal punishment (Naong, 2007).

1.1.4.3 Conditions at the workplace of the teachers and their beliefs

Teachers are faced with the disruptive behaviours of learners, resulting in them opting for corporal punishment as the solution to the problem (Moyo, Khewu & Bayaga, 2014). Teachers are also faced with violence at schools and outside the school premises and, therefore, feel that corporal punishment is the best disciplinary

option as they feel helpless in the face of violence (Morrel, 2001). Besides, most teachers do not consider all beatings as constituting corporal punishment and do not consider it to be undesirable (Mkhize, 2000 as cited in Morrel, 2001).

Moreover, literature indicates that teachers reacted negatively to the abolishment of corporal punishment as teachers argue that corporal punishment is the only way through which discipline can be maintained Morrel (2001). Porteus, Vally and Ruth (2001) state that some teachers claim that corporal punishment was used on them therefore they are not against it. Despite having endured corporal punishment they succeeded at school (*Ibid*). Teachers see corporal punishment as a quick and effective way and thus a desirable form of motivation as teachers found it to be the simplest way out of their difficulties (Middleton, 2008). In addition, Kubeka (2004) as cited in Naong (2007) states that, teachers feel that their power has been taken away and that they lack skills to administer other ways to maintain discipline, e.g. the ATCP. Naong (2007) and Khewu (2012) further state that teachers complain that there was little or no consultation done with them on the abolishment of corporal punishment and the introduction of the ATCP.

In the face of complaints by teachers, four years after the abolishment of corporal punishment, the ATCP policy was introduced in 2000. The section below briefly examines the ATCP policy.

1.2. THE ALTERNATIVES TO CORPORAL PUNISHMENT (ATCP) POLICY

Regardless of teachers' reactions to the abolishment of corporal punishment in South Africa in 1996, the ATCP policy was introduced in 2000 under the leadership of the then Minister of Education, Kadar Asmal (Khewu, 2012). ATCP policy was introduced in South Africa in order to put an end to the use of corporal punishment and to introduce the ATCP, a normative measure to administer discipline in schools (Porteus, Vally & Ruth, 2001). According to the South African Schools Act, the main focus should be positive or normative discipline that will facilitate constructive learning and this reiterates the fact that punishing is not discipline (Wood, 2009). Normative discipline entails maintaining discipline without unnecessary harshness, encouraging reasonable moral thought and behaviour without indoctrination and

maintaining order and control within the classroom without adopting a pose of infallibility (Naong (2007).

The Practical Guide for the Implementation of Alternatives to Corporal Punishment (2000) identifies five levels of misconduct and also advises on the different disciplinary procedures to be followed in case of an offence. The levels are as follows: misconduct in the classroom (Level 1); misconduct by breaking school rules (Level 2); serious misconduct and serious violation of school codes (Level 3); very serious misconduct and serious violation of school codes (Level 4) and criminal acts which do not only violate school codes but which breach the law (Level 5). Khewu (2012) notes that in all the levels, Level 1 (classroom based offences), is the most administered in school as these offences are the most common. Khewu (2012) notes that the five recommended ATCPs for Level 1 are detention, community work, demerits, verbal warning and physical work.

As a way of ensuring that the ATCP policy works, each school (teachers, parents and learners) is also allowed to develop their own Code of Conduct (CoC) under the following steps: developing a school vision; planning a disciplinary code and procedure; developing an implementation strategy; considering physical needs and trouble shooting and implementation and evaluation on an ongoing basis (ATCP Guideline, 2000).

Despite what has been mentioned above there are reports that the content of the ATCP guide are used minimally and that means teachers perceive it negatively. In addition, as much as the ATCP guide is said to be user friendly, teachers continue to ignore the policy as they continue using corporal punishment (Morrel, 2001), this might mean that the teachers perceive the ATCP as impractical. Moreover, the continued use of corporal punishment still happens even though teachers find themselves having to account in courts of law (Naong, 2007).

1.3. RESEARCH PROBLEM

According to the South African Schools Act 84 of 1996, because of its negative consequences, corporal punishment was abolished in South Africa in 1996. It was replaced by the ATCP in 2000. The ATCP was believed to be normative in the sense that good values instead of fear or pain were a determinant of good behaviour. However, despite the ban, there is evidence that some teachers still continue to use corporal punishment (Morrel, 2001 as cited in Humphreys, 2008 and Maphosa & Shumba, 2010). The continued use of corporal punishment has resulted in a number of courts against teachers instituted by the Department of Education and some parents (Naong, 2007). Literature also notes that some teachers are against the ban of corporal punishment as well as the introduction of the ATCP (Tharps, 2003). It is, therefore, against this background that the teacher's perceptions on the non-implementation of the ATCP policy need to be investigated. In order to establish the teacher's perceptions with regard to the phenomenon under study, the following questions will be posed:

1.4. RESEARCH QUESTIONS

Main question

What are the teachers' perceptions of the non-implementation of the ATCP policy?

Sub questions:

1. What is the teachers' understanding of the ATCP policy?
2. What are the perceived causes of the teachers' non-implementation of the ATCP policy?
3. What disciplinary strategies do teachers think should be in place instead of the ATCP policy?

1.5. PURPOSE OF THE STUDY

The purpose of the study is to find out teachers' perceptions on the non-implementation of the ATCP policy, so that as envisaged by the Department of

Education (DoE) a kind of character and positive discipline that will facilitate constructive learning without any form of pain can be instilled, so that ultimately learners can feel safe and protected at school.

1.6. OBJECTIVES OF THE STUDY

The study has the following objectives:

1. To unearth teachers understanding of the ATCP policy.
2. To explore the teachers perceptions of the non-implementation of the ATCP policy.
3. To investigate the perceived causes of teachers' non implementation of the ATCP policy.
4. To investigate the disciplinary strategies teachers think should be in place instead of the ATCP policy.

1.7. MOTIVATION FOR THE STUDY

Corporal punishment has been abolished in South Africa and anyone who contravenes the act is faced with conviction. The ATCP policy has been introduced. In spite of this, some teachers are not using the ATCP policy. Naong (2007) cites an article in the *Sunday Times*, 2005 May 22 which states that 269 teachers were fired for cases related to the contravention of the corporal punishment ban. This motivates the researcher to explore the teachers' perceptions with regard to the non-implementation of the ATCP policy even if they are faced with harsh measures that include losing their source of income. This is an area of interest as it is also a worldwide issue. As Naong (2007) mentions, Scotland is one of the countries where teachers continue to use corporal punishment whilst they are fully aware that it has been abolished.

1.8. SIGNIFICANCE OF THE STUDY

The study might help to contribute towards raising awareness to the Department of Education about the effectiveness or ineffectiveness of the ATCP policy. It might further help the Department of Education to be aware of the reasons why some teachers do not implement the ATCP policy. It might also help teachers to reflect on their disciplinary practices in schools. It might also contribute to literature by bringing to light the perceptions of teachers on the ATCP policy. In addition to the above, it can help to find out what disciplinary strategies teachers think should be used.

1.9. SCOPE OF THE STUDY

Geographically the scope of the study will be in a high school that still uses corporal punishment in Mdantsane, a township in the Eastern Cape Province. The study is housed under school discipline and focuses on the perceptions of teachers towards the ATCP policy. The theoretical scope of this study is self-determination, and central to self-determination theory is the distribution between autonomous and controlled motivation (Gagne & Deci (2005). The theoretical scope of the study will be further discussed in chapter 2.

1.10. RESEARCH METHODS

1.10.1 Research Orientation

The study was anchored in the interpretive paradigm. The study used the qualitative approach which involved the study of phenomena in their natural setting (De Vos *et al*, 2002) and this process will include the conducting of semi-structured interviews and document analysis.

1.10.2 Research design

The study was conducted through a case study which was designed to 'dig deeper' in order to understand what were the perceptions of teachers with regard to the non-implementation of the ATCP policy. One high school that is still using corporal punishment in Mdantsane was chosen as a case to be studied. A case study approach is a perfect methodology for this kind of study because, when a holistic, in-depth investigation is needed, case studies give a picture that illustrates relationships and patterns of interaction between variables (Cohen, Manion and Morrisson, 2003; Davies, 2007 & Hesse-Biber, 2004).

1.10.3 Sample

The target population for the study was one high school in Mdantsane in the Eastern Cape Province. The school and the respondents were sampled through convenient and purposive sampling. The site was chosen conveniently as it was known to the researcher and in choosing the respondents, the researcher chose purposively because the interviewees in that high school were likely to produce a valuable data. Given (2008) defines purposive sampling as 'hand-picked' for the research and the term is applied to those situations where the researcher already knows something about the specific place or people. The biographical factors that include gender and age were also considered so that the sample could be representative of the whole teacher community in the school and representative sampling is a kind of a purposive sampling (Trochim, 2006). The respondents were eight teachers, that is, four from the GET band and four from the FET band.

1.10.4 Data collection

In this study this process entailed the collection of data through semi-structured interviews and document analysis. Gall *et al* (2003) describe interviews as a way of identifying how people think more openly and accurately than is possible with a questionnaire. Gall *et al* (2003) further state that interviews allow the researcher to further probe the ways in which people make meaning of things, why they think the way they do and allow them to clarify their meaning. Open ended questions were asked, "... open-ended questions developed trust, are perceived as less threatening, allow an unrestrained or free response, and may be more useful with articulate respondents". Although open-ended questions have advantages, according to

Kumar (2011) the disadvantage is that they are time-consuming as the respondents also share unnecessary information. Relevant books and policies were also analysed to check issues of alignment and compliance.

1.10.5 Data analysis

A number of authors define data analysis as making sense of accumulated facts or information the researcher has collected from the field (Merriam, 2001). The researcher analysed the data according to Babbie and Mouton's (2004) technique called content analysis.

According to Babbie & Mouton (2004) the details of the data are firstly organized in a logical order according to the research questions. Secondly, specific meanings of the data collected are examined and categorised as related to the research questions. Thirdly, in search of patterns that the data reflected, the data is scrutinized and grouped into themes. Lastly, as patterns are identified, the conclusions from the emerging themes are drawn (Babbie & Mouton, 2004)

1.11. DEFINITIONS OF KEY CONCEPTS

The following concepts are mostly used in this study:

Alternatives to corporal punishment policy- It is a strategy that is meant to replace corporal punishment and it entails of effective communication in which the teacher displays an attitude of respect for the students. It emphasizes positive educational exchanges between teachers and students (ATCP Guidelines, 2000).

Autonomous motivation-It enables people to realise their authentic self (Deci & Ryan, 2000).

Corporal punishment- It is a painful intentionally inflicted physical penalty administered by a person in authority for disciplinary purposes (Maree, 2004).

Discipline-George (1990) as cited in Naong (2007) defines discipline as creating and maintaining a learning atmosphere in which teachers can teach and learners can learn in an environment that encourages respect for teachers, classmates and

administrators. It implies behaving in ways that demonstrate respect and responsibility. It is a training that is expected to produce a specific character or pattern of behaviour.

Intrinsic motivation- It is the natural human propensity to learn and assimilate (Ryan & Deci, 2000).

Self- determination-It is concerned with the motivation behind the choices that people make without any external influence and interference (Gagne & Deci, 2005).

1.12. OUTLINE OF CHAPTERS

This dissertation is divided into 5 chapters. Hereunder is the outline of the chapters:

CHAPTER 1: Background to the study

Basically, this chapter is the overview of the whole study. It gives the background from which the statement of the problem is deduced. The chapter also includes the purpose of the study, research questions, and significance of the study, scope of the study and the definition of key terms or concepts.

CHAPTER 2: Literature review

This chapter looks at the literature and the theoretical framework that will support some of the arguments that will arise from the study. The literature that will be examined include the background, that is, what is taking place and what is not happening with regard to learner discipline is supposed to be administered as well as the non-implementation of alternatives to corporal punishment; the challenges, concerns and gaps emanating from the non-implementation of ATCP policy; tentative suggestions or alternatives to address the non-implementation of the ATCP policy as well as the evaluation of the suggested ATCPs and the reasons why they are of critical importance.

Chapter 3: Research methodology

This chapter will look at the overall approach to the study, the research paradigm and the research design of the study. It will also look at the research methods that will be used for collecting data. The methods that will be used will include semi - structured interviews and document analysis. There will be sampling of the research

site and research respondents where both convenient and purposive samplings will be used in the research. Ways to analyse the data will also be discussed.

Chapter 4: Data presentation, analysis and interpretation

This chapter will present data that will be collected from the respondents. The data will be analysed and interpreted to get an understanding of the topic under study.

Chapter 5: Findings, conclusions and recommendations

The chapter will give a summary of the findings from which conclusions will be made concerning perceptions of the respondents. From these conclusions, recommendations and suggestions will be made for future research purposes. The limitations of the study will also be addressed in the chapter.

CHAPTER 2

LITERATURE REVIEW

2. INTRODUCTION

This chapter reviews current literature in respect to teachers' non implementation of the alternatives to corporal punishment policy. Before an examination of the foresaid literature, the chapter presents the theoretical framework that guides the study and its' background. The background deals with what is taking place and what is not happening with regard to how learner discipline is supposed to be administered. It also deals with the non-implementation of alternatives to corporal punishment; the challenges faced by teachers, concerns and gaps emanating from the non-implementation of alternatives to corporal punishment. It puts forth tentative suggestions or alternatives to address the non-implementation of the ATCP policy. It further evaluates the suggested ATCPs and the reasons why they are of critical importance. Below is the description of the theoretical framework and how it is linked to the study.

2.1 THEORETICAL FRAMEWORK OF THE STUDY

This study aims to examine the perceptions of teachers on the non-implementation of the alternatives to corporal punishment. The bill of rights for learners promotes that it is the duty of the school to ensure that the school is free of violence and is welcoming to learners (DoE, 1995). To achieve this, teachers are expected to implement the alternatives to corporal punishment which were introduced in 2000 by the department of education. Alternatives to corporal punishment are new knowledge to teachers. Teachers need to be intrinsically motivated to embrace this change. It is therefore in this light that the self-determination theory was used as the theoretical framework for this study.

"Central to self-determination theory is the distribution between autonomous and controlled motivation" Gagne and Deci (2005). Gagne & Deci (2005) believe that teachers need to have autonomous motivation as opposed to feeling controlled and

pressurised by authorities to practise or implement any policy in place. In a case like the one at hand, that is the implementation of the ATCP policy, in autonomous motivation teachers will act out of choice to learn and internalise or understand knowledge on the ATCP policy. The theory will help to distinguish between teachers who are willing to learn and those that are resisting change. When there is self-determination they will be willing to learn and understand the alternatives to corporal punishment so that they can use them effectively in schools.

2.2. BACKGROUND

South Africa obtained its democracy in 1994 and adopted a Constitution that guaranteed the protection of human rights. To achieve this, corporal punishment was abolished in 1996. Different authors define corporal punishment as a form of discipline that entails direct infliction of pain on the physical body, e.g. spanking, slapping, pinching, pushing or pulling a child with a force or forcing the child to exercise or paddling a child with a hand or an object and deprivation of the child of his or her basic needs, e.g. use of a toilet, meals, drink, heat and shelter (Duhaime: 2009 & Kennedy, 2010). Four years after the ban of corporal punishment, in 2000 a policy on Alternatives to Corporal Punishment was introduced by the Department of Education (Vally, 2005).

Certain policies were used to guide the formulation of the policy like The Bill of Rights of the South African Constitution (Act 108 of 1997); the National Education Policy (Act 27 of 1996) and the South African Schools (Act 84 of 1996). In addition, prior to 1996, South Africa became a signatory to the Convention on the Rights of the Child. That compelled the country to pass laws that would protect children from all forms of abuse, neglect or negligence and maltreatment (DoE: 2000). South Africa also acknowledged the African Charter on the Rights and Welfare of the Child which, in addition to the above, commits its members to ensuring that a child should be treated with humanity and respect for the inherent dignity of the child (ATCP Guideline, 2000).

According to the South African legislations, the Bill of Rights states that, it is the duty of the school to ensure that the school is free of violence and is welcoming to learners (DoE, 1995). To achieve this teachers are expected to implement the

ATCPs which were introduced in 2000. Below, the contents of ATCP policy are discussed.

2.3. ALTERNATIVES TO CORPORAL PUNISHMENT POLICY

Chisolm (2007) defines the alternatives to corporal punishment as a strategy to instil discipline that puts more emphasis on effective communication, respect and positive educational exchanges between learners and teachers. Alternatives to corporal punishment have been introduced with the aim to instil this kind of character and positive discipline that will facilitate constructive learning without any form of pain so that learners can feel safe and protected at school (ATCP Guideline, 2000). A document that was meant to be a guideline was given to teachers, however, it was noted that the document does not restrict the teachers to using only the strategies that are advised in the policy (ATCP Guideline, 2000). What DoE identifies as important is that, whatever strategy teachers use as an alternative to corporal punishment they should be within a human rights framework (ATCP Guideline, 2000).

The guideline to the implementation of the ATCP policy has classified the offences into different levels with recommended disciplinary actions. Although teachers were given the latitude to explore other ATCPs, the following disciplinary actions were recommended.

For classroom based misconduct (Level 1) the following disciplinary actions were recommended: verbal warnings by the teacher where a child is peacefully reprimanded but not shouted or insulted; community service where the learner is expected, for example, to clean or cut grass, even during weekends; demerits; additional work which is constructive and which relates to misconduct; small menial tasks like tidying up the class and detention in which learners use their time constructively but within the confines of the class (ATCP Guideline, 2000).

Level 2 offences entails misconduct by breaking school rules and the recommended disciplinary actions are disciplinary talk with the learner; talking to the learner's parents or guardians; written warnings; signing contract with learners who want to

improve; daily report taken by learner and signed by all; performing duties that improve the school environment such as cleaning, gardening or administrative tasks and at this level the disciplinary actions can be taken by the head of department (ATCP Guideline, 2000).

Level 3 are offences that entail serious misconduct or serious violation of school rules and that includes frequent repetition of Level 2 misconducts and also including injuring others, gambling, severe disruption in class, forging documents, using racist and sexist comments or any other discriminatory behaviour, possessing pornography, possessing dangerous weapons, theft vandalism and cheating during examination. Disciplinary actions for Level 3 can include: written warning of the possibility of suspension from school; referral to a counsellor and community service and permission needs to be granted by the provincial Department of Education. At this stage the action can be carried out by the principal or the learner is referred to an outside agency for counselling.

Level 4 offences entail very serious misconduct or violation of school rules and that involves repetition of the misconduct at Level 3 and also includes threatening the lives of others with dangerous weapons, intentionally injuring others, verbal threats, sexual exploitation, selling drugs, possession of alcohol or drugs, being drunk, disrupting the entire school, boycotts, forging documents and signatures. To deal with this misconduct any of the above disciplinary actions can be carried out: referral of learner to an outside agency for counselling and applications to the provincial Department of Education for limited suspension from all school activities. These disciplinary actions can be carried out by the school principal or the school governing body together with the provincial Department of Education.

Lastly, Level 5 offences are criminal acts which not only violate school codes but breach the law, e.g. assaulting others, intentionally using dangerous weapons, sexual harassment, abuse and rape, robbery, major theft, breaking into premises and murder. To deal with the misconduct the following disciplinary actions are taken: applications to the provincial Department of Education for expulsion or transfer of the concerned learner and allow for criminal or civil prosecutions which may follow, given that the misconduct is of criminal nature. These disciplinary actions can be carried

out by the principal and the school governing body together with the Department of Education (ATCP Guideline, 2000). All the above ATCPs were believed to be normative and not aiming to cause harm on the child's physical and emotional being.

It is also important to note that in drafting the guiding document, four approaches to discipline were also considered by the Department of Education (ATCP Guideline, 2000) and each teacher has been advised to identify an approach that they can identify with. The approaches are as follows:

a. The Democrat

This approach allows learners to get involved in the development and keeping of rules. It involves consultation with learners on issues that arise between them and teachers. It allows the involvement of parents and the process can be evaluated and changed when necessary (ATCP Guideline, 2000). This approach agrees with the policies of the South African legislation where parents are encouraged to be actively involved in their children's education (Act 84 of 1996). It also relates to the liberal approach that has been discussed in 2.4.2 above.

b. The Community builder

This approach looks at issues that impact on the building of a community. It emphasises values such as trust, responsibility and caring. Learners are expected to live up to those values. This embraces alternatives such as community services for discipline. It teaches the learner that if someone takes something from the community, he or she must put something back into it (ATCP Guideline, 2000). In other words the learner is made to account for his or her actions.

c. The Behaviourist

This is the approach that promotes disciplinary strategies such as rewarding or recognition, withdrawal of privileges and time out when necessary. It places emphasis on clear and consistent rules and expectations. Learners like and need rules as long as they are made clear to them (Porteus, Vally & Ruth, 2001). The behaviour of the child is controlled in a positive way that motivates the learner to do

what is right. Children want to be complimented by adults who are teachers in this case.

d. The Empathiser

The empathiser views things from the angle of the child. He or she sees beyond the behaviour of the learner and identifies underlying problems to the child's behaviour (ATCP Guideline, 2000). This is the approach that includes involvement of counsellors or psychologists. In addition to parents, teachers work most directly with learners and therefore have first-hand experiences with the behavioural problems of learners (*ibid*). Because they are perceived to be anchored on human rights a number of scholars highlighted the benefits of the ATCP policy, the benefits are discussed below.

2.4. BENEFITS OF THE ALTERNATIVES TO CORPORAL PUNISHMENT POLICY

The ATCPs have been found to have positive corrective measures (ATCP Guideline, 2000). Problems faced by learners in schools indicate that corporal punishment is not the solution hence the introduction of the alternatives to corporal punishment policy (Morrel, 2001). The ATCP policy suggests ways that are forms of behavioural management without painful, harsh long term effects. The forms include positive reinforcement which educational experts have found to reduce student misconduct and the incorporation of the term 'consequences' rather than punishment (ATCP Guideline, 2000). Consequences provide clear and definitive answers to children's active inquiries on what is acceptable or is not acceptable (Bartman, 2002). When applied in a democratic way, lessons become much clearer. Therefore, if teachers are educated on the policy, they will be able to identify learners with emotional difficulties as well as other difficulties they are faced with (Khewu, 2012). This does not mean that teachers are psychologists but they will be able to identify and refer the affected learners to the relevant professionals (*ibid*). This will also help to raise awareness in society as parents have also supported the use of corporal punishment as indicated by literature earlier (*ibid*).

Bartman (2002) states that teachers need support from the society in eliminating corporal punishment. This is further reiterated by Dupper and Dingus (2008) that the general public and school personnel need to be educated about the negative effects of corporal punishment and consequently the benefits of the ATCP policy. Although the ATCP policy seems to be promoting respect for human rights especially children's rights, it is clear that the introduction of the ATCP policy was met with challenges as there were concerns raised and gaps identified. As a result of this, the envisioned dream is not yet realised as it is reported that the ATCP policy is not implemented in some schools.

Literature also reports that the non-implementation of the ATCP policy is not only a South African problem as teachers from other countries in the Southern African Development Community (SADC) region, have continued to use corporal punishment, despite the fact they had also abolished corporal punishment (Khewu, 2012).

Below a discussion on the arguments against the ATCP policy will be presented, the discussion will first look at the reasons for the non-implementation of some of the recommended disciplinary measures and later on other reasons causing the non-implementation of the ATCP policy.

2.5. CHALLENGES, CONCERNS AND GAPS EMANATING FROM THE NON-IMPLEMENTATION OF THE ALTERNATIVES TO CORPORAL PUNISHMENT POLICY

Discussed below are the challenges, concerns and gaps that have emanated from the non-implementation of the alternatives to corporal punishment policy.

2.5.1. ARGUMENTS AGAINST THE RECOMMENDED DISCIPLINARY MEASURES

It is important to note that, the non-implementation of the ATCP policy is not only a South African problem, Waterhouse (2006) lists a number of countries where the abolishment of corporal punishment has taken place yet there is continued use of corporal punishment and some of these include countries are in the Southern African

Development Community region, e.g. Lesotho and Zambia. According to Porteus *et al* (2001) there have been on-going conflicts between leaders and teachers with regards to the implementation of the alternatives to corporal punishment, with specific reference to the recommended disciplinary measures. Teachers believe that there are no effective alternatives in curbing learner discipline in schools (Maphosa and Shumba, 2010 & Porteus *et al*, 2001). They actually consider them to be useless and time consuming. Some scholars have also attributed the lack of discipline in schools to the ineffectiveness of the alternatives. Khewu (2012) notes that there has not been any remarkable change in learner behaviour since the ban of corporal punishment in 1996. It has actually deteriorated and that questions the effectiveness of the alternatives as a strategy to instil discipline in learners.

Maphosa and Shumba (2010) defend the alternatives by blaming the acceleration of ill-discipline on the failure of teachers to use the alternative disciplinary measures. The media also reported that included in those who see the alternatives to corporal punishment as ineffective are some of the leaders in schools (*Mail and Guardian*. 24 May 2010), therefore this means that if leaders do not believe in the ATCP policy, there is a little chance that it will be implemented in schools (Khewu, 2012). To challenge the recommended ATCP policy, especially those disciplinary measures in Level 1 (classroom based offences) the following arguments were made:

a. Menial (physical) and community work

According to the Department of Education, the strategies above are meant to instil responsibility in learners as they also teach them that if one takes something away from the community, one should put something back into it (ATCP Guideline, 2000). The ATCP guideline further notes that as much as discipline should be pain free, learners should take responsibility for their actions hence it is stated that they should learn to put back to the community what they have taken from it. It cannot always be made easy for them when they have done wrong (ATCP Guideline, 2000).

As much as this is considered to be a constructive process for learners, Benatar (2009) does not consider these strategies to be formative but as forced labour and that makes them to be a form of corporal punishment besides hitting learners. This is supported by Khewu (2012) who also does not consider the strategy to be normative

but punitive as it violates children's rights. Khewu (2012) cites Aziz (2010) who states that there are learners who felt that community work is derogatory as they are forced to do the work when it is supposed to be voluntarily. Khewu (2012) argues that community work involves values such as helping and caring, therefore these are values that must be practised whether a person has committed an offence or not. As much as Khewu (2012) does not dismiss the inculcation of these values, she believes forcing learners to work can affect learners both psychologically and emotionally. Community work and physical work are considered by Khewu (2012) to be amongst practices that are said to be normative yet if they are used as a form of discipline they can be derogatory and punitive. A child has to willingly perform a task, whether for noble or hygienic reasons.

Khewu (2012) further argues that, as long as an ATCP subjects a child to pain, it is not normative enough. Normative disciplining is supposed to be pain free (Grote, 2006). Literature notes that teachers mainly use physical work as a form of punishment, e.g. one learner sweeping and the aim is not instil any value but to inflict pain (Kivulu & Wandai, 2009). Some noted that actually, learners enjoy to be given physical work as a form of discipline as they get a chance to roam around, therefore they feel physical and community work ATCPs are not effective. Some learners do not enjoy being in class hence they do not mind given menial work that will afford them an opportunity to be outdoors.

b. Detention

Some scholars raise fears that detaining learners for long periods of time might cause them to be rebellious (Williamson-Maloy, 2010). They argue that a child might feel hopeless as she or he does not know if she or he will be able to behave long enough to have her or his privileges returned to her or him (Tungata, 2006).

Khewu (2012) states that, when a child loses hope, she or he may also lose the incentive to behave. In research studies note that learners say detention is not effective, as at times they just sit and do nothing as a results they end up acting naughty, e.g. by listening to music, chatting on cell phones (*ibid*). Another learner said it is a waste of time as, he said in his own words, "I could be doing something useful like writing my homework, so as to be able to perform my chores when I get home".

Furthermore, some teachers also shared that it was ineffective as physical and community work learners enjoyed not to be in their classes (Tungata, 2006). Khewu (2012) also indicates that there are scholars who have suggested that for any form of exclusion the age of the learner should be considered because the strategy is more effective when the child is younger and less effective when he or she is older so detention might not be effective for high school learners.

c. Demerits

At the beginning of each year some schools allocate points to every learner, points are deducted every time a learner has committed an offence; this disciplinary measure is called a demerit system (Joubert, 2006). Soaness and Stevenson (2006) further defines a demerit as a mark deducted or awarded against learners for bad work or behaviour or something that deserves blame, fault or offence.

Khewu (2012) argues that the definition of a demerit suggests that the demerit system is reactive, meaning, taking away a mark after an offence has been committed connotes that it is meant to police for wrong doing and then punish. To de-stigmatise the point system Porteus *et al* (2001) prefer to call the disciplinary tool 'merit passes' or 'Merit System of Awards' rather than demerits and believe that as disruptive learners earn the demerits, those who behave well should earn merits. They also emphasize that although teachers know that they are supposed to give learners merits and demerits all teachers are aware that the ratio of the merits must be more than the demerits to show that the tool is mainly developmental and encouraging discipline rather than punishing (Porteus *et al*, 2001).

Mwamwenda (2004) argues that merits imply that the only reason the child would ever do good is to be rewarded with adult approval. He argues that he doesn't believe that children have to do good in order to receive something back but rather as a result of a growing understanding of how their behaviour contributes to the development of a safer and more caring sense of community. For them to understand the tool Mwamwenda (2004) also criticises the demerit system by arguing that it is not a sound basis for moral decision making to teach children that they must be rewarded for doing good or punished for doing bad. He further argues that children must do well because they understand the reasons thus it is important to discuss the disciplinary tools with learners so that they can grow to be reasoning problem solvers (Mwamwenda, 2004).

Hastings *et al* (1987) as cited in Khewu (2012) believe that it is punitive if sanctions are only imposed when pupils behave unacceptably and giving no rewards for acceptable and improved behaviour. It means the focus is on punishing rather than developing a learner to grow to be a responsible citizen. There are a number of challenges that make it difficult to implement the demerit system, e.g. unavailability of people to manage the tool, time constraints for teachers to implement or manage the tool, and lack of capacity of the teachers in knowing how to implement the tool (Joubert, 2006). If the challenges mentioned above cannot be resolved it means that teachers will always view the demerit system as un-implementable.

d. Verbal warning

A verbal warning or “getting told off” is probably the most common sanction for minor misbehaviour (Khewu, 2012). This is typically done by the class teacher on the spot, but a more serious and formal reprimand might be given in the school office, e.g. by the school principal (Porteus *et al*, 2001). Soaness and Stevenson (2006) believes that a verbal warning triggers fear as it implies the learners must be afraid of the consequences of his/her actions, therefore it is punitive. This is contrary to what is noted in the ATCP policy guideline that any kind of ATCP mustn’t instil fear but an intrinsic control that stems from the fact that the learner is able to make choices based on her justifications that they are good or bad (Khewu, 2012).

Senosi (2006) mentions that teacher’s lack of understanding of the policy and their beliefs and attitudes play a contributory role in the ineffective implementation of the ATCP. Other teachers use insults when administering verbal warning because they might not know the difference (Nolan, 2001). Tabane, a journalist reported that his child once informed him that a teacher called a fellow learner a “*gemors*” (rubbish) after the learner had defaced the teacher’s car (Mail and Guardian 18, March 2011). Therefore it is important to note that lack of understanding may contribute to the teacher’s negative perceptions.

2.5.2. OTHER PERCEPTIONS ON THE NON-IMPLEMENTATION OF THE ALTERNATIVES TO CORPORAL PUNISHMENT POLICY

As aforementioned, teachers shared a number of reasons why the ATCP policy was not implemented, to witness that scholars cite a number of reasons that also do not allow the teachers to implement the policy. As much as teachers are noting different reasons for non-implementation, the most critical thing is that teachers are still using corporal punishment despite its ban hence this study aims to explore other perceptions that teachers have with regard to ATCP policy. Literature accessed revealed the following reasons that promote the continued use of corporal punishment and these reasons include continued use of corporal punishment by parents at home; teachers' attitudes; violence in schools; lack of capacitation on alternatives to corporal punishment; psychological issues that affect learners; culture and religion. The discussions are as follows:

a. Continued use corporal punishment by the parents at home

Parents continue using corporal punishment at home and believe that it should be used at school as well (Morrel, 2001). Morrel raises the fact that the influence of this on the non-implementation of the ATCP policy is a neglected explanation. This suggests that its impact is not realised and how it has an influence on the continued use of corporal punishment in schools and hence the non-implementation of the ATCP policy. The teachers need support from the society to work along with the schools in eliminating physical punishment of children (Bartman, 2002). The society includes the learners' parents. Porteus *et al* (2001) advise that families should be involved by calling parents' meetings and outlining a code of conduct that should be agreed on. The parents should be engaged in coming with ways to suggest disciplinary measures that are positive (*ibid*). Teachers do not seem to be getting the support they need; as a result they resort to using corporal punishment to solve the problem. Parents are supposed to be involved in their children's education as they have an obligation to support their children to attend school regularly (SASA Act 27 of 1996).

Parents should be made part of the solution by discussing with them any behaviour problems learners might have to ensure that discipline is handled both at home and at school (ATCP Guideline, 2000). Parents have shifted their responsibility to discipline children to teachers. They do not realise that it is important that they avail themselves at school whenever they are needed to work on their children's behaviour. As aforementioned, Morrel (2001) states that parents continue to use corporal punishment at home hence they believe that it should be used at school as well.

As a result of this, parents have made illegal arrangements with teachers to discipline their children by applying corporal punishment (Benatar, 2009). Teachers act in *loco parentis* with the power vested in them to manage schools and maintain discipline hence they get full blessings from the parents to practise corporal punishment (Naong, 2007).

On the other hand, there are parents who are against the use of corporal punishment as it is noted in research that as far back as the 1800s there were parents who opposed corporal punishment and even took to court teachers who punished their children (Bartholdson, 2001; Middleton, 2008 & Khewu, 2012). In addition to this, the Human Rights Watch (2009) challenges the opinion that most parents support the use of corporal punishment in schools. This body states that there are parents who feel helpless and fear being ostracised and, as a result, they pull their children out of school rather than subjecting them to an unsafe environment. An unsafe environment refers to the fact that children might get injured whilst being punished. Benatar (2009) alerts that, most injuries happen at school during punishment by teachers. In summary, if there are teachers that are encouraged by parents to use corporal punishment, they can perceive as justified.

b. Violence in schools

Maphosa and Shumba (2010) have raised the fact that amongst other challenges faced by teachers is the violence that takes place in schools. Teachers feel helpless in the face of violence that takes place both inside and outside the schools (Morrel, 2001). They find themselves in a position where they have to be law enforcers (*ibid*). Zulu *et al* (2004) as cited in Maphosa and Shumba (2010) indicate learners have murdered other learners in the school premises and these incidents impact

negatively on the core business of the school which is teaching and learning. For schools to be effective there needs to be discipline amongst learners. Teachers are frustrated by the degradation of discipline as it bars effective learning and teaching (Marais & Meyer, 2010). They are highly stressed and demotivated by this, as a result a desperate and the fastest way to maintain discipline is to use corporal punishment.

c. Lack of capacitation on the ATCP policy

Teachers still see corporal punishment as the best option for disciplining learners (Moyo, Khewu and Bayaga, 2014). This is caused by the possibility that they do not know the benefits of using the ATCP policy or possibly they do not know what the alternatives are. They were possibly not educated on the ATCP and, as a result, they do not know how to deal with learner discipline (Naong, 2007 & Mtsweni, 2008). Firstly, Khewu (2012) states that there could be the possibility of a gap in knowledge with regards to the alternatives and as a result teachers do not have a deep understanding on why the corporal punishment was abolished. Secondly, there could be a possibility that not enough consultation was done by government with the teachers concerning the ATCP policy. To display this lack of capacitation, Porteus *et al* (2001) cite an educator in a crowded school in Katlehong expressed with pride how she implemented an ATCP by making a learner walk around the school wearing his underwear on his head.

For this lack of knowledge the government could be partly to blame as Tungata (2006) mentions that a representative from Child Line South Africa raised a concern that there was not enough effort done to train teachers on the ATCP policy. Khewu (2012) further states that the possible lack of education leads to teachers not knowing how to deal with learner discipline in schools in the way they should (Naong, 2007 & Mtsweni, 2008). Teachers have, therefore, continued to use corporal punishment and some have partially used the alternatives while some have wrongly used them (Khewu, 2012). There needs to be a proactive, data-driven set of problem solving strategies that are designed to minimize problematic student behaviour (Dupper & Dingus, 2008). For the alternatives to be effective they need to include social skills training, character education programmes, positive behavioural interventions and support (*ibid*). To curb this problem, Belvel and Jordan (2002)

advise that there is still an increasing need for teachers to be aware of effective alternative measures and embrace them. There is an urgent need to capacitate teachers on the ATCP policy or they will continue to use ATCPs that they perceive as appropriate although they are not.

d. Psychological issues that affect learners

Morrel (2001) mentions that, teachers find themselves acting as counsellors to deal with issues that affect the learners psychologically. Nowadays schools are faced with the fact that schools do not employ psychologists to deal with the emotional issues that face learners (*ibid*). Mamwenda (2004) state that the misbehaviour in schools and the classroom might originate from within the child, the school, the society, the curriculum, the child's parents or teachers. A combination of the child, the school, the society, the curriculum, the child's parents or teachers combine to affect the behaviour of the learner (Ramharai, Curpen & Mariaye, 2009).

Teachers are dealing with learners who come from a society with a lot of abnormal characteristics. Amongst characteristics to be considered in the community are the economic situation and economic realities such as unemployment. Porteus, Vally and Ruth (2001) cite Chisholm and Vally (1996) who state that the dynamics within the schools are greatly affected by the socio-economic context within which the schools are located. It is, therefore, against this light that the society from which the learners come should be considered in order to understand and work with discipline (Porteus *et al*, 2001). It is against this light that teachers find themselves doing the work of social workers or psychologists. Morrel (2001) concurs with this when stating that teachers are dealing with learners from disadvantaged backgrounds where there are lack of resources and a high level of poverty, hence teachers find themselves having to act as counsellors and mediators.

Porteus, Vally and Ruth (2001) state that teachers refuse this role as they claim that they are not social workers yet they should listen to the cries for help of the learners and avail themselves in helping the learners to carry the heavy emotional baggage they have been exposed to. The ATCP policy was introduced to assist teachers to ensure that the learners get the assistance they need (*ibid*). The alternatives allow teachers to deal with different levels of misconduct by learners and they are allowed

to invite professionals such as social workers or counsellors to deal with issues beyond their power (ATCP Guideline, 2000), however this becomes a challenge as the Department of Education has very few counselling expert to deal with the need. Therefore, there is a need to support and capacitate teachers to use the ATCP policy to effectively assist them to deal with learners with problems. If they do not know and understand the ATCP policy they will not perceive it as an instrument that can help them.

e. Culture and Religion

- Culture

It has become evident that violence against children has been justified in the name of culture as Porteus *et al* (2001) claim that notions around culture and religion have been used to warrant corporal punishment. Tafa (2002) states that the non-implementation of the ATCP policy is justified by both teachers and parents as corporal punishment is seen as being part of the African culture whilst those (learners) at the receiving end are complaining. Soneson and Smith (2005) argue against the fact that corporal punishment is part of the African culture. They argue that no culture can claim to own corporal punishment and every society has the responsibility to disown it as they have disowned other practices that were part of their tradition and happened to breach human rights.

In addition to this, the Act on the abolishment of corporal punishment rejected all statutory legislations that authorised the imposition of corporal punishment by courts of law, including the courts of traditional leaders (Khewu. 2012). Khewu further states that this, therefore, takes away the power from traditional leaders to order corporal punishment on anyone, be it a child or an adult. Porteus *et al* (2001) state that there are a number of discriminatory practises that hide behind culture. The administration of corporal punishment on learners at school is an example of such practises. It therefore needs to be understood that teachers are also beings with a culture. They may perceive anything that is against their culture as not right so there is a need to create a platform for these issues to be discussed with teachers.

Religion

As mentioned by Porteus *et al* (2001) religion has been used in the same way as culture to override what the policy prescribes, and this is in conflict with what the SASA (Act 27 of 1996) stipulates. The African Christian Democratic Party (ACDP), which is a political party in South Africa influenced by Christian principles, has called for the re-instatement of corporal punishment (ACDP Election Manifesto, 2009). As with culture, Porteus, Vally and Ruth (2001) state that religion has been used to warrant corporal punishment in schools. Porteus *et al* (2001) further state that this notion is dangerous because there are some who justify violence against children in the name of culture and religion. Dietz (2000); Giles-Sims (1995) and others further claim that the administration of corporal punishment is influenced by a verse in the bible that states,

“Do not withhold discipline from a child, if you punish him with the rod he shall not die” (Proverbs, 23:13-14).

However, some authors dismiss the verse as having been quoted out of context to justify corporal punishment (Vally, 2005). Contrary, Dobson (2007) supports the verse by stating that, it is necessary to apply corporal punishment to effect change in the behaviour of learners. Dobson (2007) further claims that it is biblically correct to use corporal punishment on learners and, therefore, it is ignorant to think that corporal punishment has no place in the maintenance of change in a child's behaviour. This is mentioned by Porteus *et al* (2001) when they cite that an organisation called the Christian Education in South Africa challenged the banishment of corporal punishment in court in the year 2000. The court dismissed this as it found no religious ground for the belief that corporal punishment should be administered against learners (*ibid*). Some teachers are also of religious background and as a result consider corporal punishment to be correct. It is necessary to ensure that the any form of discipline that has elements of human rights violation is prevented. There is therefore a need for these issues to be discussed with teachers.

e. Teachers' challenges and attitudes

The challenges faced by teachers are both national and international. These challenges result in the non-implementation of the ATCP policy and hence the

continued use of corporal punishment (Morrel, 2001 & Burton, 2008). Teachers are faced with a number of challenges in schools that cause them to be frustrated.

“Confused, overworked and under-qualified teachers were unlikely to voluntarily give up corporal punishment when they considered it their only means of keeping order in class” (Morrel, 2001). Morrel (2001) perceives this from a South African perspective where teachers are faced with a lot administration work while teaching large classes, hence they resort to corporal punishment to control the situation in class and regain their sanity. Teachers feel that, by abolishing corporal punishment, their power to control learners has been taken away from them (Kiliminci, 2009 and Kubeka, 2004 as cited in Naong, 2007). They claim that there is a link between discipline and learner achievement and, as a result of the abolishment of corporal punishment, there is a high failure rate in schools due to lack of discipline (*ibid*). It seems that teachers link power to control learners and disciplining them to using corporal punishment only.

From an international perspective, Naong (2007) mentions Scotland as one of the countries where corporal punishment was abolished in 1986 but teachers continued to use it. As in South Africa, Scottish teachers also complained that they were not consulted on the abolishment of corporal punishment. Naong (2007) further states that there has been a lack of support for teachers from parents, education departments and other support agencies in dealing with the abolition of corporal punishment in Scotland. This has resulted in low morale and a high drop-out rate of teachers from the profession because teachers do not know how to deal with learners’ disruptive behaviour in the absence of corporal punishment.

The other influence is that most teachers do not consider all beatings to constitute corporal punishment and do not see it as being undesirable (Mkhize, 2000 as cited in Morrel, 2001). Porteus *et al* (2001) highlight that teachers have argued that corporal punishment happened to them and were ‘ok’ with it as they have the required values envisaged in a human being and, above all, they have never dropped out of school because of it. Middleton (2008), states that teachers consider corporal punishment to be the simplest way out of their difficulties. It was aimed at helping the wrong doer to do willingly what he ought to do (*ibid*). Teachers believe that learners will not respect

them nor will they develop the discipline to work hard unless corporal punishment is used (ATCP Guideline, 2000). They therefore believed that corporal punishment to be the only way through which discipline can be maintained at school (Morrel, 2001).

In the midst of this confusion and adding to their frustration, the ATCP policy was introduced in 2000 and this step emphasised and strengthened the abolishment of corporal punishment. That made teachers to feel overwhelmed as they lacked or still lack skills to use other ways to administer discipline. This further added weight to the fact that that ill-discipline is linked to the banning of corporal punishment and the introduction of the ATCP policy (Khewu, 2012). Khewu (2012) states that the reluctance of teachers to accept the ban of corporal punishment and hence the non-implementation of the ATCP policy. Teachers cannot let go of the old style of disciplining learners (Naong, 2007). The challenge has therefore been for teachers to let go of the old style of thinking and adopt a more holistic approach to education. A paradigm shift could be facilitated by teachers thinking more systematically and putting in place interventions that promote a systematic understanding of pupils' behaviour (Naong, 2007).

Kivulu and Wandai (2009) mention that teachers are obsessed with corporal punishment and are not convinced with the effectiveness of the ATCP policy. Khewu (2012) raises concern that the ATCP policy does not seem to work and this leads to a question as to whether the policy is appropriate for instilling discipline in learners in schools. The teachers should understand that the aim of punishing or disciplining should be constructive, nurturing and educative rather than being destructive, punitive and victimising the learner (ATCP Guideline, 2000), therefore there is a need to capacitate teachers on that.

2.5.3. TENTATIVE SUGGESTIONS OR ALTERNATIVES TO ADRESS THE NON-IMPLEMENTATION OF ALTERNATIVES TO CORPORAL PUNISHMENT

It is clear from the discussion above that teachers cite a lot of problems that need to be attended before the ATCP policy can be implementable, however in the meantime they perceive corporal punishment as the most effective way to maintain

discipline. In order for the ATCP to be implemented in an effective way a number of suggestions were made, the suggestions are as follows:

a. Active involvement of parent in seeking solutions to problems

The Department of Education believe that parents should be made part of the solution by discussing with teachers any behaviour problems learners might have to ensure that discipline is handled both at home and at school (ATCP Guideline, 2000). As emphasised in the approaches recommended to implement the ATCP policy, i.e. the democrat, (ATCP Guideline, 2001) the active involvement of parents seem to be a democratic and human rights compliant way of doing things because it entails, communication, cooperation and consultation. Zulu *et al* (2004) notes that active parental involvement can immensely improve learner discipline in schools.

b. The need for learners to be disciplined

For schools to be effective there needs to be discipline amongst learners as teachers are frustrated by the degradation of discipline as it bars effective learning and teaching. A normative kind of discipline emphasises, self-discipline, self-regulation and self-determination (Khewu, 2012). It is therefore important for learners to be self-disciplined without being policed or regulated by parents and teachers (Moyo, Khewu & Bayaga, 2014). As much as children rely on modelled behaviour, learners need to be taught to be responsible for their education.

c. Necessary consultation must be held with teachers

Khewu (2012), notes that there could be a possibility that not enough consultation was done with the teachers concerning the ATCP policy thus its non-implementation. Teachers are policy implementers in schools, therefore they cannot be expected to implement something that they do not own and understand, that is, something not talking to their context. Dupper and Dingus, (2008) advise that there needs to be a proactive, data-driven set of problem solving strategies that are designed to minimize problematic student behaviour. Strategies recommended in schools need to talk to the dynamics of the recipient therefore any information collected from the implementers can assist in helping to produce a relevant and implementable strategy.

d. The need to capacitate teachers on the ATCP policy

There are a number of things that teachers need to be capacitated on in order to be able to effectively implement the ATCP policy. Du Preez *et al* (2002) notes that the majority of these learners have disciplinary problems and teachers do not know how to deal with them hence they resort to corporal punishment. Teachers believe that learners will not respect them nor will they develop the discipline to work hard unless corporal punishment is used (ATCP Guideline, 2000). They therefore believed that corporal punishment to be the only way through which discipline can be maintained at school (Morrel, 2001) therefore if the ATCP policy can improve school discipline, teachers need to be capacitated about the ATCP policy. Tafa (2002) suggests that it is important that the content of ATCP policy training to include social skills training, character education programmes, positive behavioural interventions and support. To curb this problem, Belvel and Jordan (2002) advise that there is still an increasing need for teachers to be aware of effective alternative measures and embrace them, so there is an urgent need for training.

e. Teachers consideration of the learners background when dealing with problems

Porteus *et al* (2001) suggests that the society from which the learners come should be considered in order to understand and work with discipline. Morrel (2001), says that some children come from backgrounds where there are lack of resources and a high level of poverty where they are exposed to a number of things that could make them ill-disciplined. Knowing the learners background could assist in helping a teacher recommend the most appropriate remedial or disciplinary measures (Khewu, 2012).

f. Provision and active participation of counselling experts

As much as the ATCP policy allows teachers to deal with different levels of misconduct by learners and in some instances the disciplinary action to be recommended is counselling. In that case, they are allowed to invite professionals such as social workers or counsellors to deal with issues beyond their power (ATCP Guideline, 2000), however this becomes a challenge as the Department of Education

has very few counselling expert to deal with the need. It is then critical for the Department of Education to provide an adequate number of counselling experts so that teachers can refer the relevant cases to them.

g. Capacitation of cultural and religious leaders

It is clear that some teachers believe that corporal punishment is justified because it is promoted by culture and religion, however because it is illegal, Khewu (2012) states that it takes away the power from traditional leaders to order corporal punishment on anyone, be it a child or an adult. Porteus *et al* (2001) cautions that there are a number of discriminatory practises that hide behind culture and the administration of corporal punishment on learners is an example of such practises. Dobson (2007), claims that it is ignorant to think that corporal punishment has no place in the maintenance of change in a child's behaviour. Therefore if there are people who think that corporal punishment is the way to change behaviour, then there is a need to capacitate traditional and religious leaders on the ATPC policy and why it has to be implemented or why it must be supported.

h. Consideration of the teachers' dynamics when recommending alternatives

It is clear that one of the reasons for the non-implementation of the ATPC policy is that teachers are faced with problems related to class management. Morrel (2001) says teachers are teaching large classes; hence they resort to corporal punishment to control the situation in class and regain their sanity. Therefore, teachers use corporal punishment to control learners in their big classes so banning it is like taking their power to control (Kiliminci, 2009 & Kubeka, 2004 as cited in Naong, 2007). Teachers also claim that there is a link between discipline and learner achievement as a result they maintain that if learners are not beaten, they fail (Kubeka, 2004).

The discussion above shows that teachers link power to control learners and disciplining them to using corporal punishment only. The challenge has therefore to assist teachers to let go of the old style of thinking and adopt a more holistic approach to education. De Jong (1995) as cited in Naong, 2007) says a paradigm shift should be facilitated for teachers to think more systematically and to put in place interventions that promote a systematic understanding of pupils' behaviour.

Therefore, there is a great need to support teachers in ensuring that they understand the ATCP policy and to apply it in ways that will assist them in managing their internal dynamics, e.g. the big classrooms.

2.6. SUMMARY

In conclusion, the literature indicates that South Africa has drawn up an ATCP policy and it is also evident that it is in the interests of the country to protect the rights of the children or learners, therefore a human rights compliant and implementable disciplinary strategy. Although the benefits of the ATCP policy have been cited, however despite these benefits, teachers are still continuing to use corporal punishment; hence this study aims to explore the perceptions of teachers on the non-implementation of the ATCP policy.

CHAPTER 3

METHODOLOGY

3. INTRODUCTION

The previous chapter reviewed amongst other issues, literature on the current debates on the ATCP policy. This chapter presents and justifies the research methodology used. The research methods and approaches selected were determined by the purpose of the study, which is to investigate the perceptions of the high school teachers on the non-implementation of the ATCP policy. As I have piloted my research questions before conducting the main study, I have discussed the main study as well as the pilot study.

Babbie (2005) defines the research methodology as the rationale underlying the implementation of the scientific approach to the study of reality. Bryman (2004) further states that, it describes philosophies, values and theories that support the way in which a particular research method must be applied. This chapter is structured as follows: research paradigm; research approach; research design; data gathering instruments; field work; pilot phase; interviews; document analysis; data analysis; sampling and sample size; negotiation of entry; data analysis and ethical issues.

3.1. RESEARCH PARADIGM: INTERPRETIVISM

Willis (2007) defines a research paradigm as a comprehensive framework that guides research and practice in a field. It is a basic set of beliefs that guides actions (Yin, 2009). The first thing a researcher must consider in methodology is to outline the paradigm under which the study will be done as it is the umbrella that embraces the research methodology (Ramharai, Curpen and Mariaye, 2009). Babbie (2001) further states that a research paradigm is the fundamental model or frame of references used by researchers to recognize their observations and reasoning. Some authors view a paradigm as a world view whereas others view it as being more than a worldview (Cohen, Manion and Morrison, 2003 & Denzin and Lincoln,

2000). The, latter view it as the net that contains the researcher's epistemological, ontological and methodological premises. It acts as a perspective that provides a rationale for the research and commits the researcher to particular methods of data collection, observation and interpretation (Lieber, 2009).

Different forms of paradigms namely post-positivism, critical theory and interpretivism are identified. For this study, interpretivism was used as it allowed the researcher to gain an understanding of teachers' perceptions on the non-implementation of ATCP policy. It further allowed me as a researcher to gain understanding of the teachers in the school and their perceptions on the policy. It is the most suitable paradigm for the qualitative research approach as the approach involves an interpretive naturalistic approach to its' subject matter where the researcher studies things in their natural settings with the aim to make sense of or interpret phenomena in terms of the meanings people bring to them (Shaningwa, 2007). It is in its' nature to help gain an understanding of complex relationships (Lieber, 2009).

The main aim of the interpretive paradigm is to understand the subjective world of human experiences (Cohen, Manion and Morrison, 2005). "The interpretive paradigm aims to capture the worlds of the people by describing their situations, thoughts, feelings and actions and by relying on portraying the research respondents' lives and voices" (Hesse-Biber and Leavy, 2004). The importance of this paradigm is its ability to reflect the reality as perceived by each individual's own experiences and interpretations (Shaningwa, 2007).

The interpretivist is interested in the meaning people give to phenomena which is in this study the meaning that teachers attach to the non-implementation of the ATCP policy (Manion & Morrison, 2003). Teachers are the people who are directly involved with the learners. Interpretivism was therefore used with the aim to explain the subjective reasons and meanings that lie behind their perceptions on the non-implementation of ATCP policy. This also helped the researcher to gain a rich in-depth understanding of the teachers' perceptions on ATCP. Maxwell (2005) states that interpretivism is the appropriate research paradigm when the purpose of the study is to understand a phenomenon. Interpretivism consists of people's subjective experiences of the external world (Rossman & Rallies, 2003). Manion and Morrison

(2003) further states that the interpretive researcher bases description of human actions on social meanings. The researcher, interacted with the respondents, the findings were analysed according to behaviour of the respondents.

3.2. OVERALL RESEARCH APPROACH: QUALITATIVE

According to scholars, there are basically two main approaches to research which are namely; the quantitative or the positivist approach and the qualitative or the anti-positivist approach. Wellman, Kruger and Mitchell (2005) state that the quantitative approach believes that research must be limited to what can be measured and observed objectively. It is not considerate of the opinions of individuals and is more concerned with numbers than language (*ibid*). The quantitative researcher understands the investigation from an outsider's perspective keeping a detached objective view of the facts where the researcher avoids biasness (Denzin and Lincoln, 1994 as cited in Wellman, Kruger and Mitchell, 2005).

On the other hand the qualitative approach deals with the subjective data (Silverman, 2004). As Maxwell (2005) points out, "In a qualitative study you are interested not only in the physical events and behaviour that are taking place, but also in how the respondents in your study make sense of these, and how their understanding influences their behaviour."

As opposed to the quantitative approach, the qualitative approach takes into consideration the minds of respondents and is presented in language than numbers (Wellman 2005). It therefore helps to achieve a deeper level of understanding through the use of words. Through the use of the qualitative research approach I was able to gain a deeper understanding of why teachers were not implementing the policy on ATCP. The qualitative approach allowed me as the researcher to gain an insider's view by talking to the interviewees (teachers) or by observing their behaviour in a subjective way with the belief that they get first- hand experience of what is being investigated which in this study is the non-implementation of the ATCP policy. Henning (2004) sees the qualitative approach as an approach that seeks to

understand and explain argument by using evidence from the data and from literature what the phenomenon being studied is about.

It is an inductive approach that seeks to understand from within and it allows flexibility so that the researcher can be able to gain an in depth understanding of things in their natural settings (Denzin and Lincoln, 2003 as cited in Davies, 2007). The natural setting can be the home or the office of the respondent enabling the researcher to develop a level of detail about the respondent and for the researcher to be highly involved in the experiences of the respondent. In this study the natural settings of the respondents was the school that happened to be the research site but three of the respondents were interviewed in their homes and one in a car. It provides a rich description of the social world (Denzin and Lincoln, 2003). It is grounded in a philosophical position which is broadly interpretivist in nature as it is concerned with how the social world is interpreted, understood and experienced. It is against this background that the research paradigm interpretivism was used in this study.

The researcher makes an interpretation of the data by developing a description of an individual, analysing data for themes and categories and finally making interpretations about its meaning personally and theoretically stating lessons learnt (Lieber, 2009). Silverman (2006) states that, the aim of using qualitative research is to gain an authentic understanding of people's experiences and that open ended questions are believed to be more effective to achieve this hence the semi-structured interviews have been used as one of the data collecting tools in this study as they are sensitive and flexible to the social context in which the data is produced (Center, 2005).

Welman, Kruger and Mitchell (2005) state that, the qualitative research approach is based on flexible and explorative methods. It enables the researcher to change the data as it progresses in order to gain a deeper understanding hence the semi-structured interviews were used to conduct the interviews. The qualitative research approach was used in order understand the perceptions of teachers on why teachers were not implementing the ATCP policy. The researcher was able to make sense or

interpret phenomena in terms of the meanings people brought to them (Denzin and Lincoln, 2003 and Rossman and Rallies, 1998 as cited in Cresswell, 2003).

3.2.1. ADVANTAGES AND DISADVANTAGES OF USING THE QUALITATIVE APPROACH

a. Advantages

The qualitative approach is an in depth examination of phenomenon that uses subjective information (Gelo *et al*, 2008). It is not limited to rigidly definable variables. The qualitative approach is able to examine complex questions that can be impossible to examine with the quantitative approach methods (Gelo *et al*, 2008). It deals with value laden questions. By using the approach the researcher is able to explore new areas of research and build new theories (*ibid*). In other words, the process enables the researcher to generate new ideas (*ibid*). Individuals can be studied in depth as the approach allows the researcher to investigate individual experiences (*ibid*).

It also allows the respondents to provide data in their own way as it creates openness that encourages the respondents to expand on their responses (Silverman, 2000). Unlike the quantitative research, the qualitative research does not rely on statistics or figures to interpret its findings (Henning, van Rensburg & Smit, 2004). It examines complex questions that can be impossible with the quantitative methods (*ibid*). This has been useful in that the research questions in this study could be answered mainly through verbal communication where I was able to probe further so as to get more information.

b. Disadvantages

The qualitative approach is by definition, stronger on long descriptive narratives than on statistical tables thereby creating a problem on how the researcher will categorise events (Silverman, 2000). This makes the approach to have a problem of reliability which Hammersley (1992) as cited in Silverman (2000) defines as the degree of consistency with which instances are assigned to the same category by different observers or same observer. The qualitative approach is further criticised about how sound the explanations it offers are. Silverman (2000) refers to this as the problem of

anecdotalism which in turn questions the validity or truthfulness of the research. It is further stated that no validity test or confirmatory analysis as compared to quantitative approach are done.

According to Babbie and Mouton (2001) the qualitative approach has an element of objectivity. The qualitative researcher has a challenge to get closer to the research subject in order to get legitimate insider's descriptions and in the process, the researcher is likely to be bias in interpreting the data and adopt assumptions that cannot be proven as opposed to quantitative approach. The approach relies mostly on the interpretive and colourful approaches to social life. Its' data is in the form of words from documents, observations, transcripts and its' theory is often inductive. Babbie and Mouton (2004) further states that reports for this approach often provide rich descriptions, colourful details and unusual characters instead of formal neutral tone with statistics.

The researcher biasness can bias the design of the study and the biasness can further enter into the data collection (Tashakori & Teddie, 2003). The groups studied may not be representative of the larger population as fewer people are studied (*ibid*). The qualitative research methods can be time consuming. For instance the transcription of recorded interviews can take a lot of time. It generally takes more time to collect the data in a qualitative research when compared to a quantitative one (Henning *et al*, 2004). This is true, but it also means that I should set myself a time limit for each task. For instance, I planned to take not more than an hour for each interview but at times an interview lasted for about one hour forty five minutes. The whole process of collecting data was supposed to be completed within three months but lasted more than that.

Another weakness is that data analysis in qualitative research is often time consuming (Henning *et al*, 2004). This is because open-ended questions can sometimes create lots of data, which can take a long time to analyse (McMillan and Schumacher, 2001). In this case, I needed to be fully prepared when I conducted interviews so that I knew what I was looking for. This helped me to maintain my focus and not to deviate from the point of the discussion.

Despite all the disadvantages that have been stated in literature, the qualitative approach was used in the study as it helped the researcher to gain an in depth understanding of the subjects under study who are in this case teachers in a school that still uses corporal punishment. The purpose of the study is to gain an understanding of the perceptions of the teachers on the non-implementation of the ATCP policy.

3.3 RESEARCH DESIGN: CASE STUDY

Lincoln and Guba (1985) as cited in Runhare (2010), define a research design as a “plan, structure and strategy of investigation conceived so as to obtain answers to research questions and to control variance.” A research design, therefore, constitutes everything that the researcher employs and does, in order to implement the research proposal, answer the research questions and achieve the objectives of the research (*ibid*). It is a strategic framework for action that serves as a bridge between research questions and execution or implementation of the research (Maree, 2007). It situates researchers in the empirical world and connects them to specific sites, persons, groups, institutions and books of relevant interpretive material including documents and archives (Babbie & Mouton, 2004).

It is a plan of investigation concerned with getting answers to research question and problems (Leedy & Ormrod, 2005). Case studies guide the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (Rossman & Rallis, 2003). Cresswell (2003) identifies ethnography, grounded theories, case studies, phenomenology and narrative research as strategies or designs associated with the qualitative research approach. Each of the strategies will be briefly explained below:

Firstly, ethnography is a strategy or design where the researcher studies a cultural group in its natural setting over a prolonged period of time (Lieber, 2009). Secondly, phenomenology is a design in which researchers identify the essence of human experience concerning a phenomenon as described by respondents and these are lived experiences (Cresswell, 2003). Thirdly, concerning the narrative inquiry, Willis (2007) states that the term signals the activities involved in working with various kinds of stories of life experiences found in life histories, long interviews, journals,

diaries, memoirs and other such documents. It is concerned with the means of generating data in the form of stories, means of interpreting the data and means of representing it in narrative or storied form. Fourthly the grounded theories are used in a nonspecific way to refer to any approach to developing theoretical ideas that somehow begins with data (Willis, 2007). Lastly the case study as defined by (Maree, 2007) is a systematic inquiry into an event or a set of related events which aim to describe and explain.

The research design that was used for this study was a case study. A case study research is a research "... in which a specific situation is studied, either to see if it gives rise to any general theories or to see if existing general theories are borne out by specific situations" (Goddard & Melville, 2001). In my case the situation studied was the perceptions of teachers on the non-implementation of the ATCP policy. Punch (2005) defines a case study as "... a method of studying social phenomena through the thorough analysis of an individual case. The case may be a person, a group, an episode, a process, a community, a society, or any other unit of social life". In this study the phenomenon being studied was the perceptions of teachers on the non-implementation of the ATCP policy.

A case study is an in depth investigation into a relatively small group of interest (Maree, 2007). The purpose of a case study is to probe deeply and to analyse intensively. It helps to illuminate the researcher's understanding of the phenomenon under study bringing about the discovery of new meaning, confirming what is known (Willis, 2007). It gives a detailed collection and presentation of detailed information about a particular respondent (Manion & Kumar, 2003). Case studies provide rich information about individuals or a particular situation (Rossman & Rallis, 2003). This characteristic makes it to blend well with the qualitative approach as it also provides rich information on a particular issue under study (King, 2004). It is flexible to allow data collecting methods such as interviews, observation and document analysis to be used where it becomes the main method and these sub methods are used (Gihlam, 2000). The above data collecting methods mentioned above (semi structured interviews and document analysis) were used in this study (a case study). A case study helps to study the particularity and complexity of a case to understand its activity within important circumstances (Picard, 2007). It has a naturalistic nature

that makes it suitable to study human phenomenon and what it means to be human in the real world (Gillham, 2000).

The greatest strength of the case study method is to allow the researcher to concentrate on a specific instance or situation and to identify or attempt to identify the various interactive processes at work (Shaningwa, 2007). This case study allowed me to focus on the perceptions of teachers on the non-implementation of the ATCP policy.

As I explored the perceptions teachers on the non-implementation of the ATCP policy, I had found the case study approach to be applicable in my study because “the case study method is an extremely useful technique for researching relationships, behaviours, attitudes, motivations and stresses in organizational settings (Runhare, 2010). With this case study I was able to understand the reasons behind the teachers’ actions, attitudes and responses towards the policy. “A case study is both a process of learning about a case and the product of our learning from a case: a case study report” (Johansson, 2004). I was also hoping to learn more about the perceptions and attitudes of the teachers as I interact with them during the interviews. In return I was hoping that anyone who showed interest in the topic of my study would benefit from the case study report.

3.3.1. ADVANTAGES AND DISADVANTAGES OF A CASE STUDY

Campbell and Groundwater-Smith (2007) note that, a case study research design has its’ advantages and disadvantages. Amongst its’ advantages is that it offers a means of investigating social units consisting of multiple variables of potential importance in understanding a phenomenon; it is anchored in real situations resulting in rich and holistic account of a phenomenon; it offers insight and illuminates meaning that explains its’ readiness experiences and lastly it plays an important role in advancing a field’s knowledge base (Campbell and Groundwater-Smith, 2007 & Luggya, 2004).

Campbell and Groundwater-Smith (2007) list the following disadvantages of using a case study. Although a case study offers a rich in depth analysis of a phenomenon, the researcher may not have enough money or time to devote to such understanding (Luggya, 2004). Case studies can oversimplify or exaggerate a situation leading to erroneous conclusion about the actual state of affair in so much that readers may think that cases studies are accounts of the whole whereas they are but a part (Elmore, 2008). There can be dangerous research biasness in case studies. Despite its' disadvantages, a case study was used in the study as the researcher wanted gain an in depth understanding of teachers' perspectives on the non-implementation of the ATCP policy.

3.4. DATA GATHERING INSTRUMENTS

Silverman (2006) mentions four major methods that are used and they are as follows: interviews, observation, analysing text and documents and audio recording. For the study semi-structured interviews and document analysis were used as data gathering instruments. This means that more than one method was used. The use of two or more methods of data collection in the study of some aspect of human behaviour is referred to as triangulation. This is in line with Shaningwa (2007) whose definition of triangulation is "multiple sources of data or multiple methods to confirm the emerging findings." Using triangulation in this study helped me to seek connections in the data collected through different tools and to confirm the emerging categories and themes (Shaningwa, 2007). Hence in this study I have used different methods for collecting data, namely, interviews and document analysis to ensure triangulation. Cohen and Manion (2003) perceive triangulation as a useful technique where a researcher is engaged in a case study, and they also regard triangulation as a powerful way of demonstrating concurrent validity, particularly in a qualitative research. This is relevant to this study as the research design here is a case study and the approach is qualitative.

Cohen, Manion and Morrison (2000) point out that using one method of collecting data can yield sufficient data in some fields of study but it provides only a limited view of the complexity of human behaviour and of situations in which human beings

interact. In this study, I was looking into the perceptions of high school teachers on the non-implementation of the ATCP policy. Using only one method of collecting data would have resulted in me losing out on some important information which would be useful for this study. As Cohen *et al* (2000) maintain, exclusive reliance on one method may cause bias or distort the researcher's picture of the particular piece of reality he or she is investigating.

One of the advantages of triangulation, as cited by Shaningwa (2007), is collecting witnesses' account of an event. This is the main intention of a case study, to respond to multiplicity of perspectives present in a social situation (*ibid*). As I was interviewing different respondents of the school, I hoped to get multiple perspectives of the situation at hand. Even though interviews and document analysis were used for the study, a brief description of each of the four forms of data gathering instruments is given below.

3.4.1. INTERVIEWS

In order to understand why interviews, were chosen as one of the data collecting tools, an explanation of the tool was necessary. Both the advantages and disadvantages were discussed. The reasons on why interviews were seen as being suitable were also discussed. Interviews were the main source of collecting data for this study because they allowed me to converse naturally with the respondents (Maphosa & Shumba, 2010). The interviews helped me to get clarity on statements that were not clear by encouraging the interviewees to elaborate on the brief comments they made. Gillham (2000) defines an interview as a conversation which is usually between two people who happen to be the interviewer and the interviewee. The interviewer seeks responses for a particular purpose. It is an art of asking questions and listening where there is a face to face verbal interchange. It is a transition that occurs between the interviewer and the interviewee seeking information by the other and supplying information by the other. It provides access to what is inside a person's head (Cohen *et al*, 2000). During the face to face interview, the interviewer will be able to observe the social cues such as voice, tone and body language to get extra information to add to the verbal answers of the

respondents (Center, 2005). According to Leedy and Ormrod (2005) interviews provide a rich source of data.

It can be individual or group interview leading to negotiated contextually based results. The interviews were one on one or individual hour long semi-structured interviews. It can be a short or a long session (Denzin and Lincoln, 2003 & Cannel and Kahn, 1998 as cited in Cohen *et al*, 2000). Group interview is where the group discusses a topic supplied by the interviewer resulting in interacting with each other. Denzin and Lincoln (2003) identify 3 forms of interviews namely structured, semi-structured and unstructured interviews. For this study I have chosen semi-structured interviews which are face to face interactions which allow the interviewer to ask carefully prepared questions (Bless & Smith, 2000). For this type of interview the interviewer develops and uses an interview schedule (Cohen and Crabtree, 2006, Henning, 2004 & Maree, 2007).

An interview schedule is a list of questions and topics to be covered during the interview usually in a particular order (*ibid*). Semi structured interviews are neither fixed nor fully free and yet they are a flexible research technique or method (O'Leary, 2004). The interviewer follows the interview schedule but is also able to follow other topics that may stray from the schedule when he or she feels this is appropriate (Cohen & Crabtree, 2006). The purpose of using this instrument was to be able to allow my respondents to explain more and having follow-up questions where necessary. This would also give me a chance to probe the respondent's reasoning and to ask clarity-seeking questions (Bless & Smith, 2000). Lichtman (2006) points out that the semi-structured interviews are mainly used when the researcher will not get more than one chance to interview someone.

For this study I interviewed the teachers in a high school that still uses corporal punishment to find out their perceptions on the non-implementation of the ATCP punishment.

Cohen *et al* (2000) further identifies the non- directive interview which is characterized by minimal direction or control. This is shown by the interviewer and freedom from the respondents. This is the kind of interview used in therapeutic or psychiatric interview (Denzin & Lincoln, 2003). Dawson (2002), states that the

interviewer needs to be sensitive to the needs and rights of the interviewee in accordance with ethical issues. The interviewer needs to be aware of and pick up verbal and non-verbal cues of the interviewee. Interviews are used to gather data, develop a hypothesis, select employees and to sample respondents' opinions (Cohen *et al*, 2000).

I conducted one-on-one, hour long semi-structured interviews. The interview schedule that was used consisted of a list of open-ended questions, which would cover certain themes that were of relevance to the research topic. The interview schedule was used so that I, as a researcher, could also raise particular themes that might not evolve naturally during the course of the interview, but would assist in answering the research questions (Maseko, 2006).

a. Advantages of using interviews

Interviews allow for greater depth as compared to other data collecting instruments. They have a high response rate as compared to questionnaires as respondents become more involved and motivated enabling more to be said. It is further stated that interviews are good for handling more difficult open ended questions (Oppenheimer, 1992 as cited in Cohen *et al*, 2000). According to Cresswell (2003) interviews allow the researcher to have control over the questions and that the respondents can provide historical information. They further allow the researcher to produce rounded understandings on the basis of rich, contextual and detailed data (Dawson, 2002).

b. Disadvantages of using interviews

One of the disadvantages of using interviews is that they can be time consuming and the interviewer might not be able to take all the notes hence a tape recorder was used by the researcher (Kennedy, 2010). They can be influenced by personal characteristics of the interviewer such as gender, race, ethnicity and class (Denzin & Lincoln, 2003). Cresswell (2003), states that interviewing may provide information that has been filtered by the interviewer. The researcher's presence may bias responses and the interviewees may not be equally articulate and perceptive. Interviews do not allow the interviewer to get inside the interviewee's head. The

interviewer will only gain access to interpretations and understandings which are revealed in the interview process (Dawson, 2002). The other disadvantage of the interview is that it may be biased because of poorly constructed questions (Johansson, 2004). As a researcher I had to go to an interview with carefully prepared questions that would eliminate any form of bias from my side and that of the respondents. Another disadvantage is that the interviewee may be inaccurate due to poor recall, or give the answers that the interviewer wants to hear (*ibid*). In this case I did not think that there was much I could do other than making sure that the respondents knew or understood the reasons for conducting the research and the importance of being honest during the interview.

3.4.2 DOCUMENT ANALYSIS

Document analysis is one of the qualitative research approaches which Schwandt (2001) defines as a procedure that is involved in analysing and interpreting data gathered from the examination of documents and records relevant to a particular study. Using document analysis is less expensive as the documents will be available on research site (Morris, 2002). The documents that were analysed in the study were the minute book and the school's policy on discipline. Since official records are vital sources of data, it is necessary to include documents which supplement the interviews and observations (Shaningwa, 2007 & Mncube, 2008). Document analysis helped me to establish if the policy on ATCP were ever discussed in the school (Shaningwa, 2007). It also helped me to find out whether what the interviewees said was recorded or not. An example of what I expected to find in the documents was a policy on discipline and whether the respondents knew about the existence of the policy on ATCP. I also wanted to know what they understood about the policy.

According to Manion and Cohen (2000) documents are seen as meaningful and appropriate in research strategy. There are different types of documents. Some exist prior to the act of research upon them while some are generated through the research process. The documents that were analysed existed prior to the research period. Amongst examples of documents are minutes of meetings, newspapers, letters, diaries, acts of parliament, biographies, policies and photos. Some of the documents are text based while others are non- text based. Examples of text based

documents are letters and minutes. Examples of non-text based documents are photos (*ibid*). Cresswell (2003) further classifies documents as being public and private documents. Minutes of meetings and newspapers are classified as public documents whereas letters, diaries and journals are classified as private documents.

a. Advantages of using document analysis

Creswell (2003) identifies advantages and disadvantages of document analysis.

The advantages of using document analysis are that it enables the researcher to obtain the language and words of the respondents (Masitsa, 2008). In addition to this documents can be accessed at a convenient time to the researcher as they are available on site (Masitsa, 2008). They represent data that are thoughtful in that respondents have given attention to compiling. As written evidence, document analysis saves the researcher time and the expense of transcribing.

b. Disadvantages of document analysis

Creswell (2003) further identifies the following disadvantages of document analysis. The researcher can be denied access to the information as they may be protected information that is unavailable to the public. It may require the researcher to find information in hard to find places such as a private box in a post office. It may require transcribing or scanning. Material may be incomplete as there can be missing documents. Documents may not be authentic or accurate.

3.4.3. OBSERVATION

This is the other form of data collecting method. Dawson (2002) states that observation is usually used to refer to methods of generalising data which involve the researcher immersing himself or herself in a research setting and systematically observing dimensions of the setting ,interactions, relationships and events within it. Observation helps the researcher to gain better understanding of the social world of the respondents rather than standing outside (*ibid*).

Creswell (2003) highlights that, in observation, the researcher is a complete respondent who conceals role. The role of the researcher is known and his or her

observation role is secondary to respondent's role. The researcher observes without participating.

Observation has its' own advantages and disadvantages. The advantages of using this method are that the researcher has first-hand experience with the respondents and can record information as revealed. It can be useful in exploring topics that may be uncomfortable for respondents to discuss.

Disadvantages of using the method are that the researcher may be seen as an intrusive. The researcher may not be allowed to report some private information observed. Researcher may not have good attentive observing skills (Cresswell, 2003).

3.4.4. QUESTIONNAIRES

According to Cohen and others (2000) questionnaires provide structured often numerical data which can be administered without the presence of the researcher. They further state that questionnaires are straightforward to analyse. There are different types of questionnaires such as structured, semi-structured and unstructured questionnaires. Questionnaires can be used on large or smaller samples. The larger the sample the more structured and numerical is the questionnaire and the smaller the sample the less structured, more open-ended and word based is the questionnaire.

Advantages of using questionnaires are that they are more reliable because they are anonymous encouraging greater honesty. They are more economical in terms of money and time as compared to interviews. They may even be mailed. Disadvantages are that there may be a very low percentage of returns, respondents may be unwilling to write their answers for some reason, they can be filled in hurriedly and may be problematic to people of limited literacy (*ibid*).

Rossmann and Rallis (1998) as cited in Cresswell, (2003) state that these multiple methods can be used in qualitative research as they are interactive and humanistic.

For this study the researcher used interviews and document analysis as data gathering instruments. Each data gathering instrument was used to respond to both research questions of this study.

Same questions will be used for each interviewee but an allowance for the questions to change as the research goes on hence semi-structured questions will be used as they are commonly used in qualitative research (Rossman and Rallis, 1998 as cited in Cresswell, 2003). The audio recordings will be used as they will provide excellent record of naturally occurring interaction between the interviewer and the interviewee Silverman (2006). Silverman further states that audio recording helps to understand the organization of talk.

3.5. FIELD WORK

The study was conducted in four phases which included a pilot study, semi-structured interviews and document analysis. The data was thereafter analysed.

In this study, the respondents were teachers in a school that still uses corporal punishment and does not implement the policy on ATCP. The respondent in the pilot study was therefore a teacher who did not implement the policy as the respondent was still using corporal punishment to discipline learners. The respondent was later used in the main study. The sample used in the pilot study may be carried to the main study (Blessing and Chakrabarti, 2009 & Thabane, 2010). This increases the efficiency of a study in that the respondents can give feedback about the study and raise issues about confusion or uncertainty or just ask questions about the study (Thabane, 2010).

With this feedback the researcher can assess his/her study and make the necessary changes (*ibid*). Examples of changes that can be made include formulating less ambiguous questions in an interview schedule, changing to better quality recording equipment that has the right resolution, finding an easier way of recording that interferes less with the observed process, or adding other methods to capture aspects not yet captured or not in sufficient detail (Blessing & Chakrabarti, 2009).

3.5.1. A PILOT STUDY

Before the main study was conducted, a pilot study was conducted. The aim of the pilot study was to identify on time problems that might come up and affect the quality of the study (Blessing & Chakrabarti, 2009). A pilot study is defined as an initial run-through of the procedures to be used in an investigation McLeod (2007). The aim was to gather small scale information prior to the larger study. This improves the quality and efficiency of the larger study (Van Teijlingen & Hundley, 2001). Identifying the deficiencies can help avoid unnecessary waste of time and resources (*ibid*). The pilot study can therefore help the researcher to get a broader picture of what can be expected in the main study. It helps to assess the recording equipment such as a tape recorder as it was used in the study. This helped me as it was my first time to use a tape recorder so I had to familiarise myself with how it is operated. Conducting the pilot study also helped me to assess the amount of time needed (approximately one hour) for each interview session. It also helped me to rephrase some of the questions in the interview schedule so that they can be clearer to the interviewee.

In this study, the respondents were teachers in a school that still uses corporal punishment and does not implement the policy on ATP. The respondent in the pilot study was therefore a teacher who did not implement the policy as the respondent was still using corporal punishment to discipline learners. The respondent was later used in the main study. The sample used in the pilot study may be carried to the main study (Blessing and Chakrabarti, 2009 & Thabane, 2010). This increases the efficiency of a study in that the respondents can give feedback about the study and raise issues about confusion or uncertainty or just ask questions about the study (Thabane, 2010).

With this feedback the researcher can assess his/her study and make the necessary changes (*ibid*). Examples of changes that can be made include formulating less ambiguous questions in an interview schedule, changing to better quality recording equipment that has the right resolution, finding an easier way of recording that interferes less with the observed process, or adding other methods to capture aspects not yet captured or not in sufficient detail (Blessing & Chakrabarti, 2009). Piloting has its advantages and disadvantages, but as Van Teijlingen and Hundley

(2001) point out, the advantages of a pilot study far outweigh the disadvantages. The advantages and the disadvantages of the pilot study have been discussed below

a. Advantages of a pilot study

Some of the advantages are that a pilot study can help the researcher spot any unusual things or confusion in the information given to respondents or problems with the task devised (McLeod, 2007). Woken (undated) concurs that a pilot study can provide a researcher with ideas, approaches and clues he or she may not have foreseen before conducting the pilot study. Such ideas and clues increase the chances of getting clearer findings in the main study.

Piloting the study allows the researcher to judge whether his or her chosen questions are effective in collecting the information he or she wants (Lowe, 2007). “Experienced researchers recommend that before the researcher can administer research instrument in the field, it is essential that a preliminary trial of the research measures be undertaken in order to evaluate the validity and relevance of the research instrument” (Mpanza, 2007).

Piloting also permits a thorough check of the planned statistical and analytical procedures, giving the researcher a chance to evaluate their usefulness for the data (Lancaster and William, 2004). This enables the researcher to make necessary alterations in the data collecting methods and therefore analyse data in the main study more efficiently (*ibid*).

Piloting allows the researcher to save a lot of time and money (Woken, undated; McLeod, 2007 & Lowe, 2007). This is because the pilot test gives you an estimate of the amount of time it will take to complete the interview (McMillan & Schumacher, 2001). It also provides an initial idea of the pattern of responses that the researcher is likely to get from respondents and whether revisions will need to be made (*ibid*).

b. Disadvantages of a pilot study

Pilot studies have a number of limitations. I will only mention a few of them in this section. Firstly, there is the possibility of making inaccurate predictions or assumptions on the basis of pilot data (Lancaster and William, 2004). Unfortunately,

many research ideas that seem to show great promise are unproductive when actually carried out (Van Teijlingen & Hundley, 2001). This is a disadvantage of a pilot study. On a positive note the pilot study almost provides enough data for the researcher to decide whether or not to go ahead with the research study (*ibid*).

Another disadvantage is that a second pilot study with a modified research plan may be necessary (Blessing & Chakrabarti, 2009). Because of this sufficient time should be planned between a pilot study and the actual study (*ibid*). The researcher should also keep an eye on the time taken as the intention of the study could be out of date by the time the sample is completed (Van Teijlingen & Hundley, 2001).

Thirdly, a pilot study is normally small in comparison with the main experiment and therefore can provide only limited information (*ibid*). As the sample size in a pilot study is likely to be smaller than that of the main study, results could be misleading (*ibid*). There is also a risk of the possibility of making inaccurate predictions or assumptions on the basis of pilot data (McLeod, 2007). This is because completing a pilot study successfully is not a guarantee of the success of a full-scale survey (van Teijlingen & Hundley, 2001). Other problems with the study may not become obvious until the larger-scale study is conducted (*ibid*).

Lastly, problems could also arise from contamination (Lancaster and William, 2004). Contamination occurs where data from the pilot study is included in the main results and where pilot respondents are included in the main study, resulting in new data being included (*ibid*). In the next section I discuss piloting in relation to this study. I have also discussed the lesson that I had learnt from piloting, which have afforded me the chance to improve on the main study.

3.5.2. PILOT STUDY REPORT

The main study consisted of eight respondents in a high school in Mdantsane that still uses corporal punishment instead of implementing the ATCP to corporal punishment policy. The respondents were all teachers. For this pilot study report,

only one respondent was used. Lessons learnt while conducting the study are mentioned below.

Prior to the interview, an interview schedule was prepared. When the respondent was interviewed, she had a tendency of not responding to the question as expected and this led the researcher to constantly rephrase or repeat the questions with the aim to get the desired responses. The semi-structured interview questions allowed this to happen. This afforded the researcher an opportunity to rephrase the questions for the main study.

Secondly, the interview that was conducted during the pilot study was longer than expected. I expected the interview to last for about forty five minutes but it actually lasted for approximately an hour. This gave the researcher the opportunity to estimate the time that will be needed when conducting the main study. The time that was allocated for each interview was one hour but the interviews in the main lasted for a period between an hour and one hour thirty minutes.

Thirdly, the respondent in the pilot study was interviewed in her home. This made the researcher to be aware of the financial implications of the research process as I would have to travel to the homes of the respondents. When the actual study resumed, three of the respondents were interviewed in their homes, one was interviewed in a car and the rest were interviewed in the research site.

Fourthly, as a first time user of a tape recorder, the pilot study allowed the researcher to check if the tape was in a good working condition to avoid disappointments during the main study.

Lastly, the questions that were finally used in the main study allowed the respondents to produce the necessary data. Below is a brief description of what took place in each of the phases that were followed when conducting the study.

a. Semi- structured interviews

The semi- structured interviews were conducted in English and seven of the respondents spoke Xhosa as it is their mother tongue. The eighth respondent was from Ghana but had been teaching in the school for a year at the time of the interview. He had been a teacher in South Africa for nine years and claimed to be aware of the country's legislation on corporal punishment. In Chapter 4 he is one of the respondents (Respondent 4) who claimed to be clear on the ATCP policy. During

the interview, the respondents were responding in Xhosa even though they were asked in English. This forced me as the researcher to use Xhosa at times with the aim to make my questions clear and to ensure that I get the desired responses. This allowed the respondents to understand what was being asked. The responses of the respondents are detailed in Chapter 4.

b. Document analysis

The documents I analysed were minute books of the past years and the school policy. I was able to access these. The minute books that were made to be available to me had records of minutes for the period between 2002 and 2012. The details of the analysis of the documents are recorded in Chapter 4.

3.6. SAMPLING AND SAMPLE SIZE

Sampling is one of the principles and procedures used to identify, choose and gain access to relevant units which will be used for data generation by any research method (Dawson, 2002). Dawson (2002) further states that a complete census of the wider population in which the researcher is interested is impossible or impractical. It is in fact not necessary. Sampling is done with the aim to consider what the sample can do for the researcher in the research. The researcher has to be sure of the nature of his or her interest in the population. The sample has to be representative of the wider population by displaying the characteristics of the population (*ibid*).

Maree (2007) defines sampling as a process that is used to choose a portion of the population to be studied. There are two methods of sampling namely probability or random sampling and non-probability sampling or purposive sampling. The difference between the two is that in probability or random sampling the sample is drawn widely from the wider population while in non-probability sampling or purposive sampling, the researcher handpicks the sample building up a sample that will satisfy the researcher's needs. It is chosen for a specific purpose (Cohen *et al*, 2000).

Sampling that will be used in the research will be at two levels which are the site and the respondents. Both convenient and purposive samplings will be used in the

research. Babbie and Mouton (2004) state that purposive sampling is appropriate when the researcher's knowledge of the population enables him or her to ensure that the sample is most representative of the population. In purposive sampling the researcher knows that the interviewees are likely to produce a valuable data (Cohen *et al*, 2003). Convenient sampling is a statistical method of drawing representative data by selecting people of the ease of their volunteering or selecting units because their availability or easy access (Cresswell, 2006).

a. Sampling of research site

The site will be chosen conveniently as it will be known to the researcher. The site will be a high school in Mdantsane that still uses corporal punishment.

b. Sampling of respondents

Purposive sampling was used to choose the respondents. Qualitative research typically uses small, information-rich samples selected purposefully to allow the researcher to focus in depth on issues related to the study (Cantrell and Mertens as cited in Shaningwa, 2007). When choosing my sample I looked for certain qualities and features as it is done in purposive sampling (McBurney & White, 2004). "Purposive sampling allows a sample that contains the most characteristics or typical attributes of the population" (De Vos, 2002). The reason I chose these respondents was that they were all in a school that still uses corporal punishment even though it was banished so the school was chosen on purpose.

The respondents in the research were teachers as the aim was to find out the teachers' perspectives on the non-implementation of ATCP policy. 8 Teachers: 4 from the GET band and 4 from the FET band participated. The biographical factors which include gender and age were considered so that the sample can be representative of the whole teacher community in the school. Representative sampling is a kind of a purposive sampling.

3.7. NEGOTIATION OF ENTRY

Before conducting the research I sought permission from the Eastern Cape department of Education to draw respondents from the school that would be taking part in this study. This was to ensure that even if an official from the Department found me conducting interviews in the school I would have had consent from the Department. I only received a verbal confirmation that I could continue with my research but I was promised that a letter permitting me conduct the research was going to be written.

I also wrote a letter to the principal of the school where I would be conducting research to get permission to interview the teachers in the school. I also drafted letters of consent for the respondents who would be taking part in the research. A letter of consent from the supervisor was given to each respondent. The DoE was informed about the research. Entry was negotiated with the principal of the school as well as the teachers who were respondents. The research topic was presented to them. Time to conduct the interviews was also negotiated with them.

3.8. DATA ANALYSIS

Analysis of data involves working with data, breaking it down, synthesizing it, searching for patterns, discovering what is important and what is to be learned and deciding what a researcher will tell others (Bogdan & Biklen, 1982). Vithal and Jansen (1997) argue that data analysis is to makes sense of the accumulated facts or information the researcher has collected from the field. The analysis of data presented in this study will involve reducing accumulated data to a manageable size, developing summaries and looking for patterns (Cooper and Schindler, as cited in Shaningwa, 2007). McMillan and Schumacher (2006) point out that the categories and patterns emerge from the data rather than being imposed on the data prior to data collection.

I have analysed the data according to Babbie and Mouton's (2004) techniques which would be conducted in the following way. The details of the data was organised in a logical order according to research questions. Specific meanings of the were

examined and categorised as related to the research questions, and the data was scrutinised and grouped into themes, and identified patterns, from which the conclusions were drawn from the emerging themes. The last stage in data analysis was for me to write an analytical and interpretative report of the data. The data was coded, which means that it was categorised or classified with the aim to discover patterns that will help understand the topic under study. John and Loflandas () cited in Babbie (2007) suggest the following issues to consider when looking for patterns: frequency, magnitude, structures, processes, causes and consequences. For example in frequency the researcher will look at how often a particular concept will be mentioned. For instance the respondents mentioned culture frequently.

3.9. ETHICAL ISSUES

Eisner and Peshkin (1990) as cited in Jones, Torres and Arminion (2006) state that ethics in a qualitative research have to do with how the interviewer treats individuals with whom he interacts. Ethics are considered to deal with beliefs about what is right or wrong, proper or improper and good or bad. Collecting data from people raises ethical concerns (Goddard & Melville, 2001). I asked for permission from the district office and the principal of the school where I conducted my research. I did this so that they would not be surprised if they saw me conducting research in the school. Ethical codes help to reflect on specific ethical decisions to be considered. They help to guide what must be judged according to their relevance to specific situations (Leedy & Ormrod, 2005). Dawson (2002), states that the researcher has to be considerate of what is to be asked. The researcher has to consider if the respondent wishes to discuss the questions asked on issues such as trauma, tragedy, mistakes and many more sensitive issues. The researcher has to be careful of how the questions are asked by not using trick questions that will confuse respondents while doggedly trying to pursue a particular issue. Dawson (2002) further states that, the researcher must be alert on power relations in the interview interaction where it is usually assumed that the interviewer exercises power over the interviewee by controlling the data and setting the agenda.

“At a common sense level, caring, fairness, openness and truth seem to be the important values undergirding the relationships and the activity of enquiry” (Smith, 1999). In the research, confidentiality, informed consent and voluntary participation were highly considered.

Confidentiality: According to Maree (2007) confidentiality of the results and findings of the study and the protection of the respondents’ identities is an essential ethical aspect. The respondents also need to be assured on the issue of confidentiality (Campbell & Groundwater-Smith, 2007). Cohen *et al* (2000) state that confidentiality is another way of protecting a respondent’s right to privacy. Neumann () as cited in Shaningwa (2007), argues that a researcher has a moral obligation to uphold confidentiality of data. This includes keeping information confidential from others in the field and disguising respondents’ names in field notes (*ibid*).

Private information identifying the respondents will not be reported. If it involves publishing information that can be recognisable, the respondents need to agree to the release of identifiable information and should be in written agreement by the researcher (Leedy & Ormrod, 2005).

Informed consent: They will be informed of what is going to happen to the information and that they have the right to ask questions when they want to. Silverman (2006) states that informed consent means that the research subjects have the right to know that they are being researched. Informed consent should be fully guaranteed and respondents must be made aware that their involvement in research is voluntary at all times. Collecting data from people raises ethical concerns (Goddard & Melville, 2001). I tried to get permission from the district office and the principal of the school where I conducted my research. I did this so that they would not be surprised if they saw me conducting research. Respondents should receive thorough explanation of benefits, rights, risks and possible dangers before they partake in the research. By informing the respondents, some of the responsibility is placed on the respondent should something go wrong with the research process. If they are given the relevant information, the respondents will make correct decisions (Frankfort and Nachmias, 1992 as cited in Cohen and others, 2000 & Leedy and

Ormrod, 2005). The respondent can be given a letter of agreement by the researcher.

Anonymity: The information provided by respondents should not reveal their identity. Privacy should be guaranteed and the researcher should ensure that the information is not traceable to the respondent Cohen *et al* (2000). The researcher cannot make the connection between himself or herself and the respondent known to the public as the boundaries will be protected. The respondents will remain anonymous for their protection and that of their families. I promised the respondents that no names would be mentioned, only pseudonyms would be used and that no harm would come to them as a result of participating in this research.

3.10. SUMMARY

In this chapter I have discussed all the methods that will guide me in conducting my research. This chapter looked at the overall approach, paradigm and design of this research. It also discussed the methods that were used for collecting data, the sample and the size of the sample. In this chapter I have also described the negotiation of entry, the data analysis, trustworthiness, reliability and validity, limitations and ethical issues. In the next chapter I will present the data collected through the interviews and document analysis. I will also discuss the findings of my research.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

4. INTRODUCTION

This chapter presents and analyses data that was collected through semi-structured interviews and document analysis. The phenomenon under study was the perceptions of teachers on their non-implementation of the ATCP policy. The respondents were eight teachers in the FET and GET bands in a high school at Mdantsane. Four of the teachers were in the FET band and the other four were in the GET band. During the interviews field notes were taken and a tape recorder was used to capture the responses. The respondents were informed of their right to refuse being recorded. The tape recorder was used for the benefit of the researcher whereby there could be an opportunity to listen, focus and analyse the responses of the interviewees at a later stage. The tape recorded data was transcribed into written text. The chapter is structured as follows: the background of the sampled school; biographical factors of the respondents; presentation and analysis of the data gathered through interviews; presentation of the data collected through document analysis and the conclusion.

4.1. THE BACKGROUND OF THE SAMPLED SCHOOL

The school in which the study was conducted is a high school that is geographically located in Mdantsane which is a township approximately twelve kilometres from East London. The records in the school indicated that the school has been in existence for forty four years making it one of the oldest schools in the area. Some of the staff members were reported to have taught for more than thirty years in the school. During the period of research the records indicated that the school had a population of six hundred and fifteen learners. The learners were reported to be receiving tuition in four brick buildings consisting of twenty classrooms. There is an administration block which includes the principal's office, a science block with a library and a laboratory which the respondents claimed to be under resourced. The ablution block

was not in a good condition as the respondents mentioned that some of the toilets were not working. The school is well fenced with gates that are locked during tuition hours but there are no security guards at the gates.

At the time of the research the school was reportedly a no fee school, meaning that learners in the school do not pay school fees as they are regarded as learners who cannot afford to pay fees due to circumstances such as unemployment and poverty in their homes. The no fee school policy was introduced during Policy Brief Number 7 of the South African Schools Act 84 of 1996 in August 2009. In this briefing, schools were classified into five quintiles with quintile one being the poorest and quintile five being schools that have parents that can afford to pay fees (DoE, 2010). The sampled school was reported to be belonging to quintile three which also qualifies for non-payment of fees. As a no fee school, the learners are reportedly provided with food, text books and stationery through government funding.

The area in which the school is located is surrounded by informal settlements and some of the learners in the school live in them. Most of the parents in the school are said to have financial constraints due to unemployment, amongst other problems. The respondents pointed out that some of the homes are child-headed homes and the children depend on a child grant from the government for survival. In addition to this the respondents raised the fact that some of the learners were looked after by their grandparents who happened to be pensioners.

The area was also reported to be notorious for crime as and it was mentioned by the respondents that people in the area have been robbed of their possessions. According to the respondents, the school has also been broken into on several occasions. The offenders were allegedly both current and ex-learners in the school who were on trial in prison at the time of the research.

4.2. BIOGRAPHICAL DATA OF THE RESPONDENTS

As it was noted earlier that the biographical factors that include gender and age were considered when purposively sampling the respondents, the table below will outline

these factors. The eight respondents from whom the data was collected comprised four respondents who are teachers in the GET band and four teachers who are in the FET band. The researcher wanted to establish the responses of the respondents about their perceptions as they dealt with different age groups of learners.

Table 1: Respondents' profiles

Respondents	1	2	3	4	5	6	7	8
Age	40	44	53	31	50	47	46	37
Gender	F	F	F	M	F	F	F	M
Experience (in years)	14	15	21	9	30	25	24	16
Band	FET	FET	GET	GET	FET	FET	GET	GET
Grade/s taught	12	9&12	8-9	8-9	10-12	11-12	8-9	8-9

The information in Table 1 reflects the profiles of eight respondents that participated in the study. Of the eight respondents six were females and two were males. Respondent 4 was the youngest with the least experience of 9 years. Respondent 4 had taught in various schools but had been teaching in the research site for less than two years. Respondent 3 was the oldest with an experience of 21 years. Respondent 5 had the most experience of 30 years in teaching but had been teaching in the research site for 10 years. Of the eight respondents, four were in the GET band teaching grades 8-9 and four were in the FET band teaching grades 9-12. The data above means that the type of respondents chosen are highly experienced, therefore are in better position to talk about different forms of disciplining learners before and after the ban of corporal punishment.

4.3. PRESENTATION AND ANALYSIS OF DATA GATHERED THROUGH SEMISTRUCTURED INTERVIEWS

For presentation, the data was structured to respond to the three research questions of the study. The questions were aligned to the following: understanding of the ATCP policy; the perceived causes of the high school teachers' non- implementation

of the ATCP policy and strategies that teachers thought should be in place instead of the ATCP policy.

4.3.1 TEACHERS' UNDERSTANDING OF THE ATCP POLICY

To establish their understanding of the ATCP policy, the respondents were, firstly, asked if the school had a policy on discipline. Secondly, they were asked if they knew about the existence of the national policy on alternatives to corporal punishment. The purpose of asking them these two questions was to establish if the ATCP policy was used or not, in the formulation of the school policy on discipline. Lastly they were asked if they had an understanding of the ATCP policy.

To address the question on whether the school had a policy or not, the responses were as follows:

Four respondents claimed that the school had a policy on discipline but all the respondents could not recall when the policy was formulated.

Respondent 1: "We do but I do not recall when it was formulated".

Respondent 2: "I know that we have a policy as I am a member of the disciplinary committee but I do not recall the year in which the policy was formulated".

Four respondents claimed that they did not know if the school had a policy on discipline or not, the responses were as follows:

Respondent 4: "I have never seen any document on discipline in this school"

Respondent 5: "I am not sure whether we have a policy or not. I am not sure on the matter".

Respondent 6: "We do mhhh (hesitantly). No we don't. Can't recall making a policy"

Respondent 8: "I do not know of any policy on discipline. Maybe there is one"

The responses of the respondents differed on whether the school had a policy or not. Four of the respondents stated that the school had a policy on discipline and the other four was either not sure or did not know about the matter. The respondents, who knew that the school had a policy, could not recall when the policy was formulated. Of those who were not certain or did not know about the existence of the policy, Respondent 6 who, according to the profile of the respondents is one of the longest serving teachers in the school also gave a hesitant response. This

suggested a possibility that policies were not reviewed in the school, including the disciplinary policy, according to Evans *et al* (2005) policies are supposed to be reviewed every time the School Improvement Plan is crafted (annually) so that they can be aligned to new or reviewed policies.

Respondent 4 had been working for two years in the school at the time of the research and Respondent 5 had been working in the school for ten years at the time of the research. The responses of these latter two respondents suggested that in addition to not revisiting the policies, new teachers were not orientated on in-school policies according to the SASA Act 84 of 1996, each new appointee is supposed to be inducted so as to be familiarised to the new policies. According to the documents review, the researcher found that the school disciplinary policy was in a file kept in the principal's office and did not reflect the year in which it was formulated. As much as it didn't reflect the year, the school policy was compliant with the ATCP policy. The fact that the policy was available and compliant whilst teachers were not aware of its availability and also not knowledgeable about the ATCP policy, raises questions whether the policy was being used or it was just kept for compliance reasons.

Secondly, when the researcher reviewed the minute book she noted that, the first meeting held to discuss learner discipline was in 2003. The meeting was held only six years after the ban of corporal punishment and three years after the introduction of the ATCP policy. Taking such a long time to discuss the ATCP policy, may imply negative perceptions towards the ATCP policy as there was clear reluctance in discussing the ATCP policy.

The respondents were asked if they knew about the existence of the ATCP policy. Four of them did not know about the policy and their responses were as follows:

Respondent 1: "I have never heard of them (alternatives to corporal punishment). It was said each school must see what to do. We have never seen any document. I would be glad if you can show me the document".

Respondent 5: "No, I do not know what they are".

Respondent 7: "I am not really sure about the matter and I cannot recall what they are. I cannot say they are used or not as I am not aware of what they are".

Respondent 8: "I have never heard nor seen the document on alternatives to corporal punishment policy. I only heard that corporal punishment was abolished".

Two respondents claimed to have a partial understanding of the policy and their responses were as follows:

Respondent 3: "I am, for example, clear on parental involvement, detention and other alternatives but I do not know how demerits work. I only hear about them from the former Model C school learners".

Respondent 6: "I do partially understand what the alternatives are, for example, grounding them after school".

Lastly, two of the respondents claimed to have a clear understanding of the policy and their responses were as follows:

Respondent 2: "I know and understand the alternatives to corporal punishment policy but I do not use them".

Respondent 4 "I learnt about the alternatives to corporal punishment policy and SASA document in the former Model C School in which I had previously taught".

In response to the question on the respondents' understanding of the ATCP policy, the responses were divided into three categories. The first category was comprised of four respondents (1, 5, 7 and 8) who claimed that they did not know what the ATCP policy entailed. The second category consisted of two (3 and 6) of the respondents who claimed to have a partial understanding of the alternatives to corporal punishment policy. Lastly, the third category consisted of two (2 and 4) of the respondents who claimed to have a complete understanding of the alternatives to corporal punishment policy.

The four respondents in the first category had no idea what the alternatives to corporal punishment were and they claimed that they had never seen the ATCP policy document. The respondents had been working in the school for more than ten years at the time of the research. Respondent 2 who claimed to have a complete understanding of the policy had also been in the school for more than ten years and happened to know about the existence of the policy as she had claimed that the ATCP policy was used when the school policy on discipline was formulated. She said,

Respondent 2: "...but I do recall that we used the policies on alternatives and SASA".

Respondent 2 had further claimed that, in addition to being on the school disciplinary committee, she was also a member of the School Governing Body during the period in which the policy on discipline in the school was formulated. On the other hand, Respondent 1 mentioned that the teachers were given latitude to decide on alternatives they wanted to use. These two respondents contradicted each other yet they were teachers in the same school. Firstly, if the claim of Respondent 2 was valid and true, the status of the respondent suggested a possibility that the policy on discipline in the school was formulated by a minority in the Disciplinary Committee. In this case there is a suggestion that there was no transparency or access to information in the school which possibly could mean that the majority of the teachers in the school were never exposed to the ATCP policy.

Secondly, if the claim by Respondent 1 was true, that could have led to inconsistencies because there is a risk for policy prescripts not to be followed in the school as the document on the policy was possibly not used when they decided on the ways they were going to use to discipline learners.

In the second category which was comprised of two respondents (3 and 6) had partial understanding of what the ATCP policy entailed. Respondent 3 knew that the school had a policy but she had partial understanding of the ATCP policy. Respondent 6 had earlier stated that she could not recall if the school had a policy on discipline or not. Therefore, the responses from the two respondents mentioned above suggest a possibility that they did not access the information they had on the ATCP policy in the school but from somewhere else. The policy should have been consulted when formulating the policy on discipline for the school and this would have afforded the respondents an opportunity to be exposed to the ATCP policy. Respondent 6 is a member of the School Management Team yet she had partial understanding of the policy. This further strengthens what has been said about Respondent 2 whereby there is a possibility that the responsibility of formulating the policy was given to the disciplinary committee.

Lastly, in the third category two (2 and 4) of the respondents stated that they had a clear understanding of all the alternatives even though they did not administer them.

As mentioned earlier, Respondent 2 was both a member of the school disciplinary committee and the School Governing Body when the policy on discipline was formulated in the school. Respondent 4 stated that he had taught in a former Model C school before teaching in his current school which happened to be a previously disadvantaged township school. He claimed that he had learnt about the ATCP policy in his former school (a former Model C school). He further stated that he had never heard of the alternatives being discussed in his current school.

Respondent 4: "... but I have never seen any official document on the alternatives to corporal punishment nor have I ever heard of them being discussed in my current school".

According to the documents analysed, the researcher established that the school had the document on alternatives to corporal punishment and it was mentioned in the minutes that each teacher was told to look at the document in his or her spare time. The latter part revealed a possibility that new policies were not discussed at the school and there was a possibility that not all teachers read the document as it optional to read or not.

Once again, Respondent 2 shares information about where she could have obtained knowledge on the ATCP policy. Both Respondent 2 and Respondent 5 were in leadership roles at the time of the research even though in different capacities. As mentioned earlier, Respondent 2 was at the time of the research in the disciplinary committee and had claimed to have been a member of the SGB when the policy was formulated. Respondent 5 who is in the category of the respondents who claimed that they did not know what the alternatives are was a member of the School Management Team when the research was conducted. The respondent (Respondent 5) was not yet a teacher in the school when the policy was formulated. As opposed to the other respondents who had been at the school for more than ten years, Respondent 2 had knowledge about the alternatives yet she had also been in the school more than ten years.

It has been mentioned earlier that there is a possibility that teachers in the school had not been exposed to the ATCP policy and that the policy was possibly formulated by the minority in the disciplinary committee or the SGB of which Respondent 2 was a member. Even though most of the respondents (four) did not know and two partially knew, Respondent 2's response suggested that there was a

possibility that the ATCP policy was available at the school as she claimed that it was used when the policy on discipline was formulated. She said,

Respondent 2: "...but I do recall that we used the policy on alternatives and SASA".

In summary, it is clear from the contradicting answers by the respondents that there is an information gap as well as inaccessibility/none sharing of crucial information (there is a possibility that the new policy documents are not discussed in the school). There is also a possibility that only selected people have access to information, e.g. those in leadership positions. This confirms what Naong (2007) and Mtsweni (2008) say that some teachers were not educated on the ATCP policy and, as a result, they do not know how to deal with learner discipline. Tungata (2006) as cited in Khewu (2012), mentions that a representative from the Child Line South Africa raised a concern that there was not enough effort done to train teachers on the ATCP policy.

Khewu (2012) further states that there could be a possibility that not enough consultation was done by the government with the teachers concerning the ATCP policy. Teachers possibly lack the understanding on why corporal punishment was banned and instead introduced the ATCP policy (*ibid*). In addition, if teachers were given latitude (as indicated by Respondent 1) to formulate their own alternatives without being guided by policy, there is, therefore, a chance that due to lack of knowledge they may suggest alternatives that are in conflict with the prescripts of the policy. The argument about the wrong implementation of the ATCP policy due to lack of knowledge is also supported by Khewu (2012) who notes that some teachers wrongly use the alternatives. If that is the case it means, the Batho Pele principles (2009) that are supposed to govern all the public institutions are not used in this school because if people are giving contradicting answers seemingly there is little or no communication and consultation with regard to government policies as the Batho Pele principles prescribe.

With regard to the theory of self-determination, it is not clear to establish if the teachers do not implement the ATCP policy due to lack of self-determination or purely due to lack of knowledge. Furthermore, not capacitating the teachers and expecting them to implement correctly what they are not sure about would be like exerting pressure and control and pressure and that could result in resistance by the teachers. If teachers can be given all the necessary support then it can be

determined if teachers operate from autonomous motivation or are using punitive and controlling measures. From the findings above, it is therefore clear that there is an urgent need for teacher capacitation on the alternatives and this is supposed to be coupled with continuous consultation and communication with regard to new developments and expectations.

4.3.2. THE PERCEIVED CAUSES OF THE HIGH SCHOOL TEACHERS' NON-IMPLEMENTATION OF THE ATCP POLICY

All respondents, including Respondents 2 and 4 who had claimed that they had a clear understanding of the ATCP policy, mentioned that they were still using corporal punishment on learners. Respondents were asked about the reasons they were not implementing the ATCP policy. According to the respondents, the alternatives to corporal punishment do not work with the learners in the school. Respondent 2, who had earlier claimed to be conversant with the ATCP policy, mentioned that she does not use the alternatives as they do not work with the learners in the school.

Respondent 2: "The alternatives do not work with our learners. I do not really use them because they make me lose control in class"

Respondent 4 who had previously used them in a former Model C school realised that they did not work in his current school which happened to be a township public school.

Respondent 4: "I tried to implement them but in reality they do not work because of the challenges I encounter with the learners in this school"

It is clear from the latter responses that teachers perceive the alternatives as ineffective. When reviewing the minute book from 2003, the researcher found that teachers shared unhappiness and ill feelings on the banning of corporal punishment. The minutes revealed that there was also uncertainty about what the alternatives were and there was also a vibe of resistance to embrace the policy. The unhappiness suggested that they were possibly discussing it for the first time. This confirms what Khewu (2012) that some teachers say that the alternatives are a waste of time and are not welcomed by teachers. When asked to share the reasons

for the non-implementation of the ATCP policy, the teacher's responses revealed the following factors:

a. Teachers are not capacitated on the ATCP policy

Four of the respondents (Respondents 1, 5, 7 and 8) claimed to have no knowledge of what was entailed in the ATCP policy and were not sure about whether they were using the alternatives or not.

Respondent 1: "I have never heard of them ... possibly no one ever really took a look at the policy document".

Respondent 5: "No, I do not know what they are".

Respondent 7: "I am not really sure on the matter and I cannot recall what they are. I cannot say they are used or not as I am not aware of what they are".

Respondent 8: "I have never seen nor heard about the document on alternatives to corporal punishment".

Firstly, the responses indicated the possibility that not all teachers were capacitated on the ATCP policy after the banning of corporal punishment. Secondly, they are possibly not disciplining learners according to South African legislation as prescribed in the South African Schools Act (Moyo, Khewu & Bayaga, 2014) and the ATCP policy. They, therefore, do not know how to deal with learner discipline in schools in the way they should (Naong, 2007 and Mtsweni, 2008). Teachers have, therefore, continued to use corporal punishment and some teachers partially use the alternatives and some wrongly use them (Khewu, 2012).

b. Influence of culture

Out of the all respondents, five respondents (1, 3, 5, 6 and 7) regarded the non-implementation of the ATCP policy to be influenced by culture. According to them, as black teachers, they inherited the use of corporal punishment from their former teachers and parents. Concerning this, their responses were as follows:

Respondent 1: "Culturally, at home we punish children and we do not punish them with the aim to harm them. We do not punish because we hate them but to make them realise their wrong doing. ...a few lashes will do no harm".

Respondent 3 mentioned that the measures that were given were Eurocentric and they did not work in the black community.

Respondent 3: The measures that were given are Eurocentric. They do not work with our learners due to cultural differences. Culturally, we do not postpone punishment for a later stage where the learner will be detained after school or during the weekend. We punish children immediately”

Respondent 5: “As blacks, we do not regard it (corporal punishment) as abuse. We grew up with corporal punishment. It goes with culture ... it happened to us, it worked and it will work with them as well a maximum of three lashes will do”.

Respondent 6: “Teachers continue using corporal punishment as they are influenced by their background where corporal punishment was used by their parents”.

Respondent 7: “Our culture has an influence on why teachers do not use the alternatives to corporal punishment to learners”.

Respondent 6 further added that she mostly use corporal punishment on the younger learners.

Respondent 6: “I usually apply corporal punishment to learners in lower grades. I do not apply it to the higher grade learners”

In the responses, there is evidence that suggests that the respondents view the ATPC policy as a foreign concept that doesn't talk to their context. It is also clear that they were raised during an era in which corporal punishment was the only option used to discipline children and consequently learners. Seemingly, it is what they know to work best. They even indicated that the method worked in the olden days (both at school by teachers and at home by parents) and it still works. Respondent 6 claimed that she usually applies corporal punishment to learners who are in the lower grades. The respondents, except for Respondent 4 who is from Ghana, belong to the Xhosa tribe where there is a saying that states “*Umthi ugotywa usemtsha*” meaning that children are best taught discipline whilst still young. What Respondent 6 said was reflective of the saying.

If a teacher inflicts pain on one group of learners as in the case of Respondent 6, Porteus, Vally and Ruth (2001) regard that as reflecting prejudice against other learners who, in this case, are learners in the lower grade. The respondents have justified violence against children in the name of culture (Douglass, 2006). Porteus *et al* (2001) further claim that notions around culture have been used to warrant

corporal punishment. Tafa (2002) states that the non-implementation of the ATCP policy is justified by both teachers and parents as being part of the African culture, whilst those at the receiving end are complaining. This indicates a possibility that the respondents are rejecting the policy because of what has been internalised in them as Africans.

Soneson and Smith (2005) as cited in Khewu (2012) argue against the fact that corporal punishment is part of the African culture. They argue that no culture can claim to own corporal punishment and every society has the responsibility to disown it as they have disowned other practices that were part of their tradition and happened to breach human rights. In addition to this, the Act on the abolishment of corporal punishment rejected all statutory legislation that authorised the imposition of corporal punishment by courts of law, including the courts of traditional leaders (Khewu, 2012).

Khewu (2012) further states that this, therefore, takes away the power from traditional leaders to order corporal punishment on anyone, be it a child or an adult. Porteus *et al* (2001) state that there are a number of discriminatory practises that hide behind culture. The administration of corporal punishment on learners at school is an example of such practises. Even though legislation has been put in place by the court of law and in spite of what Khewu (2012) states about the power that has been taken away to order corporal punishment, there is, however, evidence that corporal punishment in schools still continues as indicated by respondents in the responses above.

c. Influence of religion

In addition to culture, religion was also one of the factors that the respondents regarded as having influenced the non-implementation of the ATCP policy. The responses were as follows:

Respondent 3: "The Bible states it clearly that it (corporal punishment) needs to be applied on children, 'spare the rod and spoil the child'"

Respondent 7: "As a Christian I apply corporal punishment and I believe that there are other teachers who are also influenced by religion".

The above responses show that teachers are using religion in the same way they use their culture to override what the policy prescribes, and this is in conflict with what the SASA (Act 27 of 1996) stipulates. The African Christian Democratic Party (ACDP), which is a political party in South Africa influenced by Christian principles, has called for the re-instatement of corporal punishment (ACDP Election Manifesto: 2009 as cited in Khewu, 2012). Ellison & Bradshaw (2009), state that religion has been used to warrant corporal punishment in schools. Porteus *et al* (2001) further state that, as in culture, notions around religion have been used to warrant corporal punishment. These notions are dangerous because there are some who justify violence against children in the name of culture and religion. Dietz (2000) further claim that the administration of corporal punishment is influenced by a verse in the Bible that states,

“Do not withhold discipline from a child, if you punish him with the rod he shall not die” (Proverbs, 23:13-14).

Dobson (2007) states that it is necessary to apply corporal punishment to effect change in the behaviour of learners. Dobson further claims that it is biblically correct to use corporal punishment on learners. However, Vally (2005) dismisses the verse as having been quoted out of context to justify corporal punishment. This is supported by Porteus *et al* (2001) when they cite that an organisation called Christian Education in South Africa challenged the banishment of corporal punishment in court in the year 2000. The court dismissed this as it found no religious ground for the belief that corporal punishment should be administered against learners (*ibid*).

d. Escalating rate of violence

In the background of the school it was mentioned that the school is located in an area with an escalating rate of violence as there were robberies that took place in the area. It was also mentioned that the school had been broken into on several occasions and some of the offenders were allegedly found to be both current and ex-learners of the school. The school is well fenced but was reported to have no security guard. Responses that revealed the teachers concerns about the violence as a cause for non-implementation of the ATCP are as follows:

Respondent 4: “the challenge is who will remain with them after school? I have security issues. I do not know how I can handle them when I am left alone with them”.

Respondents 5 and 6 who are both female teachers stated that they did not trust the learners in the absence of the male teachers.

Respondent 5: “as a female I fear remaining with learners in the absence of other educators after school”.

Respondent 6: “I know that detaining learners after school is an alternative but as a female I do not detain them because I do not trust them to the point of remaining with them after school”.

Due to the violence in the area, the respondents expressed that it was not easy for them to remain with learners after hours with the aim to detain them as they feared for their lives. Respondents 4, 5 and 6 expressed their fears and lack of trust in learners in the absence of other teachers after school or during the weekend. Respondent 4, a male teacher with the least experience in the school as indicated by the profile, claimed that he did not know how to handle the learners in the absence of other teachers. What became evident from the teachers responses was that the issue of safety in the school was critical and had an effect on non-implementation of the ATCP policy.

Maphosa and Shumba (2010) have raised the fact that amongst other challenges faced by teachers is the violence that takes place in schools. Learners have murdered each other on school premises. Zulu *et al* (2004) as cited in Maphosa and Shumba (2010) indicate that these incidents impact negatively on the core business of the school which is teaching and learning. For this to be effective there needs to be discipline amongst learners. Teachers are frustrated by the degradation of discipline in schools as it bars effective learning and teaching (Marais and Meyer, 2010). They are highly stressed and demotivated by this (*ibid*). Due to this ill-discipline that is displayed by learners in schools, the alternatives do not seem to work and this raises a question as to whether the ATCP policy are appropriate for instilling discipline in learners (Khewu, 2012).

e. Poor co-operation and absence of parents

All the respondents in the school raised their concerns about the poor co-operation and absence of the parent component in the disciplining of learners in the school. Poor co-operation by parents refers to the fact that parents do not readily avail themselves at school when asked to do so by teachers. Absence of parents refers to the parents who are either deceased or have abandoned their children. In the latter category (abandoned learners) the respondents claimed that the learners were either staying with ailing grand-parents or were staying in child-headed homes.

Respondent 3: "Some of the learners are taken care of by their grand-parents who sometimes when called are unable to come due to ill health".

The respondent further mentioned that some of the learners live in child-headed families. The learner is sometimes the one who is the oldest in the house-hold and has to see to the needs of his or her siblings as the parents died or abandoned the children. The respondent claimed that it is unfortunate that at times the teachers sometimes do not believe that there is no adult who can come and represent these learners at school. In order to solve the issue, the learners sometimes resort to lying by calling anyone to come and represent them. In her own words the respondent said,

Respondent 3: "Some of these learners stay in child-headed homes where they have to take care of their siblings. Teachers do not believe the learners when they say they have no parents who will come to the school as a result learners call anyone to come and represent them"

Respondent 4 claimed to have taught in both former Model C and township public schools and he was able to make a comparison between the two types of schools. He highlighted the fact that the parents in the former Model C School were more co-operative than those in the township schools. He said,

Respondent 4: "Parents in former Model C schools avail themselves whenever they are required to come but I have realised that parents in the township schools do not avail themselves. As a result of this these learners are not frightened when they are asked to call their parents. They simply do not inform them and they always get away with wrong doing".

Respondent 6: "Parents do not want to come to school. They even become angry when asked to come. Unlike in former Model C schools, calling parents does not work here".

Respondent 2: "The person they bring to school may even be drunk so the learners lie to get away with ill-discipline ... it does not work in our schools because the parents are

deliberately not involved as they are supposed to be. The only time that they avail themselves is when there is a crisis in the school that involves a scandal that has something to do with a teacher”.

Respondent 7 cited a case where a parent was called to school for her child’s behaviour. The parent was reportedly very annoyed by that.

Respondent 7: “... she threatened to take her child to another school should we call her again”.

The response of the parent reflected a lack of understanding of the importance of parental involvement in a child’s education. It is possible that the parents of the school were also not aware that their involvement is part of the ATCP policy. If this is the case, this calls for the education of the parents and the society at large on the new legislation on discipline in South Africa. The teachers need support from the society to work along with the schools in eliminating physical punishment of children (Bartman, 2002). The society includes the learners’ parents. Porteus *et al* (2001) advise that families should be involved by calling parents’ meetings and outlining a code of conduct that should be agreed on. Parents should be engaged in coming with ways to suggest disciplinary measures that are positive (*ibid*). Teachers do not seem to be getting the support they need. As a result they resort to using corporal punishment to solve the problem.

Respondent 2: “... a bit of controlled punishment will do”.

The lack or poor co-operation by parents places the teachers at risk as it is against legislation to beat learners. Learners might be injured in the hands of the teacher and parents will come in defence of their children should that happen. This was highlighted by Respondent 8 who stated that parents encourage corporal punishment but are biased as they favour their children.

Respondent 8: “Even though parents encourage corporal punishment and some have punished their children in front of the teachers, they can be biased as they will favour their children should anything go wrong”.

The responses implied that at times learners are punished for their parents’ non-attendance or lack of security in schools because if a disciplinary problem requires the presence of a parent or provision of security in the school, the use of corporal

punishment to regulate learners becomes unjustified. From the respondents' view poor-cooperation or absence of parents has an influence on the non-implementation of alternatives by the teachers.

Parents should be made part of the solution by discussing with them any behaviour problems learners might have to ensure that discipline is handled both at home and at school (ATCP Guideline, 2000). Parents have shifted their responsibility to discipline children to teachers hence they do not realise that it is important that they avail themselves at school whenever they are needed to work on their children's behaviour. Mphele (1997) as cited in Morrel (2001) states that parents continue to use corporal punishment at home hence they believe that it should be used at school as well. As a result of this, parents have made arrangements with teachers to discipline their children by applying corporal punishment (Benatar, 2009).

Teachers also act *in loco parentis* (are second parents) with the power vested in them to manage schools and maintain discipline hence they get full blessings from the parents to practise corporal punishment (Naong, 2007). This means that some parents promote the non-implementation of the ATCP policy.

On the other hand there are parents who are against the use of corporal punishment (Bartholdson, 2001). It is noted in research that as far back as the 1800s there were parents who opposed corporal punishment and even took to court teachers who punished their children (Middleton, 2008). Teachers are in a dilemma as they are, firstly, faced with the disruptive behaviour of learners, secondly, they are faced with parents who are not supportive and, thirdly, they are faced with pressure from the government as they have to account for the poor academic performance of learners. It is, therefore, possible that these problems cause teachers to see corporal punishment as the solution instead of implementing the ATCP policy.

f. Psychological and social issues that affect learners

The responses from the respondents suggested that there were issues that were beyond the control of the learners and teachers that affected the teaching and learning in school. The respondents shared the following issues:

Respondent 2: "Discipline is a struggle between learners and teachers and between learners and parents. The problem that we are faced with in schools is much bigger than we think. The behaviour of the learners displays what is happening in their backgrounds. Some of these learners are orphaned and are raised by their grand-parents. Some stay in child-headed homes. This means that there are other issues that they are faced with. Socially they are faced with problems such as unemployment, poverty, absence of a parental figure, HIV and AIDS in the community. These problems manifest themselves in the learners' behaviour. The learners are highly stressed with what is happening in their homes. Alternatives or no alternatives, it is not going to work. We need to deal with the issues that affect learners in the society".

Respondent 2 indicated a possibility that the teachers are overwhelmed not only by the work at school but also by the problems that the learners they are teaching are faced with and, according to the respondent, the issues need to be dealt with before considering strategies to discipline learners.

The teachers find themselves doing the work of social workers or psychologists. This is supported by Morrel (2001) who states that teachers are dealing with learners from disadvantaged backgrounds where there are lack of resources and a high level of poverty; hence teachers find themselves having to act as counsellors and mediators. Porteus, Vally and Ruth (2001) state that teachers refuse this role as they claim that they are not social workers yet they should listen to the cries for help of the learners and avail themselves in helping the learners to carry the heavy emotional baggage. The alternatives were introduced to assist teachers to ensure that the learners get the assistance they need (*ibid*). Porteus, Vally and Ruth (2001) cite Chisolm and Vally (1996) who state that the dynamics within the school are greatly affected by socio-economic contexts within which the schools are located. The alternatives allow teachers to deal with different levels of misconduct by learners and they are allowed to invite professionals such as social workers or counsellors to deal with issues beyond their power of control (ATCP Guideline, 2000).

Respondents 3 and 5 mentioned that there were also learners in the school who stayed in orphanages. According to the respondents, these learners have been hurt

in life. As a result of such instances, amongst other issues, the society is angry and sick and the majority of learners in the school are the products of such a society.

Respondent 3: "Some of our learners live in orphanage homes and are hurting. The nation is angry and sick. It needs to heal. We do not need to focus on only one component which is the school but on the society as a whole".

Respondent 5: "There are learners in the school that live in orphanage homes. Some of these learners have been abandoned by their parents or they have been removed from their homes because of domestic violence. These children are affected and traumatised by what has taken place in their lives".

Respondent 3 further mentioned that there are learners in the school with special needs who do not deliberately break the rules.

Respondent 3: "There are learners with special needs. Their condition needs them to have intervention classes yet teachers are not capacitated on how to deal with them so they resort to corporal punishment".

Respondent 7 mentioned that the learners lack role models in their homes.

Respondent 7: "These children have no role models and have chaotic lives in their homes".

Respondent 7 further mentioned that the lack of role models can cause learners to have identity crises as they have no parents to model good behaviour.

Respondent 7: "Many children are affected by what happens at home. With some, the mother or father figure is absent and as a result they have identity crisis".

Respondents 2, 3, 5 and 7 that make up half of the respondents mentioned that there are psychological and social issues that affect the learners. The learners in the school were faced with issues such as poverty, as was mentioned in the background of the school, and that the school is surrounded by informal settlements. Most of the parents in the school were reportedly not working but depended on child welfare for survival.

Amongst other issues it was reported that there were AIDS orphans who stayed with their next of kin as some of the parents were deceased. Cases of children who were abandoned by their parents were also reported. These amongst other issues were reportedly affecting the learners' progress in class. To solve the latter issue the teachers resorted to using corporal punishment even though they realised that these learners needed other interventions to solve the issues in their lives that cause them not to co-operate well in class. It is evident that teachers believe that social issues like HIV and AIDS, lack of parenting (abandonment of children and orphans) and

lack of role models have a contributory role in learner misbehaviour, thus the use of any form of disciplinary measure cannot always be an answer. Porteus *et al*, (2001) state that the context in which the school is located has to be considered. They cite the local community, the economic situation, and economic realities such as unemployment as issues that have to be taken into consideration in order to understand and work with discipline. Therefore when capacitating teachers it is important to take note of contextual issues so that whatever alternatives they choose to use can be relevant to their situations.

g. Age and gender

The respondents mentioned that the biographical factors of age and gender had an influence on the non-implementation of the ATCP policy. Responses related to age and gender were as follows:

Respondent 1: "I have noticed that the older generation believes in corporal punishment. They feel that what happened in the olden days still works today".

Respondent 2: "The older teachers have a traditional way of disciplining learners. They apply corporal punishment but we try to make them understand that corporal punishment does not work".

Respondent 4: "The younger generation has a problem with how to deal with learners. They find applying corporal punishment to be the only way to gain control in class".

Respondent 1: "The male teachers feel that as fathers they should punish the boys".

Respondent 5: "Mothers always apply corporal punishment to children because they care and are always looking forward to the future of the child. Men are reluctant to punish".

Respondent 6: "Most teachers who apply corporal punishment are females. They want to instil discipline. I do not mean males do not instil discipline but it is in the nature of women not to ignore ill-discipline".

Respondent 8: "The female teachers always ask the male teachers to apply corporal punishment on learners on their behalf".

Three respondents (1, 2 and 4) claimed that age influenced the non-implementation of the alternatives. According to Respondents 1 and 2, the older generation is influenced by how they were disciplined by their former teachers and parents. Respondents 1 and 2 had longer experience in teaching as compared with Respondent 4. Their years of experience were 14 years and 15 years respectively as indicated in the profile of the respondents.

As much as Respondent 2 states that they as the younger generation tried to make the older generation to understand that corporal punishment does not work, she also applied it as it had been stated earlier that all teachers the teachers in the school used corporal punishment. This further emphasised the possibility that teachers in the school were not educated on the ATCP policy and their benefits thereof.

As mentioned earlier, Respondent 4 was the youngest with the least experience (9 years) in the field. He used corporal punishment despite the fact that he had a complete understanding of the alternatives. He mentioned that the younger generation of teachers used corporal punishment to gain control in class as they became overwhelmed by the behaviour of the learners in class.

Of the eight respondents (1, 5, 6, and 8) claimed that gender had an influence on the non-implementation of the ATCP policy. Respondents 1, 5 and 6 are females whereas Respondent 8 is a male teacher. Respondent 1 mentioned that male teachers felt that it was their responsibility as males to punish the boys. Respondents 5, 6 and 8 stated that female teachers were mostly the main people who used corporal punishment. They justified the tendency of the females to use corporal punishment on their attributes such as caring and nurturing. Respondent 8 who is a male teacher pointed out that female teachers indirectly used corporal punishment on learners as they asked male teachers to apply it for them (females).

In the data discussed above, the respondents admitted that they were still using corporal punishment even though it was abolished. It was also possible that, to assert authority, teachers used corporal punishment although female teachers delegated that duty to male teachers. This did not mean that the female teachers did not personally apply corporal punishment at times as all admitted to be using corporal punishment. The respondents considered corporal punishment to be the only and best way to discipline learners hence they, as stated by Respondent 5, claimed that it worked with them and further believed that it would work with the learners.

Teachers had been reported to be highly stressed, demotivated and hopeless by the disciplinary problems in schools (Mtsweni, 2008 & Marais and Meyer, 2010). It was, therefore, possible that they were overwhelmed by the banning of corporal punishment in 1996 which they considered to be the only way to maintain discipline. In the midst of confusion, adding to their frustration, the ATCP policy was introduced in 2000 about which they claimed they were not trained on. What they considered to be the power to control learners might have made them feel powerless and they lacked skills to administer other ways to administer discipline (Kubeka, 2004 as cited in Naong, 2007) as they were not clear about the ATCP policy.

In summary, it is clear from the discussions above that the reasons for the non-implementation of the ATCP policy by the teachers were linked to the following: incapacity of teachers to implement the ATCP policy; influence of culture; influence of religion; escalating rate of violence; none co-operation and absence of parents; psychological and social issues and the age and gender of the teachers. As much as the issues above are noted it is also clear that what determines or motivates the respondents as far as the disciplinary measures they choose to administer is based on what they believe in, which is mainly what is prescribed by their own culture and religion.

Moreover, social problems like lack of security and non-cooperation of parents are also claimed to be motivators for the continued use of corporal punishment. To respond to the pressure from the authorities with regard to learner performance teachers also use corporal punishment is also used as an excuse, that is, they administer corporal punishment to ensure that learners pass.

4.3.3. TEACHERS' PREFERRED DISCIPLINARY STRATEGIES TO REPLACE ALTERNATIVES TO CORPORAL PUNISHMENT

Seemingly, due to a number of problems mentioned above, the respondents were not using the alternatives. This led the researcher asking the respondents about strategies they thought should be in place instead of the ATCP policy. In order to understand the strategies that the teachers thought should be in the place of corporal punishment, the respondents were first asked about the strategies they were currently using. The aim was to establish if there were not any of the strategies

they were using that were policy compliant as well as those which were not compliant to the policy.

4.3.3.1. Strategies that the respondents were currently using

From the collected data, it became evident that the teachers were currently using the following strategies: corporal punishment, suspension, parental involvement, exclusion from class during tuition, making learners to stand during tuition, giving more work to learners, rules in class and ignoring learners.

a. Corporal punishment

According to the respondents corporal punishment is the solution to the behavioural problems they are faced with at schools. Respondents said,

Respondent 1: "To me, corporal punishment is not punishing with harm or injuring the child and a few lashes will do no harm".

Respondent 3: "For me, corporal punishment still works and is the solution".

Respondent 4 (who understand the alternatives): The learners misbehave and do not do their work and you resort to using corporal punishment. It is difficult to let them behave as they wish because you think of their future ... so a bit of controlled corporal punishment will do.

Respondent 5: "...and apply corporal punishment with a maximum of three lashes. I believe it still works".

Respondent 7: "If corporal punishment is infliction of pain, it means everything that is used to discipline learners is corporal punishment. Making them to clean is pain. The aim to punish is for the learner to feel the pain and stop doing what is wrong".

Respondent 8: "When they fail we are made to account so we apply corporal punishment to make them learn and it works".

Respondent 6: "Teachers understand that corporal punishment brings out the good behaviour in learners and teachers believe that it motivates them to learn".

The responses revealed a number of reasons why the respondents thought corporal punishment should be used instead of the alternatives. In these reasons they justified their continued use of corporal punishment. Amongst their justifications was the harmlessness of corporal punishment, the misbehaviour of learners, the pressure

that came from the government and inculcation of good values to learners. Respondents 1, 4, 5 and 7 indicated that learners misbehave and do not do their work and as a result teachers resort to using corporal punishment. They considered a maximum of three lashes to be not corporal punishment as long as the learner was not injured. More consideration was on physical harm and not at an emotional level. According to them three lashes per learner at a time was 'controlled corporal punishment'.

Respondent 7 also argued that if administering three lashes is corporal punishment, then every strategy to discipline learners is corporal punishment. The respondent cited making learners clean the classroom is also as painful as being beaten. The respondent mentioned this as it is one of the suggested disciplinary actions for misconduct in class in the ATCP policy. Respondent 8 stated that teachers are made to account by the government when learners fail and this leaves them with no other alternative but to use corporal punishment. This has led to teachers believing that learner achievement was linked to discipline which the teachers thought was linked to corporal punishment (Kilimci, 2009).

What the respondents said concurs with what Middleton (2008) mentioned. This indicated that they were under pressure from the government and this left them with no other option but to apply corporal punishment which, according to Respondent 6, was understood by the teachers to bring out the good behaviour in learners and do what they ought to do which is learning as this, together with teaching, is the core business of the school.

b. Suspension

Suspension was one of the strategies that the respondents were using. The strategy was reportedly applied by the respondents when learners committed crime such as stealing, as indicated in the school discipline policy. The strategy was used in a very minimal way in the school. Only two (1 and 2) of the respondents mentioned that suspension was used in the school. Respondent 1 gave a brief description of how the suspension is carried out in the school.

Respondent 1: "We call the parent of the concerned learner. If the parent does not respond, we suspend the learner. The length of the period depends on the outcome of the Disciplinary Committee meeting but it does not exceed 5 days at a time".

In addressing whether the strategy worked or not, there were two responses that came from Respondent 2. On one hand, the respondent mentioned that suspension was one of the strategies that attracted the parents' attention to matters at school. On the other hand, she mentioned that it did not work as it was supposed to do. To explain the first part Respondent 2 mentioned an incident where all the learners in one class were suspended because one of the learners had fought with a teacher. The response of the parents was prompt.

Respondent 2: "One time a teacher was hit by a learner. All the parents of the learners of the whole class were called but they did not respond. When the parents did not respond, the whole class was suspended by the disciplinary committee as no one owned up to what happened in class. The strategy worked as the parents came".

In the incident that the respondent related, the whole class was suspended. The immediate response of the parents could have possibly been influenced by learners who were not trouble makers and were not happy with being absent from school. What the respondent mentioned also indicated that suspending the learners possibly created a sense of urgency in the parents to respond as they did not want their children to miss classes. Contrary to this, in response to the second part, suspension did not work as it was supposed to do.

Respondent 2: "The suspended learners are usually ill-disciplined learners who are not bothered with being suspended so it makes no difference with them as they enjoy staying away from school. They care less".

The learners who were usually suspended did not mind being suspended as it provided them an opportunity to not come to school. Based on what Respondent 2 mentioned suspension was a strategy that partially worked in the school. In the ATCP policy (ATCP Guideline, 2000), suspension is a strategy that can be implemented against a learner when he or she has committed serious or very serious misconduct. The policy procedure was thwarted because there should first be a written warning to the learner before action is taken against the learner and the learner should be given latitude to appeal the suspension (*ibid*). The teachers were seemingly contravening the Act as the learners were not given written warnings before being suspended. The parents were called and when no response came, they

(learners) were suspended without any written warning. This strengthened the possibility of lack of knowledge about the ATCP policy in the respondents.

It is also worth noting that when the disciplinary committee discussed the cases, the principal was involved in decision making. This has been mentioned in the ATCP policy (ATCP Guideline, 2000).

c. Involvement of parents

The other strategy that the teachers in the school were currently using was the involvement of parents. The respondents mentioned that they called the parents to the school even though this was not as effective as it was supposed to be.

Respondent 1: "I usually call the parent of the misbehaving learner. If the parent does not come, I ignore".

In this case the respondent seemed to lack consistency and lets the learners to get away with wrong doing as she ignores them when their parents do not come.

Respondent 7: "When learners misbehave, I call the parent especially if learners fight".

The respondents seemed to associate the involvement of parents in the school with misbehaviour as they only called them when the learners (their children) misbehaved.

Respondent 3 mentioned that, of the alternatives to corporal punishment, she used parental involvement and usually called the male parent whom she regarded as being more effective than the female parent. She cited an incident where she had an ill-disciplined learner in class who did not respond to the mother's reprimanding.

Respondent 3: "I usually call the male parent. I once called the mother of a learner for the child's misbehaviour but the learner did not change. It was only after I called the father that the learner responded and obeyed".

Even though it was the male parent that the respondent (female) mentioned, this seemed to agree with what had been mentioned earlier about female teachers who assigned disciplining of learners to males. Involvement of learners' parents as a disciplinary measure starts at Level 2 which is a level dealing with misconduct related to breaking of school rules (ATCP Guideline, 2000). Parents are supposed to

be involved in their children's education as they have an obligation to support their children to attend school regularly and to be disciplined (SASA Act 27 of 1996).

d. Exclusion from class during tuition

The respondents have been reported to be excluding learners from class. They mentioned that they thought that the strategy was part of the alternatives to corporal punishment. Respondent 1 used the strategy to get "peace of mind" in class.

Respondent 1: "I exclude learners that disturb me in class. Excluding them from class gives me peace of mind as I feel disrespected when they do not co-operate in class. It is also for the benefit of other learners as they will not be disturbed. I also think it is an alternative to corporal punishment".

This is the respondent who had earlier claimed to ignore learners whose parents do not respond when called to school. The respondent is also one of the four respondents who did not know what the alternatives to corporal punishment are. It was, therefore, no surprise that she thought excluding learners from class was an alternative to corporal punishment. According to the Bill of Rights every learner has the right to basic education (SASA Act 108 of 1997). This implies that excluding the learners from class is violation of their rights.

e. Making learners stand during tuition

Respondent 5 who is also one of teachers who did not know about the alternatives to corporal punishment regarded making learners stand in class as one of the alternatives to corporal punishment.

Respondent 5: "I do not exclude learners from class but I make them to stand. They hate it so it works for me".

The respondent mentioned that the learners hated being made to stand during tuition. This was enough proof to tell that making learners stand during tuition is a violation of learners' rights and dignity. According to the South African Bill of Rights every human being has to be respected and have dignity (SASA Act 108 of 1997).

Making them stand is punishment rather than disciplining. Punishment is an intentional infliction of pain as a penalty for an offence committed by a learner whereas discipline aims to educate and nurture values (ATCP Guideline, 2000). Punishment is inflicted by a person in authority with the aim to discipline (Naong, 2007). The teacher uses his or her position of authority by making learners stand during tuition and by doing so degrades the child in front of other learners. Learners as children should be protected from degradation (SASA Act 108 of 1997). Besides, this can cause a distraction to other learners during tuition.

f. Giving more work to learners

Respondents 4 and 5 felt that giving learners more work can work. Respondent 4 mentioned that he gave early finishers in class more work to do with the aim to curb noise and disruption in class.

Respondent 4: "I have tried to give learners more work. It energises them to see the teacher marking their work so I feel it works".

Respondent 5: "I give them extra work to keep them quiet".

According to DoE (2000) giving more work to learners is an alternative to corporal punishment. Additional work must be constructive and possibly relate to the misconduct (*ibid*). In the case of the respondents more work was only related to school work in class.

g. Ignoring learners

Respondents 5 and 6 mentioned that they ignored learners who misbehaved in class.

Respondent 5: "I ignore an ill disciplined learner and pretend as though she or he does not exist until he or she comes and apologises".

Respondent 6: "I have at times ignored misbehaving learners. They usually apologise".

Respondent 5 was in the category of the respondents who claimed to not know what the ATCP policy entailed. Respondent 6 had partial understanding. Ignoring the learners indicated that they did not know how to handle the misbehaviour of the learners in class. Ignoring the learners is equivalent to overlooking the problems the

learners are faced with. Instead of finding out about what is causing them to misbehave, the teachers in the school choose to ignore the learners when the misbehaviour could be a cry for help.

Porteus, Vally and Ruth (2001) state that teachers refuse this role as they claim that they are not social workers yet they should listen to the cries for help of the learners and avail themselves of helping the learners to carry their heavy emotional baggage.

h. Rules in class

Respondent 7 stated that in her class she had a set of disciplinary measures that were pasted on the wall for the learners to observe.

Respondent 7: "There are disciplinary measures I use and I paste them on the wall of the classroom".

Giving school rules and regulations is part of the policy both inside and outside the classroom. The rules include issues such as time keeping, dress code and some are miscellaneous which relate directly to the classroom level (ATCP Guideline, 2000). As much as these rules are given, the respondents do not mention if the learners understand or appreciate these rules.

In summary, it seemed each educator used his or her own discretion for disciplinary strategies in the school or in the class even though there was a guiding policy on discipline. The majority of the respondents (four) claimed to have no knowledge about the ATCP policy and two had partial understanding yet some of the strategies they were using are included in the ATCP policy. Out of the eight disciplinary strategies that teachers were currently using, only four were policy compliant (suspension, involvement of parents, giving more work and class rules), whilst corporal punishment, exclusion of learners from class during tuition, making learners stand during tuition and ignoring them are prohibited. By this it was evident that the alternatives were not fully implemented in schools. It was also important to note that even though some of the strategies were policy compliant, they were not known to

some of the teachers because they did not consult the policy document. Secondly, strategies could also be policy compliant but their administration might be wrong.

4.3.3.2 The disciplinary strategies that respondents thought should be in place

When they were asked about strategies that the teachers thought should be in place instead of the alternatives to corporal punishment, they mentioned the following strategies:

a. Re-instatement of corporal punishment

Three respondents (1, 3 and 8) expressed that they wanted corporal punishment to be re-instated in schools. They stated that it was the only strategy that really worked for them.

Respondent 1: "I have not yet seen any strategy that really works except corporal punishment".

Respondent 3: "Corporal punishment is the solution. I wish it can be re-instated".

Respondents 3 and 6 further stated that it should mostly be applied to learners in grade 10 and lower classes. According to the respondents (3 and 6), the younger learners still needed to be moulded.

Respondent 3: "It should be done more often with the lower grades up to grade 10 as they still need to be moulded".

Respondent 6 mentioned that learners in grades 11 and 12 were mature enough to differentiate between wrong and right and they, therefore, did not apply corporal punishment on them.

Respondent 6: "Corporal punishment should not be applied to learners in higher grades 11 and 12"

Respondent 8: "I encourage corporal punishment so that learners can learn to respect".

Respondent 3: "Black learners need corporal punishment. It worked with us and it still works. As children we were even hit with a belt or a switch under the feet but here we are! We have succeeded as professionals. I am aware of the disadvantages such as school drop outs and injuries but these cases are minimal".

Respondents regarded corporal punishment to be the solution to the problems they encounter in class and the school community as a whole. Respondents were calling for the reinstatement of corporal punishment because they believed it to be effective in changing behaviour, it transfers values like respect, it promotes success and it works better in certain races, e.g. blacks, as it has been a part of their culture. Porteus *et al*, (2001) highlight that teachers have argued that corporal punishment happened to them and were 'ok' with it as they have the required values. They therefore believed that corporal punishment was the only way through which discipline could be maintained at school (Morre, 2001). They further noted that it needed to be regulated according to grades where corporal punishment should be applied mostly to those in the lower grades. If a teacher inflicts pain on only one group of learners, they regard that as reflecting prejudice against other learners who, in this case, are learners in the lower grade (*ibid*).

b. Strengthening of parental involvement

The respondents highlighted the importance of parental involvement in disciplining learners. They felt strongly that parental involvement should be strengthened in schools. Respondent 6 stressed the importance of consistency of parents in learner discipline.

Respondent 6: "Parents need to be consistent in whatever they do regarding their children. Children need consistency and firmness. If they (learners) can see their parents being visible at school, their behaviour can change drastically".

Respondent 7: "I feel that the involvement of parents is of key importance. Parents in the olden days were illiterate but were involved in their children's education and would avail themselves at school".

Parents are supposed to be involved in their children's education as they have an obligation to support their children to attend school regularly (SASA Act 27 of 1996).

c. Inclusion and visibility of professionals such as social workers and psychologists in school

Respondents noted that it is important to involve of other professionals, respondents,

Respondent 2: “We need the involvement of professional people like psychologists to deal with learners’ problems. We are faced with problems in learners. These problems manifest what is happening in the society”.

Respondent 7: The government should come and assess the situation in schools because today’s learners are not the same as those of the olden days. They are affected by what happens in their homes ... They have chaotic lives. We need professional intervention from social workers”.

The respondents mentioned that the problems that they were facing at school were bigger than they seemed. Learners had psychological and social issues that needed to be addressed by seeking professional help and included in the ATCP policy is the use of professional assistance. The ATCP guideline recommends that if there are learners, who display particular difficulties in the classroom such as socialisation, learning barriers, emotional difficult, distress, teachers must seek help from their colleagues and if necessary from professionals such as psychologists or community counsellors.

d. Giving learners more work

Respondents 4 and 5 expressed that learners needed to be occupied by giving them more work in class. Respondent 4 had mentioned that he gave early finishers more work to curb disturbances in class.

Respondent 4: “Give them more work. It works”

Respondent 5: “I feel extra work will do the trick”

As mentioned earlier, giving more work to learners is one of the disciplinary strategies that are included in the ATCP policy (ATCP Guideline, 2000). The fact that the respondents recommended it indicated that they were not aware of its existence because they were not conversant about the ATCP policy.

e. Rewarding

Respondent 6 encouraged rewarding learners who behaved well and deprived those who misbehaved as this would encourage them to change their actions and do right.

Respondent 6: “... sometimes they can be deprived of certain privileges when they do wrong and be rewarded when they behave well especially the younger ones”.

This is supported by literature where it stated that positive rewarding becomes more effective when privileges are given to those who behave well and taken away from those who misbehave and it should be a privilege that is more valued by the learners (Porteus, 2001). Rewarding is a positive corrective measure as a learner is rewarded for effort as well as good behaviour (ATCP Guideline, 2000).

In summary, except the reinstatement of corporal punishment, all the suggested alternatives seem policy compliant (parental involvement, involvement of professionals, additional work and rewards) and that shows that teachers do perceive some of the alternatives as having a potential to be effective. Therefore with good support, e.g. by providing training on the ATCP policy, there is a chance that the teachers perceptions on the effectiveness of corporal punishment may change.

4.4. SUMMARY

From the data it was clear that there were other issues that needed to be looked into. It was also evident that the teachers needed to be educated about the ATCP policy. The lack of knowledge on the ATCP policy deprived the teachers of the ability to have a holistic approach in the education of the learners. They cannot let go of the old style of disciplining (Naong, 2007) as they perceive it as the most effective and user friendly as it makes it easy for teachers to handle their challenges. De Jong (1995) as cited in Naong (2007) states that there should be a paradigm shift in the thinking of teachers and put in place interventions that will promote a systematic understanding of pupils' behaviour as well as strategies to capacitate the teachers. The teachers should be made to understand that the aim of punishing or disciplining should be constructive, nurturing and educative rather than being destructive, punitive and victimising the learner (ATCP Guideline, 2000).

Summarily, the chapter has demonstrated the different opinions of the respondents on the themes that were formulated out of the research questions. When analysing the data, each research question was discussed separately and all the themes that emerged from each research question were analysed. It has presented data that reflects that the school has a policy on discipline that is based on the ATCP policy even though the teachers were not conversant with them except for Respondents 2

and 4. Some of the findings that came up during the analysis indicated a number of reasons why the policy is not completely implemented and these have been supported by literature in Chapter 2. During document analysis, the documents in the school also indicated a possibility that the policies are not revisited nor used hence the teachers do not have consistency in the strategies they use when they deal with learner discipline. The following chapter presents the summary of findings, limitations and recommendations from the researcher.

CHAPTER 5

FINDINGS, RECOMMENDATIONS AND CONCLUSION

5. INTRODUCTION

This chapter presents a discussion of the main findings of the study and the findings will be discussed under the following topics: limitations of the study; summary of the findings of the study; lessons learnt from the study; recommendations and conclusion.

5.1. LIMITATIONS OF THE STUDY

There were at least three limitations that came up during the study. Firstly, the school in which the research was conducted is located in an area where there are predominantly black township schools. This means that the views presented do not represent the diverse multicultural and multiracial society of the district in which the school is located. This, therefore, meant that the outcomes of this research could not be generalized for all the schools in the district.

Secondly, I was faced with a challenge where the respondents agreed to be interviewed but never availed themselves due to various reasons. Amongst the reasons for these challenges were time limitations as they had a number of other duties to perform at school. It was not that they did not want to be interviewed or, at least, they did not say so. As a result of this, most of the respondents I interviewed were not the original people I intended to interview due to cancellation, however, that didn't have a negative effect on the data because those that were selected were also chosen purposively, that is, the issue of age, gender and years of experience were considered. This posed a delay on the study.

Lastly, the interviews were mostly done in the homes of the respondents except for Respondents 4 and 5 whom I interviewed at the research site which happens to be the site where I work. Some of the interviews had to be done in the evenings as it was the only time they availed themselves. Having to travel to their homes had financial implications and both I, as the researcher, and the respondents were inconvenienced because of the time at which the interviews were conducted. This

also affected their quality time with their families. However, the change of venue didn't have negative implications on the quality of data collected because the nature of questions asked didn't necessary need a respondent to be at the research site.

5.2. SUMMARY OF THE FINDINGS

The findings in the study have been categorised according the research objectives of this study. The findings are presented as follows:

5.2.1 Teachers' understanding of the ATCP policy

Issue: Teachers conflicting understanding of the availability of the school policy on discipline, its content and alignment to the ATCP policy prescripts

In unearthing teachers understanding of the ATCP policy I first had to establish existence of the policy on discipline or not. Secondly, I had to find out if the respondents knew of the existence of the ATCP policy. As stated in 4.3.1 in Chapter 4, the purpose of the above steps was to establish if the national policy was used by the school in formulating its own school policy on discipline. It became evident that half (four) of the respondents knew that the school had a policy on discipline but they could not recall when the policy was formulated nor did they recall if it was informed by the ATCP policy or not. On the other hand, the other half (four) did not know whether the school had a policy on discipline or not.

This finding above revealed or indicated two possibilities: the first possibility was that policies were not revisited in the school and the second possibility was that there are no discussions on school policies so that all teachers are made aware of new and existing policies. This scenario took place in a context where the ATCP policy was available. Therefore, in this case it could not be established if the teacher's perceptions or the choice of disciplinary measures used by teachers was influenced by controlled motivation by authorities because some of the disciplinary measures they were using they were not aligned to the policy prescripts. There is also no mention of its implementation being monitored by either the school principal or the

DoE officials. If the policy formed part of continuous discussions, the teachers would know about it.

Recommendation/s:

It is recommended that: teachers need to be capacitated on the ATCP policy; new teachers need to be orientated on school policies and other official policies; school policies need to be reviewed to check relevance and alignment and policy makers need to work with the policy implementers (teachers) to ensure that policies are implemented in schools, therefore there is a need for constant monitoring. If these recommendations can be considered then it can be possible to establish if the perceptions that the teachers have and the choices they make are informed by autonomous motivation or controlled motivation. In depth knowledge about both disciplinary approaches, that is, corporal punishment and the ATCP policy will enable the teachers to make a paradigm shift and adopt a set of values that will make them own and be accountable for their actions. If the teachers can be given all the necessary support, the excuse to say “I didn’t know” can never be misused.

5.2.2. The perceived causes of the high school teachers’ non-implementation of the ATCP policy

Issue/s: Teachers do not know what the ATCP policy entails and teachers are faced with challenges that cause them not to implement the ATCP policy.

There are influences that cause teachers to not implement the policy. Teachers who participated in this study identified a number of reasons as to why they were not implementing the policy. Amongst the reasons respondents cited were the following: teachers are not capacitated on the ATCP policy and are uncertain whether the disciplinary measures they were using were policy compliant or not; influence of culture; influence of religion; escalating rate of violence; non co-operation and absence of parents; psychological and social issues that affect learners and age and gender of the educators.

These causes can be categorised as follows: firstly, there seems to be lack of capacitation on the ATCP policy; secondly, there are other external influences that result in the respondents' continued use of corporal punishment; and, thirdly, the policy was not context based. In the first category, it has become evident from the responses that there was not enough effort done to capacitate the teachers on the policy as it emerged that there were those who did not know what the policy entailed. This was proved by the fact that half (four) of the respondents indicated that they did not know what the alternatives to corporal punishment were. They were not even certain if some of the strategies they used were policy compliant or not. Basically, they did not know the alternatives to corporal punishment.

In the second category, the influences of culture and religion were also identified as being some of the causes of the non-implementation of the ATCP policy. As indicated in 4.3.2.3 and 4.3.2.3 in Chapter 4 the respondents have used culture and religion to override what has been prescribed in the policy.

Thirdly, the responses indicated that some part of the policy was not context based as the respondents cited issues such as escalating rate of violence in the area where the school is based, the non-cooperation of parents and psychological issues that affected the learners. In the literature review in Chapter 2 it has been revealed that the ATCP policy suggests ways as to how these issues can be dealt with in schools but due to lack of knowledge on the policy the respondents do not know how to deal with the issues. It can also be noted that what mainly motivated their choice of disciplinary approach, that is, the continued use of corporal punishment and other non-compliant measures was non-cooperation of parents, religion, culture and reported desperation to maintain order in order to achieve the expected good academic performance. It is also not clear whether with the number of challenges experienced by teachers if it can be possible for them to be motivated, whether controlled or autonomous. In a case where teachers are faced with challenges that the DoE is not solving, controlled motivation can result in teachers revolting. With regard to autonomous motivation, Gagne and Deci (2005) say it is difficult to be motivated when faced with challenges.

Recommendation/s:

From the findings, the following recommendations are made: challenges that teachers are faced with should be addressed and the context in which they work should be considered when the challenges are addressed; teachers should be capacitated on how they can ensure that issues such as their culture and religion do not affect their judgement at school; learners' problems or challenges such as poverty should be addressed in depth before implementing the policy and parents should be capacitated on their role in their children's education.

5.2.3 Strategies that educators thought should be in place instead of the ATCP policy

Issue/s: There are strategies that teachers think are included in the ATCP policy yet they are not.

There are strategies that are in the policy document yet they do not know if they form part of the internal school policy on discipline. Teachers who participated in this study seemed to share strategies that were both compliant and non-compliant to the ATCP policy. These were: use corporal punishment, involvement of parents, suspension, making learners stand during tuition and excluding them from class. Those that were policy compliant included involvement of parents and suspension and those that were not policy compliant, for example, use of corporal punishment, making learners stand during tuition and excluding them from class. It therefore became evident that due to lack of knowledge on what the policy entails the respondents believed that they were suggesting new strategies.

However, their 'new' strategies were part of the policy yet they did not know that they were already part of the policy. This further suggested that not all the respondents were familiar with the policy. The respondents were also very clear and emphatic in calling for the re-instatement of corporal punishment. They considered this to be the solution to the current problems in schools. The respondents have used the term 'corporal punishment' with the understanding that, in this context, corporal punishment is limited to hitting learners with a stick on the physical body only. They do not associate it with other practises that are considered to be corporal

punishment. Those are practices such as excluding learners from class or making them stand during tuition. Instead, they considered these actions as being the alternatives to corporal punishment although they entailed emotional abuse and contravention of children's rights. This indicates their possible lack of the understanding of the policy.

They also indicated that they were desperate for the involvement of parents in schools as the parents in the school were not visible enough. According to them this strategy seemed to be one of the key solutions to the problems in the school. In agreeing with the teachers, it is stated that the parents are supposed to be involved in their children's education as they have an obligation to support their children to attend school regularly (SASA Act 27 of 1996). It is clear from the recommendations made by teachers that teachers are making use of what is easily accessible to them, that is, physical torture and emotional abuse, e.g. beating learners, excluding them from class and making them stand during tuition. However, teachers do not perceive physical torture and emotional abuse as contravention of Children's Rights, thus there is an urgent need to capacitate teachers on the ATCP policy.

Recommendation/s:

The following recommendations were made to address the above mentioned findings: teachers need to be capacitated on the ATCP policy and they also need to be supported by those in authority; policy makers need to revisit the policy to assess its effectiveness; policy makers need to assess if the policy has achieved what it was intended to achieve and teachers need to be advised on the benefits of implementing the policy.

5.3. LESSONS LEARNT IN THE STUDY

The following are lessons learnt from the study:

a. Lessons related to policies

There is a no continuous review of policies in some schools as prescribed by the SASA (Act 27 of 1996). Furthermore, follow up is not made by policy makers to ensure that new policies are implemented or if they achieve what it was set out to achieve (SASA, Act 27 of 1996). The policy makers do not consider the context of the schools when making policies thus the policies become non-implementable (Khewu, 2014).

b. Lessons related to law enforcement

It has been stated that anyone who contravenes the Act and continue to use corporal punishment will be persecuted by law (ATCP, 2000), the DoE seem to be doing very little to enforce the use of the ATCP policy as respondents in the study admitted to be using corporal punishment and media still report excessive use of corporal punishment in schools (Tleane, 2002; Clacherty and Clacherty, 2005; Shlensky, 2006; Burton, 2008:5 & Morrell, 2001).

c. Lessons related to incapacity of teachers

There is a need for professional training or counselling on how to handle and manage issues related to learner behaviour as one of the disciplinary measures recommended in the ATCP (ATCP, 2000).

5.4. RECOMMENDATIONS FOR FURTHER RESEARCH

Media has indicated that even in the year 2013 there is still continued use of corporal punishment in schools. One of the latest incidents cited in the *Daily Dispatch* (31 October 2013) relates to an incident in which a female teacher beat a group of Grade 11 pupils in an Eastern Cape secondary school. This is one of many cases that have been reported in the media. The title of the article revealed that the DoE was probing the matter after teacher abuse occurred. For further research purposes I recommend a study on what the departmental officials have done about the reported cases. I

also recommend that a study of this nature can be conducted in a former Model C school with the aim to make a comparison between schools that have different backgrounds due to the different cultural capitals they possess. The study was conducted in a township high school. It is therefore recommended that it can also be conducted in a high school in a rural area. It can also be recommended that it can be conducted in a primary school to assess if the teachers are encountering the same challenges as those in a high school.

5.5. CONCLUSION

In conclusion, it has become clear that some of the respondents were not clear on the ATCP policy. Some did not know what they were and some were implementing the wrong strategies whilst some wanted to hold onto corporal punishment. This shows that teachers need to be capacitated and be made aware of what the benefits of implementing the policy are and how it has a capacity to improve their self-determination. The policy makers need to consider the context in which the teachers are working before implementing the policy. This means that they need to be visible in the school sites to witness the occurrences in the schools and be able to assess the situation in the area in which each school is located. It is also of utmost importance to consider the kind of learner that the teacher is dealing with by looking at their background and context. Basically teachers need the utmost support of the education officials rather than being expected to implement policies they have not yet fully understood.

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APPENDICES

APPENDIX A

9222 NU 3

Mdantsane

5219

8 August 2013

Attention: The school principal

Dear Sir / Madam

REQUEST TO CONDUCT A RESEARCH STUDY IN YOUR SCHOOL

I, S.K. BILLIE, MEd – education student at the University of Fort Hare am currently conducting a research study entitled, *Perceptions on teachers on the non-implementation of the Alternatives to Corporal Punishment Policy*.

Your school was purposely selected as a high school to establish the perceptions of the teachers in your school. The participants and the school will remain anonymous and the raw data will remain be confidential.

Eight teachers are requested to participate in the interviews. The interviews will not take place during tuition hours.

Hereunder is a form of consent to be filled in by you with the aim to observe the ethical requirements of the University of Fort Hare.

I.....
.....

Voluntarily give permission for the researcher to conduct interviews with eight teachers in the school. The procedure for the research has been fully explained to me.

SIGNATURE OF PRINCIPAL

DATE

SIGNATURE OF RESEARCHER

DATE ...

APPENDIX B

INFORMED CONSENT FORM FOR RESPONDENTS

I, S.K. BILLE request your permission to interview you on Perceptions of teachers on the non-implementation of the Alternatives to Corporal Punishment Policy. You as the participant have the right to withdraw from the interview anytime you wish to as it is voluntarily to participate. Your identity will remain anonymous as per ethical considerations of research.

Hereunder is a consent form to be signed by you to indicate your voluntary participation in the interview.

I.....
.....

have voluntarily consented to participate in the interview. I have been informed of my rights as a participant.

SIGNATURE OF PARTICIPANT

DATE

SIGNATURE OF RESEARCHER

DATE

APPENDIX C

TITLE OF THE STUDY: PERCEPTIONS OF TEACHERS ON THE NON-IMPLEMENTATION OF THE ALTERNATIVES TO CORPORAL PUNISHMENT MAIN QUESTION

What are high school teachers' perceptions of alternatives to CP?

SUB QUESTIONS

- What is teachers' understanding of the alternatives to corporal punishment?
- What are the causes of high school teachers' non-implementation of alternatives to CP?
- What are the teachers' views on the causes of the high school teachers on the implementation of corporal punishment?
- What disciplinary strategies do teachers think should be in place of CP?

SECTION A: BIOGRAPHICAL DATA

Teacher	A	B	C

AGE , (21- 30)

30-40

40-50

GENDER F/M

Teaching experience: 0-5 ; 6-15 , 16-20 , 21 AND ABOVE

Teaching experience in the current school

Grades currently teaching

Subjects taught

SECTION B: CAUSES OF NON-IMPLEMENTATION OF ALTERNATIVES TO CORPORAL PUNISHMENT POLICY

In SA, a lot has been said about high school learners.

One of the issues is that there is a lack of discipline in schools, and that teachers are struggling to maintain discipline.

1. Tell me about your views on learner discipline in your school or class and how do you discipline them when they misbehave?
2. Do you have a policy on discipline in your school?

If the answer to question 2 is no, the researcher will try and probe the participants on how learners are disciplined in the school and what guides the teachers.

3. You mentioned that your school does not have a policy on discipline, tell me how do you discipline your learners and what guides you on the strategies for disciplining them.

If the disciplinary strategies mentioned in 3 are not in line with the alternatives to CP Policy. The researcher will then ask question 4 -7

4. According to the SASA 84 of 1996, CP was abolished in S.A. and alternatives to CP were introduced in 2000. What is your understanding of the alternatives to CP?
5. Have you implemented the alternatives to CP in your class .If yes, Share with me your experiences (What challenges did you encounter in implementing the alternatives to CP policy and what were your successes).
6. Media and scholars in research/ literature indicate that there is still continued use of CP in SA. Why do you think some educators do not implement the alternatives to CP?
7. Do you think age and gender influence the non-implementation of alternatives to CP?
8. If you were to revise the alternatives to corporal punishment policy, what disciplinary strategies do you think would be effective?

If the answer to 2 is yes, the researcher will ask the following questions

1. Can you share with me about your school's discipline policy
2. How was the policy formulated (who made the decisions , the documents used, when was the policy formulated)
3. If the disciplinary strategies mentioned in 2 are not in line with the alternatives to CP. The researcher will then ask question4-7

4. According to the SASA 84 of 1996, CP was abolished in S.A. and alternatives to CP were introduced in 2000. What is your understanding of the alternatives to CP?
5. How have you implemented the alternatives to CP. Is your policy in line/ guided by the alternatives to CP policy? . Explain how the school's policy draws on the alternatives to CP Policy.
6. Media and scholars in research/ literature indicate that there is still continued use of CP in SA. Why do you think some educators do not implement the alternatives to CP?
7. Do you think gender and age influence the non-implementation of alternatives to CP?
8. If you were to revise the alternatives to corporal punishment policy, what disciplinary strategies do you think would be effective?

Thank you for your participation

APPENDIX D

SAMPLE OF THE RESPONSE OF PARTICIPANTS

RESPONDENT 2

Researcher: Good afternoon maam.

Respondent: Good afternoon.

Researcher: Today I would like to interview you on your perceptions on the non-implementation of the Alternatives to Corporal Punishment Policy but firstly I would like to find out about how long you have been a teacher?

Respondent: 15 years.

Researcher: What subjects do you teach?

Respondent: Geography and Tourism.

Researcher: In SA, a lot has been said about high school learners.

1. One of the issues is that there is a lack of discipline in schools, and that teachers are struggling to maintain discipline. Tell me about your views on learner discipline in your school or class and how do you discipline them when they misbehave?

Respondent: Learner discipline is struggle between teachers, parents and learners. The way the learners behave displays what is taking place in their backgrounds or at home. There is no discipline. There are alternatives to corporal punishment but they do not seem to work because of circumstances.

Researcher: What do you mean by circumstances?

Respondent: As I have mentioned, the background of the learners is contributing to ill-discipline and the fact that the alternatives that have been given are not easy to apply here. For instance, I stay far away from the school so I cannot detain them after school. You find yourself excluding them from class yet that is unfair but what else can you do?

Researcher: Do you have a policy on discipline?

Respondent: Yes we do. I am a member of the disciplinary committee.

Researcher: Is it in line with the alternatives to corporal policy?

Respondent: Yes

Researcher: Can you share with me about your school's discipline policy?

Respondent: It involves suspension but the learners are not intimidated by this as they care less. It is usually the ill-disciplined learners who simply regard being suspended as a form of 'holiday'. We call the parents but sometimes there is no parent or the learner lives with an ailing grand-parent. Sometime the learners bring in a neighbour who will pretend to be the parent.

Researcher: Why would they lie?

Respondent: It is because teachers do not believe that there are no parents. Some of these children stay in child-headed home so. To solve the matter they call anyone.

Researcher: For how long is a learner suspended?

Respondent: Three to five days. The reasons for suspensions are explained to the learner and before a learner is suspended, the parent is called but usually they do not respond. One time a teacher was beaten by a learner. All the learners were sent home and it worked as the parents came.

Researcher: Were you in the meeting when the policy was formulated?

Respondent: Yes. All the staff members were involved. The document on Alternatives to Corporal Punishment was consulted but I do not recall the year in which it was formulated.

Researcher: What is your understanding of the alternatives to corporal punishment?

Respondent: I know them and I understand them but they do not work in our schools. They work in the former Model C schools. In my school, one of the key things is that the parent component is not involved as it is supposed to be. They only come when there is a crisis especially if it involves a teacher scandal. Even so, those that come are those that are involved in community structures such as political organisations.

Researcher: Do you personally apply the alternatives?

Respondent: No. They make me lose control in class. These learners bring their fights from the community to school. How do you deal with that when you have to teach? (Facial expression reflected deep concern)

Researcher: Media and scholars in research/ literature indicate that there is still continued use of CP in SA. Why do you think some educators do not implement the alternatives to CP?

Respondent: I think they feel that they are not working. We are faced with an angry sick society and these children are products of such a society. We do not seem to realise how that impacts on these children. The nation needs to heal and the focus should not only be at school.

Researcher: Do you think gender and age influence the non-implementation of alternatives to CP?

Respondent: Yes, it does. The older generation believes in corporal punishment. They argue that it worked for them so why not with today's kids? We as the younger generation try to make them understand that times have changed. I also grew up during an era when corporal punishment was used and it worked with me. Today's learner has a lot of an emotional baggage and that has to be taken into consideration. Concerning gender, in my school it is mostly females who use corporal punishment. I guess I can attribute that to their nurturing and caring nature as mothers.

Researcher: If you were to revise the alternatives to corporal punishment policy, what disciplinary strategies do you think would be effective?

Respondent: That is not easy. As I have said earlier, these learners are faced with challenges in the society. These are manifested in the learners' behaviour. What we are faced with is much bigger than we think. There are amongst other problems cyber bullying. South Africa as a society is hurting. To me, alternatives or no alternatives, it is not going to work. Children are depressed. We are faced with a problem of being compared with former Model C schools yet the problems our challenges are not the same.

Researcher: Thank you for your participation.

