

**EDUCATORS' VIEWS ON THE EFFECTIVENESS OF ALTERNATIVES TO
CORPORAL PUNISHMENT TO MAINTAIN DISCIPLINE: A CASE OF FOUR
HIGH SCHOOLS IN THE O.R. TAMBO DISTRICT**

**A DISSERTATION IN FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF EDUCATION**

AT

THE UNIVERSITY OF FORT HARE

BY

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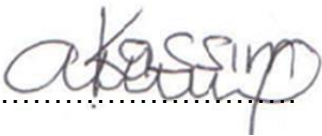
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JANUARY 2020

DECLARATION

I, Kassim Abdul Fatau, do hereby declare that the entirety of the work encompassed in this dissertation is my own, original work, and that all sources that I have used or cited have been pointed out and acknowledged by means of complete references and that I have not in its wholeness or in part presented it before for obtaining any qualification.

Signature: 

Date: 15 January 2020

DEDICATION

This study is dedicated to my children namely Sahadatu, Adnan, Rafiq and Kassim as well as my lovely wife Hummu Laila for inspiring me to work hard. The researcher also extends this dedication to the four School Management Team members in O.R. Tambo District and in South Africa as a whole for their perseverance in instilling and maintaining discipline in all learners and for the betterment of an African child.

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- First and foremost, all praise belongs to Almighty Allah, the Creator of heaven and earth for giving me extra strength and superb gallantry and perseverance to manage this research study.
- I am profoundly grateful to Dr N. Pylman, my supervisor, for his continuous support, professional guidance, patience and constructive criticism throughout this study. His, proficiency, encouragement and generosity with his time was to all intents and purposes, instrumental in making this study achievable. Had it not been for him this work would not have been finished. His words still echo in my ears, “Mr Kassim, look Mr Kassim if you are not serious you will have to repeat a year.” Dr I salute you.
- The amiable co-operation of the various principals, educators and SMT members of the four schools in O.R Tambo district made this thesis possible with regard to their time and expertise during the interviews.
- To my family for their support, encouragement and prayers. A special thanks to my father, Kassim, late mother Sahadatu, late brother Abdul Ganiyu, late sister Zulaiya, Hamdalatu, Aliyu, Alhaji Abubakari, Maryama, Zuweira, Falila, Kassim ibn Kassim and the entire Kassim family for their consistent and unwavering support.
- My friends, Dr Yaro Suaka, Dr Issah Mohammed and Obeng Mohammed Salim for their encouragement throughout the study.

ABSTRACT

The purpose of this study is to explore educators' views on the effectiveness of alternatives to corporal punishment to maintain discipline in selected high schools in the O.R. Tambo District. Corporal punishment has been outlawed in all South African schools through the South African Schools Act and was replaced by alternatives to corporal punishment. The objectives of this research were to determine educators' understanding of alternatives to corporal punishment; the interface between alternatives to corporal punishment and learner behaviour; alternatives to corporal punishment in relation to effective teaching and learning and the barriers that educators experience with the implementation of alternatives to corporal punishment. This research study is fundamentally placed within two schools of thought, namely, Thorndike's traditional behaviour modification theory and Roger's diffusion of innovations theory. This study is a multiple-case study located within the interpretivist paradigm, and qualitative in nature. Purposive sampling was used to sample four secondary schools in the O.R. Tambo districts. Twelve (12) participants comprising four principals, four teachers and four SMT members were purposively selected from the four schools. In depth semi-structured interviews and document reviews were used as data generating instruments. Thematic analysis was used to analyse tape-recorded data obtained from the semi-structured interviews and document reviews. Findings revealed that there seems to be a common understanding amongst participants around the issue of alternatives to corporal punishment. The findings indicated that participants are aware of the different strategies that can be used to discipline learners without causing physical pain or a violation of their rights. The second finding noted that alternatives to corporal punishment did not serve the purpose which it was intended to. This view points to the fact that learners do not take alternatives to corporal punishment seriously and as such do not lead to improved discipline and behaviour amongst learners. The third finding also revealed that the implementation of alternatives to corporal punishment does not contribute to effective teaching and learning as well as the academic performance in the classroom, because learners frequently absent themselves and are also bunking classes which leads to poor academic performance. It was also claimed that teaching and learning is not all that effective as learners do not respect educators anymore and as such also fail to

complete homework and assignments on a regular basis. The final finding alluded to the fact that insufficient orientation and lack of training on alternative methods of discipline by the Department of Education made it extremely difficult for teachers to implement and administer alternatives to corporal punishment in schools. Given the aforementioned findings, it can be concluded that alternatives to corporal are mainly viewed as ineffective. Furthermore, findings from this study also revealed that educators have not adopted alternatives to corporal punishment, which is in line with Rogers' theory who aptly states that any new idea or innovation can either be adopted or rejected by social groups. In addition it also seems as if educators have as yet not undergone a change in behaviour in line with Thorndike's traditional behaviour modification theory, which further hinders the successful implementation of alternatives to corporal punishment.

KEY WORDS: Alternatives to corporal punishment, corporal punishment, indiscipline, secondary schools.

SUPERVISOR'S STATEMENT

This thesis was submitted under my supervision and my approval.



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Signature

Dr N.J. Pylman

20 January 2019

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Date

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ACRONYMS

ATCP: Alternatives to Corporal Punishment DoE:
Department of Education

ECDoE: Eastern Cape Department of Education

RSA: Republic of South Africa

SASA: South African Schools Act

SADC: South African Development Community

SGBs: School Governing Bodies

SMT: School Management Team

USA: United States of America

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CHAPTER ONE

1.1 INTRODUCTION AND BACKGROUND TO THE STUDY

Before independence in 1994, the maintenance of discipline in schools heavily relied on the use of corporal punishment and discipline was taken as synonymous with punishment (Porteus, Vally & Ruth, 2001). Teachers were not aware or did not know about the existence of alternatives to corporal punishment to maintain discipline, hence the use of corporal punishment. In order to help educators to maintain discipline in schools, the then Minister of Education designed a comprehensive document entitled 'Alternatives to Corporal Punishment'.

Alternatives to Corporal Punishment is defined as a disciplinary strategy that emphasises effective communication, respect and positive educational exchanges between teachers and students and recommended disciplinary measures such as verbal warnings, detention, demerits, community work and small menial physical tasks (Chisholm, 2007). According to the Bill of Rights, Chapter 2 of 1996 Constitution of the Republic of South Africa, children must be protected from maltreatment, neglect, abuse or degradation. It further stated that a child's well-being, education, physical or mental health or spiritual, moral or social development must not be placed at risk (section 28).

According to the South African Schools Act (Act 84 of 1996, Section 10 (1), "no person may administer corporal punishment at school to a learner". According to Tungata (2006), corporal punishment was replaced by alternatives to corporal punishment (ATCP). Corporal punishment is defined as a kind of discipline that entails direct infliction of pain on the physical body. According to Du Preez & Roux (2010), the introduction of the alternatives to corporal punishment was met with resistance in South Africa.

Following the introduction of alternatives to corporal punishment policy in 2000, research has shown that indiscipline in schools has continued to grow (Maphosa & Shumba, 2010). It has further been reported that, as a result of the banning of corporal

punishment, teaching has become a “stressful and challenging occupation” and many teachers are de-motivated and feel hopeless (Mtsweni, 2008; Marais & Meier, 2010). In another development, Mtsweni (2008) observes that after the banning of corporal punishment in schools, most teachers feel incapacitated and helpless in dealing with learner indiscipline in schools. The criticality of the issues around teachers’ stress is also revealed in school leadership literature that highlights its impact on the core business of the school and the critical aspects of the school culture and climate (Dunford, 2000; Department of Education, 2007).

Several researchers link the problem of learner indiscipline with the abolition of corporal punishment in the schools which has resulted in grave and inescapable consequences, negatively affecting student learning (Kasiem, Du Plessis & Looock, 2007; Leigh, Chenhall & Saunders, 2009; Tozer, 2010; Rizzolo, 2004). This problem demonstrates itself in a multiplicity of ways which, among other things, include vandalism, truancy, smoking, disobedience, intimidation, delinquency, murder, assault, rape, theft and general violence (De Wet, 2003; Daily News, 2003).

The banning of corporal punishment and replacing it with alternatives to corporal punishment (ATCP) and the constant violation of the policy by teachers raise some serious queries about the effectiveness and efficacy of the strategy. The situation is made worse by the fact that a number of research studies have reported that corporal punishment is still generally used in schools and children of all ages are exposed to it on a daily basis (Tleane, 2002; Clacherty & Clacherty, 2005; Shlensky, 2006; Burton, 2008; Morrell, 2001). The mass media also revealed that the use of corporal punishment is also greatly predominant in the Eastern Cape Province where there were incidents where some learners lost sight and some lost limbs, whilst others sustained other serious injuries like swollen hands (Daily Dispatch, April, 2011). According to a survey conducted by Statistics South Africa, the Eastern Cape Province was also ranked highest in the country with regard to the use of corporal punishment in schools (Luggya, 2004).

Negative teacher perceptions on the effectiveness of alternatives to corporal punishment to maintain discipline in school were highlighted by Wilson (2002).

According to Wilson (2002), teachers in South Africa expressed their displeasure by stating that the alternative to corporal punishment strategy is ineffective, inadequate and a waste of time and they also feel that the Department of Education (DoE) is trivialising the problem and does not understand its magnitude as far as its impact on teaching and learning, and the total management of the school is concerned. This observation raises a question on the effectiveness of the alternatives to corporal punishment as a strategy to bring about or maintain discipline in schools. Again, teachers link the growing problem of indiscipline in schools to the banning of corporal punishment in schools brought about by legislation, such as the South African Schools Act (Act 84 of 1996) and the Constitution of the Republic of South Africa (1996).

There is also a perception amongst educators that alternatives to corporal punishment were imposed on them. Accordingly, teachers, parents, cultural and religious groups feel that the government has undermined their right to be consulted as the key role players in the education of their children (Du Preez & Roux, 2010). They also complain that their cultural, religious and personal experiences (teachers) were ignored when this strategy was initiated, as it is in conflict with what they stand for and what they would like to see their children become (Masitsa, 2008; Senosi, 2006). Critical role players in education are also against the banning of corporal punishment, e.g. Christian organisations took the DoE to court after the banning of corporal punishment (Masitsa, 2008) and traditional leaders almost unanimously insist that corporal punishment is a tradition.

The alternatives to corporal punishment (ATCP) strategy is believed to be developmental and a constructive way of instilling discipline amongst learners, ways which will not only help learners move towards a more peaceful and tolerant society, but which will also help instil self-discipline and encourage them to realize their academic potential and become mature and independent thinking adults (Tungata, 2006). Tungata (2006) concedes that before the ATCP policy was passed, schools and teachers were left with a number of problems. The DoE did not immediately provide the teachers with an alternative or suggestions to deal with disciplinary problems after corporal punishment was abolished in 1996 and the alternatives to corporal punishment were only introduced in 2000. Teachers, and even parents, were

left to themselves to provide alternatives to corporal punishment in disciplining children.

One of the main strategies recommended in the alternatives to corporal punishment policy is verbal warning (Maphosa & Shumba, 2010). Tozer (2010) defines verbal warning as a disciplinary measure administered by the class teacher on the spot. In principle the alternatives to corporal punishment are understood to be preventative because learners are continuously taught norms and values that are meant to help them grow and be responsible and self-reliant adults, and this guideline was supposed to be used together with the schools' Code of Conduct (Mkhize, 2008). It is against this background that the problem statement below was formulated.

1.2 STATEMENT OF THE PROBLEM

According to Wilson (2002), teachers in South Africa expressed their displeasure by stating that the alternatives to corporal punishment strategy is ineffective, inadequate and a waste of time and they also feel that the Department of Education (DoE) is belittling the problem and does not understand its magnitude as far as its impact on teaching and learning, and the total management of the school is concerned. This observation raises the question of the effectiveness of the alternatives to corporal punishment (ATCP) as a strategy to bring about or maintain discipline in schools.

As Maphosa and Shumba (2010) noted, the escalation of learner indiscipline cases in schools suggests failure by teachers to institute adequate alternative disciplinary measures after corporal punishment was outlawed in South African schools.

Despite the implementation of alternatives to corporal punishment, indiscipline remains a serious challenge for educators, leaders and practitioners in South African schools and the O.R. Tambo District is no exception. Indiscipline is reflected in behaviours such as drug abuse, assault, theft, rape and murder. Teaching and learning are affected and learners' academic performance is deteriorating drastically. Various approaches to instil discipline through the use of the alternatives to corporal punishment (ATCP), that is, "verbal warning, demerits, additional work, tidying the

classrooms and detention” (ATCP, 2001) have been implemented, but indiscipline continues to grow.

Despite the banning of corporal punishment, there are still reported acts of corporal punishment being used by teachers. Although corporal punishment is banned by law, the practical banning of corporal punishment in classrooms with the introduction of alternatives to corporal punishment has not been easy for some teachers. At the same time, out of desperation to maintain discipline, many teachers are still using the outlawed corporal punishment as a way of disciplining learners. This presupposes that the effectiveness of the alternatives to corporal punishment is being questioned by educators. It is against this problem statement that the study seeks to address the following research questions.

1.3 RESEARCH QUESTIONS

Main research question

- What are educators’ views on the effectiveness of alternatives to corporal punishment to maintain discipline in schools?

Sub-research questions

- What are educators’ understanding of alternatives to corporal punishment?
- What is the interface between alternatives to corporal punishment and learner behaviour?
- How does teaching and learning benefit from the implementation of alternatives to corporal punishment?
- What barriers do educators experience with the implementation of alternatives to corporal punishment?

1.4 PURPOSE OF THE STUDY

The purpose of this study was to explore educators' views on the effectiveness of alternatives to corporal punishment in selected high schools in the O.R. Tambo District.

1.5 OBJECTIVES OF THE STUDY

The research objectives of the study were as follows:

- To determine participants' understanding of alternatives to corporal punishment.
- To determine the interface between alternatives to corporal punishment and learner behaviour.
- To determine how teaching and learning benefit from the implementation of alternatives to corporal punishment.
- To determine the barriers that educators experience with the implementation of alternatives to corporal punishment.

1.6 RATIONALE FOR THE STUDY

The researcher developed an interest in this study following the continuous application of corporal punishment despite the implementation of the alternatives to corporal punishment in the schools.

It appears that the introduction of the alternatives to corporal punishment in school has not achieved the desired results. Corporal punishment is still widely used in schools and learners are exposed to it on a daily basis (Tleane, 2002; Clacherty & Clacherty, 2005; Shlensky, 2006; Burton, 2008; Morrell, 2001). It is also important to establish why alternatives to corporal punishment do not have the desired effect on learner behaviour and general ill-discipline in schools.

1.7 SIGNIFICANCE OF THE STUDY

This research is relevant to educators, school managers, parents and all stakeholders who regularly have to deal with deviant learners in the schools. The study might assist the Department of Education to guide and workshop educators on the effective implementation of alternatives to corporal punishment. Educators might get a better understanding of the purpose of alternatives to corporal punishment and as such refrain from the consistent use of corporal punishment in schools. Learners are likely to become self-respecting individuals who make positive contributions to their schools and communities. It might provide learners with an opportunity to grow as individuals by understanding their mistakes and appreciating how appropriate behaviour can bring them positive experiences and opportunities. Another contribution is that it teaches learners that violence is an unacceptable and inappropriate strategy for resolving conflicts or getting people to do what you want.

It is not about judging the failures of the introduction of alternatives to corporal punishment in schools, but rather to contribute to an understanding of the importance and the usefulness on the implementation of the principles of alternatives to corporal punishment to maintain discipline. Hopefully educators might critically analyse the systems and implement the acceptable disciplinary procedures at their own schools in order to improve discipline and shape learning environments.

1.8 DELIMITATION OF THE STUDY

The study on the alternatives to corporal punishment was limited to four high schools in the O.R. Tambo District in the Eastern Cape, South Africa.

1.9 DEFINITION OF KEY TERMS

Alternatives to corporal punishment is defined as a disciplinary strategy that emphasises effective communication, respect and positive educational exchanges between teachers and students and the recommended disciplinary measures are verbal warning, detention, demerits, community work and small menial physical tasks

(Chisholm, 2007; ATCP Policy, 2001). In this study alternatives to corporal punishment refers to non-physical disciplinary measures in the place of physical beatings.

Corporal punishment is defined as a kind of discipline that entails direct infliction of pain on the physical body. In this study corporal punishment refers to the use of force with the intention of causing a learner to experience pain for the purpose of correcting or controlling the learner's behaviour.

Discipline: The root word of discipline is "disciple", which means follower. Thus, Rossouw (2003) maintains that when educators discipline learners they are making disciples (or disciplined persons). In this sense discipline is regarded as training that develops self-control. For this reason, discipline must always be prospective aimed at the development of the learner into the future (Oosthuizen, 1998). In this study discipline refers to strategies that educators use to control learners.

Effectiveness is the extent to which stated objectives are met, that is a policy achieving what it is intended to achieve. The goal can be as broad or narrow as is deemed appropriate (SCRGSP 2006). In this study effectiveness refers to whether alternatives to corporal punishment have met their objectives to maintain discipline in higher schools.

1.10 LITERATURE REVIEW

1.10.1 Theoretical frameworks

The study is based on the traditional behaviour modification theory advanced by Thorndike and cited in Corsine (1987) and Rogers' (2003) diffusion of innovation theory. The principles of these theories are that learning depends on the events that occur after certain behaviour.

1.10.1.1 Traditional behaviour modification theory

Thorndike advanced the law of effects according to which behaviours that are rewarded tend to persist while those that are followed by discomfort or punishment tend to diminish. The nature of the rewards or the discomfort given depends to a

certain extent on the giver's feelings about the role of the rewards or discomfort in modelling behaviour. Corporal punishment has been one form of discomfort applied in behaviour modification in schools. Prohibition of corporal punishment obviously would affect the feelings of the teachers and affect the behaviour of the students. Therefore, teachers' emotional state towards the alternative measures to student discipline, like the use of rewards and counselling, are vital.

Balance exists if the sentiment or unity between beliefs about events or ideas is equally positive or negative; imbalance occurs when they are dissimilar in nature (Corsine, 1987). Therefore, if there will be imbalance in teachers' attitudes towards outlawing of corporal punishment, it will affect the way teachers instil discipline in schools. Some may continue using corporal punishment even though it has been outlawed and others may adopt the alternatives to corporal punishment to maintain discipline in schools.

1.10.1.2 Diffusion of innovation theory

According to Rogers (2003) diffusion is a process in which an innovation is communicated through certain channels over time among members of a social system. Rogers (2003:12), offers the following description of an innovation: "An innovation is an idea, practice or project that is perceived as new by an individual or other unit of adoption". According to Rogers (2003) an innovation may have been invented and introduced a long time ago, but if individuals perceive it as new, then it may still be an innovation for them. Moreover, Rogers (2003) claims that uncertainty is an important obstacle to the adoption of innovations. An innovation's consequences may create uncertainty: consequences are the changes that occur in an individual or a social system as a result of the adoption or rejection of an innovation.

The theory is relevant as the policy on the outlawing corporal punishment and replacing it with alternatives to corporal punishment was a major educational change which requires adoption. According to Rogers (2003) the adoption of a new idea does not happen simultaneously in a social system; rather it is a process whereby some people are more apt to apply the innovation than others. The perceived imbalance between educators' attitudes towards outlawing of corporal punishment and

alternatives to corporal punishment affect the way educators instil discipline in schools. Rogers distinguishes between five different adopter categories, namely: innovators, early adopters, early majority, late majority, and laggards.

Educators who have adopted alternatives to corporal punishment can be seen as the innovators who are interested in this new idea to instil discipline and who are also willing to take risks and to develop new ideas. Educators who fall under the late majority category are those who will only adopt alternatives to corporal punishment and see the benefits thereof after it has been successfully tried and implemented by the majority. Educators who are bound by tradition and habit are those who do not see any benefits in the use of alternatives to corporal punishment, are very sceptical of change, and fall under the category which Rogers (2003) termed 'laggards'.

1.11 METHODOLOGY

1.11.1 Research approach: qualitative

In pursuit of the aim of this study, qualitative research is regarded as the most appropriate (Merriam, 2009) as it seeks to discover and understand a phenomenon, a process or the perspectives and worldviews of people involved. This design is preferred because it enabled the researcher to collect rich data on educators' views on the effectiveness of alternatives to corporal punishment to maintain discipline in schools.

1.11.2 Research paradigm

This study was located within the interpretative paradigm and aimed to give a descriptive analysis of educators' views on the effectiveness of alternatives to corporal punishment to maintain discipline in schools.

A paradigm is a comprehensive belief system, world view, or framework that guides a research and practice in a field (Cohen, Manion & Morrison, 2003). The importance of this paradigm is its ability to reflect the reality as perceived by each individual's own experiences and interpretations (Shaningwa, 2007). It allowed the researcher to gain

an understanding of educators' views on the effectiveness of the Alternatives to Corporal Punishment policy document.

The interpretive paradigm also aims to capture the world of the people by describing their situations, thoughts, feelings and actions and by relying on portraying the research participants' lives and voices (Hesse-Biber & Leavy, 2004). This paradigm is characterised by a concern for an individual and his or her subjective world of experience and treats human behaviour as varied and informed by the situation and the context where it takes place (Shaningwa, 2007). It is principally concerned with human understanding, interpretation, inter-subjectivity and survived truth and the attempt to understand human experience at a holistic level.

1.11.3 Research design

A case study design was employed in this study. According to Lincoln & Guba (1985), as cited in Runhare (2011:45), a research design is defined as a “plan, structure and strategy of investigation conceived 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 objective of the research.

According to Goddard & Melville (2001:122), 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”. In another development (Punch 2013:45), 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 community, a society or any other unit of social life”. According to Yin (1994), a case study can be grouped into two types, namely holistic case studies and embedded case studies. A holistic case study is the one which is focused on the case as a unit of analysis, while in an embedded case study the case functions as the unit of analysis, but there are also sub-units of analysis within the case. In this study the focus was on principals, teachers and school management teams (SMT) in four purposively selected high schools in the Mthatha Education

District.

1.11.4 Sampling

Purposeful sampling, a technique used in qualitative research involving the selection and identification of “information-rich” (Palinkas *et al.*, 2015) cases that are related to the phenomena of interest, was used to select four high schools in the Mthatha Education District. According to this method, which belongs to the category of nonprobability sampling techniques, sampled members were selected on the basis of their knowledge, relationships and expertise regarding a research subject (Freedman *et al.*, 2007). Again, according to McMillan & Schumacher (1993), in purposive sampling the researcher identifies information rich participants for the reason that they are possibly knowledgeable about the phenomenon under investigation. Schools were selected on the basis of proximity and convenience. In the four schools, four principals, three teachers and one SMT member in each school were selected. The teachers were selected on the basis of their responsibility to teach and to maintain discipline in their respective classrooms while SMT members were selected on their ability to manage and maintain discipline in the school.

1.11.5 Data collection instruments

Data collection is the process of gathering the desirable information carefully, with least possible distortion, so that the analysis may provide answers that are credible and logical (Sapsford & Jupp, 2006).

An interview is meant to record and analyse people’s opinions, experiences, beliefs and ideas on relevant topics. The respondents were required to present more detailed information. This gives a deeper insight into the social phenomenon. Interviews are also convenient to gather data when the research deals with more sensitive topics, about which the participants may not feel very comfortable to talk openly in a group environment, (Gill, Stewart, Treasure, & Chadwick, 2008). However, semi-structured interviews were used to collect data in this research. A semi-structured interview is more open as compared to a structured interview, allowing the researcher or the

respondent to divert if an idea is to be pursued in more detail. In a semi-structured interview, the researcher proceeds with a general outline of themes, which can be further expanded when needed. The questions can be asked to different participants in different ways, keeping in view the desired context.

According to Maree (2007), an interview is a two-way conversation in which the researcher asks the participant(s) questions to collect data and learn about an idea, beliefs, views, opinions and behaviour of the participants. Research interviews take various forms such as open-ended interviews, semi-structured interviews and structured interviews (Denzin & Lincoln 2008). An interview is meant to record and analyse people's opinions, experiences, beliefs and ideas on relevant topics. The respondents are required to present more detailed information. This gives a deeper insight into the social phenomenon, as compared to convenience to gather data when the research deals with more sensitive topics, about which the participants may not feel very comfortable to talk openly in a group environment (Gill, Stewart, Treasure, & Chadwick, 2008). The researcher used face-to-face semi-structured, individual interviews with the participants due to their flexibility. The semi-structured interviews allowed the researcher to obtain rich descriptive data that helped to bring understanding of participants' views on the effectiveness of alternatives to corporal punishment to maintain discipline in schools in Mthatha Education District.

1.11.6 Data analysis

According to McMillan & Schumacher (2006), data analysis is an inductive process of organising data into categories and identifying patterns or relationships among the categories. Categories and patterns emerge from the data, rather than being imposed on them prior to collection. De Vos (2003) supports the view that data analysis is the process of bringing order, structure and meaning to the mass of collected data. Creswell (2009) indicates that the process of data analysis involves making sense out of text data, preparing the data for analysis, conducting different analyses, moving deeper and deeper into understanding the data, representing the data, and arriving at an interpretation of the larger meaning of the data.

Thematic analysis was used to analyse data in this research. Thematic analysis, according to Babie & Mouton (2004), involves the following techniques:

- The organisation of the details of the data in a logical order according to research questions.
- Specific meaning of the data would be examined and categorised as related to the research questions.
- The data was scrutinised and grouped into themes and identified patterns from which the conclusions would be drawn from the emerging themes.

The last stage in data analysis is for the researcher to write an analytical and interpretive report of the data.

1.11.7 Trustworthiness

Trustworthiness or truth value of qualitative research and transparency of the conduct of the study are crucial to the usefulness and integrity of the findings (Cope, 2014). Trustworthiness or rigor of a study refers to the degree of confidence in data, interpretation, and methods used to ensure the quality of a study (Pilot & Beck, 2014). In each study, researchers should establish the protocols and procedures necessary for a study to be considered worthy of consideration by readers (Amankwaa, 2016). Although most experts agree trustworthiness is necessary, debates have been waged in the literature as to what constitutes trustworthiness (Leung, 2015). Criteria outlined by Lincoln & Guba (1985) are accepted by many qualitative researchers. These criteria include credibility, dependability, confirmability, and transferability; they later added authenticity (Guba & Lincoln, 1994). Not all procedures are used in each study. However, only credibility was focused on in this research.

Credibility of the study, or the confidence in the truth of the study and therefore the findings, is the most important criterion (Polit & Beck, 2014). This concept is analogous to internal validity in quantitative research. The question a reader might ask is, "Was the study conducted using standard procedures typically used in the indicated qualitative approach, or was an adequate justification

provided for variations?" Thus a grounded theory study should be conducted similar to other grounded theory studies.

Krefting (1990), defines trustworthiness in research as a demonstration that the evidence for the results reported is sound and the arguments made based on the results are strong. The aim of trustworthiness in a qualitative inquiry is to support the argument that the inquiry's findings are "worth paying attention to" (Lincoln & Guba, 1995). This trustworthiness can be increased by maintaining high credibility and objectivity (Krefting, 1990). In order to maintain high order of trustworthiness in a qualitative research study (Lincoln & Guba 1985) suggested four criteria to ensure valid interpretation of data. These are the truth value, applicability, consistency and neutrality (ibid). In this study, the researcher ensured that the trustworthiness of the research was followed to the letter by abiding by the principles of values, applicability, consistency and neutrality of a research.

1.11.8 Ethical considerations

Ethics are sets of guidelines, principles and codes which are used to guide the behaviour of the researcher when conducting research (Merrill & West, 2009). 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). According to May (2001) as cited in Merrill & West (2009), the development and application of research ethics is important not only to maintain public confidence and to try to protect individuals and groups from the illegitimate use of research findings, but also to ensure the status of the research project as a legitimate and worthwhile undertaking.

The ethical principles of a research process, as stipulated by Burgess (1989) as cited in Hammerssley & Traianou (2012), include amongst others confidentiality, anonymity, rights of access and respect of respondents. These were adhered to during and after the research. The research ethics were complied with through the following steps: The researcher provided relevant information to the research respondents regarding what the research entailed and what was expected of them as respondents. They were also

given the opportunity to decide whether to participate or not. Informed consent forms were given to the respondents in order to make their decisions regarding whether or not they would take part.

The researcher ensured that respondents based their participation on a full understanding of the possible risks involved (Babbie, 2001). Ultimately the interviews went well without anybody being at risk. Furthermore, for the sake of the research respondents' right to anonymity, their identities were withheld during and after the research (Berg, 2004). Also, the researcher assured all respondents that the information would be treated with confidentiality. In effect, all elements that might indicate the subjects' identity, such as names, were not used in the research. In other words, all the information and responses that were shared during the course of the study and after were kept secret from the general public. This was in line with (Rose, Graham, Sue & Vikki 2006) who claim that confidentiality of respondents can be ensured by maintaining confidentiality of data from identifiable respondents and storing the code linking the data to these respondents.

Permission was sought from the respondents in terms of the interviews. Letters of acceptance were obtained from them. According to Jenet, Reynold & Jason (2008), researchers should inform respondents clearly about the objectives of their study and its potential risks and benefits. This was done to ensure that the respondents understood fully the context and purpose of the research before the researcher interviewed them and again after the researcher gave informed consent letters to the respondents. This was to confirm that the respondents were not forced to take part in this research but did so on their own accord or voluntarily. Informed consent has been explained by Kimmel (2007) as the procedure in which individuals decide if they are willing to participate in an investigation after having been informed of all the facts that could possibly influence their decision. It is very important that the researcher obtains the informed consent in writing.

It was important to recognize that situations may be unpredictable, hence the researcher put in place a referral system to deal with any adverse reactions (Helsper

& Eynon, 2010). This was to avoid harm of any kind should any of the research respondents suffer emotional or physical distress as a result of participation.

In line with Robson (2007), the following examples of unethical behaviour were avoided:

- Exerting pressure on the respondents to become involved in the research.
- Involving respondents without their consent.
- Exposing respondents to ridicule, embarrassing them or injuring their self-esteem.
- Putting respondents under physical/mental stress.
- Treating respondents unfairly or with a lack of respect.

After a clear explanation of the reasons for the research, the respondents were informed that they were free to discontinue their participation any time without being required to provide reasons for their withdrawal (Bless, 2008). The respondents selected in the research had rich experience in the maintenance of discipline in their respective schools.

1.12 CHAPTER OUTLINE

Chapter One:

This is an introductory chapter that gives the background to the study, statement of the problem, research questions, purpose of the study, significance of the study, delimitation of the study, definition of key terms, methodology and chapter outline.

Chapter Two:

This chapter covers the theoretical frameworks that underpin the study and related empirical studies on the alternatives to corporal punishment to maintain discipline in schools.

Chapter Three:

This chapter outlines the methodology used in the study, the research paradigm, research approach, research design, methodology, data analysis, trustworthiness and credibility of the study and ethical considerations.

Chapter Four:

In this chapter data collected through semi-structured interviews is presented and analysed. The chapter provides a detailed interpretation and summary of the findings arising from the participants' responses.

Chapter Five:

This chapter deals with the discussion of findings, conclusion and recommendations for practice and further research.

1.12 SUMMARY

This chapter deals with the introduction and background of the study, statement of the research problem, research questions, purpose of the study, objectives of the study and significance of the study. Definition of key terms and the operationalization thereof, and a brief summary of the theoretical framework, literature review and methodology are also provided. The next chapter deals with the literature review which comprises the theoretical frameworks in which the study is located and empirical studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

The previous chapter is a preparatory chapter to this research. Chapter 2 is a literature review and it is twofold. It firstly locates the research within its theoretical framework and context and secondly explores empirical studies relevant to the understanding of educators' views on the effectiveness of alternatives to corporal punishment to maintain discipline in schools.

2.2 THEORETICAL FRAMEWORKS

The theoretical framework of this research is located within the Traditional Behaviour Modification Theory advanced by Thorndike and cited in L.A. Visele-Jonkman (2010) & Roger's (2003) diffusion of innovation theory. The basic tenets of these theories is that learning depends on the events that occur after certain behaviour.

2.2.1 Thorndike's traditional behaviour modification theory

A brief historical background of the theory is that Edward Thorndike was the first psychologist to formally study the consequences of behaviour back in the late 1800s. Thorndike's research started due to his interest in intelligence and different types of intelligence, such as whether we are capable of doing multiple tasks simultaneously. He started his research with a series of famous experiments in which he tested how quickly animals, such as cats, could adapt their behaviour in order to achieve positive consequences and avoid negative consequences (Martin, & Pear, 2015).

The traditional behaviour modification theory advanced the law of effects according to which behaviours that are rewarded tend to persist while those that are followed by discomfort or punishment tend to diminish. However, the nature of the rewards or the discomfort given depends to a certain extent on the giver's feelings about the role of these rewards or discomfort in shaping behaviour. The theory is relevant in that teachers are givers of rewards and discomforts in schools. Their aim is to shape the

behaviour of the students. Corporal punishment has been one form of discomfort applied in behaviour modification in schools. Banning of corporal punishment obviously would ultimately affect the strategies used by teachers and the feelings of the teachers and affect the behaviour of the students. Therefore, teachers' feelings towards alternative measures to student discipline, like use of rewards and counselling, are important.

Balance exists if the sentiment or unity between beliefs about events or ideas is equally positive or negative; imbalance occurs when they are dissimilar in nature (Corsine, 1987). Therefore, if there will be an imbalance in teachers' attitudes towards outlawing of corporal punishment, it will affect the way teachers instil discipline in schools. Some may continue using corporal punishment even though it has been outlawed and others may adopt the alternatives to corporal punishment to maintain discipline in schools.

2.2.2 Rogers' diffusion of innovations theory

The history behind the diffusion of innovation theory, developed by E.M. Rogers in 1962, is as follows: the theory is one of the oldest social science theories. It originated in communication to explain how, over time, an idea or product gains momentum and diffuses (or spreads) through a specific population or social system. The end result of this diffusion is that people, as part of a social system, adopt a new idea, behaviour, or product. Adoption means that a person does something differently than what they had previously (i.e., purchase or use a new product, acquire and perform a new behaviour, etc.). The key to adoption is that the person must perceive the idea, behaviour, or product as new or innovative. It is through this that diffusion is possible (Miller, 2015).

The diffusion of innovations theory by Rogers is one of the most appropriate theories for investigating the adoption of new innovations, ideas and strategies in educational environments (Medling, 2001; Parisot, 1995). Rogers (2003:12) defines diffusion as "the process in which an innovation is communicated through certain channels over time among members of a social system". The end result of this diffusion is that people,

as part of a social system, adopt a new idea, behaviour or product. Some elements in the diffusion of innovative theory by Rogers are discussed below:

2.2.2.1 Innovation

Rogers (2003) offers the following description of an innovation: “An innovation is an idea, practice or project that is perceived as new by an individual or other unit of adoption”. According to Rogers (2003) an innovation may have been invented and introduced a long time ago, but if individuals perceive it as new, then it may still be an innovation for them. Moreover, Rogers (2003) claims that uncertainty is an important obstacle to the adoption of innovations. An innovation’s consequences may create uncertainty: “Consequences are the changes that occur in an individual or a social system as a result of the adoption or rejection of an innovation”. In this regard the introduction of alternatives to corporal punishment came as an innovation after the abolishing of corporal punishment in order to maintain discipline in the schools.

2.2.2.2 Social system

The social system is one of the elements in the diffusion process. Rogers (2003:12) defined the social system as “a set of interrelated units engaged in joint problem solving to accomplish a common goal”. Since diffusion of innovations takes place in the social system, it is influenced by the social structure of the social system. For Rogers (2003:12), structure is “the patterned arrangements of the units in a system”. He further claimed that the nature of the social system affects individuals’ innovativeness, which is the main criterion for categorising adopters. In this the school as a social system tried hard to achieve the goals set by the Department of Education by implementing the innovations, that is the alternatives to corporal punishment that replaced the defunct corporal punishment.

2.2.2.3 Communication channels

Another element of the diffusion of innovation is communication channel. According to Rogers, (2003:15), communication is “a process in which participants create and share information with one another in order to reach a mutual understanding”. This

communication occurs through channels between sources. Rogers states that “a source is an individual or an institution that originates a message. A channel is the means by which a message gets from one source to the receiver. That is to say, rules and regulations, including disciplinary issues, are formulated by the Department of Education and given to the schools to be implemented. The principals, School Management Team (SMT) as well as teachers are the overseers in the implementation and dispensation of the policy on alternatives to corporal punishment. The figure below shows the channels of communication.

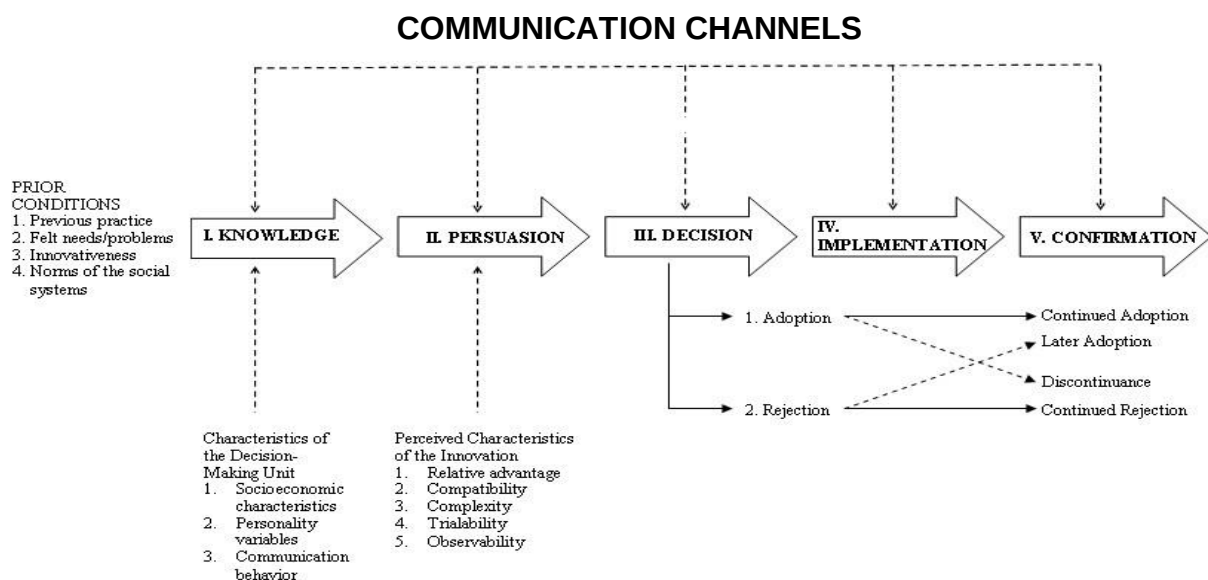


Figure 2.1. A Model of Five Stages in the Innovation-Decision Process (Source: *Diffusion of Innovations, Fifth Edition* by Everett M. Rogers. Copyright (c) 2003 by The Free Press. Reprinted with permission of the Free Press: A Division of Simon & Schuster.)

2.2.2.3.1 The knowledge stage

The innovation-decision process starts with the knowledge stage. In this step, an individual learns about the existence of innovation and seeks information about the innovation. “What?” “How?” and “Why?” are the critical questions in the knowledge phase. During this phase, the individual attempts to determine “what the innovation is and how and why it works” (Rogers, 2003). The introduction of alternatives to corporal punishment is “what” constitute the innovation in this regard. The “how” of the innovation is the manner or ways in which the innovation is to be carried out, in this case the implementation of alternatives to corporal punishment in the various schools.

With regard to the “why” of the innovation, it is simply to replace the corporal punishment, which causes physical pain, an infringement on the rights of the learners, with alternatives to corporal punishment.

2.2.2.3.2 The persuasion stage

The persuasion step occurs when the individual has a negative or positive attitude toward the innovation, but “the formation of a favourable or unfavourable attitude toward an innovation does not always lead directly or indirectly to an adoption or rejection” (Rogers, 2003). The individual shapes his or her attitude after he or she knows about the innovation. Teachers initially opposed the replacement of corporal punishment with the alternatives based on the saying of “spare the rod and spoil the child”, meaning there will be much indiscipline in the schools if the alternatives to corporal punishment are implemented. Currently, teachers are coming to terms with alternatives since there are no other effective ways.

2.2.2.3.3 The decision stage

At the decision stage in the innovation-decision process, the individual chooses to adopt or reject the innovation. While adoption refers to “full use of an innovation as the best course of action available”, rejection means “not to adopt an innovation” (Rogers, 2003:73). If an innovation has a partial trial basis, it is usually adopted more quickly, since most individuals first want to try the innovation in their own situation and then come to an adoption decision. The vicarious trial can speed up the innovation-decision process. However, rejection is possible in every stage of the innovation-decision process. Rogers expressed two types of rejection: active rejection and passive rejection. In an active rejection situation, an individual tries an innovation and thinks about adopting it, but later he or she decides not to adopt it. A discontinuance decision, which is to reject an innovation after adopting it earlier, may be considered as an active type of rejection. In a passive rejection (or non-adoption) position, the individual does not think about adopting the innovation at all. Rogers stated that these two types of rejection have not been distinguished and studied enough in past diffusion research. Thus, the continued use of corporal punishment by teachers is an indication of the direct rejection of alternatives to corporal punishment.

2.2.2.3.4 The implementation stage

At the implementation stage, an innovation is put into practice. However, an innovation brings the newness in which “some degree of uncertainty is involved in diffusion”. Uncertainty about the outcomes of the innovation still can be a problem at this stage. All schools in South Africa are mandated by the Department of Education to implement the alternatives to corporal punishment which replaced the defunct corporal punishment. However, some teachers still use corporal punishment to instil discipline, which means that there is still failure in schools to implement alternatives to corporal punishment.

2.2.2.3.5 The confirmation stage

The innovation-decision already has been made, but at the confirmation stage the individual looks for support for his or her decision. According to Rogers (2003:73), this decision can be reversed if the individual is “exposed to conflicting messages about the innovation”. However, the individual tends to stay away from these messages and seeks supportive messages that confirm his or her decision. Thus, attitudes become more crucial at the confirmation stage. Depending on the support for adoption of the innovation and the attitude of the individual, later adoption or discontinuance happens during this stage. The introduction of alternatives to corporal punishment was enacted and confirmed by various laws and has reached a stage where it cannot be repealed. Educators have in view of the aforementioned no other option but to implement the alternatives to corporal punishment.

2.3 EMPIRICAL STUDIES

The literature review is a summary of studies published by accredited researchers and scholars as it links the existing knowledge with the proposed study that is being explored (McMillan & Schumacher, 2010).

2.4 CORPORAL PUNISHMENT

Corporal punishment is the use of physical force with the intention of causing a child to experience pain, but not injury, for the purpose of correction or control of the child's behaviour (Straus, 1994), such as patting, hitting, punching, and spanking or other forms of physical punishment wherein school personnel actually strike the student with a part of the body (Bogacki et al., 2005). According to the Department of Education (2000), corporal punishment can be defined as any deliberate act against a child that inflicts pain or physical discomfort to punish or contain him/her. Soneson, (2005) defines corporal punishment as hitting the child with the hand or with an object (such as a cane, belt, whip, shoe, etc.); kicking, shaking, or throwing the child; pinching or pulling their hair; forcing a child to stay in uncomfortable or undignified positions, or to take excessive physical exercise; and burning or scarring the child. A global perspective of corporal punishment is highlighted below.

2.4.1 Corporal punishment: Global perspective

Corporal punishment of children has been the focus of increasing concern from researchers and policymakers around the world. The U.N. Committee on the Rights of the Child has defined corporal punishment as 'any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light' (2007), and has called it a form of violence against children. The Committee gives some examples of different types of corporal punishment as: Hitting – with a hand or an object (for example, a whip, stick, belt or hosepipe), kicking, grabbing, throwing, scratching, pinching, biting, pulling hair, boxing ears, forcing children to stay in uncomfortable positions, throwing objects at a learner, burning (for example, with hot water or cigarettes).

Much of the global concern about corporal punishment has focused on parents' use of it (Gershoff, 2013; Gershoff & Grogan-Kaylor, 2016), yet it is also the case that corporal punishment in schools remains widespread. Schoolchildren of all ages are subject to corporal punishment, although it is more often used in primary schools (Clacherty,

Donald, & Clacherty, 2005; Human Rights Watch & the ACLU, 2008; Youssef, Attia, & Kamel, 1998). In practice, school corporal punishment often involves the use of objects (Gershoff, Purtell, & Holas, 2015). Children around the world report that they are hit by their teachers with a variety of objects, including sticks (Egypt: Youssef et al., 1998), straps (Jamaica: Baker-Henningham, Meeks-Gardner, Chang, & Walker, 2009), and wooden boards (U.S.: Pickens County [Alabama] Board of Education, 2015).

Children have reported being hit with hands or objects on virtually every part of their bodies, although the hands, arms, head, and buttocks are common targets (Ba-Saddik & Hattab, 2013; Beazley, Bessell, Ennew, & Waterson, 2006; Human Rights Watch & ACLU, 2008; Youssef et al., 1998). Other forms of assault administered as corporal punishment include pinching, pulling ears, pulling hair, slapping the face, and throwing objects (Ba-Saddik & Hattab, 2013; Beazley *et al.*, 2006). Teachers and school personnel also punish children by forcing them to stand in painful positions, to stand in the sun for long periods, to sit in an 'invisible chair' for long periods, to hold or carry heavy objects, to dig holes, to kneel on small objects such as stones or rice, to exercise excessively without rest or water, and to ingest noxious substances (e.g. cigarettes) (Ba-Saddik & Hattab, 2013; Beazley *et al.*, 2006; Feinstein & Mwahombela, 2010; Hyman, 1995). School administrators report that they reserve corporal punishment for serious student infractions, such as fighting with fellow students (Medway & Smircic, 1992), yet interviews with students make clear that corporal punishment is used more widely.

Children in India, Republic of Korea, South Africa, Sudan, Swaziland, the United States, and Zambia have reported being subject to corporal punishment for a range of behaviours, including not doing their homework, coming late to class, bringing cell phones to school, running in the hallway, sleeping in class, answering questions incorrectly, having an unacceptable appearance, using bad language, writing in a text book, failing to pay school fees, making noise in class, and being absent (Beazley et al., 2006; Breen, Daniels, & Tomlinson, 2015; Clacherty, Donald, & Clacherty, 2005a; Clacherty *et al.*, 2005b; Elbla, 2012; Human Rights Watch & ACLU, 2008; Mitchell, 2010; Morrow & Singh, 2014). Students also report that an entire class may be subject

to corporal punishment for the misbehaviour of a single student or because an entire class or school performs poorly in examinations (Beazley et al., 2006; Pinheiro, 2006).

2.4.2 Legal status of corporal punishment in schools

Corporal punishment is legally prohibited in schools in 128 countries and allowed in 69 (35%) (Global Initiative to End all Corporal Punishment of Children (Global Initiative, 2016). It is banned in all of Europe and most of South America and East Asia. Three industrialized countries are outliers that continue to allow school corporal punishment: Australia, the Republic of South Korea, and the United States. In Australia, school corporal punishment is banned in 5 of its 8 states and territories, while in the United States it is banned from public schools in 31 of 50 states (Global Initiative, 2016). The United Nations has clearly stated that corporal punishment violates the Convention on the Rights of the Child (the CRC) (United Nations, Committee on the Rights of the Child, 2007), specifically Article 19 guarantees of protection from all physical and mental violence, Article 37's protection from cruel, inhuman, or degrading punishment, and Article 28's provision that school discipline should be consistent with children's 'human dignity' (United Nations, 1989). It is worth noting that if an adult were to be hit with an object such as schoolchildren are, it would be considered assault in any of these countries. The 69 countries that legally permit school corporal punishment, to say nothing of the 149 countries that allow corporal punishment in homes, are not providing children with equal protection under the law, despite their more vulnerable status (South African Schools Act (Act 84 of 1996, Section 10 (1).

2.4.3 Prevalence of corporal punishment in schools

Corporal punishment continues to occur in schools throughout the world, both in countries where it is legal and countries where it is banned, leading to estimates that millions of children are subject to legalized assault at their schools (Covell & Becker, 2011). Twenty-nine countries have legally banned corporal punishment from schools, yet they have rates of corporal punishment ranging from 13% of students in Kazakhstan to fully 97% of students in Cameroon. South Africa banned school corporal punishment when it transitioned to a new government and a new Constitution that valued the rights of children in 1996, South African Schools Act (Act 84 of 1996,

Section 10 (1). However, students have reported that corporal punishment continues to be a regular part of education in South Africa (Payet & Franchi, 2008).

Nine countries have been found to have corporal punishment rates of over 90% (Botswana, Cameroon, Jamaica, St. Kitts & Nevis, Republic of Korea, Trinidad & Tobago, Uganda, United Republic of Tanzania, and Yemen) and 11 have rates of between 70 and 89% (Benin, Dominica, Egypt, Ghana, Grenada, India, Morocco, Myanmar, St. Vincent & the Grenadines, State of Palestine, and Togo). It is extremely troubling that virtually all children in these 20 countries are subject to corporal punishment in schools (Covell & Becker, 2011).

In light of the fact that children are likely to under-report corporal punishment because they are afraid of the repercussions (Morrow & Singh, 2014; Parkes & Heslop, 2013), the corporal punishment rates may be an underestimate of the actual rate in any of these countries. There is also a considerable within-country variation that is masked by these statistics. For example, in the United States corporal punishment is only allowed in 19 states, and thus when the rate for the entire country is calculated it is quite small at 1% of all schoolchildren, although the size of the child population in that country means that this represents a total of 163,333 children subject to corporal punishment in the 2011–2012 school year alone (Gershoff & Font, 2016). However, in the state of Mississippi, 7% of all public school children, one in every 14, were subject to corporal punishment in that single year (Gershoff & Font, 2016).

2.4.4 Factors that lead to the use of corporal punishment in schools

According to Kubeka (2004) teachers argued that: (i) without corporal punishment, discipline could not be maintained (children would neither show them respect nor develop the discipline to work hard unless they were beaten or threatened with being beaten; (ii) their power as educators had been taken away; corporal punishment was quick and easy to administer, while other methods required time, patience and skill, which educators often lacked; (iii) unless they were beaten, they (the children) would think they got away with wrongdoing, and would repeat this misconduct; (iv) corporal punishment would restore a culture of learning in schools; it was the only way to deal with difficult or disruptive learners; and (v) educators did not experience any harmful

effects when it was administered to them as learners, so there was no reason why they should not administer it to their learners as well.

Traditionally school discipline has been more concerned with punishment than reward (Laslett & Smith, 1984; Kubeka, 2004). Furthermore, (Lawrence, Steed & Young, 1989, as cited by Rayner, S., 2013) mentioned that discipline problems refer to the manifestations of behaviour that interfere with the teaching process and seriously disrupt the normal running of the school. The essence of discipline in schools is therefore defined 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 (George, 1990). Disruptive behaviour creates conditions of fear and intimidation that are not conducive to the establishment of a positive learning environment.

2.4.5 Perceived advantages of corporal punishment

The proponents of corporal punishment in schools believe that this kind of punishment could immediately deter students' wrong behaviours and help them to learn better. As an old adage goes, "Spare the rod, spoil the child". Corporal punishment was viewed as an efficient way to teach student correct behaviours and to make them study harder.

Wilson, (2002) outlined some advantages for corporal punishment as follows: The first advantage Wilson mentions is that corporal punishment "is cheap and easy to administer" (Wilson, 2004:85) because it does not need anything, except perhaps a stick. The second advantage of corporal punishment is that it is viewed as "effective as a deterrent, because nobody likes physical pain". The third advantage is the effectiveness of corporal punishment as a process of reform, "in that the fear of physical pain will characteristically motivate a person not to reoffend", and the fact that the motivation is extrinsic makes it no less valuable. The fourth advantage is that corporal punishment "is adjustable, in that we may easily inflict different amounts of pain on different people for different offences". The fifth advantage is that "It is fair for all, since all people are similar in their dislike of pain". Equally important is that some people think that corporal punishment is the most effective means to instil moral values

in children about what is right and wrong (Archambault, 2009), and in some cases some children could not understand what the values meant without corporal punishment.

2.4.6 Disadvantages of corporal punishment

On the other hand, perhaps the negatives of corporal punishment are clearer than positives because many research and media reports have been performed about the disadvantages of corporal punishment. Violence has harmful effects in the short and long term. Corporal punishment might kill the child if the teacher goes too far in their use of corporal punishment. In Egypt a teacher has beaten a pupil to death (BBC News, 2008). Violence also has the disadvantage of long-term effects (Smith, 2006). According to the American Psychological Association (American Psychological Association APA website), corporal punishment causes “undesirable responses” in students, such as low self-confidence or feeling that he is “an undesirable person” (APA), and these feelings may be frustrating for the child or make him live in misery.

Moreover, research shows that the child learns by imitating the behaviour of adults. Therefore, “the use of physical punishment by adults having authority over children is likely to train children to use physical violence to control behaviour rather than rational persuasion, education, and intelligent forms of both positive and negative reinforcement”. Corporal punishment will lead to the matured child using corporal punishment because he did not learn how to solve problems logically from the role modelling of his teachers. Nevertheless, through approximately forty-five years of research, one consistent theme has arisen: the use of frequent harsh physical punishment is not effective and can be detrimental (Hicks-Pass, 2009).

Psychologists argued that it did serious emotional damage, affected the self-esteem of learners and impacted adversely on academic performance (Cherian, 1990; Holdstock, 1990; Murray, 1985, cited by Jones, 2016). Respectful relations between teachers and students were not possible, they argued, in a context where corporal punishment was used. Social commentators pointed out that corporal punishment was part of a wider web of violence that fuelled antagonisms and hatred (Kenway &

Fitzclarence, 1997). Teachers responded by arguing that without it discipline could not be maintained. Critics responded that corporal punishment seldom reformed wrongdoers and had no educative potential. In addition, the use of corporal punishment in schools poses physical and psychological problems and is not effective as a disciplinary strategy (Hyman, 1996; Society for Adolescent Medicine, 2003). It also can be viewed as promoting violence, as noted by the Society for Adolescent Medicine (2003:105): "...corporal punishment in schools is an ineffective, dangerous, and unacceptable method of discipline. The use of corporal punishment in the school reinforces physical aggression as an acceptable and effective means of eliminating unwanted behaviour in our society."

Furthermore, studies in a range of countries have documented high rates of injury related to school corporal punishment. School children in Zambia reported pain, physical discomfort, nausea, and embarrassment as well as feeling vengeful (Clacherty *et al.*, 2005). In Egypt, 26% of boys and 18% of girls reported that they had been injured by school corporal punishment, including bumps, contusions, wounds, and fractures (Youssef *et al.*, 1998). A remarkably similar rate of injury was found in the United Republic of Tanzania, where nearly a quarter of the 408 primary school children surveyed said they experienced corporal punishment so severe that they were injured (Hecker, Hermenau, Isele, & Elbert, 2014).

In the United States, school children have suffered a range of physical injuries that often require medical treatment, including bruises, hematomas, nerve and muscle damage, cuts, and broken bones (e.g. Block, 2013). Over ten years ago, the Society for Adolescent Medicine (2003) estimated that between 10,000 and 20,000 students required medical attention as a result of school corporal punishment each year in the U.S. Although rare, the U.N. has identified numerous cases of children who have died as a result of corporal punishment at school, including a 7-year old boy in Malaysia, a 9-year old boy in South Africa, an 11-year old girl in India, a 13-year-old girl in Sri Lanka, and a 14-year-old boy in the Philippines (Covell & Becker, 2011). Additional cases of children dying as a result of school corporal punishment have been documented in India (Morrow & Singh, 2014) and Nigeria (Chianu, 2000). Any injury

to a child from corporal punishment is regrettable and a death at the hands of teachers is particularly tragic, especially given that it was preventable.

Corporal punishment and its effects are of particular relevance to childcare professionals such as teachers, psychologists, social workers and doctors. The effects that result from the use of corporal punishment are harmful to children and can be lasting and damaging reaching well into adulthood (Bitensky, 1998).

Children on whom corporal punishment is administered are often left with physical evidence of the abuse. According to Unicef's Asian Report (2001) children's eardrums have burst as a result of being boxed. Minor injuries such as bruising and swelling are common; more severe injuries such as "large cuts, sprains, broken fingers" as well as teeth being knocked out, broken wrists and collar bones and internal injuries requiring surgery do occur" (Human Rights Watch Kenya, 1999). Even the deaths of children as a consequence of corporal punishment have been reported in countries such as Kenya (Human Rights Watch, 1999).

2.4.7 The psychological effects of corporal punishment

Those who endorse corporal punishment hold the view that the aim of corporal punishment is to elicit compliance from a child. The aim of compliance is in fact often reached but the ability of the child to understand the incorrectness of their behaviour is often not learnt. This means that the child has learnt to stop the behaviour but not the reason the behaviour should be stopped. They are unable to make the link between their behaviour and the punishment. As such, corporal punishment does not promote lessons about right and wrong but rather emphasises fear and violence (Tharps, 2003).

According to the Harvard Mental Health Letter (2002), children whose parents hit them feel pain, anger, and fear that lead them to ignore the disciplinary message and to resent the parent instead. Some lose their incentive to internalize social values and develop self-control. They concentrate on their own grievance instead of thinking about the act for which they were punished and the harm it caused or might have caused. Although compliance is often obtained, the effect of the punishment leaves children

feeling more resentful as opposed to having learnt correct behaviours. They are left focusing on the hurt they feel and not the lesson they could learn.

Research findings indicate (Straus & Yodanis, 1996) that adolescents who experience frequent corporal punishment are at a greater risk of assaulting spouses later in life. According to Greydanus *et al.*, (2003) children who have been subjected to violence are more likely to use violence in their own families later in life. Experiencing corporal punishment as an adolescent increases the risk that later acts by the recipient of the corporal punishment could escalate to the point that it could be classified as physical abuse (Strauss, Kantor & Kaufman, 1994). Strauss (2001:54) further explains that "...the psychologically harmful effects of corporal punishment are parallel to the harmful effects of physical abuse, except that the magnitude of the effect is less."

According to Unicef's Asian Report (2001:111) on corporal punishment, "punishment reinforces uncertainty and an identity of failure. It reinforces rebellion, resistance, revenge and resentment". As a result, children interpret people's actions as hostile and they learn that similar situations require hostile responses (Harvard Mental Health Letter, 2002). According to Tharps (2003) the use of violence as a disciplinary measure does not set the appropriate example, because children learn that acts of aggression are a means of solving problems.

According to research by Hyman (1990), learners who are physically punished are more likely to bully their peers and can develop into adults who display little or no empathy, and will hurt without conviction (Bitensky in Human Rights Watch: Kenya, 1999). Brezina, (1999) discovered that children learn aggression as an effective means of problem solving, as corporal punishment intimidates other children. This display of aggression has wider implications because, as Brezina (1999:182) suggests, "...such behaviour is likely to possess self-reinforcing properties" and has "implications for the control of teenage violence". The use of corporal punishment also reinforces the message that force can be used to control those weaker than oneself. This promotes the message that violence in society is acceptable. Strauss (1996:88) states that "...cross-cultural evidence suggests that corporal punishment is associated with an increased probability of societal violence".

Corporal punishment results not only in the child exhibiting externalising behaviours such as hitting others but can also lead to the child internalising his/her feelings about being physically punished. Such internalising often results in depression. Research has shown that a correlation does exist between corporal punishment and depressive symptoms (Straus, 1994). Adolescents who were subjected to corporal punishment displayed an increased risk of developing depressive symptoms as adults (Straus, Kantor and Kaufman, 1994). Furthermore, the frequency of suicidal ideation (thoughts and plans about suicide) also increases with the frequency of corporal punishment experienced as an adolescent (Strauss, Kantor & Kaufman, 1994). This is further associated with a high frequency of suicidal thoughts as an adult (Strauss, Kantor & Kaufman, 1994). There have been reported cases of children committing suicide as a result of the humiliation and shame they feel due to physical and mental punishment (Unicef Asian Report, 2001).

Holden as cited in Strauss (1994) argues that repeated corporal punishment leads to chemical and structural changes in the brain which could result in depression and suicidal thoughts. Children who experience psychological abuse because of corporal punishment or other forms of abuse may suffer from sleep disturbances, including the reappearance of bedwetting, nightmares, sleepwalking, and fear of falling asleep in a darkened room (Mertens, 2014). Furthermore, somatic symptoms such as stomachaches, headaches, fatigue, and bowel disturbances, accompanied by a refusal to go to school, can also occur (Hyman, 1990). According to Hyman (1990), studies indicated that symptoms learners experience as a result of trauma in the classroom include the following: “Problems in school, aggressive behaviour, avoidance behaviours, changes in personality, re-experiencing the trauma, fearful reactions, somatic complaints, withdrawal, memory and concentration problems, dependency and regression habit disorders and sleep disturbances” (Hyman, 1990:19).

According to Straus (2003), the relationship between academic achievement and success later in adult life indicates that corporal punishment early in life affects cognitive development. Corporal punishment experienced during adolescence is inversely related to graduation from college and is associated with lower economic

and occupational achievement in adulthood (Straus, 2003). Corporal punishment decreases a child's motivation and increases his/her anxiety. As a consequence, the ability to concentrate is inhibited and learning is poor (Unicef Asian Report, 2001).

2.4.8 Abolition of corporal punishment

Section 12 of the South African Constitution (Act 108 of 1996) states that "everyone has the right not to be treated or punished in a cruel, inhuman or degrading way". In line with the Constitution, and the National Education Policy Act of 1996 (Republic of South Africa, 1996) as well as the South African Schools Act (SASA) (84 of 1996, section 10 (1) states that "no person shall administer corporal punishment or subject a student to psychological or physical abuse at any educational institution". Schools have to come up with functional alternative measures in order to deal with indiscipline. This shows the dilemma schools face in trying to respect children's rights and at the same time finding adequate and meaningful measures to deal with learner indiscipline without infringing on the said rights (Chisholm, 2007).

The South Africa Constitution of 1996 (Republic of South Africa, 1996b), therefore, explicitly enshrines, guarantees and protects human rights in general and children's rights in particular. The second chapter of the Constitution focuses on the Bill of Rights and states in unequivocal terms the need to protect such rights. Section 12 (1) of the constitution states that: Everyone has the right to freedom and security of the person, which includes the right not to be tortured in any way; and not to be treated or punished in a cruel, inhuman or degrading way (Republic of South Africa, 1996). This section has direct implications for what happens in schools and classrooms. Learner misbehaviour can be gross at times and negatively affect the smooth running of the schools and the safety of educators and learners. However, disciplinary strategies that school authorities and educators use to punish learners must not result in torture that demeans the humaneness of a child.

In line with the constitutional requirement, corporal punishment was banned in South African schools. Mtsweni (2008) observes that after the banning of corporal punishment in schools, most educators felt incapacitated and helpless in dealing with

learner indiscipline in schools. Learners are believed to have now become ill disciplined to the extent that they even openly challenge the teacher's authority because they know that nothing would be done to them (Masitsa, 2008).

The South African Schools Act (Republic of South Africa, 1996a) among other issues clearly defines the specific roles of the education on South African schools and one of the roles is 'Community, citizenship and pastoral role' in which the educator is required and expected to uphold the constitution and promote democratic values and practices in schools. The South African Schools Act (SASA), 84 of 1996, section 10 (1), states that: (1) "no person may administer corporal punishment at a school to a learner; (2) any person who contravenes subsection 1 is guilty of an offence and liable on conviction to a sentence which could be imposed for assault". This leaves schools with the responsibility of identifying and implementing alternative disciplinary practices and procedures (Department of Education, 2000). It means that educators should refrain from discipline which is punitive and punishment-oriented. The management of discipline therefore calls on educators to make children feel emotionally comfortable and physically safe so that they (learners) can develop self-discipline (intrinsic discipline) and accountability in their actions (Mokhele, 2006). This implies that in whatever way educators operate, they should not violate the Constitution when disciplining learners.

The South African Schools Act (SASA) (84 of 1996), states that discipline must be maintained in the school and classroom situations so that the education of learners flourishes without disruptive behaviour and offences. The Act places the responsibility of maintaining discipline on the educators. Under the South African Schools Act 84 of 1996, Section (10) (1), the use of corporal punishment in schools is banned. According to the Act, the perpetrator is liable to a sentence. Therefore, educators need to devise strategies that take cognizance of learners' rights and protection. However, the Act is not explicit on the disciplinary strategies educators should adopt to handle learner indiscipline in schools.

The Act reiterates the provisions of the Constitution and states categorically that learners should not be punished in a cruel or demeaning manner and should not be

detained in solitary confinements or locked out of safe environments. This implies that the educators should protect, promote and respect the rights of learners. As such, the implementation of disciplinary measures in schools results in a dilemma on how educators should discipline learners without infringing on the learners' rights since the banning of corporal punishment in schools under the South African Schools Act (84 of 1996 Section 10 (1). According to Alternatives to Corporal Punishment (Department of Education, 2000), corporal punishment is against the law. The document outlines the legislation banning corporal punishment. It also states the alternatives to corporal punishment as well as appropriate disciplinary measures and procedures.

2.5 ALTERNATIVES TO CORPORAL PUNISHMENT

The difficulties of instilling discipline in schools have attracted the growing attention of many scholars in South Africa and the world as a whole. The problem of learner indiscipline has been characterised as serious and pervasive, negatively affecting student learning (Kasiem, Du Plessis & Looock, 2007; Leigh, Chenhall & Saunders, 2009; Tozer, 2010 & Rizzolo, 2004). This problem manifests itself in a variety of ways which include vandalism, truancy, smoking, disobedience, intimidation, delinquency, murder, assault, rape, theft and general violence (De Wet, 2003:168 & Daily News, 2003). While there is agreement on the need to address the problem, there is a great deal of contestation around what strategies and practices are appropriate to instil discipline in schools. Within this debate many countries, including South Africa, have decided to move away from punitive measures such as corporal punishment and replace them with what is called Alternatives to Corporal Punishment (ATCP).

In response to a public outcry, the government launched a national project on discipline in South African schools in 2000. Many of the recommendations emanating from the project were published in a booklet entitled Alternatives to Corporal Punishment: The Learning Experience, which was distributed to all schools in South Africa in 2001 by the National Department of Education. The booklet containing guidelines on alternatives to corporal punishment was disseminated in an effort to combat the escalating disciplinary problems in schools. In spite of this support from the National

Department of Education, the following headline appeared in the media (Rademeyer, 2001:5), "Punishment guide not helping much with discipline - wonderful theories not always practical". Rademeyer's comments focused renewed attention on the jaundiced view of discipline that became evident after corporal punishment was abolished. Teachers who used to rely on reactive measures such as corporal punishment to address disruptive behaviour now have to develop alternative proactive measures to pre-empt disruptive behaviour.

Alternatives to corporal punishment (ATCP), therefore, can be defined as a disciplinary strategy that emphasises effective communication, respect and positive educational exchanges between teachers and students. The recommended disciplinary measures are verbal warning, detention, demerits, community work and small menial physical tasks (Chisholm, 2007). Alternatives to corporal punishment is a strategy that is meant to replace corporal punishment and it entails a milieu of effective communication in which the teacher displays an attitude of respect for the students. It emphasises positive educational exchanges between teachers and students, and no futile, contentious, win-lose contests.

The ATCP strategy is believed to be entailing developmental and constructive ways of instilling discipline amongst learners, ways which will not only help learners move towards a more peaceful and tolerant society, but which will also help instil selfdiscipline and encourage them to realize their academic potential and become mature and independent thinking adults (ATCP, 2001). Beside the values listed above, peace, tolerance, cohesion, respect and responsibility are other key values to be inculcated

(Porteus *et al.*, 2001 & ATCP, 2001). This strategy is aimed at protecting children's rights as enshrined in Section 28 (d) of The Bill of Rights that children must be protected from maltreatment, neglect, abuse or degradation.

The introduction of the ATCP was informed or guided by South Africa's commitment to international and local legislation and policies. The international laws are: (i) the Convention on the Rights of the Child of 1989: it sets out the civil, political, economic, social and cultural rights of children; (ii) the SADC Commitments on the Prevention

and Eradication of Violence to Women and Children which ensure a positive learning experience for boys and girls in schools, and, lastly, (iii) the African Charter on the Rights and Welfare of the Child which recognizes the significance of human rights and proclaims and agrees that everyone is entitled to all the rights and freedoms recognized and guaranteed, without any distinction in terms of race, ethnic group, sex, language, religion, political or any other opinion, national and social origin, fortune, birth or other status (ATCP, 2001).

Local legislations are: (i) The Freedom Charter which is a constitutional guideline for a liberated and democratic South Africa, (ii) the South African Constitution, Act 108 of 1996 that states that, “everyone has the right not to be treated or punished in a cruel inhumane or degrading way”, (iii) the National Education Policy Act (1996) that states that, “no person shall administer corporal punishment or subject a student to psychological or physical abuse at any educational institution”, (iv) the South African Schools Act (1996) which notes that, “no person may administer corporal punishment at a school to a learner and anyone who contravenes this Act is guilty of an offence, and liable on conviction to a sentence which could be imposed for assault” and, lastly, (v) Abolition of Corporal Punishment Act 33 of 1997 that repealed all legislations that authorized the imposition of corporal punishment by courts, including courts convened by traditional leaders (ATCP, 2001).

The Bill of Rights is also a cornerstone of democracy that enshrines the rights of all people in South Africa and affirms the democratic values of human dignity, equality and freedom. From a human rights perspective, the Bill of Rights states that children must be protected from maltreatment, neglect, abuse or degradation; not be required or permitted to perform work or provide services that are inappropriate for a person of that child’s age; and must not place at risk the child’s wellbeing, education, physical or mental health or spiritual, moral or social development. It is against this background that the ATCP was seen as an appropriate strategy to discipline learners.

2.5.1 Alternatives to corporal punishment: Global perspective

Since the beginning of this century, a global tendency to abolish corporal punishment has been introduced to challenge old dependence on corporal punishment as a tool for reforming children's misbehaviour (Global Report, 2008). This tendency was highly supported by the contemporary call for protecting human rights including the right in security and human treatment (articles 3 and 5, the Universal Declaration of Human Rights) and child rights in physical protection (Article 19, Convention on the Rights of the Child, 1990).

Section 1312 of the Michigan School Code in the United States of America has been amended in response to public perceptions that Michigan classrooms are becoming sites of confrontation with the potential for physical violence. The issues are not new. Extensive research has been conducted nationally on the subject of student misbehaviour in their schools. The dilemma for Michigan educators has been to transfer this knowledge from the academic arena into the classroom. The purpose of this document is to assist local and intermediate school boards with the implementation of Public Act 6 of 1992.

Another successful experience is Bangladesh where the notion of corporal punishment has long been widely accepted and employed to control children; however, in 2008 the Save the Children organization managed to change the public views through holding a conference in Chittagong titled *"Let's Stop Physical and Mental Punishments in Schools"* to get teachers, parents, children, education officials, journalists, school principals and the mayor of Chittagong to promote positive discipline and stop smacking. After the conference, 18 schools registered for the project to become corporal punishment free (Stop Smacking, 2008). Raising the public awareness would, in turn, stimulate their objection to child violence and actively encourage them to participate in reducing corporal punishment. For example, in the UK it was not until 1986 that corporal punishment in the state schools was forbidden by law in response to parents' complaints that their children were being subject to corporal punishment in schools (The Education Act, no. 2). Currently, the UK represents a good example of fervent effort exerted by the Children Are Unbeatable (CAU) which worked hard to gain

the support of the public, policy makers, church figures of authority and parliamentarians relying on conferences, meetings, TV commercials and newsletters to ban corporal punishment (Children Are Unbeatable, 2009). All over the world, many countries have successfully embarked on eliminating corporal punishment against children and specifically in schools using various alternatives to corporal punishment strategies.

According to Human Rights Watch (2016), educators and psychologists who oppose the use of corporal punishment state that teachers should impose non-physical disciplinary measures as an alternative to beatings. Human Rights Watch (2016) found that many opponents of corporal punishment argue that instructors may also discipline a child by assigning non-abusive physical tasks. They state that teachers can ask students to perform light chores such as to water, weed a school farm or fix what they have broken.

According to Save the Children (2001), giving up corporal punishment does not mean giving up discipline. Children need clear limits and guidance on what is right and wrong and abandoning the short cut of violence is likely to produce better disciplined children. They further stated that teachers need to see clearly that there is always an alternative, and this can be found if corporal punishment is no longer considered as a possible tool for meting out discipline. School discipline has two main goals: ensure the safety of staff and students and creating an environment conducive to learning (Save the Children, 2001). Research done by Gottfredson, (1989) found out that schools can decrease disruptive behaviour by first setting out clear rules and consequences of breaking them and be communicated to staff, students, and parents by such means as newsletters, student assemblies and handbooks. Research has shown that social rewards such as smiling, praising and complimenting are extremely effective in increasing desirable behaviour (Gottfredson, 1989).

Corporal punishment was banned in Kenyan schools through Legal Notice No. 56 of Kenya Gazette Supplement No. 25:199 of 30th March, 2001. Since the ban, school discipline has been deteriorating to such a level that the school system may soon become unmanageable (Kindiki, 2009). Faced with these challenge, the Government

of Kenya has implemented several measures aimed at curbing the various cases of indiscipline in learning institutions. Among these has been the establishment of guidance and counselling units in all schools, good classroom management practices, effective teaching methods and inclusion of learners in the making of school rules, among others (MOEST, 2005).

2.5.2 Alternatives to corporal punishment: South African perspectives

The manual, *The Alternatives to Corporal Punishment*, was introduced by the Department of Education in 2000. The manual intended to assist educators to find more constructive ways of managing discipline in schools. It outlines the legislation that bans corporal punishment. It also provides guidelines on alternatives to corporal punishment and disciplinary measures and procedures. According to the manual, educators are expected to identify and implement alternative disciplinary practices and procedures. The Department of Education (2000) encourages educators to implement a proactive approach to put things in place which will safeguard the culture of learning and teaching in their classrooms. The manual suggests the following strategies that will set the stage for a positive learning environment and that can significantly reduce problems with discipline in the classroom: Preparing for lessons; exercising self-discipline; having extension work available; ensuring that teaching and learning happen consistently; ensuring that learners are stimulated; establishing class rules with the learners; making a space for time out or a conflict resolution corner; affirming learners; and building positive relationships with learners.

Soneson, (2005) also provides general hints and suggestions on alternatives to corporal punishment and other forms of humiliating and degrading punishment: Give praise when children obey or when they do things well. This encourages children to model their behaviour on positive reinforcement, and it encourages them to learn selfdiscipline. Praise costs nothing, and even rewards need not cost vast amounts of money. Practise what you preach, if your child is not allowed to use dirty language or to swear, neither should you. Be realistic in what you expect from children at different ages. For alternatives to corporal punishment to be effective there are some strategies that must be adopted and followed.

2.5.2 Alternatives to corporal punishment: Strategies

According to BusinessDictionary.com, strategies are methods or plans chosen to bring about a desired future, such as achievement of a goal or solution to a problem. Max McKeown, (2011) argues that strategy is about shaping the future and is the human attempt to get to desirable ends with available means. Strategy is important because the resources available to achieve these goals are usually limited (Freedman, 2015). He further stated that strategy generally involves setting goals, determining actions to achieve the goals, and mobilizing resources to execute the actions. Some of the strategies used in the implementation of alternatives to corporal punishment are discussed below.

2.5.2.1 Guidance and counselling

According to Daly, (2007), guidance can be explained as assistance made available by competent counsellors to an individual of any group to help him/her direct the life course, develop a point of view, make decisions and be better adjusted. Guidance does not mean giving directions, nor is it an imposition of one's point of view on another person. The person who is guiding another does not take on the responsibility of making decisions on behalf of the client. We can see that guidance is more about assisting people to find their way rather than giving instructions or ready-made solutions.

Counselling is an interactive learning process in which the counsellor (sometimes termed therapist) helps those counselled (be they individuals, families, groups or institutions) to understand the cause(s) of difficulties and guides them to sort out issues and reach decisions (Daly, 2007). Daly further stated that the approach in counselling is holistic, addressing social, cultural, economic and emotional issues. Counselling can be sought at any time in life, although many people reach out only in times of change or crisis. The qualified professional counsellor speaks with the client in a way that helps the person solve a problem or helps to create conditions that will cause the person to understand and improve life circumstances. Counselling may be concerned with addressing and resolving specific problems, making decisions, coping with crisis, improving relationships and developing personal awareness. It also involves working

with feelings, thoughts, perceptions and conflicts. The overall aim is to provide people with opportunities to work in positive ways so as to live with the essence of well-being as individuals and as members of the larger society. Daly, (2007) reiterated that counselling is a process involving responsibility and confidentiality. Therefore, guidance and counselling experts have to follow certain ethical principles. Counsellors must:

- Act with care and respect for individual and cultural differences and the diversity of human experiences,
- Must never take any step which is likely to harm the counselee in any way,
- Respect the confidence with which the counselee places trust in them by not talking about their issues with other people,
- Encourage the counselee to increase self-understanding,
- Help the counselee to increase and discover a range of choices and alternatives for handling the crisis situations effectively,
- Practice within the scope of their competence and refer cases that may need more intensive therapy to experts who are trained to deal with these, and
- Be aware of all the services available for people in difficult circumstances so that adequate guidance can be provided in case further referral is required.

According to Thompson, (2012), today's children and adolescents are constantly facing new and unique challenges, and school counsellors must respond to this by expanding their role and function within the schools.

Teachers may also use guidance and counselling. According to Human Rights Watch (World Report, 2017), a teacher is more likely to elicit appropriate behaviour if the teacher can understand the situation that the child faces and offer guidance and counselling to the student and the student family. However, teachers and educators need more training in order for them to effectively implement guidance and counselling programmes.

2.5.2.2 Positive reinforcement

Reinforcement refers to “a stimulus which follows and is contingent upon a behaviour and increases the probability of a behaviour being repeated” (Smith, 2017:105). The simplest way of conceptualizing positive reinforcement is that something pleasant is ‘added’ when a specific action is performed (Cherry, 2018). According to Pettit, (2013), positive reinforcement is any type of encouragement that follows a desired behaviour, and is implemented to emphasise the positivity of the action. As a result, the student feels compelled to repeat the desired behaviour that earned the praise in the first place. Positive reinforcement is an aspect of the construct of Operant Conditioning that was developed by B. F. Skinner (Cherry, 2018). Skinner studied rats, and he found that if the rats consistently pressed a bar which then administered food to the rat, the rat would press the bar more and more in order to get the food reward. Like those rats, if people find a particular behaviour rewarding, it is more likely that they will repeat this behaviour.

When thinking about positive reinforcement in teaching and education, the overarching purpose is to provide an incentive for students to repeat desired behaviours (Revermann, 2016). In other words, by providing students with a positive outcome when they accomplish achievements or display certain behaviours, students are encouraged to do so again. The timing and delivery of positive reinforcement is the key to effectively promote certain behaviours (Revermann, 2016). In order for positive reinforcement to be effective, the reinforcement must be appropriate for a student’s age, it should be genuine, and it should be awarded straight after the target behaviour (Revermann, 2016).

Revermann (2016) further explained how positive reinforcement is used in the classroom in the following example: Timmy is a grade two student in Ms. Fisher’s class. He fidgets and fiddles, and doesn’t stay in his seat for more than a minute or so at a time. Ms. Fisher decided to use positive reinforcement. Timmy loves stickers, so Ms. Fisher decides that after Timmy sits still for more than a cursory period of time, he will get a sticker. This works well, with Timmy motivated to stay in his seat. As the week progressed, Ms. Fisher deliberately leaves it longer for Timmy to earn the sticker.

Timmy begins staying seated for extended periods of time in order to get stickers. There is a lot that will be discussed in relation to this scenario's details, for now, it suffices to say that Ms. Fisher provided positive reinforcement (stickers) for Timmy sitting in his seat, therefore meaning that he is more likely to do the desired behaviour (staying seated).

It should be noted that positive reinforcement refers to not only those stimuli that increase the likelihood of a desirable behaviour but that cause an increase in any behaviour (Smith, 2017). For example, a student calls out during class to get attention. When the teacher responds, i.e. pays attention to the disruptive student, this response acts as positive reinforcement – therefore, the probability that the student will call out again increases (Smith, 2017). Without meaning to, by paying attention, the teacher has made it more likely that the behaviour will recur. It can therefore be seen how, although simple in concept, positive reinforcement must be used carefully and strategically. Positive reinforcement is occasionally misunderstood by teachers – for example, those teachers who were trained using different techniques (Rumfola, 2017). However, more and more teachers are understanding this evolving and effective form of teaching and classroom management (Rumfola, 2017).

According to Conroy, Maureen, A., Sutherland & Kevin, S. (2009), creating a positive and engaging classroom atmosphere is one of the most powerful tools teachers can use to encourage children's learning and prevent problem behaviours from occurring. Teachers' responses to children's appropriate and problem behaviour can help set the tone of the classroom environment. Creating positive interactions between a teacher and child is one important way to help build a positive classroom environment. They further stated that there are two important forms of teacher attention that can be used to help promote positive teacher-child interactions: (1) teacher praise and (2) feedback. Although most teachers already use these instructional tools in their classrooms, researchers have found that they may not always be used frequently or effectively. The teachers can use praise and feedback most effectively to affect their interactions with children in their classrooms and improve the classroom atmosphere (Conroy, Maureen, A., Sutherland & Kevin, S., 2009).

According to educational experts who oppose the use of corporal punishment, use of positive reinforcement techniques reduces the frequency and extent of misbehaviour (CEHD, 2016). CEHD (2016) further states that teachers can reward students in a variety of simple ways as described below:

Natural and direct reinforcement: This type of reinforcement results directly from the appropriate behaviour. For example, interacting appropriately with peers in group activities will lead to more invitations to join such activities. The natural reinforcement for appropriate bids for attention, help, participation, etc. is providing the attention, help and opportunity to participate. The goal should always be to move the student to natural and intrinsic reinforcement.

Social reinforcers: These are reinforcers that are socially mediated by teachers, parents, other adults and peers which express approval and praise for appropriate behaviour. Comments (“Good job”, “I can tell you are working really hard”, “You’re nice”), written approval (“Super”), and expressions of approval (nodding your head, smiling, clapping, a pat on the back) are all very effective reinforcers.

Activity reinforcers: Activity reinforcers are very effective and positive for students. Allowing students to participate in preferred activities (such as games, computer time, etc.) is very powerful, especially if part of the reinforcement is being allowed to choose a classmate with whom to participate in the activity. This also provides social reinforcement from the partner.

Tangible reinforcers: This category includes edibles, toys, balloons, stickers and awards. Edibles and toys should be used with caution. Parents may have reason to object to edibles as reinforcement (for example, if a student has a weight problem) and toys can make other students envious. Awards can be in the form of certificates, displaying work and letters home to parents commending the student’s progress. These are powerfully motivating reinforcers.

Token reinforcement: Token reinforcement involves awarding points or tokens for appropriate behaviour. These rewards have little value in themselves but can be exchanged for something of value.

Advantages of using positive reinforcement are, as described in Rumfola, (2017):

- Students can learn through the social cues of their teachers as to what constitutes acceptable behaviour. For example, if one student is praised for a desired behaviour, other students also learn that this behaviour is acceptable and that it will be praised.
- One important advantage of using positive reinforcement is that students actively enjoy being present and learning in the classroom.
- Use of positive reinforcement leads to heightened enthusiasm in students – and even the teacher!
- Furthermore, it can allow accomplishment to be celebrated as a class.
- Positive reinforcement leads to a greater sense of community in the class.
- Use of positive reinforcement is related to increased student attendance.
- When positive reinforcement is used, students are more motivated.

After putting all the positive reinforcements and their advantages into perspective, there should be a resultant change in learner behaviour with regard to the implementation of alternatives to corporal punishment.

2.5.3 Alternatives to corporal punishment in relation to learner behaviour

The present situation in South African schools seems to suggest that a lack of discipline and self-discipline among high school students has led to a continuation of unsuccessful learning and teaching. Discipline in a positive sense refers to learning, regulated scholarship, guidance and orderliness. Discipline may therefore qualify as an integral part of an effective educational endeavour in which parents and teachers give assistance to a learner seeking help (Mabeba & Prinsloo, 2003).

Ferreira, Badenhorst & Wilkenson (2007) stated that the majority of education students believed that the abolition of corporal punishment had been a mistake leading to poor discipline in schools. Some teachers also pointed out that bullying, assault and fighting among learners were the most common types of misconduct in schools. Absence from class, including arriving late and bunking, is also mentioned as having

a major impact on schools. Theft, swearing at teachers, vandalism, intimidation, undermining teacher authority and physical abuse were high on the list (Ferreira, Badenhorst & Wilkenson, 2007). The effect of learner misconduct on teaching commitments also seems to suggest that learners who deliberately interrupt educators' teaching through disruptive behaviour was the single most prominent type of misconduct mentioned by a number of headmasters (Rossouw, 2007).

School discipline and punishment have been a bone of contention in the education profession for a long time now, yet it would seem there is no end to this issue. Debate founded on religious, social and cultural values suggests that it is essential to punish children physically, because it helps to bring about the values of society, good conduct and discipline in them (Masitsa, 2008). According to Matheolane, (2016), those who advocate corporal punishment argue that the ever-growing disregard for authority among the youth stems from the abolition of physical punishment both at home and at school. Matheolane (2016) alluded that this is tantamount to the teacher losing a grip on the learner. Studies have established a strong relationship between corporal punishment and the development of aggressive behaviour by learners and also corporal punishment has a tendency to develop aggressive hostility instead of selfdiscipline (Reuters, 2014). For many learners, especially boys, it leads to feelings of revenge, anti-social aggressiveness and a high rate of vandalism (Gregar-Kaylor, 2006). The present situation in South African schools demonstrates that a lack of discipline and self-discipline among high school learners has led to a continuation of unsuccessful learning and teaching.

It can be argued, on the other hand, that corporal punishment does not result in longterm behavioural change; it rather teaches the child to avoid the punishable behaviour when the person who does the caning is at hand (Encyclopaedia on Early Childhood Development, 2011). It is suggested that violent punishment only temporarily stops the learner's behaviour to prevent further beating, only to bottle up resentment and rage which resurfaces at a later stage (Andero & Stewart, 2004; Dlamini, 2005). From the time students became aware that corporal punishment had been outlawed, a state of unruliness prevailed in a large number of South African schools. Many learners seemed to take advantage of teachers since they knew that punishment would not be meted out on them physically (Makapela, 2006). It is

evidently clear that the abolition of corporal punishment played a role in the increase of learner misdemeanours such as drinking, smoking, cheating and truancy at schools (Gregar-Kaylor, 2006).

2.5.4 Alternatives to corporal punishment in relation to teaching and learning

The alternatives to corporal punishment policy is a developmental and constructive way of instilling discipline amongst learners with regard to teaching and learning, a way which will not only help learners move towards a more peaceful and tolerant society, but which will also help instil self-discipline and encourage them to realize their academic potential and become mature and independent thinking adults (Tungata, 2006).

For effective teaching and learning to take place in classroom, according to Professor Kader Asmal, MP (2000), the teacher must:

- Adopt a whole school approach and make sure that his or her classroom discipline reflects the school's policies - discipline is not only a classroom issue, it impacts on the whole school. Classroom and school strategies should be congruent. Create a climate in which these issues are discussed, evaluated and new strategies put in place. Co-operation and consistency among the staff will strengthen whatever individual teachers try to implement in their classes and give learners a sense of security, as they will know what to expect as well as what is expected of them.
- Establish ground rules – the teacher should set class rules with the class at the beginning of the year, make sure that everybody understands the logic behind each rule. Put the rules where they can be seen or give each learner a copy: they could even sign it as an agreement with everybody in the class. Be serious and consistent about the implementation of the rules - the rules should apply equally to everybody in the class. Be fair - it is critical to a relationship of trust between the teacher and the learners. Make sure that any disciplinary action is carried out firmly but fairly.

- Know your learners and focus on relationship building - build a relationship of trust in which learners feel respected, understood and recognised for who they are. Do things like remember their names, get to know them, notice who seeks attention and who does not, be sincere, ask how they are if they have been ill, find out about their lives, talk to them, make it clear that you care about them, make time for them. Reach out to everybody, including those who may be part of a clique or a social group, including gangs. Send a message of inclusion and lay the foundation for open communication channels.
- Manage the learning process and the learning environment enthusiastically and professionally - your motto should be: "Be prepared". Work for the day should always be well prepared, anticipate that some learners will finish before others and have something for them to do. Make sure that the work is relevant to the learners. Set up a learning environment that is conducive to learning, display learners work or involve them in setting up classroom displays. Be self-critical: if something does not work, consider all the reasons why this may be so, including that perhaps you could have done something differently.
- Learning materials and methodology include things like conflict management, problem solving, tolerance, anti-racism, gender sensitivity, and so on in your learning materials as well as in the way in which the classroom is managed. The methodology should provide the opportunity for learners to practise their skills in these particular areas as well as to build a co-operative learning environment in which learners understand the dynamics of working together and are able to give and take in a group situation.
- Be inclusive - leaving learners out, not reflecting an understanding of their needs, and so on could alienate them. Use materials, pictures, language, music, posters, magazines and so on that reflect the diversity of the class so that no learner feels left out or that his or her identity is not valued.
- Give learners the opportunity to succeed - we have all heard it said that success breeds success. Learners who feel positive about themselves and their ability to succeed will make better learners. Some traditions that have been around for a long

time may contribute to some students feeling superior and others frustrated or inadequate. For example, only acknowledging those learners who obtain A aggregates as opposed to those learners who have worked to their best ability and achieved what is for them the equivalent of an A symbol may be frustrating to a learner who worked hard. Take steps to avoid favouritism and celebrate a broad range of student achievement.

- Allow learners to take responsibility - provide space for learners to be responsible, whether in the way they conduct themselves in the classroom, running a community project, taking care of a class pet or filling in the class list for the teacher. Being responsible for the day to day events that take place in the class will develop their sense of self-worth as well as their ability to take responsibility for themselves and their communities.
- Give attention seekers what they want - attention! It is unlikely that learners who seek attention are going to stop doing what they are doing because they are being ignored. It is even more improbable that negative attention like being shouted at or responded to with sarcasm will stop them or impact positively on their behaviour. If a learner constantly seeks attention, albeit negatively, seek out ways that you can engage with him or her in a positive way, even if it is through simple strategies like giving them a task to do, sending them out of the room for a few minutes on an errand, or giving them responsibility for something or anything else that will acknowledge them.
- Use professional assistance - if there are learners who display particular difficulties in the classroom such as issues of socialisation, learning barriers, emotional difficulty, distress, aggressive behaviour, bullying and so on, seek help from your colleagues and if necessary, from professionals such as psychologists or community counsellors. A well-managed learning environment in which proactive strategies are put in place will reduce the need for disciplinary measures significantly. It will, however, not eradicate it. Humphreys (2013) reminds us that discipline is part and parcel of human relationships and that it is vital to see it within that dynamic social process. It is therefore important to put additional strategies in place, which pre-empt disciplinary

situations that may arise so that they can be managed consistently with a minimum amount of disruption and stress (Humphreys, 2013).

However, there has been no improvement since the introduction of Alternatives to Corporal Punishment in 2000, as there is still no remarkable change in learners' behaviour. As Maphosa & Shumba, (2010) note, the escalation of learner indiscipline cases in schools suggests failure by teachers to institute adequate alternative disciplinary measures after corporal punishment was outlawed in South African schools. Looking at the research studies dating back from 2002–2010, corporal punishment is still continuously used in schools (Maphosa & Shumba, 2010). The fact that the ATP does not seem to work raises a fundamental question as to whether the ATP is an appropriate strategy for instilling discipline in schools.

According to Radile, (2007), indiscipline remains a serious challenge for education leaders, teachers and practitioners in South African schools after the introduction of alternatives to corporal punishment. Teaching and learning are affected and learners' academic performance is deteriorating drastically. Various approaches to instilling discipline such as the ATP, i.e. verbal warning, demerits, additional work, tidying the classrooms, and detention, have been implemented, yet indiscipline continues to grow. There is evidence that in some schools the ATP is not used and in some it is wrongly implemented, as a result of which the desired outcome is not reached (Radile, (2007). However, alternatives to corporal punishment has benefits which if implemented judiciously will bring about great changes in the maintenance of discipline in the schools.

2.5.5 Benefits of alternatives to corporal punishment

Vally in Khewu, (2012) states that successful schools depend on good discipline and serve as a cornerstone in the foundation of their success. All learners are expected to conduct themselves in a manner conducive to learning in all places and activities. When there is discipline in school, educators are in charge of their classrooms and make reasonable rules for controlling their classrooms, which is satisfactory to the

administration. Learners are required to respect their educators at all times and follow their directions and instructions whether they are in the classroom, on the playground, in the halls, or at any school sponsored activities. For normal teaching to take place, learners need to be disciplined (Vally in Khewu, 2012).

According to the Department of Education document (2000), alternatives to corporal punishment has lots of benefits which among other things include the following:

- Respectful adults: children are more likely to be respectful when they themselves feel respected by the adults who work with them. They are also more likely to show care for others if they feel cared for.
- Communication: teachers are authentic and un-patronising. They explain to learners what they are doing and why they are doing it. They ask learners for their opinions and are sincerely interested in their responses. Learners' needs are met through open communication with their teacher who takes time to listen and enjoy private conversations with them.
- Facilitate connection between learners: provide situations in which learners share with the rest of the class aspects of their identity so that they can build on their knowledge and understanding of one another. In that way relationships of respect are built.
- Class-wide discussions: the class as a community discusses together issues which affect them as a community.
- Conflict resolution: conflict is a natural part of life and according to educators who subscribe to this type of process, it facilitates learning around the values, attitudes and skills associated with conflict resolution. Notwithstanding the above benefits of alternatives to corporal punishment, there are challenges with regard to its implementation.

2.5.6 Challenges with the implementation of alternatives to corporal punishment

In an attempt to implement the alternatives to corporal punishment a study has revealed that there is tension between some measures suggested in the ATCP strategy built around moral commitment and self-regulation and the punitive measures that schools use in attempting to implement the ATCP. This means that although the ATCP was initiated with a normative objective, the actual implementation is punitive and can yield unintended results, and all of the recommended alternatives seem to be yielding unintended results. One of the main practices recommended in the ATCP strategy as an alternative to corporal punishment is “verbal warning” (Maphosa & Shumba, 2010).

Tozer (2010) defines verbal warning as a disciplinary measure administered by the class teacher on the spot. However, more serious, bad, dangerous, or annoying disciplinary measures, together with formal reprimands, must be given in the school office, e.g. by the school principal. However, the words “bad”, “dangerous”, or “annoying” have a negative connotation and can trigger fear. Often teachers also mistake verbal warnings with shouting (verbal abuse) and shouting can also trigger anger and fear in learners. In changing the learners’ behaviour, if verbal warning has a possibility to trigger fear and to expose learners to psychological abuse, then it is in conflict with the ATCP principle to outlaw the physical and psychological abuse of learners (Tozer, 2010).

Other alternatives to corporal punishment include demerits and physical work. Naong (2007) argues that non-corporal forms of punishment, such as making children do heavy and unacceptable physical labour, are not normative and constitute corporal punishment. Moreover, Naong (2007) argues that if a demerit is a mark deducted or awarded against learners for bad work or behaviour or something that deserves blame, fault or offence, this gives a sense that the demerit system is reactive. Masitsa (2008) also believes that demerits focus on what a child should not do and because, at times, there is no consistency in administering demerits, learners end up seeing them as a mockery. Naong (2007) prefers to destigmatise the demerits by calling them “merits” because of the belief that demerits are punitive as they are imposed only when pupils

behave unacceptably and no rewards are given for acceptable and improved behaviour because the focus is on punishing rather than developing a learner to grow to be a responsible citizen.

Another problem to alternative to corporal punishment is raised by Masitsa (2008) with reference to “detention”. He explains that detention may take the form of isolation during class, during break or after school; however, Masitsa (2008) queries if detention is able to change the learners’ behaviour because detention is not always positively received by learners. Some learners view detention as punishment because the learners’ perception or receptiveness towards being kept in isolation, confinement or custody as a consequence of their actions can never be the same (Masitsa, 2008).

The Bill of Rights states that children must be protected from any action that would place at risk the child’s wellbeing, education, physical or mental health or spiritual, moral or social development (Dawes *et al.*, 2004). Looking at the nature of the recommended ATCP strategy, it is important to note that, although it does not entail direct infliction of ‘physical’ pain as is the case with corporal punishment, it can be argued that all the alternative measures have a potential to have a detrimental effect on the learners’ mental, spiritual and moral development. Teachers are believed to be the implementing agents for the ATCP and are the ones who should have a deeper understanding of the dynamics, the implementation challenges and results of the ATCP. As a result, they should be able to play a role in informing the policy makers on the strategies that do work in their schools, as well as the perceptions and the challenges thereof. However, this seems to be lacking in a country like South Africa as consultation is a principle that must be considered whenever issues of public interest are handled (Maphosa & Shumba, 2010).

Despite discussion or dialogue being one of the principles emphasised by Maphosa & Shumba (2010), teachers claim that they were never consulted on their views when the strategy was initiated and this could be a contributing factor to the continuous use of corporal punishment and the partial or non-use of ATCP. If consultation was not done and the ATCP was simply given to teachers to implement, then whose interest is the ATCP serving? This failure to consult can also produce conflicts, and the refusal

or reluctance of the teachers to implement the ATCP can lead to conflicts between school leaders, teachers and learners.

Soneson & Smith, (2005) claim that lack of the availability of effective implementation programmes and notes that the implementation of the policy banning corporal punishment has been thwarted made it ineffective for a range of reasons. These reasons are *inter alia*: lack of understanding of the policy, resource constraints, beliefs and attitudes (including parent, teacher and district officials' attitudes), class sizes and alternatives perceived, or found to be adequate. In the study conducted by Maphosa & Shumba, (2010) teachers suggested that alternative measures to corporal punishment were not very effective in curbing learner indiscipline in schools as they were just useless and time consuming.

Theoretically, the ATCP sounds very 'normative' in the sense that it seems to be emphasising 'pain-free' strategies that are aimed at ensuring that learners become self-reliant, responsible and accountable and thus need no coercion or policing. Soneson & Smith (2005) note that, on a closer look, the ATCP seems to have traits that, just like corporal punishment, may expose learners to injustices such as psychological trauma, verbal abuse, ridicule and isolation. The comparison of the ATCP to normative strategies is arguable because, for a strategy to be normative, the life cycle of the causes of the bad behaviour must be observed so that issues that trigger the bad behaviour can be identified, remedied or an appropriate tool be recommended if necessary (Mkhize, 2008). The recommended ATCP strategies are silent about the identification of the causes or rather the linking of the cause with an appropriate disciplinary tool (Soneson & Smith, 2005).

Regarding the application of alternatives, while literature approves some, it also warns against others that can produce unintended results, for example, those that can evoke hatred or cause poor or bad teacher-pupil relationships in class or school. According to Tungata (2006), some alternatives to corporal punishment should be applied with caution (Tungata, 2006). Out of concern for the possible wrong implementation of the ATCP, Mabusela, (2005) & Du Preez *et al.* (2002) raised a need to think about what the ATCP is and what it may do to children, as some teachers might resort to other

damaging practices that might not be physical, but still harm children emotionally or psychologically.

Roos (2003), Morrel, (2000) & Vally, (1998) explore the reasons it has been difficult for some teachers to make the shift to alternate discipline methods and to discontinue the use of corporal punishment. According to Roos, (2003:98), "...educators, parents and learners seem to be uncertain exactly what is permitted or prohibited by the new laws". Morrel (2000) believes that schools should not be solely responsible for discipline because home discipline also plays a role. Furthermore, certain parents feel that they themselves received corporal punishment and therefore schools should continue with this style of discipline (Morrel, 2001).

Teacher training for many years sanctioned the use of corporal punishment and therefore parents, teachers and principals believe in it as an effective discipline tool, (Vally, 1998). In schools, teachers are concerned about violence both in and out of the classroom and feel that corporal punishment is able to address this issue (Morrel, 2001). Reddy (in Roussow, 2003) sees the problem as exacerbated by an overemphasis on learner rights as well as negative learner attitudes. Furthermore, a culture of learning in schools is absent as well as a lack of qualified and competent teachers (Roussow, 2003).

Tungata, (2006) reports that when the ATCP law was passed, schools and teachers were left with a number of problems. Firstly, the DoE did not immediately provide the teachers with an alternative or suggestions to deal with disciplinary problems after corporal punishment was abolished in 1996; the ATCP was introduced only in 2000. Teachers, and even parents, were left to themselves to provide alternative ways to corporal punishment in disciplining children. Secondly, Tungata (2006:142) further notes that a representative from Childline South Africa once raised a concern that, "... not enough was being done to train teachers in alternative methods or discipline, with educators 'floundering' to find alternatives which enabled them to feel in control of the children they taught". As a result, he continues, the organisation "has come across many incidents in which children were humiliated and hurt emotionally and

psychologically because of a lack of knowledge of alternative methods of discipline” (Tungata, 2006:142).

2.6 SUMMARY

This chapter outlined the theoretical frameworks which consisted of Thorndike’s traditional behaviour modification theory and Rogers’ diffusion of innovations theory which served as lenses for the understanding of alternatives to corporal punishment. The empirical studies highlight different aspects of corporal punishment and alternatives to corporal punishment from a global and national perspective. The advantages, disadvantages, psychological effects of corporal punishment and the abolition of corporal punishment were discussed. Literature on alternatives to corporal punishment in relation to learner behaviour; teaching and learning; the benefits of alternatives to corporal punishment and challenges with the implementation of alternatives to corporal punishment were also described. The next chapter describes the research design and methodology.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The aforementioned chapter reviewed literature on the effectiveness of alternatives to corporal punishment. This chapter explores the methodological orientation and paradigm in which this research is located. The research procedure and its appropriateness are discussed. It outlines the following: research paradigm, research approach, research design, sampling procedures and how access to participate was granted, and describes the data collection procedure, trustworthiness, ethical considerations, and data analysis techniques.

3.2 RESEARCH PARADIGM

Creswell (2014:40) describes a research paradigm as “general philosophical orientations about the world and the nature of the research that the researcher brings to the study”. Also, a paradigm is a comprehensive belief system, world view, or framework that guides research and practice in a field (Cohen, Manion & Morrison, 2003). Each research paradigm is defined by its basic beliefs or metaphysics about how the researcher sees reality (ontology), how the phenomenon should be studied (epistemology) and the tools for studying the phenomenon (methodology) (De Vos *et al.*, 2011). The researcher used the interpretive paradigm for this study and aimed to give a descriptive analysis of educators’ views on the effectiveness of alternatives to corporal punishment to maintain discipline in schools. The interpretive paradigm also aims to capture the world of the people by describing their situations, thoughts, feelings and actions and by relying on portraying the research participants’ lives and voices (Hesse-Biber and Leavy, 2004).

3.2.1 Interpretive paradigm

An interpretive paradigm is a study where the researcher reconstructs the original words of the participants in order to reconstruct the intended meaning and try to

understand the phenomenon through the meanings that the participants assign to them (Maree, 2011). The same sentiments are echoed by de Vos *et al.* (2011) that in interpretivism reality should be interpreted through the meanings participants attach to their situations. Lindsay, (2010) adds by reiterating the ability of human beings to construct meaning according to their interpretations of the world in which they live resulting in multiple realities and relative actualities. This paradigm is characterised by a concern for an individual and his or her subjective world of experience and treats human behaviour as varied and informed by the situation and the context where it takes place (Shaningwa, 2007). It is principally concerned with human understanding, interpretation, inter-subjectivity, truth and the attempt to understand human experience at a holistic level.

The interpretive paradigm is based on the ontological assumption that reality exists in the form of multiple mental constructions, is subjective and is value laden because different people have different experiences, knowledge, views, interpretations and experiences of the same phenomenon (Denzin & Lincoln, 2011). The epistemological assumptions held by interpretive paradigm is that knowledge is constructed by maintaining a relationship between the researcher and the participants so that together they can co-construct reality which then becomes a social construction of the participants' own understanding based on their views within the environment, experiencing life within the environment and the researcher and the participants interactively engaged in talking and listening, reading and writing (Denzin & Lincoln, 2011).

The methodological expectations underpinning the paradigm is that the new knowledge should be constructed by using multiple methods which are interactive and humanistic like observations, documents, interviews and using humans as research instruments (Creswell, 2014). The researcher believes that as people interact with their environment, they assign meaning to different phenomena in their environment. The researcher should then interpret those meanings through the eyes of the participants. To do this, the researcher believed that reality exists in the form of multiple mental constructions and to unearth this reality the researcher created and maintained a cordial relationship with participants and together they revealed what is actually

prevailing in the various schools after the introduction of alternatives to corporal punishment to maintain discipline in schools.

The importance of this paradigm is its ability to reflect the reality as perceived by each individual's own experiences and interpretations (Shaningwa, 2007). It allowed the researcher to gain an understanding of educators' views on the effectiveness of the alternatives to corporal punishment. It also assisted the researcher to gain more insight into the interface between alternatives to corporal punishment and learner behaviour and the perceived benefit thereof on teaching and learning. The reasons educators persist with the use of corporal punishment despite the abolishment thereof were also unearthed.

3.3 RESEARCH APPROACH: QUALITATIVE

Shank (2002:95) defines qualitative research as “a form of systematic empirical inquiry into meaning”. By ‘systematic’ he means “planned, ordered and public”, following rules agreed upon by members of the qualitative research community. By ‘empirical’ he means that this type of inquiry is grounded in the world of experience. Inquiry into meaning says researchers try to understand how others make sense of their experience. Denzin & Lincoln, (2000) claim that qualitative research involves an interpretive and naturalistic approach. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them. According to them qualitative research interprets these behaviours and experience in words and not in figures, thus providing depth and “thick” description of social reality.

Krauss (2005:50) points out that qualitative research is based on a “relativistic, constructivist ontology that posits that there is no subjective reality, rather multiple realities constructed by human beings who experience a phenomenon or interest”. According to Joubish (2011) a qualitative approach refers to situations where you collect data in an unstructured or structured way; therefore, if you use an unstructured interview you will have qualitative data. In addition, Joubish (2011) stipulated that the reasoning process used in qualitative research involves perceptually putting pieces

together to make a whole and from this process meaning is produced and, because perception varies with the individual, many different meanings are possible.

This study employed a qualitative research approach. The researcher collected data in face-to-face situations by interacting with selected respondents in their natural settings (e.g. conducting interviews) as supported by McMillan & Schumacher (2006). Again a qualitative approach was adopted with the aim to describe and understand it in a subjunctive manner, which is the educator's views on the effectiveness of alternatives to corporal punishment. The researcher personally visited selected schools to collect data and interact with selected respondents to understand their real life situations. In this study the collected data was presented in the form of words and the review of documents.

My motivation for using a qualitative method or approach in this study is briefly outlined as follows: Qualitative research is regarded as the most appropriate (Merriam, 2009), as it seeks to discover and understand a phenomenon, a process or the perspectives and worldviews of people involved. This design is preferred because it enabled the researcher to collect rich data on educators' views on the effectiveness of alternatives to corporal punishment to maintain discipline in schools. It aims to help us understand the world in which we live and why things are the way they are. "It involves the use of methods such as case studies, interviews, observation and textual analysis, which provides insights into cultural aspects and human interactions" (De Villiers, 2005:78). According to Joubish (2011), it is concerned with social aspects of our world and seeks to answer questions such as why people behave the way they do, how opinions and attitudes are formed and how people are affected by the events that go around them.

According to Creswell (2007), qualitative research begins with a clearly defined problem, a worldview, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem. To study this problem, qualitative researchers use a qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is inductive and establishes patterns or themes. The final written report or presentation includes the voices of participants, the

reflectivity of the researcher, and a complex description and interpretation of the problem. Qualitative research relies on data in the form of words and researchers depend on description to express data (Badenhost, 2010). Qualitative research designs emphasise gathering data on naturally occurring phenomena. The researcher must search and explore with a variety of methods until a deep understanding is achieved (McMillan & Schumacher, 2006). The goal of qualitative research is therefore defined as describing and understanding rather than the explanation and prediction of human behaviour (Babbie & Mouton, 2010). A qualitative approach stems from an anti-positivistic, interpretative approach and is idiographic and thus holistic in nature, and aims mainly to understand social phenomena and the meaning that people attach to everyday life (Fouché & Delport, 2003). The researcher aimed to understand human phenomena and investigate the meaning that participants gave to events relating to the effectiveness of the implementation of alternatives to corporal punishment to maintain discipline in schools. In qualitative research the researcher attempts to understand people in terms of their own definition of their world (Mouton, 1996).

Qualitative research describes and analyses people's individual and collective social actions, beliefs, thoughts, and perceptions (McMillan & Schumacher, 2006). The researcher chose a qualitative approach to explore the behaviour, beliefs, perceptions and experiences of the participants regarding the effectiveness of the use of alternatives to corporal punishment to maintain discipline in the schools in the absence of corporal punishment. A qualitative research approach enabled the researcher to understand the social phenomenon from the participants' perspectives. McMillan & Schumacher (2006) concur that qualitative research is mostly concerned with understanding the social phenomenon from the participants' perspectives.

In qualitative research, the researcher usually works with a wealth of rich descriptive data, collected through methods such as participant observation, in-depth interviewing and document analysis (Mouton, 1996). In qualitative research, researchers tend to keep field notes as they participate in the fieldwork often in natural field settings (Mouton, 2008). Qualitative research is interactive, face-to-face research, which requires a relatively extensive amount of time to interview, systematically observe, and record processes as they occur naturally (McMillan & Schumacher, 2006). In

qualitative research the natural and subjective components of the sample are emphasised. It is for this reason that qualitative research is also referred to as naturalistic research (Mouton, 1996). Moreover, the research strategy is usually of a contextual nature. This implies focus on the individual case (or small number of cases) in its specific context of meanings and significance (Mouton, 1996). Since the researcher chose a qualitative approach the focus was on a small number of individuals as opposed to the large numbers of participants in a quantitative approach. So, the focus was on four principals, sixteen educators and four SMT members.

A qualitative research approach has some characteristics and features which make it unique from other approaches. According to MacMillan & Schumacher (2010), qualitative research is characterised by the following features:

- (i) Natural settings, in qualitative research behaviour is studied as it occurs naturally. Qualitative researchers tend to collect data in the field at the site where participants experience the issue or problem under study (Creswell, 2009). Babbie & Mouton (2010) state that research is conducted in the natural setting of social actors.
- (ii) Context sensitivity in which the situational context plays an important role in understanding behaviour. This is based on the belief that human actions are strongly influenced by the setting in which they occur. The main concern is to understand social action in terms of its specific context (ideographic motive) rather than attempting to generalise to some theoretical population (Babbie & Mouton, 2010).
- (iii) Direct data collection as researchers collect data directly from the source. They collect data themselves through examining documents, observing behaviour, or interviewing participants (Creswell, 2009). It is in this sense that Babbie & Mouton (2010:35) view the qualitative researcher as the “main instrument” in the research process.
- (iv) Rich narrative descriptions, as qualitative research comprises detailed narratives that provide in-depth understanding of behaviour. Every detail that is recorded is thought to contribute to a better understanding of behaviour. The primary aim of qualitative research is in-depth (“thick”) descriptions and understanding of actions and events (Babbie & Mouton, 2010).

(v) Process orientation: The qualitative researcher wants to know how and why behaviour occurs. The focus is therefore on process rather than outcome (Babbie & Mouton, 2010).

(vi) Inductive data analysis is induced from synthesizing gathered information; this means the data is gathered first. Qualitative researchers build their patterns, categories, and themes from the bottom up, by organising the data into increasingly more abstract units of information (Creswell, 2009). This inductive process illustrates working back and forth between the themes and the database until the researcher has established a comprehensive set of themes. This implies that the research process is often inductive in its approach, resulting in the generation of new hypotheses and theories (Babbie & Mouton, 2010).

(vii) Participant perspectives where the focus is on participants' understanding, descriptions, labels, and meanings. In qualitative research the actor's perspective (the "insider" or "emic" view) is emphasised (Babbie & Mouton, 2010). Therefore, in the entire qualitative research process the researcher keeps a focus on learning the meaning that the participants hold about the problem or issue, not the meaning that the researchers bring to the research or writers express in the literature (Creswell, 2009).

(viii) Emergent design, which evolves and changes as the study takes place. This means that the initial plan for the research cannot be tightly prescribed, and all phases of the process may change or shift after the researcher enters the field and begins to collect data (Creswell, 2009). For example, the questions may change, the forms of data collection may shift, and the individuals studied and the sites visited may be modified.

Complex understanding and explanation: Understandings and explanations are complex, with multiple perspectives. Central to qualitative research is the belief that the world is complex and that there are few simple explanations for human behaviour. The methods that investigate behaviour, as well as the explanations, need to be sufficiently complex to capture the true meaning of what has occurred. This leads researchers to examine multiple perspectives. This involves reporting multiple perspectives, identifying the many factors involved in a situation, and generally sketching the larger picture that emerges (Creswell, 2009).

Adopting a qualitative research approach in this study helped the researcher to explore the perceptions and experiences of all the participants on the alternatives to corporal punishment. A qualitative approach enabled the researcher to collect data on alternatives to corporal punishment from the participants through the use of semistructured interviews and documentary reviews. Thus, qualitative research helped the researcher to sketch a larger picture of the interface between corporal punishment and learner behaviour and its perceived benefits for teaching and learning. Moreover, it gave the researcher an understanding of the barriers that prevent teachers from implementing the alternatives to corporal punishment.

3.4 RESEARCH DESIGN: CASE STUDY

According to McMillan (2008), research design refers to a plan for carrying out a study. Maree, (2011) also defines the research design as a plan or strategy which moves from the underlying philosophical assumptions to specifying the selection of respondents, the data gathering techniques to be used and the data analysis to be used. According to McMillan & Schumacher, (2006), research design is the plan that describes the conditions and procedures for collecting and analysing data. McMillan & Schumacher (2009) claim that qualitative researchers approach research with the assumption that nothing is trivial or unimportant. Kumar (2005) defines research design as a procedural plan that is adopted by the researcher to answer questions validly, objectively, accurately and economically. Robson (2011) further asserts that research design is concerned with turning the research questions into projects.

In qualitative research there are five research designs to be used: conceptual studies, historical research, action research, case study research and grounded theory (Maree, 2011). For this research, the researcher used a case study research design to direct the research, from the research questions posed through data collection and analysis to finding the answers to the research questions. According to Maree, (2011), a case study is a systematic enquiry into an event or set of related events which aims to describe and explain the phenomenon of interest. This is augmented by the classical definition of case study research by Yin, (1984), who describes a case study as an

empirical enquiry that investigates a contemporary phenomenon within its real life context when boundaries between the phenomenon and contexts are not clearly evident. Since then, most explanations of case studies according to various authors have common elements central to it.

Hamilton & Corbett-Whittier (2013) maintain that (i) case studies are empirical enquiries; (ii) are conducted within localised boundaries; and (iii) examine a contemporary issue in a real life context. There are two categories of case studies, namely intrinsic and instrumental case studies. Intrinsic case studies attempt to capture the case in its entirety by understanding the phenomenon that makes up the case fully. Instrumental case studies focus only on certain issues of the case (Hamilton and Corbett-Whittier, 2013). Case study research is “an inquiry focusing on describing, understanding, predicting, and or controlling the individual (i.e., process, animal, person, household, organization, group, industry, culture, or nationality” (Woodside, 2010:455). Saunders et al. (2007:10) also define a case study as a “research strategy that involves the empirical investigation of a particular contemporary phenomenon within its real-life context”. According to Zainal (2007:100), “case studies are used for the investigation of contemporary real-life phenomenon through detailed contextual analysis of a limited number of events or conditions, and their relationships”.

A qualitative case study research design involves in-depth, field-based studies of particular phenomena (Creswell, 2008; Miles & Huberman, 1994). Leedy & Ormrod (2001) further state that “a case study has a defined time frame”. Though case studies have traditionally been criticized for their lack of scientific rigour and generalization, they have their strengths when dealing with a complex real-life activity such as the educator’s views on the effectiveness of alternatives to corporal punishment.

According to Goddard & Melville (2001:65), 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”. In another development, Punch (2005:5) 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 community, a society or any other unit of social life.”

According to Yin (1994), case studies can be grouped into two types, namely holistic case studies and embedded case studies. A holistic case study is the one which is focused on the case as a unit of analysis, while in an embedded case study the case functions as the unit of analysis, but there are also sub-units of analysis within the case.

In this study, the researcher used a case study design because he was not particularly interested in the lives of the principals, teachers and the members of the SMT but rather the educators' views on the effectiveness of alternatives to corporal punishment to maintain discipline in schools in the O.R. Tambo District in the Eastern Cape. The case in this study comprises the principals, teachers and SMT members in four purposively selected high schools. Finally, case studies afford the researcher an opportunity to use multiple data collection tools such as interviews and document reviews.

3.5 DATA COLLECTION PROCEDURES (METHODOLOGY)

According to Creswell, (2007), methodology is a strategy or plan that links methods to actions and governs the choices and use of methods. The methodological issues in the previous chapter provided the content with closer consideration of the practical dimensions of the research method employed in this study. The methodology in this study refers to the approach that was employed by the researcher during the research process which was based on the following: approval process, sampling strategies and selection of respondents, data collection instruments, data analysis, trustworthiness and credibility and ethical considerations.

3.5.1 Negotiating access

A research proposal was submitted to the Faculty Research and Higher Degree Committee and approval was granted and ethical clearance was issued, having met the required standards set by the Faculty of Research and Higher Degrees Committee (FRHD) (see Appendix A). The Eastern Cape Department of Education was requested for permission to conduct research in selected secondary schools in the O.R. Tambo District of the Eastern Cape Province. Approval was granted (see Appendix D).

Contact with the prospective participants was sought through face to face interactions and also telephonically. The participants were also provided with a cover letter which clearly described the research, its intended purposes and anticipated contribution to the field of quality of teaching and information about protection of rights, confidentiality and the voluntary nature of the study. An informed consent form which detailed the intent of the study, the use of potential findings and any potential consequences for the participants was provided to all participants. An opportunity was afforded to all participants to read the consent form with the proviso that participation was purely and strictly on a voluntary basis and could be ceased at any point in time during the course of the research duration (see Appendix E). All the participants of the four selected schools for the research were requested to sign the informed consent forms for the interview process.

3.5.2 Population

According to Castillo, (2009) a research population is generally a large collection of individuals or objects that is the main focus of a scientific enquiry. Again, according to McMillan & Schumacher, (2009), population is a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and from which we intend to get the results of the research. Castillo, (2009) further mentioned that target population refers to the entire group of individuals or objects in which researchers are interested. The target population usually has varying characteristics and it is also known as the theoretical population. The population in this study comprised of all schools, principals, SMTs and teachers in O.R. Tambo District.

3.5.3 Sampling and sample

In this study the researcher employed purposive and convenient sampling. Purposeful sampling, that is non-random sampling techniques in which the researcher solicits persons with specific characteristics to participate in a research study, was employed (Bogdan & Biklen, 2007; Johnson & Christensen, 2019). According to Barbie & Mouton, (2006), the purposeful sampling method may be used to study a small subset of a larger population in which the subset is easily identified. The logic and power of purposeful sampling lie in selecting information-rich cases for study in depth (Barbie &

Mouton, 2006). They further stated that information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the inquiry, hence the term 'purposeful sampling'. Studying information-rich cases yields insight and in-depth understanding rather than generalisations (Preston cited in Patton, 2002).

Convenient sampling was used to select four schools in the O.R. Tambo District on the basis of proximity, accessibility and convenience. Once the four schools were selected, teachers were selected on the basis that they were responsible for maintaining discipline and manage learner discipline in their respective classrooms, while principals and SMT members were selected on the bases of their capacity to manage and maintain discipline in the school. Participants comprised of four (4) teachers, four (4) principals and four (4) SMT members from four high schools in the O.R. Tambo District. A total number of 12 participants were selected.

3.6 DATA COLLECTION INSTRUMENTS

Data can be collected using various techniques. The decision about which tool to use for data collection is guided by the research questions. Qualitative methods of data collection comprise interviews, observations, documentary reviews, learners' code of conduct and classroom rules. The researcher employed interviews and document reviews to collect data for this study.

3.6.1 Interviews

Numerous studies employed qualitative approaches to investigate people's subjective experiences, opinions and beliefs that cannot be measured statistically (Percy, Kostere & Kostere, 2015). In all forms of the paradigm, most data are collected using interviews necessary to allow the researcher to understand the phenomenon from the persons' accounts (Merriam, 2016). Unlike a quantitative study, in a qualitative study the researcher is the primary instrument in the data generation (Paisley & Reeves, 2001) and interview questions are at the heart of interviewing. Moreover, an in-person interview is widely acknowledged as a suitable technique for qualitative inquiry to seek the insights of those who have experienced or are experiencing the phenomenon

(Collingridge & Gantt, 2008; Wimpenny & Gass, 2000). An interview is a two-way conversation in which the researcher asks the participant(s) questions to collect data and learn about the ideas, beliefs, views, opinions and behaviour of the participants (Maree, 2007).

Research interviews take various forms such as open-ended interviews, semistructured interviews and structured interviews (Denzin & Lincoln, 2008). Mertens (1998) contends that interviews allow intimate, repeated and prolonged involvement of the researcher and the participant, which enables the researcher to get to the root of what is being investigated. An interview is meant to record and analyse people's opinions, experiences, beliefs and ideas on relevant topics. The respondents are required to present detailed information. This gives a deeper insight into the social phenomenon, as compared to the quantitative methods such as surveys and questionnaires. Interviews are also convenient to gather data when the research deals with more sensitive topics, about which the participants may not feel very comfortable to talk openly in a group environment (Gill, Stewart, Treasure, & Chadwick, 2008).

De Vos *et al.* (2011) find interviews to be the most important data collection tools in qualitative research. Interviews allow the participants and the researcher to discuss the phenomenon under study from their perspectives or points of view and can use the knowledge, values, attitudes and beliefs of participants about the phenomenon to implore them to engage in direct verbal interaction during data collection (Cohen, Manion & Morrison, 2011).

Such interviews are used to gain a detailed narrative of the participants' perceptions because they allow the researcher an opportunity to follow up important issues that emerge during the interviews, thus affording the participants an opportunity to expatiate their minds. Also, the researcher developed a set of questions in the form of an interview schedule to guide the interview process (de Vos *et al.*, 2011). The face to face mode of interviewing. According to Briggs, Coleman & Morrison (2012), affords the interviewer the opportunity to observe the participant's body language signals to the researcher and how to proceed.

Interviews have various purposes, as indicated in Cohen, Manion & Morrison (2008): to evaluate or assess a person in some respect, to select or promote an employee, to effect therapeutic change, as in the psychiatric interview, and to test or develop hypotheses. Again, another purpose is to gather data as in surveys or experimental situations and to sample respondents' opinions, as in doorstep interviews. Also, one of the purposes is that interviews may be used as the principal means of gathering information having a direct bearing on the research objectives; it may be used to test hypotheses or to suggest new ones; or as an explanatory device to help identify variables and relationships; and it may be used in conjunction with other methods in a research undertaking.

According to Creswell (2012) & McNamara (1999), characteristics of qualitative research interviews include the following: interviews are completed by the interviewer based on what the respondent says, and they are a far more personal form of research than questionnaires. In the personal interview, the interviewer works directly with the respondent and, unlike with mail surveys, the interviewer has the opportunity to probe or ask follow up questions. Interviews are generally easier to respond to especially if what is sought is opinions or impressions. Interviews are time consuming and they are resource intensive especially if the interviewer is considered as part of the measuring instrument. Finally, an interviewer has to be well trained in how to respond to any contingency.

3.6.2 Structured interviews

A structured interview standardises the order in which questions are asked of survey respondents, so the questions are always answered within the same context. This is important for minimising the impact of context effects, where the answers given to a survey question can depend on the nature of preceding questions. Though context effects can never be avoided, it is often desirable to hold them constant across all interviewees (Kvale & Brinkman, 2008).

According to Lindlof & Taylor (2002), structured interviews can also be used as a qualitative research methodology. For structured qualitative interviews, it is usually necessary for researchers to develop an interview schedule which lists the wording

and sequencing of questions. Interview schedules are sometimes considered a means by which researchers can increase the reliability and credibility of research data (Lindlof & Taylor, 2002). However, with regard to this research, the researcher used semi-structured interviews for collection of data.

3.6.3 Semi-structured interviews

The researcher used semi-structured interviews, because they granted him the opportunity to plan ahead for the questions to ask the participants using an interview schedule (Briggs, Coleman & Morrison, 2012). Semi-structured interviews are like a conversation between the researcher and the participant where the researcher asks the participant a set of pre-determined questions, and also involves probing for answers and for clarification of answers (Maree, 2011). Furthermore, the interview protocol allowed the researcher to align the questions with the research questions, themes in literature review and the theoretical framework (Maree, 2011). The author then concedes that semi-structured interviews have a built-in functionality (probes) to allow the researcher to dig deeper in order to get more clarity. The researcher used probing questions to ask for clarity or to seek additional information from the participants thus granting the researcher the opportunity to collect the richest data with great depth (Hamilton & Corbett-Whitter, 2013).

Semi-structured interviews have among other things the following advantages: the interviews can be recording-based such that the interviewer can transcribe the tapes later, that is in the case the interview happens to have diverged from the interview guide (Cohen and Crabtree, 2006); the interview acts as a good source of comparable and reliable qualitative data; the interview questions are prepared in advance such that the interviewer is able to internalise all that the interview entails (Cohen & Crabtree, 2006) and thus the researcher conducts the interview with much competence; the respondents are afforded the opportunity and freedom to give their insights and views in the most convenient ways (Cohen & Crabtree, 2006); and large amounts of detail are generated which is fairly flexible and sensitive, fairly reliable and easy to analyse.

However, there are some demerits or disadvantages that are associated with semi-structured interviews. Among other things these include: the interviews may sometimes be costly in terms of resources required, for example, tape recorders (Cohen & Crabtree, 2006) and the interviews may be time consuming (Itika, 2005). In addition, the researcher cannot guarantee honesty of participants, cause and effect cannot be inferred, flexibility of the interview may lessen reliability and open-ended questions are difficult to analyse.

Notwithstanding the disadvantages associated with semi-structured interviews as a method of data collection, the researcher preferred the use thereof as it provided the interviewees 'space' to respond to and communicate their perceptions on alternatives to corporal punishment from their own perspectives. This also allowed the researcher ample opportunities for probing with further questions in order to obtain more information regarding alternatives to corporal punishment.

3.6.4 Discussion of the interview schedule

The interview schedule was based on simple, semi-structured open-ended questions (see Appendix F) in an attempt to allow for in-depth probing and extended responses. The interview schedule comprises of ten (10) questions covering aspects to ensure themes on educators' views on the effectiveness of alternatives to corporal punishment to maintain discipline in schools are addressed.

In an effort to enrich the researcher's understanding of the phenomenon being investigated, the focus of question one was on the educators' understanding of the term 'alternatives to corporal punishment'. Question two was aimed at the effectiveness of the introduction of alternatives to corporal punishment in disciplining learners in schools. Question three focused on the discipline of learners in the schools in the absence of corporal punishment and the implementation of alternatives to corporal punishment. Question four aimed to determine the roles played by the principals, teachers as well as SMTs in the management of discipline in the schools. Question five focused on the general state of learner discipline in the school, whether bad or good. Question six focused on how the implementation of alternatives to

corporal punishment contributed to effective teaching and learning as well as the academic performance in the classroom. Question seven was based on the implementation of alternatives to corporal punishment and its contribution to improved learner school attendance and punctuality. Question eight focused on the implementation of alternatives to corporal punishment and the promotion of a conducive culture of teaching and learning within the school. Question nine focused on barriers and/or challenges that educators experience with the implementation of alternatives to corporal punishment. Finally, question ten focused on any additional information or clarity seeking questions that interviewees wanted to raise.

3.6.5 Interview settings

According to Yin, (2009), a quite comfortable location should be chosen, and the interviewer should give consideration to how he/she presents him/herself in terms of dress, manner and confidence so as to be approachable. The interview took place at a time and venues convenient to the participants. The interviews were conducted in an administration block of the schools and in a classroom to ensure a conducive environment devoid of noise and also comfortable for the interviewees. Before the interviews commenced, it was explained to the interviewees that the interviews would be conducted in English, but they could respond in any language of their choice. Each participant was requested for his or her permission for the interviews to be tape recorded. Once permission was granted, the interview was conducted in a professional and unbiased manner, ranging in time duration from 60 to 70 minutes.

3.6.6 Transcribing data

According to Kvale & Brinkmann, (2009), a transcript is a translation from one narrative made of oral discourse into another narrative which is a written mode. Audio recording of the interviews involves abstraction from live physical presence of the conversing persons, but without the advantage of body language such as posture and gestures. Transcription of the interview conversations to a written form involves a second abstraction where the tone of voice, intonations and breathing are lost. In short, transcripts are impoverished, decontextualised renderings of live interview conversations. All the interviews were recorded and transcribed verbatim.

The researcher listened to the recordings several times and wrote down the contents. All data transcriptions were photocopied, with originals stored in a safe place unaltered. Photocopies of raw data were then used for analysis (Strauss & Corbin, 1999). Yorkshire & Humber, (2009) state that data is utilized for producing a written version of an interview, a full “script” of the interview or conversation. It is a time consuming process, and it takes approximately six hours to transcribe a one-hour interview. They further state that when transcribing consideration should be given to how these feelings and meanings can be communicated on paper by using punctuation marks. If in doubt, listening to the original recording to clarify any potentially ambiguous statements is recommended; data should be transcribed verbatim and all identifying information removed from transcripts.

3.6.7 Document reviews

Document reviews is a systematic procedure for reviewing or evaluating documents both printed and electronic (computer-based and internet-transmitted) material. Like other analytical methods in qualitative research, document reviews require that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge (Corbin & Strauss, 2008). Documents contain text (words) and images that have been recorded without a researcher’s intervention. For the purposes of this study, the following documents were reviewed: Departmental list on alternatives to corporal punishment, The South African Constitution, the National Education Policy Act, the South African Schools Acts, classroom rules and the learners’ codes of conduct at the four high schools that participated in the study.

Research shows that document reviews is an important aspect of qualitative data, and it can reveal information that respondents might fear or be reluctant to voice during an interview (Holliday, 2007). Document reviews yield data excerpts, quotations, or entire passages and case examples specifically through content analysis (Labuschagne, 2003).

Document reviews are often used in combination with other qualitative research methods like semi-structured interviews as a means to triangulate data on the phenomenon under study (Denzin, 2006). The researcher employed semi-structured interviews and document reviews to collect data from participants. The combination of these data collection strategies enabled the triangulation of data which also enhanced the trustworthiness and credibility of the data.

3.7 TRUSTWORTHINESS AND CREDIBILITY OF THE STUDY

Trustworthiness or truth value of qualitative research and transparency of the conduct of the study are crucial to the usefulness and integrity of the findings (Cope, 2014). Trustworthiness or rigor of a study refers to the degree of confidence in data, interpretation, and methods used to ensure the quality of a study (Pilot & Beck, 2014). In each study, researchers should establish the protocols and procedures necessary for a study to be considered worthy of consideration by readers (Amankwaa, 2016). Although there is agreement in literature on the importance of trustworthiness, different debates on what constitutes trustworthiness were raised (Leung, 2015).

Krefting (1990) as cited in Coetzee, (2009) defines trustworthiness in research as a demonstration that the evidence for the results reported is sound and the arguments made based on the results are strong. According to Lincoln & Guba (1995) cited by Campbell, (2013), the aim of trustworthiness in a qualitative inquiry is to support the argument that the inquiry's findings are worth paying attention to. This trustworthiness can be increased by maintaining high credibility and objectivity (Krefting, 1990). In order to maintain high order of trustworthiness in a qualitative research study, Lincoln & Guba, (1995) suggested four criteria to ensure valid interpretation of data. These include the truth value, applicability, consistency and neutrality. In this study, the researcher ensured that the trustworthiness of the research was followed to the letter by abiding by the principles of values, applicability, consistency and neutrality of a research.

3.7.1 Credibility

Credibility of the study, or the confidence in the truth of the study and therefore the findings, is the most important criterion (Polit & Beck, 2014). This concept is analogous to internal validity in quantitative research. The question a reader might ask is, was the study conducted using standard procedures typically used in the indicated qualitative approach, or was an adequate justification provided for variations? Techniques used to establish credibility include prolonged engagement with participants, persistent observation if appropriate to the study, peer-debriefing, member-checking, and reflective journaling. In order to ensure the trustworthiness and credibility of this study, the researcher employed the below listed strategies.

3.7.2 Piloting the interview schedule

Qualitative interviews offer rich and detailed information in understanding people's experiences. However, qualitative inquiry might be difficult for some researchers to adequately perform the interview. Piloting for interviews is an integral aspect and useful in the process of conducting qualitative research as it highlights the improvisation with regard to the major study. Pilot studies are commonly associated with a quantitative approach to test a particular research instrument. Apparently, the importance of pilot work has been expanded to qualitative inquiry where it is carried out as preparation for the major study. Pilot studies are useful procedures as preparation for a full-scale study, regardless of paradigm (Tashakkori & Teddlie, 2003).

Moreover, Castillo-Montoyas, (2016) found that interview protocols could be strengthened through piloting the interviews. It can help identify if there are flaws or limitations within the interview design that allow necessary modifications to the major study (Kvale, 2007). Harding, (2013) stated that the need for qualitative interviews to be piloted is not relatively obvious because as the interviews progressed, the quality of the interview guide improved. However, he mentioned that it is distinctly helpful to pilot the interview questions and adjust the interview guide accordingly before embarking on a major study. The researcher conducted a pilot study in one high school in the O.R. Tambo District. The pilot study was conducted in an attempt to get rid of errors that might arise in the larger study and to ensure that questions from the

interview schedule were fully comprehensible to the participants. This enabled the researcher to make the necessary adjustments to some of the questions on the interview schedule. The researcher was also able to determine whether the time allocation of 50-60 minutes would be sufficient for each of the interviews.

3.7.3 Member checking

Maree, (2010) explains member checking in terms the submission of transcripts to the participants to correct errors or facts. The researcher has, in view of this explanation, provided the participants with transcripts of the interviews to check the correctness thereof and requested comments and feedback.

3.7.4 Triangulation

According to Oswald *et al.* (2014) triangulation is an important technique to be employed in order to cross-check, compare and triangulate any information before it builds the basis of a knowledge foundation. In this study the researcher triangulated data collected through semi-structured interviews with principals in the participating schools, with information obtained from semi-structured interviews conducted with post level one teachers. By triangulating data, the researcher attempted to provide a confluence of evidence that breeds credibility (McMillan & Schumacher, 2007). By examining information collected through different data collection methods (semistructured interviews and document reviews), the researcher corroborated findings across data sets and thus reduced the impact of potential biases that can exist in a single study. All information obtained through semi-structured interviews was also triangulated with information obtained from document reviews, in particular the learner codes of conduct in the four high schools.

3.7.5 Reflexivity

According to Malterud, (2001:483), "A researcher's background and position will affect what they choose to investigate, the angle of investigation, the methods judged most adequate for this purpose, the findings considered most appropriate, and the framing

and communication of conclusions." The perspective or position of the researcher shapes all research including quantitative and qualitative research.

Different researchers will approach a study situation from different positions or perspectives. This might lead to the development of different, although equally valid, understandings of a particular situation under study. Understanding something about the position, perspective, beliefs and values of the researcher is an issue in all research, but particularly in qualitative research where the researcher is often constructed as the 'human research instrument' (Lincoln & Lynham, 2011). In order to maintain reflexivity, the researcher made every effort to interpret data from the perspectives of the participants, and to take an objective stance without influencing data with his views, beliefs and values.

3.7.6 Creating a non-threatening perception

The researcher interacted with the participants for a period of time before the first data was collected. The engagement was helpful in that the researcher got to understand the organization and to create trust between the researcher and the participants (Shenton, 2004). The researcher put the minds of the participants at ease.

3.8 ETHICAL CONSIDERATIONS

Ethics are sets of guidelines, principles and codes which are used to guide the behaviour of the researcher when conducting research (Merrill & West, 2009). According to May (2001), as cited in Merrill & West (2009), the development and application of research ethics is important not only to maintain public confidence and to try to protect individuals and groups from the illegitimate use of research findings, but also to ensure the status of the research project as a legitimate and worthwhile undertaking. The domain of research ethics is concerned with the protection of the rights and interest of research participants (Mouton, 1996).

The increase of relevant literature and formulation of regulatory codes by professional bodies depict the awareness of ethical concerns in research (Cohen *et al*, 2007). Thus, ethical awareness is meant to take into consideration the interests of the

participants. To expand on the significance of considering ethical considerations, Brink *et al.*, (2012) argue that a researcher is responsible for carrying out research in an ethical way, from the conceptualisation and planning stages, through the implementation stage, to the dissemination phase. Brink *et al.*, (2012) further identified three ethical principles that direct researchers during the research process, namely, respect for persons, beneficence and justice. However, the general approach of the study was guided by the acknowledgement of the following ethical principles: human dignity, non-maleficence and beneficence (Cohen *et al.*, 2007; Babbie & Mouton, 2001). Thus the following principles of ethics were observed while undertaking the research.

3.8.1 Human dignity

Based on the principle to respect the dignity and independence of participants, this principle entailed obtaining approval to conduct research; requesting access to schools; seeking informed consent from participants; adhering to participants' rights to privacy; confidentiality and anonymity; and avoiding betrayal and deception throughout the research process (Babbie & Mouton, 2001; Cohen *et al.*, 2007). The principle of informed consent is about the right of individuals to determine for themselves whether or not they want to be part of a research project (Ruane, 2008). More specifically, informed consent refers to the right of research participants to be fully informed about all aspects of a research project that might influence their decision to participate. According to Ragin and Amoroso, (2011), to prove that individuals are entering research studies voluntarily and adequately informed, researchers are often required to obtain informed consent from all participants or the participants' legally authorized representatives. Furthermore, to obtain informed consent, researchers clearly communicated the research procedure, purposes, risks and benefits to the participants in 'jargon-free' language. The researcher also explained to participants that their participation is voluntary and that they could withdraw at any time.

In this study, the researcher applied for ethical clearance from the University of Fort Hare's Research Committee and Faculty Research and Higher Degrees Committee, and then approval was granted. Furthermore, a request to access sampled schools

was submitted to the Eastern Cape Provincial and District Departments of Education and permission was also granted. To seek informed consent from participants, the researcher further visited the research sites a month prior to the data collection period to establish a rapport with participants. During this visit, the researcher provided participants with comprehensive and clear information verbally, explaining the purpose of the study and procedures involved as well as their participation in this research study (Brink *et al.*, 2012). The researcher indicated to the participants that their participation in this study was voluntary.

Anonymity and confidentiality were guaranteed by the researcher by issuing consent forms for participants to sign and ascertained that the signed consent forms were treated with the utmost caution they deserved. The researcher assured the participants that he would be cautious not to disclose their identity, and again assured them that their responses would remain confidential (Denscombe, 2010). The names of the schools, principals, teachers and SMT members who participated in this study were hidden and only codes were used. Therefore, data gathered from and about them would be held in confidence.

3.8.2 Non-maleficence

Non-maleficence relates to the tension that exists between two sets of values held by society, that is, “the belief in free scientific inquiry in pursuit of truth and knowledge and a belief in the dignity of individuals and their rights to those considerations” (Cohen *et al.*, 2011). This involves protecting participants from physical and psychological harm during the research process (Rule & John, 2011; Leedy & Omrod, 2001).

According to Frankel *et al.*, (2012), it is an underlying responsibility of every researcher to make certain that subjects in a research study are protected from physical or psychological harm, discomfort or danger that may arise due to research procedures. To avoid harming research subjects in this study, the researcher avoided any form of embarrassment towards the participants and also kept away from any destructions. The researcher also tried to all intents and purposes to be as honest as possible. The researcher further maintained privacy of the participants through the use of anonymised data, for example, the use of pseudonyms and coding schools with letters

and numbers. In addition, the researcher in this study also adhered to issues of confidentiality as discussed in the section on human dignity.

3.8.3 Beneficence

According to Cohen *et al.* (2011), beneficence refers to the benefits the researcher will bring and to whom. Beneficence requires that the researcher should intend to bring benefits to the public or participants (Rule & John, 2011). In this study, the researcher disclosed the nature and purpose of this study, and the procedures and benefits to the participants. Thus, the researcher believes that the schools and participants would benefit educationally from the study, as their work performance would improve tremendously since principals would reflect on how new practices could be sustained in their respective schools.

3.9 DATA ANALYSIS

McMillan & Schumacher, (2006) define qualitative data analysis as primarily an inductive process of organising data into categories and identifying patterns or relationships among the categories. Categories and patterns emerge from the data, rather than being imposed on them prior to collection. The authors further explain that qualitative analysis is a relatively systematic process of coding, categorising, and interpreting data to provide explanations of a single phenomenon of interest. Creswell, (2009) indicates that the process of data analysis involves making sense out of text data, preparing the data for analysis, conducting different analyses, moving deeper and deeper into understanding the data, representing the data, and arriving at an interpretation of the larger meaning of the data.

Qualitative data analysis in this study involved organising, accounting for and explaining the data; in short, making sense of the data in terms of participants' definitions of the situation, noting patterns, themes, categories and regularities (Cohen, Manion & Morrison, 2008). De Vos, (2003) supports the view that data analysis is the process of bringing order, structure and meaning to the mass of collected data. During and after the process of data collection the researcher identified

and listed the categories and reduced them into themes, since data analysis involves “breaking up” the data into manageable themes, trends and relationships. Data collected was coded, categorised, and interpreted to provide explanations of the single phenomenon of interest. Creswell, (2009) identified six steps for qualitative data analysis while McMillan & Schumacher (2010) identified five steps. These are briefly discussed below:

Step 1: Organize and prepare the data for analysis

This involves transcribing interviews, optically scanning material, typing up field notes, or sorting and arranging the data into different types depending on the sources of information.

Step 2: Read through all the data

A first step is to obtain a general sense of the information and to reflect on its overall meaning. In this stage the researcher is trying to figure out the answers to the following:

- ☐ What general ideas are participants expressing?
- ☐ What is the tone of the ideas?
- ☐ What is the impression of the overall depth, credibility, and use of the information?

Sometimes qualitative researchers write notes in the margins or start recording general thoughts about the data at this stage.

Step 3: Begin detailed analysis with coding process

Coding is the process of organising the material into chunks or segments of the text before bringing meaning to information. It involves taking text data gathered during data collection, segmenting sentences (or paragraphs) into categories, and labelling those categories with a term, often a term based in the actual language of the participant (called *in vivo* term).

Step 4: Use the coding process to generate a description of the setting or people as well as categories or themes for analysis

Description involves a detailed rendering of information about people, places, or events in a setting. Researchers can generate codes for this description, and then use the coding to generate a small number of themes or categories, perhaps five to seven categories for a research study. These themes are the ones that appear as major findings in qualitative studies and are often used to create headings in the findings sections of studies. They should display multiple perspectives from individuals and be supported by diverse quotations and specific evidence.

Step 5: Advance how the description and themes will be represented in the qualitative narrative

The most popular approach is to use a narrative passage to convey the findings of the analysis. This might be a discussion that mentions a chronology of events, the detailed discussion of several themes (complete with subthemes, specific illustrations, multiple perspectives from individuals, and quotations) or discussion with interconnecting themes.

Step 6: A final step in data analysis involved making an interpretation or meaning of the data

Interpretation in qualitative research means that the researcher draws meaning from the findings of data analysis. This meaning may result in lessons learned, information to compare with the literature, or personal experiences. These lessons could be the researcher's personal interpretation, couched in the understanding that the inquirer brings to the study from her/his own culture, history, and experiences. It could also be a meaning derived from a comparison of the findings with information gleaned from the literature or theories. In this way, the findings confirm past information or diverge from it. It can also suggest new questions that need to be asked – questions raised by the data and analysis that the inquirer had not foreseen earlier in the study. Four steps for qualitative data analysis by McMillan & Schumacher, (2010) are as follows:

(a) Data organisation

In this phase data collected during interviews is organised and analysed later. Organising the data separates it into a few workable units. The interview responses are organised separately to be compared later in the process.

(b) Discovering patterns

A pattern is a relationship among categories. In searching for patterns, researchers try to understand the complex links among various aspects of people's situations, mental processes, beliefs, and actions. The major pattern(s) serves as the framework for reporting the findings and organising the reports. The patterns assisted me to consider what was really important and meaningful in the data. Both these two sets of qualitative data analysis steps served as guidelines for my research project.

(c) Structural coding

A code, in qualitative inquiry, is most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data (Saldana, 2009). Coding is a key part of qualitative data analysis; some researchers even consider coding to be synonymous with analysis. It is part of the interpretive process of moving from the data to the idea, and from the idea to all the data pertaining to that idea (Richards & Morse, 2007). Coding is primarily a hermeneutic (or interpretive) act that represents the transitional process between data collection and more extensive data analysis (Saldana, 2009). Thus, a key practice for integral scholars engaging with the coding process is to be conscious and self-reflexive with respect to one's own epistemological lens and methodological approach.

3.10 SUMMARY

This chapter provided a detailed discussion of the research paradigm, design, and methodology which included the sampling and sample, and the data collection strategies that took place through semi-structured interviews and document reviews.

The researcher used semi-structured interviews in the first place because they granted him the opportunity to plan ahead for the questions to ask the participants using an interview schedule and also allowed probing for clarification of responses. The procedures for data analysis and measures and measures of trustworthiness and credibility were described. Furthermore, the ethical measures undertaken throughout the course of the research were described. The next chapter provides the presentation and interpretation of the data collected.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

The previous chapter discussed the methodological aspects of the study. The present chapter focuses on the presentation of research data that was obtained by means of semi-structured interviews and document reviews. This chapter deals with the presentation, analysis and interpretation of the transcribed data that was collected in this study. The findings are presented in line with the objectives of the study. In this chapter, the researcher attempted to clearly distinguish between actual findings and interpretations. The views of educators are presented and analysed in order to find answers to the main research question and related sub-research questions as outlined in chapter 1. The main research question guiding this study was as follows: What are educators' views on the effectiveness of alternatives to corporal punishment to maintain discipline in schools?

The main research question was operationalised by the following sub-research questions: (i) What are participants' understanding of alternatives to corporal punishment? (ii) What is the interface between alternatives to corporal punishment and learners' behaviour? (iii) How does teaching and learning benefit from the implementation of alternatives to corporal punishment? (iv) What barriers do educators experience with the implementation of alternatives to corporal punishment?

4.2 DATA DISPLAY

In this section, the raw data was placed into logical, meaningful categories which were holistically examined in order to find a way to communicate the interpretations to others. For ethical considerations, the schools and participants in this study cannot be named, but will be referred to as schools A, B, C and D. The participants who comprised School Management Team (SMT), school principals and teachers are referred to as SMT 1, 2, 3 and 4; principals as P 1, 2, 3 and 4; and teachers as T1, T2, T3 and T4. All schools represented are located in rural areas. The contexts of the four schools are represented in the section below.

4.2.1 Contexts of the participating schools

A brief description of the four schools that participated in the study follows:

School A

The school was established by a Roman Catholic Mission and later assimilated by the Department of Education. The assimilation of the school was aimed at making it accessible to the local communities in which it operates. The school has all the necessary facilities and infrastructure to promote teaching and learning. Staff comprises one principal, two deputy principals, fifty teachers, and three support staff members. This is a sign that overloading on the part of educators is possible given the number of learning areas offered in the school.

The school accommodates a total learner enrolment of 1300 from grade 8 to grade 12 and is a quintile 3 school. The high number of learners in relation to the number of teachers point to overcrowded classrooms. The school is a Section 21 school and the medium of instruction is English. Parents show a keen interest in educational matters of the school and most of them are educated.

School B

The school is located in Ncingane location. It was established in 1991 and has one principal, one deputy principal, 14 teachers and a clerk. The learner population is 510. The school accommodates learners from grades 8 to grade 12, and is a quintile 1 school, Section 21 school. The medium of instruction is English. Quintile 1 suggests that the socio-economic levels of parents in the area are low, and this also implies that the community may not be a well-educated community, which points to low literacy levels. The interest of the community in educational matters of the school is low. Parents in the main are low income earners, and some are not earning at all and mostly depend on the government grants as a source of income.

School C

This school was established in 1975. It is situated at Jixini in Mqanduli, a small rural village outside Mthatha. It has an enrolment of 400 learners, no deputy principal, two heads of departments (HoDs), ten teachers and two clerks. The medium of instruction is English. The school accommodates learners from grades 8 to 12, is a quintile 3 Section 21 school. Like school B above this school is a rural school and the parents of the school, are low income earners, and some are mostly dependent on government grants for support.

School D

The school was established in 1983 and is located at Qokolweni Mission in Mqanduli, near Mthatha. The learner population of the school is 750 with one principal, one deputy principal, four heads of department and 21 teachers. The school accommodates learners from grade 8 to 12 and is a quintile 3 Section 21 school. The school buildings are dilapidated; however, the parents and community in general show a keen interest in the activities of the school.

4.2.2 Demographic characteristics of participants

During the interview process, participants were asked to respond to demographic questions which included gender and educational qualifications. In this study, a total number of twelve participants were interviewed. Table 1 shows the distribution of participants by gender.

Table 1: Distribution of participants by gender

Participants	School A		School B		School C		School D	
	M	F	M	F	M	F	M	F
SMT	1	1	1	1	1	1	1	1
Principals	1		1		1		1	
Teachers	1			1		1		1
Total	3	1	2	2	2	2	2	2

From the data contained in Table 1, it could be deduced that nine participants were males, whilst seven participants were females.

The Distribution of participants in relation to their qualifications is depicted in Table 2 below.

Table 2: Distribution of participants in relation to highest qualifications

Participants	School A	School B	School C	School D
SMT	BSc	B.Ed	Dipl. In Educ.	Dipl. In Educ.
Principals	BA [Hons]	BSc	B.Ed	BSc
Teachers	B Ed	Dipl. In Educ.	Dipl. In Educ.	B.Ed

Evidence in Table 2 revealed that all principals are suitably qualified for their respective positions. All the teachers are adequately qualified, with two holding diplomas in education and two in possession of a degrees in education. All the SMT members are also qualified with two having degrees and two having diplomas respectively.

4.3 QUALITATIVE DATA ANALYSIS

Hofstee, (2006) views the section on the presentation, analysis and the interpretation of data as the heart of the research because of its fundamental role of giving the feedback and concerns of the researcher. Data analysis comprises three concurrent flows of activities, namely: data reduction, data display and the research findings derived from the study. The three activities are now presented.

4.3.1 Data reduction

According to Dhlamini, (2009), data reduction refers to the process of selecting, sampling and transforming data that appear in written-up field notes and transcriptions. The researcher only used critical information in line with the objectives of the study to analyse and interpret. The transcribed data was tabulated prior to preparing and organizing the content thereof in order to enable the researcher to 'hunt' for themes

and patterns (Halldorson, 2009; Attard & Coulson, 2012). The second phase in the reduction process involved the highlighting of sentences and/or excerpts from the full text of each participant that could be used to answer the research questions (Halldorson, 2009). In the third phase, the highlighted sentences were compared and contrasted in order to identify critical information in line with the objectives of the study and to also search for missing information.

4.3.2 Thematic analysis and interpretation

The data in this section was derived from transcribed interviews. The following themes were identified: (i) Respondents' understanding of alternatives to corporal punishment; (ii) The interface between alternatives to corporal punishment and learners' behaviour; (iii) Present state of learner discipline in schools; (iv) Roles played by principals, teachers and SMTs in the management of discipline; (v) Alternatives to corporal punishment in relation to effective teaching and learning; and (vi) Barriers in relation to the implementation of alternatives to corporal punishment. These themes are discussed in more detail below.

4.3.3 Presentation of themes

After sorting the collected data, the researcher formulated common themes guided by the main research question, sub-research questions and research objectives of the study under the following headings:

Theme 1: Understanding of alternatives to corporal punishment

The accounts of principals, teachers and SMT members indicate different perceptions of what alternatives to corporal punishment entail. Respondents explained their understanding to alternatives to corporal punishment by stating that it is the way by which, if a learner misbehaves or disrupts a lesson, he/she is supposed to be punished without causing or inflicting pain or resorting to physically or emotionally infringements of their rights. The following were comments made by school principals regarding their understanding of alternatives to corporal punishment:

P2: *"These are measures that are taken to discipline learners other than those that inflict pain, harm and suffering to learners but these that are meant to be correctional measures that reinforce good conduct."*

P1: *My understanding is that it is not punishment that is corporal, that is you can make a child to kneel, you can detain a child, you can use whatever way which is you are not physically beating the child. But alternative is also tricky because whatever punishment you give which is not corporal it must not infringe in his or her rights like you make a learner to do frog jump, frog jump may damage the muscles of the child, you are in trouble you make the child to kneel or expose him or her to service sunlight."*

P4 confirmed these views when saying:

"They are the use of other ways and means of punishing or disciplinary learners who violate rules without resorting to physically or emotionally infringements of their rights".

P3: *"The implementation of alternatives to corporal punishment assists in enabling a free and healthy environment for learning, where no learner feels threatened or unsafe or exposed to deliberate physical harm".*

This participant claimed the implementation of alternatives to corporal punishment in schools assists in enabling a free and healthy environment for learning, where no learner feels threatened or unsafe or exposed to deliberate physical harm.

The accounts expressed by principals indicate the level of their understanding regarding alternatives to corporal punishment. They explained that alternatives to corporal punishment are other forms of punishment as opposed to any physical action that hurts a child in the name of discipline. They are the use of other ways and means of punishing or disciplining learners who violate rules without resorting to physical or emotional infringement of their rights. Principals also further explained that alternatives to corporal punishment are the various ways and means which can be used to

discipline learners in place of corporal punishment. These ways or methods should be able to curtail the undesirable behaviour and infuse sound desirable behaviour as alluded to in the assertion above. These accounts were also supported by T1 who stated that, *“Any punishment that does not inflict any type of pain in the body, such as giving a learner a sentence or paragraph to write repeatedly a hundred or so times”*.

Based on all the above extracts there seems to be a common understanding amongst participants around the issue of alternatives to corporal punishment. The data indicated that participants are aware of the different strategies that can be used to discipline learners without causing physical pain or a violation of their rights.

Theme 2: The interface between alternatives to corporal punishment and learner behaviour

Participants claimed that it is not effective at all as learners are unruly, refuse to be punished and do not take any alternative punishment seriously as compared to corporal punishment that directly inflicts pain on the individual. Participants also claimed it is not effective because it does not create any practical impact as learners who get punished tend to undermine the punishment. The assertion below confirms the view of T 2: *“Depending on the punishment, nowadays learners do not take any alternative punishment effectively as compared to corporal punishment that would directly inflict pain to the individual. Alternative punishment is indirectly inflicted pain”*.

From the above statement it can be inferred that alternatives to corporal punishment do not serve the purpose which they were intended to serve. This view points to the fact that learners do not take alternatives to corporal punishment seriously and as such they do not lead to improved discipline and behaviour amongst learners.

The above view is consistent with the views of other participants who claimed that alternatives to corporal punishment are not effective, as there is an increase in indiscipline, misbehaviour and many other transgressions because learners are aware that teachers cannot beat them. The effectiveness of certain measures, for example

detention and suspension, are also questioned. The following examples confirm these sentiments.

P2: *“The effectiveness of an alternative depends on how the alternative is administered. Some measures are less effective like detention where some learners don’t feel the punishment. Suspension from school may be enjoyed by learners who love to bunk lessons”.*

P4: *“It is not effective in that learners consider it as a joke and as much continually breaking the school rules with impunity”.*

T2: *“The alternative to corporal punishment in disciplining learners has not help in my school at all because learners become more indisciplined and their performance has gone down.”*

All the above excerpts point to the perceived ineffectiveness of alternatives to corporal punishment. Participants view suspension from school as something that might be enjoyed by learners who love to bunk classes. An inference that can be made is that detention does also serve its purpose as learners regard it as a joke and as such would continually break the school rules with impunity. These sentiments foreground the fact that the lack of effectiveness of alternatives to corporal punishment inevitably leads to an increase in indiscipline among learners and the subsequent drop in their scholastic performance.

Theme 3: Present state of learner discipline in schools

Participants also shared their concerns on the current state of discipline in their respective schools. This is how participants made reference to this aspect:

T3: *“It is very bad because no one is safe as learners carry dangerous weapons and smoke drugs”.*

T1: *“Bad as learners know and understand that any other alternative punishment is not as painful as corporal punishment therefore careless and undermine any authority”.*

P1: *“It is bad, it is bad looking at the almost every day there is a disciplinary case. We saw vandalism I have never seen in the years in teaching; learners destroy the board which is the main teaching material”.*

P4: *“It is becoming bad due to substance abuse by learners. The fact that learners know that corporal punishment was banished by the government, they are not scared of anybody”.*

It can be seen from the statements above that teachers, principals and SMT members are generally frustrated about the current state of affairs with regard to discipline in their respective schools. Considering the above views, it can be clearly seen that participants also fear for their own safety due the fact that learners are openly carrying weapons to school. Thus, the scenario sketched by these participants is not a pleasant experience with drug abuse and vandalism the order of the day.

An inference that can be made from these quotes is that participants attribute the deterioration of discipline to the abolishment of corporal punishment. Evidence in this section reveals how time spent on disciplinary hearings impact negatively on the time for teaching and learning in the school. This view was emphasised when SMT 4 and P2 said:

SMT 4: *“It is bad. Learners are subjected to the office every now and again, every term at least twice a term, learners are always called for disciplinary hearing, you’d swear that the school is a mini-court than an educational institution”.*

P 2: *“Learners come late to school knowing that the only thing they will be told to do is to either kneel down, be taken out of the class, frog jumping and all those things they don’t take them seriously”.*

These excerpts demonstrate the plight of school principals when it comes to the apparent lack of control and strategies to manage and minimise the high absenteeism rate of learners in the school. What is disturbing is the increase of indiscipline despite the implementation of alternatives to corporal punishment. This view is affirmed when T 1 said, *“The level of discipline is very low to none as learners claim that they should not be punished in any way”*.

The sentiments expressed by the participants below foreground the escalation of indiscipline and misbehaviour among learners. The following responses support this claim:

P 1: *“My brother, it is escalating. This is my 26 year in the teaching fraternity and believe me when I say to you this year alone I have never seen such a bad behaviour from the learners. Its escalating, if something is not done or any intervention I don’t know where are we heading. We have stock cases where these learners chat back, these learners refused totally. I recalled when we asked them to cut or shave their hair, some up till now they refuse and what happens? Our hands are tied and sometimes you run out of these so-called alternatives to corporal punishment”*.

P 4: *“The discipline level of learners at this school is not at a desirable level, however it is not bad, at times learners take advantage of the situation knowing fully well that ineffective measures will be used to discipline them”*.

SMT 1: *“Bad, learners are misbehaving every day, they even smoke dagga inside school premises. They do not do their homework; in fact, they do not take instructions seriously.”*

Regarding the contribution of alternatives to corporal punishment towards managing and improving learner discipline, data revealed that it is highly ineffective. Responses from school principals and a member of the school management team revealed that when educators use alternatives to corporal punishment strategies to manage and maintain discipline in their respective schools, learner behaviour and discipline seem

to deteriorate. What was also found was that learners are misbehaving, fail to do homework, do not take instructions from educators seriously and even resorted to smoking of dagga on the school grounds. The failure of alternatives to corporal punishment is evident when one participant said: “...*at times learners take advantage of the situation knowing fully well that ineffective measures will be used to discipline them*”. A phrase like: “*Our hands are tied and sometimes you run out of these socalled alternatives to corporal punishment*” foregrounds participants’ views on the perceived failure of alternatives to corporal punishment.

Responses showed that the general public and community in which the school is located tend to use discipline as a criterion to label schools as good or bad.

Participants confirmed this view when stating that:

T2: “*The name of the school is labelled as weak, cannot instil discipline and has bad results*”.

T4: “*Without corporal punishment learners have lost sense of responsibility and morals, they carry themselves around in an inappropriate manner and that gives the school a bad name and reputation*”.

T3: “*It has only promoted the good name of human rights activities name and worsen/ reduce the name of school in the society. Schools are now known to be places of learning wrong things e.g. taking of drugs, indiscipline etc*”.

Responses from these participants showed how poor learner discipline is tarnishing the name, reputation and image of the school. These responses vaguely attribute the indiscipline and the lack of moral values among learners to the abolishment of corporal punishment. What is also disturbing is that teachers view alternatives to corporal punishment as strategies to promote human rights at the expense of the good name of their schools. Moreover, these extracts indirectly point to the ineffectiveness of alternatives to corporal punishment and teachers’ apathy about the use of it to manage and maintain discipline.

Theme 4: Roles played by principals, teachers and SMTs in the management of discipline

Principals in the participating schools employ various strategies to manage discipline which include the regular search of learners for drugs, regular discussion of school and classroom rules, the school code of conduct, and regular motivation and guidance on positive behaviour and conduct. The excerpts below succinctly capture participants' views on these strategies:

T 2: "I am in the SMT I check those learners who use drugs and are always under the influence. The class teacher therefore manages learners in particular class in terms of discipline".

T 4: "To motivate them on doing the right thing which is been educated, guide them on terms of living a good life as this time it needs people who are matured and know what they want to achieve in life and future".

From the above assertions it can be deduced that participants are employing various strategies that are in line with alternatives to corporal punishment. These include getting the support of learners through effective communication and counselling.

The school principals highlight that more often they call parents and SMT members when there is a disciplinary issue. Also, discipline is enforced in class, learners are encouraged to display good conduct, teachers are in charge of late coming and absenteeism and learners who are late are punished either by detention or cleaning classes. These actions are exemplified by the excerpts below:

P 2: "As a person in the management, more often teachers are looking up to me and when there is a problem at the subordinate level it comes to me and my role is to call the parents to inform the SMT and the case is seated on depending".

P 3: *“As a principal all matters relating to discipline end up in my office after the disciplinary committee have given their recommendations on a particular disciplinary case for onwards implementation”.*

SMT 2: *“Classroom management during teaching. I am part of the committee that drew up the discipline policy of the school and also involved physically with discipline in the school. We call their parents. Sometimes their parents do not even come to school when called”.*

The above responses indicate that communication, collaboration and cooperation with parents, SGB members and SMT members is one of the strategies employed by principals to curb indiscipline in their respective schools. These cases show that communication with parents and SGB members in particular is viewed as a very important strategy employed to promote the aims of alternatives to corporal punishment. Thus, successful collaboration requires communication at all levels. However, based on the response from SMT 2, lack of parental involvement seems to be problematic in some of the schools, when saying: *“We call parents. Sometimes their parents do not even come to school when called”*. This apparent lack of parental involvement does not only undermine effective communication between the school and parents, but also presented itself as a major challenge to the implementation of alternatives to corporal punishment. Furthermore, mention is also made of the active roles that SMT members fulfil in assisting and supporting teachers with classroom management and the drafting of discipline policies.

P 1: *“We are trying when it comes to punctuality we are doing our best. In our case a learner is subjected to payment ten rand (R10) failing which that learner will miss the first period which is not nice. That we had to implement to curb this late coming. Somehow it’s working. But it does not stop. We don’t have a day that go by without late coming”.*

Despite all the negative comments in relation to the effectiveness of alternatives to corporal punishment and learner indiscipline in particular, it’s encouraging to note the strategy imposed by the school is somehow curbing the late coming of learners.

Theme 5: Alternatives to corporal punishment in relation to effective teaching and learning

Participants reacted by stating that the implementation of alternatives to corporal punishment does not contribute to effective teaching and learning as well as the academic performance in the classroom, because learners frequently absent themselves and when they come to school they stay outside the classroom and this leads to poor academic performance. It was also claimed that teaching and learning is not all that effective as learners do not fear anyone if homework or a task is not done. This is how participants aired their views:

T 3: “There is no effective teaching and learning at all because learners frequently absent themselves and when they come to school stay outside the classroom and this leads to poor academic performance”.

T 1: “Teaching and learning becomes difficult as it is merely impossible to rule & manage a class of 120 learners”.

T 2: “Learner tend to miss out and also the programme of the school is been altered with the absenteeism and poor time management”.

The above statements reveal that the quality of teaching and learning is seriously compromised with frequent learner absenteeism and the bunking of classes. Teachers also noted that effective classroom management is seriously hampered by the overcrowded classrooms which in some cases accommodate 120 learners.

P 1: “ACP it takes away time for teaching more often when we are sitting on this cases we stretched more time, what happens we don’t have time to go to class and it affects the teaching and affects you as a teacher and learners who are subjected to these punishments. It can never be on books and they get suspension, looking at it, I mean that is the only thing we do, to suspend maximum of seven days. It also affects you as a human being you get emotionally affected, and your ability, your teaching is somehow compromised,

your ability to teach, your concentration on what you are doing and most of the time you are calling them to order and what happens to time is taken away”.

This extract highlights the plight of school principals in managing discipline in schools. From the data presented above it can be clearly seen that principals are concerned and frustrated about the time spent with disciplinary hearings, meetings with learners, and the fact that the school can only suspend learners, irrespective of the seriousness of the misconduct. Based on this statement it seems as if more time is being spent on disciplinary hearings as compared to teaching and learning.

P 2: *“Because learners know that there is no corporal punishment, their behaviour has become uncontrollable, they come late, make noise in class, don’t submit their work, all that leads to learners not performing well in the classroom”.*

What is even more disturbing is the fact that P 2 also alluded to the negative impact that this indiscipline has on educators’ ability to fulfil their teaching responsibilities effectively when saying: *“It also affects you as a human being you get emotionally affected, and your ability, your teaching is somehow compromised, your ability to teach, your concentration on what you are doing ...”.* This claim highlights the deep frustration amongst educators which affects them emotionally, demoralising them and as such negatively impacting on their ability to teach effectively. The uncontrollable behaviour of learners which include late coming, failure to submit classwork, and disruptive behaviour in class is viewed as a serious stumbling block towards effective teaching and learning. Evidence in this section also points to the undermining of authority in schools and in classrooms in particular, which impacts negatively on teachers’ ability to teach effectively, undermining quality teaching and learning and subsequent learner performance

Theme 6: Barriers in relation to the implementation of alternatives to corporal punishment

Participants alluded to the fact that insufficient orientation and lack of training on alternative methods of discipline by the Department of Education made it extremely difficult for teachers to administer the alternatives to corporal punishment in schools.

The following assertions from participants attest to that:

P 1: *“They don’t understand alternatives to corporal punishment because the department of education did not orientate the teachers about ATCP, that is to say not enough has been done to train teachers in the alternative methods of discipline introduced by the Department of Education”.*

T 2: *“Teachers were not equipped with alternative methods to corporal punishment after its abolition in dealing with discipline and this is a barrier because a large number of teachers have not been reached by the training on alternatives to corporal punishment, and they are not equipped with skills to manage discipline in the classroom through non-violent means”.*

P 3: *“By designing policies that do not favour certain alternatives to corporal punishment. By failing to effectively create an environment in which teachers are free to administer alternative punishment. Failing to support teachers who implement alternatives”.*

The lack of support from the DoE in all matters related to the discipline of learners and more particularly in relation to the effective implementation of alternatives to corporal punishment is presented as a major challenge in the selected schools. In this regard participants claim that they have not received any training or directives from the DoE on the implementation of alternatives to corporal punishment. The lack of training is emphasized when T 2 said: *“... and they are not equipped with skills to manage discipline in the classroom through non-violent means”.* What is disturbing about this sentiment is the inference that teachers do not have the skills to manage discipline through the use of non-violent strategies.

P 4: *“Lack of availability of effective implementation programmes and notes that the implementation of the policy banning corporal punishment has been disillusioned and is ineffective because of lack of understanding of the policy, resource constraints, beliefs and attitudes of parent, teacher and district officials, class sizes and alternatives perceived, or found to be inadequate, useless and time consuming”.*

With regard to this extract it transpired that the policy on the banning of corporal punishment is viewed as a counterproductive strategy. This vaguely refers to this principal's preference for the use of corporal punishment as opposed to implementation and use of alternatives to corporal punishment. Furthermore, the implementation of alternatives to corporal punishment is viewed as inadequate and is further complicated by the perceived lack of support from parents and district officials and overcrowded classrooms.

Furthermore, participants were of the view that learners regard alternatives to corporal punishment as fun or a joke and as such undermine the authority of teachers. The following statements support this claim:

T 2: *“Learners make it impossible to implement alternative ways to corporal punishment because they make fun of it and feel that whatever strategy you bring will not be painful as of corporal punishment”.*

T 3: *“The teachers are against the alternatives because the learners behave like wild creatures, they do not see the difference between a teacher and a learner, they believe that corporal punishment was better off than the alternative because then, learners know what was right and what was not”.*

P 4: *“One of the barriers is that actual implementation of alternatives to corporal punishment is punitive and can yield unintended results, and almost all of the recommended alternatives seem to be yielding unintended results, example frog jump is menial work are punitive”.*

From the above statements it is evident that learners do not take alternatives to corporal punishment seriously due to the fact that it is not a painful way of punishment. The resistance to the implementation of alternatives to corporal punishment is further fuelled by the fact that whenever these alternatives are implemented no positive results are forthcoming.

Participants claimed that in certain situations parents also act as barriers to the implementation of alternatives to corporal punishment. They actually don't support the teachers in maintaining discipline in schools. The following claims were made:

SMT 1: "Some parents offer resistance to their children being subjected to alternatives, because some alternatives may be de-humanising or may result in a learner losing teaching/learning time".

SMT 2: "Lack of parental involvement and support in and for the schools are the main causes of misbehaviours in schools. Parents tend to become reluctant to participate in the education of their children. Parents also have a tendency of shifting their role of instilling good morals in their children to teachers, and this causes problems for the teachers, as they need parental support in dealing with disciplinary problems".

The lack of parental involvement and cooperation with the school with regards to the education of their children, and more particularly with the discipline of their children, is viewed as a major stumbling block towards the implementation of alternatives to corporal punishment. Alluding to the above statements it seems that some parents view alternatives to corporal punishment as '*de-humanising*' which hinders the implementation thereof. Moreover, the lack of parents to instil important values and good morals makes it extremely difficult for teachers to discipline learners through the use of alternatives to corporal punishment.

Participants also stated that there are circumstances where there is disagreement between the SMT and the teachers on the implementation of alternatives to corporal

punishment, especially outside school hours. The following extracts highlight their views:

P 1: *“Most teachers do not want to stay after school to supervise alternatives punishment given to learners as they claim that it is beyond their working hours”.*

SMT 3: *“Teachers are not willing to stay after the school closes, so you will find out that if the teacher is on duty that particular day for detention they either do not come or leave immediately school closes”.*

Based on the sentiments raised by these two participants, it seems as if the lack of cooperation between the SMT and teachers is also perceived as a major stumbling block for the implementation of alternatives to corporal punishment. The above excerpts indicate that the unwillingness of teachers to supervise learners during detention makes it almost impossible for schools to use this strategy as a means of punishment.

Different views with regards to which alternatives to corporal punishment strategies to use is also viewed as a major barrier.

T 1: *“The contradiction of views between teachers and school management becomes a problem where discipline of learners is concerned”.*

SMT 4: *“Teachers and the SMT consists of different people and these different people results to different opinions and that leads as a contributory factor in serving as a barrier in implementing alternatives to corporal punishment”.*

This means that there is no uniformity between teachers and SMT members on the strategies to be employed for misdemeanours. These responses also point to the possible lack of consultation, collaboration and mutual decision-making between different stakeholders with regards to the formulation of the school rules and more particularly a code of conduct for learners.

4.4 SUMMARY

In this chapter the data gathered through semi-structured interviews was presented and analysed. Data presentation and analysis were done in line with the sub-research questions. From the data that was analysed, specific themes emerged. These specific themes responded to the objectives of the study and as such contributed to the understanding of participants' views on the effectiveness of alternatives to corporal punishment in the selected high schools. The discussion of findings and recommendations are discussed in the next chapter.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

The preceding chapter presented the data, data analysis and interpretation. This chapter presents the discussion of the findings, makes recommendations and concludes the study. The research questions presented in chapters one and four provided a point of reference for discussion. The discussion of the findings is embedded within the literature review in chapter two. The researcher used Thorndike's traditional behaviour modification theory and Rogers' diffusion of innovations theory as the overarching frameworks for the discussion of the findings. These frameworks formed the cornerstone of educators' views on the effectiveness of alternatives to corporal punishment to maintain discipline in schools.

5.2 THEORETICAL FRAMEWORKS

5.2.1 Thorndike's traditional behaviour modification theory

Thorndike advanced the law of effects according to which behaviours that are rewarded tend to persist while those that are followed by discomfort or punishment tend to diminish. However, the nature of the rewards or the discomfort given depends to a certain extent on the giver's feelings about the role of the rewards or discomfort in shaping behaviour. The theory is relevant in that teachers are givers of rewards and discomforts in schools. Their aim is to shape the behaviour of the students. Corporal punishment has been one form of discomfort applied in behaviour modification in schools. Banning of corporal punishment would ultimately affect the strategies used by teachers to discipline learners in schools. It is therefore imperative for teachers to change their behaviours with regard to learner discipline in line with alternatives to corporal punishment. Balance exists if the sentiment or unity between beliefs about events or ideas is equally positive or negative; imbalance occurs when they are dissimilar in nature (Corsine, 1987). Therefore, if there is an imbalance in teachers' attitudes towards the outlawing of corporal punishment, it will affect the way teachers instil discipline in schools. Some might not change their behaviours and continue

using corporal punishment even though it has been outlawed whilst others may adopt the alternatives to corporal punishment to maintain discipline in schools.

5.2.2 Rogers' diffusion of innovation theory

Rogers' diffusion of innovation theory states that when a change is introduced in a system the end result is that people, as part of a social system, either adopt or reject a new idea, behaviour or product. In the same vein, when the Department of Education introduced the principles of alternatives to corporal punishment to maintain discipline in schools, many teachers and stakeholders expressed their views on its effectiveness. The escalation of learner indiscipline cases in schools suggests failure by teachers to institute adequate alternative disciplinary measures after corporal punishment was outlawed in South African schools.

5.3 PHILOSOPHY UNDERPINNING ALTERNATIVES TO CORPORAL PUNISHMENT

Based on the South African Schools Act, Act 84 of 1996, Section 10 (1), no person may administer corporal punishment at a school to a learner. Any person who contravenes this sub-section 10 (1) of this Act is guilty of an offence and liable on conviction to a sentence which could be imposed for assault. Furthermore, every learner has the right not to be treated or punished in a cruel, inhuman or degrading manner. Corporal punishment has been abolished as educators and learners have to learn the importance of mediation and co-operation, and to seek and negotiate nonviolent solutions to conflict and differences and to make use of the due process of the law.

5.4 RESTATING OF THE RESEARCH PROBLEM

According to Wilson (2002), teachers in South Africa expressed their displeasure by stating that the alternatives to corporal punishment strategy is ineffective, inadequate and a waste of time. They also feel that the Department of Education (DoE) is belittling the problem and does not understand its magnitude as far as its impact on teaching and learning, and the total management of the school is concerned. This observation

raises the question of the effectiveness of the alternatives to corporal punishment (ATCP) as a strategy to bring about or maintain discipline in schools. As Maphosa & Shumba, (2010) noted, the escalation of learner indiscipline cases in schools suggests failure by teachers to institute adequate alternative disciplinary measures after corporal punishment was outlawed in South African schools.

Despite the implementation of alternatives to corporal punishment, indiscipline remains a serious challenge for educators, leaders and practitioners in South African schools and the O.R. Tambo District is no exception. Indiscipline is reflected in behaviours such as drug abuse, assault, theft, rape and murder. Teaching and learning is affected and learners' academic performance is deteriorating drastically. Various approaches to instil discipline through the use of the alternatives to corporal punishment (ATCP), that is, "verbal warning, demerits, additional work, tiding the classrooms and detention" (ATCP, 2001), have been implemented; however, indiscipline continues to grow.

Despite the banning of corporal punishment, there are still reported acts of corporal punishment being used by teachers. Although corporal punishment is banned by law, the practical banning of corporal punishment in classrooms with the introduction of alternatives to corporal punishment has not been easy for some teachers. At the same time, out of desperation to maintain discipline, many teachers are still using the outlawed corporal punishment as a way of disciplining learners. This presupposes that the effectiveness of the alternatives to corporal punishment is being questioned by educators. It is against this problem statement that the study seeks to address the following research questions.

5.5 DISCUSSION OF FINDINGS

The purpose of this study was to answer the main research question: *"What are educators' views on the effectiveness of alternatives to corporal punishment to maintain discipline in schools?"*

The research objectives of the study were as follows:

- To determine participants' understanding of alternatives to corporal punishment.
- To determine the interface between alternatives to corporal punishment and learner behaviour.
- To determine how teaching and learning benefit from the implementation of alternatives to corporal punishment.
- To determine the barriers that educators experience with the implementation of alternatives to corporal punishment.

In order to answer the main research question, the findings are presented according to the answers found to the sub-research questions presented in chapters one and four respectively.

5.5.1 Findings based on the first sub-research question

What are educators understanding of alternatives to corporal punishment?

Educators explained their understanding of alternatives to corporal punishment by stating that it is the way by which, if a learner misbehaves or disrupts a lesson, he/she is supposed to be punished without causing or inflicting pain or resorting to physically or emotionally infringements of their rights. The above findings are supported by Chisholm, (2007), who states that alternatives to corporal punishment (ATCP) can be defined as a disciplinary strategy that emphasises effective communication, respect and positive educational exchanges between teachers and students. The recommended disciplinary measures are verbal warning, detention, demerits, community work and small menial physical tasks (Chisholm, 2007; ATCP Policy, 2001).

The findings showed that principals in particular seem to have a good understanding of alternatives to corporal punishment and the purpose thereof. Findings revealed that the implementation of alternatives to corporal punishment in schools assists in creating an enabling, free and healthy environment for learning, where no learner feels threatened or unsafe or exposed to deliberate physical harm. The findings are

supported by the following assertion which says that the ATP strategy is believed to be entailing developmental and constructive ways of instilling discipline amongst learners, ways which will not only help learners move towards a more peaceful and tolerant society, but which will also help instil self-discipline and encourage them to realize their academic potential and become mature and independent thinking adults (ATCP, 2001). Beside the values listed above, peace, tolerance, cohesion, respect and responsibility are other key values to be inculcated (Porteus *et al.*, 2001 & ATP, 2001). This strategy is aimed at protecting children's rights as enshrined in Section 28 (d) of the Bill of Rights that children must be protected from maltreatment, neglect, abuse or degradation.

Based on the above findings there seems to be a common understanding amongst participants around the issue of alternatives to corporal punishment. The findings indicated that participants are aware of the different strategies that can be used to discipline learners without causing physical pain or a violation of their rights. Although the above findings point to a clear understanding of alternatives to corporal punishment amongst teachers and principals, it's not clear whether it has been adopted as a strategy to instil discipline in schools. Based on Rogers' diffusion and innovation theory, any new innovation or idea, for example alternatives to corporal punishment, can either be adopted or rejected by members of a social system. It is in this sense that Thorndike's traditional behaviour modification theory suggests a change in behaviour before any new innovation or idea can be adopted. Thus educators need to change their behaviours in terms of strategies used to discipline learners in schools.

5.5.2 Findings based on the second sub-research question

What is the interface between alternatives to corporal punishment and learner behaviour?

Educators noted that alternatives to corporal punishment do not serve the purpose for which they were intended. This view points to the fact that learners do not take alternatives to corporal punishment seriously and as such they do not lead to improved discipline and behaviour amongst learners. The above assertion is supported by the

following: (i) educators experience difficulties with the implementation of alternatives to corporal punishment to instil discipline in schools; and (ii) the problem of learner indiscipline has been characterised as serious and pervasive, negatively affecting student learning. These views attracted growing attention of various national and international scholars (Kasiem, Du Plessis & Looock, 2007; Leigh, Chenhall & Saunders, 2009; Tozer, 2010 & Rizzolo, 2004). This problem manifests itself in a variety of ways which include vandalism, truancy, smoking, disobedience, intimidation, delinquency, murder, assault, rape, theft and general violence (De Wet, 2003 & Daily News, 2003). While there is agreement on the need to address the problem, there is a great deal of contestation around what strategies and practices are appropriate to instil discipline in schools.

Participants mentioned that alternatives to corporal punishment are not effective, as there is an increase in indiscipline, misbehaviour and many other transgressions because learners are aware that teachers cannot beat them. The effectiveness of certain measures, for example detention and suspension, are also questioned. Participants view suspension from school as something that might be enjoyed by learners who love to bunk classes. This finding showed that detention also does not serve its purpose as learners regard it as a joke and as such would continually break the school rules with impunity. These statements are supported by Masitsa (2008) with reference to detention. He explains that detention may take the form of isolation during class, during break or after school; however, Masitsa (2008) queries if detention is able to change the learners' behaviour because detention is not always positively received by learners. Some learners view detention as punishment because the learners' perception or receptiveness towards being kept in isolation, confinement or custody as a consequence of their actions can never be the same (Masitsa, 2008). In another development, Radile (2007) states that indiscipline remains a serious challenge for education leaders, teachers and practitioners in South African schools after the introduction of alternatives to corporal punishment. Teaching and learning are affected and learners' academic performance is deteriorating drastically. Various approaches to instilling discipline such as the ATPCP, i.e. verbal warning, demerits, additional work, tidying the classrooms and detention, have been implemented, yet indiscipline continues to grow. There is evidence that in some schools the ATPCP is not

used and in some it is wrongly implemented, as a result of which the desired outcome is not reached (Radile, 2007).

5.5.2.1 Present state of learner discipline in schools

Teachers, principals and SMT members are generally frustrated about the current state of affairs with regard to discipline in their respective schools. Considering their views, it can be clearly seen that participants also fear for their own safety due the fact that learners are openly carrying weapons to school. Thus, the scenario sketched by these participants is not a pleasant experience with drug abuse and vandalism the order of the day. This claim was supported by Matoti, (2010) who confirms that learners bring dangerous weapons to school, endangering everybody's lives. In such a situation it is unlikely that effective teaching and learning will take place. One of the goals of discipline at school is to create an environment conducive to learning and teaching, and to ensure the safety of staff and learners (Joubert, De Waal & Rossouw, 2005). Gaustad, (1991) affirms that the safety of learners and staff must come first. Again, Lekalakala (2007) indicates that the use of drugs and alcohol in schools is one of the factors that cause misconduct. Finally, Mtsweni, (2008) mentions that substance abuse by learners during school hours is another contributing factor to the general lack of learner discipline. So, there is a need to curb the problem of substance abuse at schools as it contributes significantly to the lack of discipline within the school.

5.5.2.2 Roles played by principals, teachers and SMTs in the management of discipline

What emerged from the findings is that principals in the participating schools employ various strategies to manage discipline which include the regular search of learners for drugs, regular discussion of school and classroom rules, the school code of conduct, and regular motivation and guidance on positive behaviour and conduct.

The school principals highlight that more often they call parents and SMT members when there is a disciplinary issue. Discipline is also enforced in class, learners are encouraged to display good conduct, teachers are in charge of late coming and absenteeism and learners who are late are punished either by detention or cleaning

classes. In most cases positive reinforcement was used to encourage learners as supported by the fact below: The simplest way of conceptualizing positive reinforcement is that something pleasant is 'added' when a specific action is performed (Cherry, 2018). According to Pettit, (2013), positive reinforcement is any type of encouragement that follows a desired behaviour, and is implemented to emphasise the positivity of the action. As a result, the student feels compelled to repeat the desired behaviour that earned the praise in the first place.

5.5.3 Findings based on the third sub-research question

How does teaching and learning benefit from the implementation of alternatives to corporal punishment?

Findings revealed that the implementation of alternatives to corporal punishment does not contribute to effective teaching and learning as well as the academic performance in the classroom, because learners frequently absent themselves and when they come to school they stay outside the classroom and this leads to poor academic performance. It was also claimed that teaching and learning is not all that effective as learners do not fear anyone if homework or a task is not done.

Findings also point to frustration amongst educators which affects them emotionally, demoralising them and as such negatively impacting on their ability to teach effectively. The uncontrollable behaviour of learners which include late coming, failure to submit classwork, and disruptive behaviour in class is viewed as a serious stumbling block towards effective teaching and learning. Evidence in this section also points to the undermining of authority in schools and in classrooms in particular, which impacts negatively on teachers' ability to teach effectively, undermining quality teaching and learning and subsequent learner performance. The above assertions were supported by Wilson (2002). According to Wilson, (2002), teachers in South Africa expressed their displeasure by stating that the alternative to corporal punishment strategy is ineffective, inadequate and a waste of time and they also feel that the Department of Education (DoE) is trivialising the problem and does not understand its magnitude as far as its impact on teaching and learning and the total management of the school is

concerned. This observation raises a question on the effectiveness of the alternatives to corporal punishment as a strategy to bring about or maintain discipline in schools. Again, teachers link the growing problem of indiscipline in schools to the banning of corporal punishment in schools brought about by legislation, such as the South African Schools Act (Act 84 of 1996) and the Constitution of the Republic of South Africa (1996). Again there is also a perception amongst educators that alternatives to corporal punishment have been imposed on them. Accordingly, teachers, parents, cultural and religious groups feel that the government has undermined their right to be consulted as the key role players in the education of their children (Du Preez & Roux, 2010).

Furthermore, according to Maphosa & Shumba (2010), teachers suggested that alternative measures to corporal punishment were not very effective in curbing learner indiscipline in schools as they were just useless and time consuming. In schools, teachers are concerned about violence both in and out of the classroom and feel that corporal punishment is able to address this issue (Morrel, 2001). Following the introduction of the Alternatives to Corporal Punishment Policy in 2000, research has shown that indiscipline in schools has continued to grow (Maphosa & Shumba, 2010). It has further been reported that, as a result of the banning of corporal punishment, teaching has become a “stressful and challenging occupation” and many teachers are de-motivated and feel hopeless (Mtsweni, 2008; Marais & Meier, 2010). In another development, Mtsweni, (2008) observes that following the introduction of alternatives to corporal punishment in schools, most teachers feel incapacitated and helpless in dealing with learner indiscipline in schools.

5.5.4 Findings based on the fourth sub-research question

What are the barriers in relation to the implementation of Alternatives to Corporal Punishment?

Participants alluded to the fact that insufficient orientation and lack of training on alternative methods of discipline by the Department of Education made it extremely difficult for teachers to administer the alternatives to corporal punishment in schools.

According to Maphosa & Shumba (2010), teachers claim that they were never consulted on their views when the strategy was initiated and this could be a contributing factor to the continuous use of corporal punishment and the partial or nonuse of ATCP. According to Le Roux (2005), the government should play a more proactive role in organising information sessions with educators and principals on alternative forms of discipline. This is supported by Soneson & Smith, (2005), who claim that the lack of availability of effective implementation programmes and notes on the implementation of the policy banning corporal punishment has been thwarted and is ineffective for a range of reasons. These reasons are inter alia due to: lack of understanding of the policy, resource constraints, beliefs and attitudes (including parent, teacher and district officials' attitudes) and class sizes. This suggests that educators were not equipped with alternative methods to corporal punishment after its abolition. According to Le Roux (2005), one of the main contributing factors towards disciplinary problems in schools is that educators were not equipped with alternative methods to corporal punishment even after 1996 when corporal punishment in schools was abolished. Star, (2006) also maintains that not enough has been done to train educators in the alternative methods of discipline introduced by the Department of Education. Soneson, (2005) affirms that a large number of educators have not been reached by the training on alternatives to corporal punishment and they are not equipped with skills to manage discipline in the classroom through non-violent means. Consequently, schools are also experiencing increasing incidents of ill-discipline and uncertainty about which disciplinary measures to use to maintain discipline (Masitsa, 2008) due to minimal and sporadic training on alternatives to corporal punishment (Le Roux, 2005).

It became apparent that the policy on the banning of corporal punishment is viewed as a counterproductive strategy. This refers to this principal's preference for the use of corporal punishment as opposed to implementation and use of alternatives to corporal punishment. Furthermore, the implementation of alternatives to corporal punishment is viewed as inadequate and is further complicated by the perceived lack of support from parents and district officials and overcrowded classrooms. This claim was supported by Ferreira, Badenhorst & Wilkenson (2007) who stated that the majority of education students believed that the abolition of corporal punishment had been a

mistake leading to poor discipline in schools. In a study conducted by Maphosa & Shumba (2010) teachers suggested that alternative measures to corporal punishment were not very effective in curbing learner indiscipline in schools as they were just useless and time consuming.

The above findings show that alternatives to corporal are mainly viewed as ineffective by participants. Furthermore, findings from this study also revealed that educators have not adopted alternatives to corporal punishment, which is in line with Rogers' theory who aptly states that any new idea or innovation can either be adopted or rejected by social groups. In addition it also seems as if educators have as yet not undergone a change in behaviour in line with Thorndike's traditional behaviour modification theory, which further hinders the successful implementation of alternatives to corporal punishment.

5.6 RECOMMENDATIONS

Based on the findings as discussed above, the researcher makes the following recommendations.

5.6.1 Recommendations for practice

- ❖ There should be an intensive workshop for educators and principals to train and orientate them on the implementation of alternatives to corporal punishment policy by the Department of Education. These workshops should also be aimed at changing the behaviour of educators towards embracing alternatives to corporal punishment.
- ❖ Principals are advised to initiate and organise school-based workshops on disciplinary measures whereby the document *Alternatives to Corporal Punishment* could be discussed and understood by all teachers, as a starting point.
- ❖ Parents must be involved and made aware of the principles of alternatives to corporal punishment.

- ❖ Regular workshops to be conducted with learners on morals and values in line with alternatives to corporal punishment.
- ❖ The document *Alternatives to Corporal Punishment* should be reviewed since it has not been able to achieve its intended purposes and since corporal punishment persists based on the research that has been conducted.
- ❖ The issue of managing discipline should be communicated among all school stakeholders who should also discuss ways of managing discipline within the school, and the methods identified must conform to human rights.

5.6.2 Recommendations for further research

1. Strategies that can enhance the implementation of alternatives to corporal punishment.
2. The study was conducted in four high schools in the O.R. Tambo District. A quantitative study to involve more schools in different districts is recommended.
3. Reasons for the reluctance amongst teachers to implement alternatives to corporal punishment.

5.7 LIMITATIONS OF THE STUDY

Limitations are matters and occurrences that arise from the study which are outside the researcher's control. Thus, every study, no matter how well it is conducted and constructed, has limitations. The study did not include all high schools in the district under study. It was confined to a relatively small number of participants and four high schools in the O.R. Tambo District. There is, therefore, a need to replicate the study in other districts in the Eastern Cape and other provinces.

5.8 CONCLUSION

The research was undertaken in order to understand the effectiveness of alternatives to corporal punishment to maintain discipline in four high schools in the O.R. Tambo District in the Eastern Cape. The study was guided by the main research question: “What are educators’ views on the effectiveness of alternatives to corporal punishment to maintain discipline in schools?” Views of high school educators were critically explored and interpreted.

The traditional behaviour modification theory advanced by Thorndike and Rogers’ diffusion of innovation theory were used as lenses to explore high school educators’ views on the effectiveness of alternatives to corporal punishment to maintain discipline in schools. The literature review was thus conducted in a manner consistent with the following sub-headings: The educators’ understanding of alternatives to corporal punishment, the interface between alternatives to corporal punishment and learner behaviour, the ways teaching and learning benefit from the implementation of alternatives to corporal punishment and the barriers educators experience with the implementation of alternatives to corporal punishment.

In order to answer the research questions, the researcher employed a qualitative research approach which was located within an interpretive paradigm. The researcher followed a case study research design and collected data using semi-structured interviews and document reviews. Purposive sampling was used to sample four high schools on the basis of proximity and convenience in the O.R. Tambo District. The participants were three high school teachers, one SMT member in each school and four principals. The selection of teachers was based on their classroom management responsibilities to maintain discipline. Data that was obtained was analysed using thematic analysis. The researcher employed the following checks and balances to ensure that the data was trustworthy and credible: triangulation, member checking, mechanically recorded data, controlling for bias, and avoiding generalisations. The following ethical considerations were heeded: no harm to participants, confidentiality and anonymity of information and identities, and informed and voluntary consent.

The study revealed that: participants are aware of the different strategies that can be used to discipline learners without causing physical pain or a violation of their rights. Again, learners do not take alternatives to corporal punishment seriously and as such they do not lead to improved discipline and behaviour amongst learners. Also, the policy on the banning of corporal punishment is viewed as a counterproductive strategy. Furthermore, frustration amongst educators affects them emotionally, demoralising them and as such negatively impact on their ability to teach effectively. Finally, insufficient orientation and lack of training on alternative methods of discipline made it difficult for teachers to administer the alternatives to corporal punishment in schools. From the findings, recommendations for practice and further research were made.

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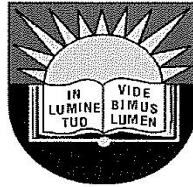
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APPENDICES

APPENDIX A: ETHICAL CLEARANCE CERTIFICATE



University of Fort Hare
Together in Excellence

ETHICAL CLEARANCE CERTIFICATE
REC-270710-028-RA Level 01

Certificate Reference Number: PLY041SFAT01

Project title: **Educators views on the effectiveness of alternatives to corporal punishment to maintain discipline: A case study of four high schools in the Mthatha Education District**

Nature of Project: Masters

Principal Researcher: Kassin Abdul Fatan

Supervisor: Dr N Plyman
Co-supervisor:

On behalf of the University of Fort Hare's Research Ethics Committee (UREC) I hereby give ethical approval in respect of the undertakings contained in the above-mentioned project and research instrument(s). Should any other instruments be used, these require separate authorization. The Researcher may therefore commence with the research as from the date of this certificate, using the reference number indicated above.

Please note that the UREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the document
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

The Principal Researcher must report to the UREC in the prescribed format, where applicable, annually, and at the end of the project, in respect of ethical compliance.

Special conditions: Research that includes children as per the official regulations of the act must take the following into account:

Note: The UREC is aware of the provisions of s71 of the National Health Act 61 of 2003 and that matters pertaining to obtaining the Minister's consent are under discussion and remain unresolved. Nonetheless, as was decided at a meeting between the National Health Research Ethics Committee and stakeholders on 6 June 2013, university ethics committees may continue to grant ethical clearance for research involving children without the Minister's consent, provided that the prescripts of the previous rules have been met. This certificate is granted in terms of this agreement.

The UREC retains the right to

- Withdraw or amend this Ethical Clearance Certificate if
 - Any unethical principal or practices are revealed or suspected
 - Relevant information has been withheld or misrepresented
 - Regulatory changes of whatsoever nature so require
 - The conditions contained in the Certificate have not been adhered to
- Request access to any information or data at any time during the course or after completion of the project.
- In addition to the need to comply with the highest level of ethical conduct principle investigators must report back annually as an evaluation and monitoring mechanism on the progress being made by the research. Such a report must be sent to the Dean of Research's office

The Ethics Committee wished you well in your research.

Yours sincerely


Professor Gideon de Wet
Dean of Research

08 June 2015

APPENDIX B: LETTER TO DISTRICT DIRECTOR - PERMISSION TO CONDUCT RESEARCH

No. 3 Elijah Nyoka Street
Mbuqe Extension
Mthatha
5099
Cell No: 0787307992
Email: fataukassim@yahoo.com
Date: 8 April 2018

The District Director
Department of Education
Mthatha District

Dear Sir,

PERMISSION TO CONDUCT RESEARCH

I am a Masters student at the University of Fort Hare and currently busy with research on the topic **“EDUCATORS’ VIEWS ON THE EFFECTIVENESS OF ALTERNATIVES TO CORPORAL PUNISHMENT TO MAINTAIN DISCIPLINE: A CASE STUDY OF FOUR HIGH SCHOOLS IN THE MTHATHA EDUCATION DISTRICT”** in fulfilment of the requirements for the degree of Master of Education (M. Ed.) in Educational Management. The aim of my research is to investigate effective ways of managing discipline in secondary schools. The principals and educators of four selected secondary schools within Mthatha District will form part of the research. Therefore, I humbly request a permission to conduct this research. The Department of Education has approved the administration of this research. A letter to that effect is attached for your perusal. The researcher is assuring you the strictest confidentiality and anonymity. No school or individual shall be identified in this study and at the same time school programmes shall not be disrupted by this study. The researcher will strive to be honest, objective and empathetic. Participants will be allowed to withdraw at any time without penalty or victimization and will be protected from any form of abuse. The Department of Education will be informed about the outcome of this study.

For further information about this study, please contact my supervisor, DR N.J. PYLMAN at this number: (043) 7047182 (w), cell number: (073)2695739, email: jpylman@ufh.ac.za.

Yours Faithfully

..... KASSIM
A.F.
(Student No: 201411611)

APPENDIX C: LETTER TO PRINCIPALS - PERMISSION TO CONDUCT RESEARCH

No. 3 Elijah Nyoka Street
Mbuqe Extension
Mthatha
5099
Cell No: 0787307992
Email: fataukassim@yahoo.com
Date: 8 April 2018

The Principal
Department of Education
Mthatha District

Dear Sir,

PERMISSION TO CONDUCT RESEARCH

I am a Masters student at the University of Fort Hare and currently busy with research on the topic **“EDUCATORS’ VIEWS ON THE EFFECTIVENESS OF ALTERNATIVES TO CORPORAL PUNISHMENT TO MAINTAIN DISCIPLINE: A CASE STUDY OF FOUR HIGH SCHOOLS IN THE MTHATHA EDUCATION DISTRICT”** in fulfilment of the requirements for the degree of Master of Education (M. Ed.) in Educational Management. The aim of my research is to investigate effective ways of managing discipline in secondary schools. Your school has been chosen to form part of the study. Therefore, I humbly request a permission to conduct this research. The Department of Education has approved the administration of this research. A letter to that effect is attached for your perusal. The researcher is assuring you the strictest confidentiality and anonymity. No school or individual shall be identified in this study and at the same time school programmes shall not be disrupted by this study. The researcher will strive to be honest, objective and empathetic. Participants will be allowed to withdraw at any time without penalty or victimization and will be protected from any form of abuse. The Department of Education will be informed about the outcome of this study.

For further information about this study, please contact my supervisor, DR N.J. PYLMAN at this number: (043) 7047182 (w), cell number: (073)2695739, email: jpylman@ufh.ac.za.

Thanking you in anticipation.

Yours Faithfully

..... KASSIM
A.F.
(Student No: 201411611)

APPENDIX D: GRANTED PERMISSION TO CONDUCT RESEARCH



Province of the **EASTERN CAPE** EDUCATION

STRATEGIC PLANNING POLICY RESEARCH AND SECRETARIAT SERVICES
Steve Vukile Tshwete Complex • Zone 6 • Zwelitsha • Eastern Cape
Private Bag X0032 • Bhisho • 5605 • REPUBLIC OF SOUTH AFRICA
Tel: +27 (0)40 608 4773/4035/4537 • Fax: +27 (0)40 608 4574 • Website: www.ecdoe.gov.za

Enquiries: NY Kanjana

Email: nykanjana@live.co.za

Date: 05 February 2016

Mr. Abdul Fatau Kassim

3 Elijah Nyoka Street

Mbuqe Extension

Mthatha

5099

Dear Mr Kassim

PERMISSION TO UNDERTAKE A MASTERS THESIS: EDUCATORS' VIEWS ON THE EFFECTIVENESS OF ALTERNATIVES TO CORPORAL PUNISHMENT TO MAINTAIN DISCIPLINE – A CASE STUDY OF FOUR HIGH SCHOOLS IN THE MTHATHA EDUCATION DISTRICT

1. Thank you for your application to conduct research.
2. Your application to conduct the above mentioned research in four selected Secondary Schools under the jurisdiction of Mthatha District of the Eastern Cape Department of Education (ECDoE) is hereby approved based on the following conditions:
 - a. there will be no financial implications for the Department;
 - b. institutions and respondents must not be identifiable in any way from the results of the investigation;
 - c. you present a copy of the written approval letter of the Eastern Cape Department of Education (ECDoE) to the Cluster and District Directors before any research is undertaken at any institutions within that particular district;
 - d. you will make all the arrangements concerning your research;
 - e. the research may not be conducted during official contact time, as educators' programmes should not be interrupted;

building blocks for growth

Page 1 of 2



Ikamva eliqaqambileyo!

- f. should you wish to extend the period of research after approval has been granted, an application to do this must be directed to Chief Director: Strategic Management Monitoring and Evaluation;
 - g. the research may not be conducted during the fourth school term, except in cases where a special well motivated request is received;
 - h. your research will be limited to those schools or institutions for which approval has been granted, should changes be effected written permission must be obtained from the Chief Director: Strategic Management Monitoring and Evaluation;
 - i. you present the Department with a copy of your final paper/report/dissertation/thesis free of charge in hard copy and electronic format. This must be accompanied by a separate synopsis (maximum 2 – 3 typed pages) of the most important findings and recommendations if it does not already contain a synopsis.
 - j. you present the findings to the Research Committee and/or Senior Management of the Department when and/or where necessary.
 - k. you are requested to provide the above to the Chief Director: Strategic Management Monitoring and Evaluation upon completion of your research.
 - l. you comply with all the requirements as completed in the Terms and Conditions to conduct Research in the ECDoE document duly completed by you.
 - m. you comply with your ethical undertaking (commitment form).
 - n. You submit on a six monthly basis, from the date of permission of the research, concise reports to the Chief Director: Strategic Management Monitoring and Evaluation.
3. The Department reserves a right to withdraw the permission should there not be compliance to the approval letter and contract signed in the Terms and Conditions to conduct Research in the ECDoE.
 4. The Department will publish the completed Research on its website.
 5. The Department wishes you well in your undertaking. You can contact the Director, Ms. NY Kanjana on the numbers indicated in the letterhead or email nykanjana@live.co.za should you need any assistance.


NY KANJANA

DIRECTOR: STRATEGIC PLANNING POLICY RESEARCH & SECRETARIAT SERVICES
FOR SUPERINTENDENT-GENERAL: EDUCATION



APPENDIX E: CONSENT FORM

INFORMED CONSENT

I hereby agree to participate in research regarding **EDUCATORS' VIEWS ON THE EFFECTIVENESS OF ALTERNATIVES TO CORPORAL PUNISHMENT TO MAINTAIN DISCIPLINE IN SCHOOLS**. I understand that I am participating freely and without being forced in any way to do so. I also understand that I can stop this interview at any point should I not want to continue and that this decision will not in any way affect me negatively.

I understand that this is a research project whose purpose is not necessarily to benefit me personally.

I have received the telephone number of a person to contact should I need to speak about any issues which may arise in this interview.

I understand that this consent form will not be linked to the questionnaire, and that my answers will remain confidential.

I understand that if at all possible, feedback will be given to my community on the results of the completed research.

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Date:.....

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APPENDIX F: INTERVIEW SCHEDULES

1. What is your understanding of Alternatives to Corporal Punishment?

2. What is the interface between alternatives to corporal punishment and teaching and learning in your schools?

3. What is the present state of learner discipline in the school?

4. What are the roles played by principals, teachers and SMTs in the management of discipline in the school?

5. How does teaching and learning effective from the implementation of Alternatives to Corporal Punishment?

6. What are the barriers in relation to the implementation of alternatives to corporal punishment?

APPENDIX G: TRANSCRIBED DATA

What is your understanding of alternatives to corporal punishment?

P2: *"These are measures that are taken to discipline learners other than those that inflict pain, harm and suffering to learners but these that are meant to be correctional measures that reinforce good conduct."*

P1: *My understanding is that it is not punishment that is corporal, that is you can make a child to kneel, you can detain a child, you can use whatever way which is you are not physically beating the child. But alternative is also tricky because whatever punishment you give which is not corporal it must not infringe in his or her rights like you make a learner to do frog jump, frog jump make may damage the muscles of the child, you are in trouble you make the child to kneel or expose him or her to service sunlight."*

P4 confirmed these views when saying: *"They are the use of other ways and means of punishing or disciplinary learners who violate rules without resorting to physically or emotionally infringements of their rights"*.

P3: *"The implementation of alternatives to corporal punishment assists in enabling a free and healthy environment for learning, where no learner feels threatened or unsafe or exposed to deliberate physical harm"*.

T1: *"Any punishment that does not inflict any type of pain in the body, such as giving a learner a sentence or paragraph to write repeatedly a hundred or so times"*.

What is the interface between alternative to corporal punishment and learner behaviour?

P2: *"The effectiveness of an alternative depends on how the alternative is administered. Some measures are less effective like detention where some learners*

don't feel the punishment. Suspension from school may be enjoyed by learners who love to bunk lessons”.

P4: *“It is not effective in that learners consider it as a joke and as much continually breaking the school rules with impunity”.*

T2: *“The alternative to corporal punishment in disciplining learners has not help in my school at all because learners become more indiscipline and their performance has gone down.”*

What is the present state of learner discipline in school?

T3: *“It is very bad because no one is safe as learners carry dangerous weapons and smoke drugs”.*

T1: *“Bad as learners know and understand that any other alternative punishment is not as painful as corporal punishment therefore careless and undermine any authority”.*

P1: *“It is bad, it is bad looking at the almost every day there is a disciplinary case. We saw vandalism I have never seen in the years in teaching; learners destroy the board which is the main teaching material”.*

P4: *It is becoming bad due to substance abuse by learners. The fact that learners know that corporal punishment was banished by the government, they are not scared of anybody.*

SMT 4 said: *“It is bad. Learners are subjected to the office every now and again, every term at least twice a term, learners are always called for disciplinary hearing, you'd swear that the school is a mini-court than an educational institution.*

P 2 *“Learners come late to school knowing that the only thing they will be told to do is to either kneel down, be taken out of the class, frog jumping and all those things they don’t take them seriously”.*

T 1 said *“The level of discipline is very low to none as learners claim that they should not be punished in any way”.*

P 1: *“My brother, it is escalating. This is my 26 year in the teaching fraternity and believe me when I say to you this year alone I have never seen such a bad behaviour from the learners. Its escalating, if something is not done or any intervention I don’t know where are we heading. We have stock cases where these learners chat back, these learners refused totally. I recalled when we asked them to cut or shave their hair, some up till now they refuse and what happens? Our hands are tied and sometimes you run out of these so-called alternatives to corporal punishment”.*

P 4: *“The discipline level of learners at this school is not at a desirable level, however it is not bad, at times learners take advantage of the situation knowing fully well that ineffective measures will be used to discipline them”.*

SMT 1: *“Bad, learners are misbehaving every day, they even smoke dagga inside school premises. They do not do their homework; in fact, they do not take instructions seriously.”*

SMT2: *“...at times learners take advantage of the situation knowing fully well that ineffective measures will be used to discipline them”.* A phrase like: *“Our hands are tied and sometimes you run out of these so-called alternatives to corporal punishment”*

T2: *“The name of the school is labelled as weak, cannot instil discipline and has bad results”.*

T4: *“Without corporal punishment learners have lost sense of responsibility and morals, they carry themselves around in an inappropriate manner and that gives the school a bad name and reputation”.*

T3: *"It has only promoted the good name of human rights activities name and worsen/ reduce the name of school in the society. Schools are now known to be places of learning wrong things e.g. taking of drugs, indiscipline etc.*

What are the roles played by principals, teachers and SMTs in the management of discipline?

T 2: *"I am in the SMT I check those learners who use drugs and are always under the influence. The class teacher therefore manages learners in particular class in terms of discipline".*

T 4: *"To motivate them on doing the right thing which is been educated, guide them on terms of living a good life as this time it needs people who are matured and know what they want to achieve in life and future".*

P 2: *"As a person in the management, more often teachers are looking up to me and when there is a problem at the subordinate level it comes to me and my role is to call the parents to inform the SMT and the case is seated on depending".*

P 3: *"As a principal all matters relating to discipline end up in my office after the disciplinary committed have given their recommendations on a particular disciplinary case for onwards implementation".*

SMT 2: *"Classroom management during teaching. I am part of the committee that drew up the discipline policy of the school and also involved physically with discipline in the school. We call their parents. Sometimes their parents do not even come to school when called."*

P 1: *"We are trying when it comes to punctuality we are doing our best. In our case a learner is subjected to payment ten rand (R10) failing which that learner will miss the first period which is not nice. That we had to implement to curb this*

late coming. Somehow it's working. But it does not stop. We don't have a day that go by without late coming".

How does teaching and learning effective from the implementation of Alternatives to Corporal Punishment?

T 3: "There is no effective teaching and learning at all because learners frequently absent themselves and when they come to school stay outside the classroom and this leads to poor academic performance".

T 1: "Teaching and learning becomes difficult as it is merely impossible to rule & manage a class of 120 learners".

T 2: "Learner tend to miss out and also the programme of the school is been altered with the absenteeism and poor time management".

P 1: "ACP it takes away time for teaching more often when we are sitting on this cases we stretched more time, what happens we don't have time to go to class and it affects the teaching and affects you as a teacher and learners who are subjected to these punishments. It can never be on books and they get suspension, looking at it, I mean that is the only thing we do, to suspend maximum of seven days. It also affects you as a human being you get emotionally affected, and your ability, your teaching is somehow compromised, your ability to teach, your concentration on what you are doing and most of the time you are calling them to order and what happens to time is taken away".

P 2: "Because learners know that there is no corporal punishment, their behaviour has become uncontrollable, they come late, make noise in class, don't submit their work, all that leads to learners not performing well in the classroom".

What are the barriers in relation to the implementation of alternatives to corporal punishment?

P 1: *"They don't understand alternatives to corporal punishment because the department of education did not orientate the teachers about ATCP, that is to say not enough has been done to train teachers in the alternative methods of discipline introduced by the Department of Education".*

T 2: *"Teachers were not equipped with alternative methods to corporal punishment after its abolition in dealing with discipline and this is a barrier because a large number of teachers have not been reached by the training on alternatives to corporal punishment, and they are not equipped with skills to manage discipline in the classroom through non-violent means".*

P 3: *"By designing policies that do not favour certain alternatives to corporal punishment. By failing to effectively create an environment in which teachers are free to administer alternative punishment. Failing to support teachers who implement alternatives".*

T 2 said: *"... and they are not equipped with skills to manage discipline in the classroom through non-violent means".*

P 4: *"Lack of availability of effective implementation programmes and notes that the implementation of the policy banning corporal punishment has been disillusioned and is ineffective because of lack of understanding of the policy, resource constraints, beliefs and attitudes of parent, teacher and district officials, class sizes and alternatives perceived, or found to be inadequate, useless and time consuming".*

T 2: *"Learners make it impossible to implement alternative ways to corporal punishment because they make fun of it and feel that whatever strategy you bring will not be painful as of corporal punishment".*

T 3: *"The teachers are against the alternatives because the learners behave like wild creatures, they do not see the difference between a teacher and a learner, they believe that corporal punishment was better off than the alternative because then, learners know what was right and what was not".*

P 4: *"One of the barriers is that actual implementation of alternatives to corporal punishment is punitive and can yield unintended results, and almost all of the recommended alternatives seem to be yielding unintended results, example frog jump is menial work are punitive".*

SMT 1: *"Some parents offer resistance to their children being subjected to alternatives, because some alternatives may be de-humanising or may result in a learner losing teaching/learning time".*

SMT 2: *"Lack of parental involvement and support in and for the schools are the main causes of misbehaviours in schools. Parents tend to become reluctant to participate in the education of their children. Parents also have a tendency of shifting their role of instilling good morals in their children to teachers, and this causes problems for the teachers, as they need parental support in dealing with disciplinary problems".*

P 1: *"Most teachers do not want to stay after school to supervise alternatives punishment given to learners as they claim that it is beyond their working hours".*

SMT 3: *"Teachers are not willing to stay after the school closes, so you will find out that if the teacher is on duty that particular day for detention they either do not come or leave immediately school closes".*

T 1: *"The contradiction of views between teachers and school management becomes a problem where discipline of learners is concerned".*

SMT 4: Teachers and the SMT consists of different people and these different people results to different opinions and that leads as a contributory factor in serving as a barrier in implementing alternatives to C.P.

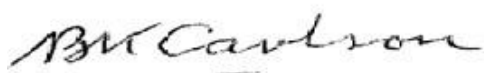
APPENDIX H: LANGUAGE EDITOR'S CERTIFICATE

8 Nahoon Valley Place
Nahoon Valley
East London
5241
13 April 2020

TO WHOM IT MAY CONCERN

I hereby confirm that I have proofread and edited the following thesis using the Windows 'Tracking' system to reflect my comments and suggested corrections for the student to action to produce a clean copy for examination purposes:

Educators' views on the effectiveness of alternatives to corporal punishment to maintain discipline: A case of four high schools in the O.R. Tambo district by Kassim Abdul Fatau, a dissertation in fulfilment of the requirements for the degree of Master of Education at the University of Fort Hare.



Brian Carlson (B.A., M.Ed.)
Professional Editor
Email: bcarlson521@gmail.com
Cell: 0834596647

Disclaimer: Although I have made comments and suggested corrections, the responsibility for the quality of the final document lies with the **student** in the first instance and not with myself as the editor.