University of Fort Hare
*Together in Excellence*

# STRATEGIES OF MAINTANING DISCIPLINE WITHOUT THE USE OF CORPORAL PUNISHMENT: THE STUDY OF SELECTED SCHOOLS IN LADY FRERE, EASTERN CAPE.

**By**

**PHELISWA CONSTANCE HALU-HALU**

**200701580**

**Research Proposal for Master of Social Work Degree**

**Department Of Social Work/ Social Development**

**Faculty of Social Sciences and Humanities**

**University of Fort Hare**

**Date and Year: 29 November 2013**

**SUPERVISOR**          **Prof S. M Kang'ethe**

**Co-supervisor**          **DR N. Mesatywa**

## DECLARATION

I, Pheliswa Constance Halu-Halu, student number 200701580 hereby declare that **'Strategies of maintaining discipline without the use of Corporal Punishment: The study of selected schools in Lady Frere, Eastern Cape.'** is my own work and that all references used or quoted are acknowledged correctly.

…………………………

P.C Halu-halu                                                    Date:………………………..

## DEDICATION

This research study is dedicated to all my family members, with a distinction to my beloved mother, Nosipho Halu-Halu.

## ACKNOWLEDGEMENTS

# ABSTRACT

The aim of the study is to explore the possibilities of maintaining discipline without corporal punishment in the two schools, Nzimankulu and Cacadu senior secondary schools in Lady Frere, Eastern Cape. The study has the following specific objectives: To establish the types of punishment existing in Nzimankulu and Cacadu Senior Secondary Schools in Lady Frere; to explore the perceptions of parents, teachers and learners of Nzimankulu and Cacadu Senior Secondary Schools on the abolishing of corporal punishment and to explore the position of the School Governing Body of the two schools about Corporal Punishment.

The study uses triangulation whereby both qualitative and quantitative methodologies are applied for the investigation of the phenomena of Corporal Punishment, with a case study and a survey as research designs. The study's sample size was 70, twenty being subjected to one-on-one interviews and 50 participants had self-administered questionnaires. An interview guide and a questionnaire, therefore, served as research instruments. The study had the following findings: Participants were gender skewed with women outnumbering men; inadequate awareness of the corporal punishment policy; participants demanded restructuring of the policy; many participants disapproved corporal punishment; corporal punishment is said to be painful and violates human rights of the learners; corporal punishment upsets the learners' social-emotional and psychological wellbeing; corporal punishment increases school dropout rate; corporal punishment makes students have a violent life in their future life; serious disciplinary cases need to be reported to the police; it is possible to maintain discipline without corporal punishment; motivation is a tool of motivating learners and a tool of maintaining discipline without corporal punishment; and detaining learners during break time is a good way of maintaining discipline without corporal punishment. The study had the following recommendations: Corporal

punishment should remain banned; teachers and all the stakeholders in the schooling system need to be sensitized on non-corporal methods of maintaining discipline; education officers need to work as a team to implement non corporal types of punishments; follow-up surveys are necessary to evaluate the working of non-corporal types of punishments; there is a need to train the School Governing Body (SGB) on school policies and the community need to collaboratively revise the school code of ethics; further research is critical in assessing the effects of non-corporal types of punishments; government should facilitate a consultative process for all the important stakeholders in the schooling system to debate and brainstorm on corporal punishment; social workers should be employed in secondary schools to enhance behaviour modification process; schools need to benchmark their practices with other schools with good discipline; and discipline based lessons to be introduced in schools.

# TABLE OF CONTENTS

# LIST OF FIGURES

## LIST OF TABLES

## LIST OF ACRONYMS

**SGB: School Governing Body**

**UN: United Nations**

**UK: United Kingdom**

**UNCR: United Nations Convention on the Rights of the Child**

**OAU: Organisation African Union**

**SSS: Senior Secondary School**

# CHAPTER 1: INTRODUCTION AND BACKGROUND

## 1.1. OVERVIEW OF THE RESEARCH

The issue of corporal punishment is viewed as an issue belonging to educational domain and more research has been done in the area, however recent research has proved that it is a phenomena of concern to a scope beyond the educational domain (Gershoffs 2009; Graziano 1992). For example, some researchers are of the opinion that corporal punishment is an area well-meaning to be researched in social work. This is because of the belief that social work as a profession should concern itself in diagnosing and analysing the gravity of social problems in any social setting, including institutions of learning (Sheafor&Horejsi, 2008).

Although various documentation validates that corporal punishment has made some learners drop out of school, this study focuses on the strategies of maintaining discipline without the use of corporal punishment is schools. Dropping out of school may lead to some learners picking the bad habits that can destroy their future lives. Some in the process of overcoming frustrations so meted on them through corporal punishment may resort to indulging in socially ill and illicit practices such as drug abuse, drug peddling etc. Given the above understanding, the effect of corporal punishment, therefore, becomes an area of interest to social work researchers (Sheafor & Horejsi, 2008).

While punishment is defined as the authoritative imposition of something negative or unpleasant on a person in response to behaviour deemed wrong by an individual or group, corporal punishment on the other hand is defined as a kind of physical punishment that involves the deliberate infliction of pain as a retribution for an offence, or for the purpose of disciplining or

reforming a wrong doer, or to deter attitudes or behaviour deemed unacceptable (Collins, 2010). According to Shmuel (2010), corporal punishment is defined as the use of physical force no matter how light, with the intention of inflicting bodily pain so as to correct or punish the person's behaviour. Such infliction of pain typically includes hitting with either the hand or another object.

Human Rights Watch (1999) found out that many opponents of corporal punishment argue that teachers may also discipline a child by assigning non-abusive physical tasks. They state that teachers can learn to make learners perform light chores, to water, weed a school farm or fix what they have broken. Learners who build chairs are not apt to break them. Learners who wash walls are not likely to make them dirty on purpose. If learners are reinforced for keeping their school yard neat and clean, they are less likely to throw trash on it. However, these punishments should be administered thoughtfully and not in an excessive or exploitative manner.

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 a possible tool for meting out discipline. School discipline has two main goals: ensure the safety of staff and learners and create an environment conducive to learning. Serious learner's misconduct involving violent or criminal behavior defeats these goals (Moles, 1989). It thus becomes very necessary to identify the causes of the discipline problems and the strategies that could be adopted by the schools to effectively maintain

discipline without the use of corporal punishment and ensure harmonious functioning of the child is established for national growth and development.

According to Dawes, Kropiwnicki, Kaffar and Richter (2005), the apartheid rule in South Africa impacted on punishment system in institutions of learning. This is because it was only a year after South Africa gained freedom that corporal punishment was abolished. This ushered in new dynamics, change of mind-set and norms for institutions and people geared towards adopting and embracing the new dispensation. Issues like human rights vis- a- vis corporal punishment in institutions of learning started taking a centre stage in South Africa (Gauld& Patel, 2010).

Corporal punishment is regarded unlawful in schools and in other education institutions under the South African Schools Act (1996, article 10), the National Education Policy Act (1996, article 3), and the Further Education and Training Colleges Act (2006, article 16). For example, in the year 2000, the Constitutional Court dismissed a bid by 196 Christian schools to make an exception to the prohibition on grounds of religious conviction (*Christian Education South Africa v Minister of Education*, 2000 (4) SA 757 (CC).

According to the research conducted by Clacherty, Donald and Clacherty (2005), the following responses were found from learners who were exposed to corporal punishment:

> (1) "She gave me five strikes on the buttocks. My heart was so sore and my bums were painful. I couldn't sit down the whole weekend. Every time I looked at the teacher I felt pain in my heart." Girl, KwaZulu-Natal
>
> (2) "With a thin stick in her hand, and she uses all her strength when she hits us. If you have long hair she opens a line in your hair and hits you, or if

you have just plaited your hair, she will just hit you in the middle (where the scalp is). When her right hand is tired, she use her left hand and she smiles when she hits us". (Girl, 9-12).

The narrative above illustrates the practice of corporal punishment in schools and the psychological traumas it may be exposing the learners to. The process inculcates fear, it is painful and damages the relationship between the learners and their teachers (Clacherty et al., 2005). The punishment also affects children's attitudes to learning. These problems with the learners are likely to influence their home environment and the way they do things as well as the way they grow (Maguire, 2002). Perhaps this is a valid justification of studying the subject under social work discipline that uses the systems theory to locate what happens in the society if one subsystem in the system is affected or destabilised (Maguire, 2002).

According to the South African Legal reform system adopted in 2008 (Durrant, 2008), corporal punishment by teachers is regarded as unlawful whereas when practised by parents, it is permitted. According to Shmuel (2010), most countries permit light corporal punishment as a way of disciplining and correcting a child, but this is less acceptable as a means of discipline in schools than at the homes. Therefore, teachers are not allowed to corporally punish their learners and should they do so, it is considered a criminal offence of assault.

According to Jangwanth (2004), corporal punishment lowers self-esteem and promotes negative expectations of oneself. It promotes victimization among people. However, there is a broadly

held belief that people who are subjected to corporal punishment are made stronger to oppose compliance with the law. It therefore makes them more prone to becoming repeat victims (Jangwanth, 2004). This defeats the purpose of corporal punishment as an agency of deterrence. It lowers the room and chance for dialogue and reflection. It hampers the capacity to understand the relationship between behaviour and its consequences. Child psychologists allude that corporal punishment creates barriers that impede parent-child communication and damages the emotional links established between them (Nyati-Ramahobo, 1992). It leads to a lost opportunity for normal children nurturance. This, according to psychologists, could lead to children having difficulties in adjusting to be disciplined members of their societies. It can negatively affect children's future socialization with their colleagues, partners and the law enforcement agencies (Nyati-Ramahobo, 1992)

## 1.2. THE RESEARCH PROBLEM

In South Africa, corporal punishment is no longer legal and cannot be administered as a correction tool. However, societies, teachers are having problems of identifying and coming to terms with ways, methods and approaches of maintaining discipline without the use of corporal punishment. This study, therefore, explores various methods of maintaining discipline without corporal punishment from the lenses of teachers, communities through school governing bodies, and learners themselves. Such a study is therefore considered urgent, topical and timely.

## 1.3. BROAD OBJECTIVE

The broad objective of this study is to explore strategies of maintaining discipline without the use of corporal punishment in Nzimankulu and Cacadu senior secondary schools in Lady Frere.

### 1.1.1. Specific Objectives

- To establish the types of punishment existing in Nzimankulu and Cacadu Senior Secondary Schools in Lady Free.

- To explore the perceptions of parents, teachers and learners of Nzimankulu and Cacadu Senior Secondary Schools on the abolishing of corporal punishment.

- To explore the position of the School Governing Body of Nzimankulu and Cacadu Senior Secondary Schools over Corporal Punishment.

- Establishing various discipline strategies that can be employed beside corporal punishment

### 1.4. RESEARCH QUESTIONS

- What types of punishment exist in Nzimankulu and Cacadu Senior Secondary Schools in Lady Frere?

- What are the perceptions of parents, teachers and learners of Nzimankulu and Cacadu Senior Secondary Schools on the abolishing of corporal punishment?

- What is the position of the School Governing Bodies of Nzimankulu and Cacadu Senior Secondary Schools over Corporal Punishment?

- What discipline strategies that can be employed to learners at Nzimankulu and Cacadu besides corporal punishment?

### 1.5. SIGNIFICANCE OF THE STUDY

Since punishment is an important component of maintaining discipline in institutions of learning, this research will shed light on the advantages and disadvantages of it in schools. The study's results are likely to be useful for possible crafting of policies making it possible to maintain discipline without corporal punishment. Since the constitutional court of South Africa is opposing the use of corporal punishments to the learners, this research will hopefully come up

with other plausible strategies of maintaining discipline without use of corporal punishment. The study will also help to bring to the open the debate of whether a decision of banning corporal punishment had adequately consulted parents, teachers and student fraternity.

The results of the study could also give direction and chart the best consensual way that teachers could employ in disciplining students. Pivotally, the study could help sensitize teachers, parents and students on the human rights of children; as well as the responsibilities that go with the rights.

## 1.6. RESEARCH METHODOLOGY

## 1.6.1. Research design

A research design can be defined as the way in which a particular study is to be conducted (Strydom, 2005: 252). It is the planning of a scientific enquiry in which a plan is decided upon as being the best possible manner in which to find out something on a particular topic (Babbie& Mouton, 2004: 72). This study triangulated both qualitative and quantitative approaches with qualitative approach being dominant while quantitative approach was less dominant. The qualitative design took the form of a case study, while a mini survey represented the quantitative methodology.

## 1.7. METHOD OF DATA COLLECTION

### 1.7.1 Methods

The study has used in-depth interviews, key informants method, a structured interview and qualitative observations.

*Qualitative method of data collection*

- **In depth Interview**

In-depth interviews were utilized to collect in depth data on the views, perceptions, thinking through the interview guide as a data collection tool. In-depth interviews were administered to the learners, teachers and the SGB. The interviews were conducted with participants at different time intervals, learners were interviewed alone and teachers together. Education officers also were interviewed together and parents as well.

- **Key Informant Method**

Key Informant method was adopted to collect data from the education officers. Key informants are especially important in a study where there is need to ascertain the extent of a social problem.

- **Participant Observation**

This study utilized participant observations. Participant observations are especially useful in this study to make meaning of the participants' attributes such as, their feelings, attitudes and gestures (Creswell, 2009:181).

- **Quantitative method of data collection**

A mini survey was used to facilitate the collection of quantitative perceptions of teachers, learners and members of SGB on different aspects of corporal punishment.

### 1.7.2 Instruments
The qualitative interviews were facilitated using an interview guide; while the quantitative data collected through a mini survey was made possible using a questionnaire.

### 1.7.3. Data Collection Process
To expedite the qualitative data collection process, the data was audio taped and later transcribed. The research process was cross sectional, meaning that data was collected at one

stage in time. Observations and jotting of notes, to complement the audio taped information, was used. The questionnaires were administered to the respondents to fill in their responses according to their perceptive level.

### 1.7.4. Population under Study

The research population was drawn from Nzimankulu and Cacadu Senior Secondary in Lady Frere. This is a town that is under Emalahleni Local Municipality of Chris Hani District in the Eastern Cape Province of South Africa. The population of learners at Nzimankulu Senior Secondary school is 535 and at Cacadu is 432. The researcher employed the simple random sampling to choose the sample of learners from two selected schools.

### 1.7.5. Sampling Frame

The study employed both stratified random sampling and simple random sampling. The strata constituted of the learners, teachers, officers and parents. Then from each stratum, the respondents who accepted to be included in the research process were randomly selected. In the strata of learners, the researchers also grouped the learners in their grades from grade 10 to grade 12. After stratifying the participants, then simple random sampling was used. The sampling frames from which the researcher picked her samples consisted of 535 learners, 19 teachers and 8 parents from the School Governing Body at Nzimankulu Senior Secondary School; and 432 learners, 21 teachers and 8 parents from the School Governing Body at Cacadu Senior Secondary School.

### 1.7.6. Unit of analysis (sample size)

There were 5 learners, 2 teachers, 2 parents and 1 Education officer who participated in the research per school. In selecting them, the researcher used stratified random sampling of which the learners were grouped according to their grades. In each grade, the researcher randomly

selected the learners who were interested in participating in the study. The researcher ended up having learners from all grades in both schools. The researcher had grouped the teachers, officers and parents into different strata. In each stratum, the respondents who were interested to participate in the research were randomly selected.

Therefore, there were 10 learners, 8 parents, 7 Education officers and 10 teachers per school who were randomly selected to answer the questionnaires

### 1.7.7. Sampling Procedure

The quantitative sampling procedure entailed stratification of the sampling frame and from each stratum. Learners' strata were represented by their grade levels; while teachers were in two strata, those teaching lower grades (1-4) and those teaching higher grades (5-8). Then simple random sampling was used to select the samples who were interested in getting involved in the research undertaking. The respondents constituted of the teachers, learners and parents.

### 1.8. DATA ANALYSIS

To effect data analysis, the researcher converted the raw data notes into write-ups to make them intelligibly legible and understandable products. The data was then edited for accuracy, commented on and analyzed. Raw field notes and write ups were used to replace some of the missing content. Tape recorded information was transcribed before it could be used for analysis and participants were informed at the beginning of the interviews about the use of tape recording. The interviews were transcribed verbatim and analyzed using the open coding technique to identify themes and sub-themes. Themes are umbrella constructs which are usually identified by the researcher before, after and during the data collection.

Quantitative data from the mini survey was translated through the use of excel. The data was coded and translated to graphical or table presentation.

## 1.10. OPERATIONAL DEFINITION OF CENTRAL TERMS:

**School governing body** is a group of people who formulate the policy and direct the affairs of an institution in partnership with the managers, especially on a voluntary or part-time basis.

**Learner** means any person receiving education or obliged to receive education.

**School** means a public school or an independent school which enrols learners in one or more grades between grade zero and grade twelve.

**Punishment** means corrective measures or penalty inflicted to someone who has to suffer the consequences of misconduct (Paolucci&Violato, 2004).

**Corporal Punishment** Corporal punishment is a physical punishment as distinguished from pecuniary punishment or a fine; any kind of punishment of or inflicted on the body" or "the infliction of pain by a teacher or other educational official upon the body of the student as a penalty for doing something which has been disapproved of by the punisher (Maree and Charian, 1995). Corporal punishment is sometimes called spanking. The more common types of corporal punishment are spanking, grabbing or shoving, and hitting a child with objects such as a hair brush, belt, or paddle (Straus, 1991).

**Discipline** means following the doctrines of an educator (Collins, 2002).

**Misbehaviour** occurs when the learner pretends to experience a hiccup in order to gain attention or disrupt a lesson, the same hiccup is justifiably considered misbehaviour (Charles, 2002).

## 1.11. FRAMEWORK OF CHAPTERS
The following is the chapter framework

**Chapter One**

This chapter presents literature on the background to corporal punishment

**Chapter two:** Literature Review

This chapter covers the merits and demerits of corporal punishment, its policies, various types of punishment, alternatives to corporal punishment and the consequences of corporal punishment.

**Chapter three:** Research Methodology

The research methodology consists of the research design, the methods of data collection and the data analysis.

**Chapter four:** Data Analysis, interpretations and Presentation of findings

**Chapter five:** Discussion of Findings, Conclusions and Recommendation

## 1.12. CONCLUSION/CHAPTER SUMMARY

This chapter was an overview of ideas and debates surrounding the topic of corporal punishment. The method that was used in the study has also been outlined briefly and the concept of corporal punishment has been explained. The next chapter will expand on the debates mentioned here as well as go into theories of social learning, behavioural theories and the possible effects that corporal punishment has on a child throughout the life time.

## CHAPTER 2: LITERATURE REVIEW

## 2.1. INTRODUCTION

In this chapter, the researcher looked at the literature regarding the abolishment of corporal punishment in schools. The research examined policies and practices concerning corporal punishment, as well as looked at both good and bad aspects of the practice as viewed by different significant stakeholders in the continuum of learning. The researcher also explored strategies that can be used to instil discipline in schools other than the use of corporal punishment. The research discusses various types of punishment that exists in Lady Frere communities. The research also explores literature on how to maintain discipline without the use of corporal punishment. The research also explores reasons for misbehaviour among the learners, both inside and out of the school premises.

## 2.2. ABOLISHING CORPORAL PUNISHMENT WORLD WIDE

Corporal punishment in schools has been banned in many parts of the world, including Japan, Europe, the United Kingdom and others. A number of countries have outlawed corporal punishment of children in schools. By 2001, the following 10 states had prohibited all kinds of corporal punishment of children: Austria (1989); Croatia (1999); Cyprus (1994); Denmark (1997); Finland (1983); Germany (2000); Israel (2000); Latvia (1998); Norway (1987); Sweden (1979); while more have reforms under discussion and are close to a total ban (Morrell 2001).

Current literature also holds that corporal punishment in schools and penal systems is prohibited in more than half of the world's countries. The following countries for example, have recently banned school corporal punishment: Ethiopia, Kenya, Korea, South Africa, Sri Lanka, Thailand, Trinidad and Tobago and Zimbabwe (Unicef&Scf, 2000). The issue is now on the political agenda in many other countries. Many countries also have landmark human rights judgments

condemning corporal punishment of children, from constitutional and supreme courts at national level for example in Israel, Italy, Namibia, South Africa, Fiji and Zimbabwe, and from the European Court of Human Rights (Morrell, 2001).

Despite the fact of abolishing corporal punishment, the practice is still being upheld against the policy in some countries. According to the research conducted by Pate (1994) in the ''Times Educational Supplement'' of the 8th April 1988, it was reported that the United State Supreme Court in one of the American schools was a reported case of a nine year old girl who successfully sued her head teacher for beating her with a wooden paddle, the beating that left a 2 inch scar. In the said suit, the girl claimed the violation of her constitutional right.

In another Scenario, the European court (in the United Kingdom) of Human rights held in a judgement that corporal punishment is a violation of the rights of a boy subjected to corporal punishment. It further held that children's rights to education encompass a right to attend a school where they will not be subjected to corporal punishment. According to Parker-Jenkins (1999) in the UK, parents took educational authorities to court in order to protect their children from any form of corporal punishment.

## 2.3. ABOLISHING OF CORPORAL PUNISHMENT IN SOUTH AFRICA

Corporal punishment was an integral part of schooling for most teachers and students in the twentieth century in South African schools. It was used in white, single sex boy's schools and liberally in all other schools except in single girls schools where its use was limited (Morrell, 1994). South Africa is one of the countries that banned the use of corporal punishment in schools in 1995. Despite the fact that it was abolished in South, it is still being practiced in some schools.

The effects of corporal punishment in SA ignited a lot of debates in the 1970's (Newell, 1972). Psychologists argued that it did serious emotional damage, affected the self-esteem of learners and impacted adversely on academic performance. In some circles, corporal punishment was pointed to be a part of a wider web of violence that fuelled hatred. To the contrary, some teachers in South Africa argued that without corporal punishment, discipline could not be maintained. However, the ending of apartheid and the establishment of human rights culture in the 1990's laid the foundation for the ending of corporal punishment (Morrell, 2001).

According to a research conducted by Soneson (2005), children acknowledged corporal punishment as a kind of punishment most administered by a teacher with a ruler, stick or board duster on a learner's head. In the same research above, one of the learners claimed that he was beaten 5 strokes for making noise. In the same research, teachers complained that as much as the government wants them to stop corporal punishment of children in schools, they were ill equipped with information on how to discipline a child without applying corporal punishment.

When a child misbehaves, the South African government suggests that teachers call their parents. This has been found to be difficult, time wasting and has left teachers in a dilemma. This is because the suggestion does not give an answer in a situation where parents do not cooperate and own that their children are erroneous and need to be punished. This kind of a scenario has left teachers dumbfounded without a clear path as to how to maintain discipline without corporal punishment. This, to some extent could explain the level of indiscipline and misdemeanours among the learners in most schools in South Africa (Roussow, 2003). Hence, this research seeks to explore various methods of maintaining discipline without the use of corporal punishment.

According to a research survey, conducted by Morrell (2001) in 16 Durban high schools, whose purpose was to investigate issues of school discipline in a context where corporal punishment had recently been banned, reports in the press and discussions with teachers in the Durban region suggested that discipline was a challenging phenomenon and that corporal punishment was still relevant. The issue seemed most problematic in secondary schools particularly amongst older learners, many of whom considered themselves to be young adults and who are, in terms of UNESCO definitions, are no longer children as they were over 18 years of age. In the research conducted by Soneson (2005), the sample was drawn from grade 11 learners. The results found that 50 % of respondents in white schools reported change in terms of corruption ever since corporal punishment was banned, and 50% of black respondents reported that corporal punishment largely existed in their school amid high rate of corruption. Many researchers were concerned about the levels of dwindling respect amongst learners to their teachers and other significant others since corporal punishment was abolished and there was no information on how teachers can maintain discipline without the use of corporal punishment. The phenomenon was especially confusing to the recently employed teachers (Soneson, 2005). This research, thus, aims at exploring the pros and cons of maintaining discipline without corporal punishment by subjecting simple random samples among the teachers, learners and education officers in the education continuum.

According to Graziano (1992), the tendency for teachers to frequently punish has more to do with the teacher's frustration level than with the child's misbehaviour. This is a concern as it leads to the release of the 'teacher frustrations' leading to 'learner frustrations' without

correcting nor addressing the wrong deed by the learner. In the SABC 1 News on 23 of March, 2012, it was reported that in one of schools at UMzimkhulu, a child was beaten by a teacher with a belt and the child ended up in the hospital. A big question arose whether that was a way of disciplining the child or was a purely a human rights violation of the child (OAU, 1990; UNCRC, 1989). Hence, this research will seek the perceptions of learners, teachers and SGB with regard to the use and impact of corporal punishment in schools.

This researcher is of the opinion that the issue of maintaining discipline should not only be the duty of the teachers, it should involve all government stakeholders including the department of social development, the parents, the community leaders, the school governing body and the learners themselves.

## 2.4. DISCIPLINE AND CORPORAL PUNISHMENT

In the context of South African schooling system discipline is often understood more narrowly as a punishment and as a result, many mistakenly equate discipline with punishment. Most people, teachers and parents alike, usually use the word discipline to mean control through punitive measures. To many, discipline suggests physical punishment, to others rigid control of rules and regulations.  In an attempt to distinguish discipline from punishment, Kight and Roseboro (1998) describe discipline as a positive approach to teach a child self-control and confidence.

Discipline is a process, not a single act. Good discipline does not happen by chance, it needs to be purposively planned, Joubert and Squelch (2005). It is the basis for teaching children how to be in harmony with themselves and get along with other people. According to Kight and Roseboro (1998), the ultimate goal of discipline is for children to understand their own behaviour, take initiative and be responsible for their choices and respect themselves and other

people as well. Punishment, on the other hand, according to Kight and Roseboro (1998) focuses on the misbehaviour and may do little or nothing to help a child behave better in the future. They maintain that the teacher who punishes the learners teaches the children that the teacher, rather than the child is responsible for the way the child behaves, while Joubert and Squelch (2005) believe that punishment has negative effects on learners. Based on the above discussion, the researcher therefore reviews both negative and positive aspects of corporal punishment.

The seriousness of corporal punishment was expressed by the then Minister of Education Naledi Pandor in her Legislation speech of 2006 which supported the creation of safer Schools (Pandor, 2006) in her address she raised the concern for the state of South Africa's Schools and the shocking statistics of violence, lack of discipline and drug abuse. She says "if schools can no longer be regarded as a safe place, then as a community we have failed our children. This is a failure to infuse appropriate social values and attributes to those who make up our school communities." She also added that many commentators, angry parents, well-wishers and general members of the public have written to her with advice, suggestions and criticism. All agreed that the presence of the ill-discipline, bullying, sexual abuse and violence in South African Schools point to a deep malaise that requires determined and urgent action. "The writers and callers are a tussle for the soul of the nation..." This researcher agrees with them. If we allow violence, abuse and drugs to become a familiar and accepted part of schooling, our future is lost! If we dither and hide behind our rights –based laws, then we merely confirm that rights protect abusers and not the dignity of all, Pandor (2006). In her document she also reminds school principals and parents the range of powers available for schools to instil discipline and appropriate behaviour in learners.

The Minister of Education Naledi Pandor was convinced that parents or guardians bear primary responsibility for the conduct and discipline of their children and she therefore calls for parents to support teachers and share the burden of inculcating discipline. "Schools are not mini-prisons and teachers cannot be expected to serve as correctional officers to wild and unruly students." The minister believes that learners who are unruly and contribute to violence at school should be sent home, "those children must go back to their parents and those parents must teach them manners and later can come back to school", says the Minister, Bateman (Pretoria News, 21 April 2007). Whether corporal or not, punishment simply teaches children that if they break rules, they will suffer negative consequences. Punishment does not necessarily teach children why the rules are in place, why the rules are important, or how they can act in accordance to the rules. Punishment also does not teach children to be responsible or to take into account the thoughts, needs or experiences of others. Discipline, on the other hand, always carries a lesson which helps children to understand what appropriate behaviours are, and why they have become accepted in the society. Disciplining children is really a means of teaching children. Punishment emphasizes what a child should not do while discipline emphasizes what a child should do.

Punishment is a one-time occurrence while discipline is an on-going process. Punishment insists on obedience while discipline sets an example to be followed. Punishment undermines independence, while Discipline leads to self-control. Punishment is an adult release and about their power. It is also about displaced anger. This is when adults are angry about something but take their anger out on children while discipline helps children change, Mwamwenda (1989). Punishment makes children behave while discipline accepts children's need to assert themselves. Punishment thinks for children while discipline encourages children's ability to think for

themselves. Punishment defeats self-esteem while discipline encourages self-esteem ( Ivancevich and Matteson, 1990).

Punishment condemns misbehaviour while discipline encourages self-disciplined behaviour. Punishment is different from discipline and impacts the learner in distinct ways. Disciplined behaviour means ways of behaving that show respect and responsibility. The goal is for the learner to develop self-discipline through their own efforts rather than through the efforts of another by means of monitoring, threats, fear, and force. Punishment is external and does not promote or allow self-discipline to be achieved. Punishment generally only stops the behaviour for the moment but does not have positive long-term outcomes (Pandor, 2006). Pandor is further supported by Rosnow and Rosenthal (1996), who purport that corporal punishment may teach a child what not to do, but it does not provide any instruction of what the child should do under certain circumstances. Furthermore, it is critical to note that corporal punishment temporarily suppresses behaviour, it does not teach a new behaviour to replace the undesirable behaviour (Maguire, 2002).

## 2.5. THE MERITS AND DEMERITS OF ABOLISHING CORPORAL PUNISHMENT IN SOUTH AFRICA

According to a research conducted by Kubeka (2004), teachers argued that without corporal punishment, discipline could not be maintained, children would neither show the respect, nor develop the discipline to work hard unless they were beaten. They viewed corporal punishment as a quick and easy way to inculcate discipline while other methods required time, patience and skills which most teachers and parents lacked. Joubert et.al (2005) is of the view that the effect of banning corporal punishment has led to disastrous effects in schools and also at homes such as

lack of respect by the children/learners. The researcher is of the view that there is a gap in the literature of corporal punishment, hence this researcher thinks there is a need to adequately pinpoint the reasons that lead to disrespect among the learners.

According to Cooper (1998), hitting the child may stop the behaviour immediately, but it does not necessarily stop him/her from doing the same thing in the future. This is because the child is less likely to learn from the punishment, and is more likely to develop resistance to what she is punished for. This means that punishment is not a full proof strategy to maintain discipline. This premise finds support from psychologists such as Albert Bandura, his stance is that modelling plays a major role in shaping one's behaviour other than the use of corporal punishment.

This researcher thinks that excessive use of corporal punishment in the classroom decreases learning. This is because it renders the learning environment being rife with fear that uses up the learners' energy to conceptualize on the subjects being taught. In organizations such as schools, a tolerant and a co-operative atmosphere reduces disruption, and therefore reduces the need to punish. Some researchers are of the view that, teachers who portray a good behaviour to learners, are less likely to have noisy it is not likely to hear the noise in their classrooms, and the need to corporal punish is thus distanced. The researcher believes that this statement is debatable because some teachers, who are able to maintain discipline among their learners through various disciplinary methods, are more respected than those who do not. The question is whether they are respected, or it's just that the learners are afraid of them (Graziano, 1992).

Many scholars argue that banning of corporal punishment has led to a high rate of dropouts at schools. According to a research conducted by Naong (2000) in some schools, Thursdays were set aside by teachers every week for recitation and revision and/or solving mathematical problems. The teachers would carry canes and as a result, learners had to work very hard to prepare for the Thursday event.

## 2.6. STRATEGIES TO ADDRESS CORPORAL PUNISHMENT IN SCHOOLS

- **Self-discipline**

Self-discipline, according to Ayers and Gray (1998:17) is the ideal goal, in contrast to the aversive discipline where unreasonable demands on learners are backed up by harsh punishment. It is further stated that learners react negatively against arbitrary discipline based on power assertion (Ayers and Gray, 1998:17). Positive discipline enables learners to experience freedom along with responsibility for the consequences of their behavior. Consequences should be logical and not punitive.

Positive discipline is best achieved through collaboration between learners and teachers. They should discuss and agree on positive behaviors, classroom rules and the consequences for misbehavior (Ayers & Gray, 1998:17. Meece (2002:470) points out that discipline practices that focus on the consequences of misbehavior for self and others, help children to develop self-control and self-discipline. It also promotes the development of empathy, compassion, and cooperation (Maccoby& Martin, 183) as cited by Meece (2002:470).

- **Recognition**

In Ayers and Gray (1998:18), learners are seen as having a desire to belong to social groups and the class, they view this as having free choices but many a times these groups end up pursuing mistaken goals. These learners are under the illusion that these mistaken goals (such as not doing their homework, teasing others and bunking the class) will enable them to gain positive recognition and status in the eye of others. Most learners wish to achieve recognition and belonging. Some learners hope to achieve recognition through misbehavior because they think they cannot achieve it legitimately. If learners feel that they are denied recognition or that they do not belong, they will:

• Distract their teachers by showing off, being disruptive, being lazy, asking special favors, needing extra help with assignments, asking irrelevant questions, throwing things around the room, crying, refusing to work. Giving attention to attention-seeking students does not always improve their behavior, however other researchers assert that when proper attention is given in response to learners' attention seeking behavior, in some cases the appropriate behavior increases (Edwards & Watts, 2004:115).

• When learners fail to gain all the attention they seek, they often engage in a power struggle with parents and teachers. Teachers should avoid putting pressure on these learners in an attempt to make them behave properly because such pressure leads to a power contests (Edwards & Watts, 2004:115).

• When learners' efforts at control are thwarted, they take out their revenge on anyone around them. These learners lash out by tripping, hitting, kicking, or scratching others or by destroying their property. Causing them more pain will only provoke more revenge-seeking behavior.

Instead, teachers must offer understanding and assistance; they need to ensure that other learners do not retaliate when revengeful learners behave improperly, (Edwards & Watts, 2004:216).

• Learners who fail to achieve a sense of belonging through attention, power or revenge-seeking behavior often become so discouraged that they give up and seek to wrap themselves in a cloak of inadequacy. A display of inadequacy is a final effort to reach this ultimate goal of acceptance for what one is, even if one is inadequate (Edwards & Watts, 2004:216).

- **Redirection**

According to Ayers & Gray, (2004) teachers are advised to redirect learners so that they can achieve recognition. This redirection can be realized through a series of steps:

• Identifying the mistaken goal, i.e. seeking attention, acquiring power, seeking revenge or displaying inadequacy;

• Ignoring the learner behavior when they are trying to gain inappropriate attention. When pupils are not demanding attention, teachers should acknowledge them. If teachers are unable to ignore the attention-seeking behavior they should respond in ways that do not reinforce it, for example, by non-verbal communication or by private verbal communication;

• Trying to engage teachers in conflict, avoiding providing learners with the opportunity to force them into conflict situations.

•Teachers can provide such pupils with legitimate means of aiming for power by giving them positions of responsibility or by enabling them to participate in a decision making;

• Seeking revenge, providing opportunities that enable them to display their strength;

• Show what makes their behavior inadequate and be persistent in providing support and encouragement for any behavior that shows progress no matter how insignificant. Teachers should also monitor their own reactions to learners to prevent discouraging signals (Ayers & Gray, 2004).

- **Use encouragement**

Discouragement is a cause of many behavior problems (Balson, 1992) as cited by Edwards and Watts (2004:107). Offering encouragement on a regular basis as part of building a supportive class environment is worth the effort because "an ounce of prevention is worth a pound of cure." Encouragement is a useful technique for preventing discipline problems because it corresponds so well with learners' goals. Learners seek approval, and encouragement provides a legitimate means of receiving it. Encouragement focuses on effort rather than achievement; it thus gives positive feedback to learners who are trying hard but may be somewhat unsuccessful in some cases. Encouragement stimulates them to continue trying. When encouragement is properly given, learners gain status and satisfaction in learning rather than from relative achievements. Encouragement can also solidify their place in the group. They can feel that they are contributing members of the group and that the group accepts their efforts as valid. When learners exhibit more realistic confidence in their abilities, they are less likely to cause discipline problems.

- **Establish logical consequences**

According to Edwards and Watts (2004:108), another preventative strategy is to establish a set of logical consequences associated with the class and school rules. These consequences reinforce the expectation that rules are created to be complied with for the sake of all, and are also prepared in advance and thus made available to apply as behavioral problems develop. For

example, the natural consequences of throwing rocks at other students are that someone may be hit in the head and be injured. This natural consequence is unsafe and should not be permitted. Therefore, teachers may allow these natural consequences to occur without intervening. Natural consequences are not arranged; they happen naturally. Teachers do not need to threaten students but may allow safe natural consequences to occur. Learners can discover them on their own. Logical consequences differ from punishment. Punishment is arbitrary and does not have a logical connection to the particular behavior in question. Dreikurs, as cited by Burden (2003:24) prefers to let learners experience the consequences that flow from misbehavior. A logical consequence is an event that is arranged by the teachers that is directly and logically related to the misbehavior. For instance, if a learner leaves papers on the classroom floor, the learner must pick them up. If a learner breaks the rule of speaking out without raising his or her hand, the teacher ignores the response and calls on a learner whose hand is up. If a learner makes a mark on the desk, the learner is required to remove them. According to Edwards and Watts, (2004:109) logical consequences are arranged by the teacher and applied as necessary to teach learners that there is relationship between the rules and consequences. Consequences promote good behavior. Punishment fails to teach correct behavior and often encourages more behavior that is inappropriate.

- **Stimulate classroom discussions**

According to Edwards and Watts (2004:110), classroom discussions are helpful in preventing discipline problems. Group influences can have a positive impact on the behaviour of most learners. Group discussions, which are imperative in a democratic setting, have several purposes. First, they provide an excellent atmosphere in which learners can better learn interpersonal skills and effective communication. Second, they can be used to create common goals and procedures

so that class members know their roles and how to perform them; learners learn to accept responsibility and understand the consequences they may expect. Third, learners learn more about themselves and others as they take part in discussions. Teachers are classroom leaders and, as such, are facilitators of class discussions. Learners are encouraged to express themselves in the group without feeling intimidated. All learners should be permitted to contribute to the decisions making and it is the facilitator who has to ensure that all are able to have their say. Everyone's rights must be respected (Dinkmeyer&Dreikurs, 1963 as cited by Edwards & Watts 2004:104). Teachers, as facilitators, must avoid taking too a dominant role, although they do need to ensure that these discussions are productive, focused and achieve their purpose.

All learners must accept responsibility for themselves and others. Learners have a strategic role in helping others in the group and developing a sense of group responsibility as the aim. Donald, Lazarus and Lolwana (2000:132), also believe that creating a democratic classroom environment is perhaps the most fundamental preventative strategy around the issue of discipline. If learners feel that they have been part of the decision-making process, they are usually much more willing to co-operate and commit themselves to decisions that affect them. The classroom is a principal site in which this happens. In essence, democracy refers to a system of governance and management, which provides people with opportunities to participate in making decisions that affect their lives (Donald, et al., 2000:132).

Dreikurs offers some specific suggestions for preventing discipline problems. Some of these suggestions are based on developing a positive relationship with learners (Dinkmeyer & Dinkmeyer, 1996 as cited by Edwards & Watts, 2004:111). Firstly, avoid reinforcing or provoking misbehavior. Learners have motives they attempt to satisfy through misbehavior. Therefore, avoid behaving inappropriately in response to learners' provocations. For example, if

30

a learner's motive is attention, he or she may try to provoke anger. Desire to retaliate may be stimulated when a learner seeks to satisfy his or her revenge motive. Avoid responding to provocations designed to satisfy these motives. Secondly, prevent discipline problems by establishing a relationship of mutual respect. This involves not only being kind to learners, but also displaying an appropriate level of firmness. Threats or fights with learners initiate or escalate misbehavior. Refusing to fight, while at the same time not giving in to learner pressure, conveys the message that conflict is not a satisfactory means of achieving what you want. Thirdly, teachers should look for assets in each of their learners. Looking for positive attributes in learners ensures relationships that are more positive. Looking for learners' assets encourages them to display the positive behavior exemplified by those assets. Assets like cooperativeness, persistence and loyalty can be encouraged when teachers expect their learners to have them. Fourthly, have a flexible attitude towards learners. Misbehaving learners are commonly discouraged and sense others do not accept them. Their misguided efforts to satisfy their motives may have promoted an attitude of unacceptability by their peers and teachers; they sense this non-acceptance and commonly misbehave even more. Furthermore, (Dreikurs et al, 1982 as cited by Edwards & Watts 2004:112) suggests that learners be involved in determining rules for the classroom. For example, rules regarding borrowing personal belongings, cleaning up work areas, talking during class discussions, etc.

- **Discipline Policies**

According to Wolhuter and Steyn 2003, all schools seek to establish a positive ethos which is conducive to learning and in which the individual pupil is respected. Reflecting this ethos, the school's discipline policy should seek to set out guidelines that support all pupils within a caring framework and lead them to a position of self-discipline and personal responsibility. Integral to

the discipline policy is the way in which incidences of poor behaviour are managed. Although required by law to do so, some schools still do not have a written discipline policy; or, even where they have a written policy, some still do not make it available to parents. The scope, content and process by which their policies have evolved varies from school to school. While many schools' policies do reflect current best practices, some do not cover important issues such as bullying behaviour. In some cases the policies are not the result of a whole-school approach, and may therefore be inconsistently applied.

- **Early Identification of learners with Problems**

Whether the tendency towards persistent misbehaviour stems from peer pressure or is a manifestation of a more fundamental psychological disorder is often difficult to discern, and causal factors may only be identified at a later date with the aid of psychological assessment. Teachers must also be mindful that misbehaviour can often be a symptom of a learning difficulty. Early identification of learners with behavioural difficulties is therefore essential if appropriate support is to be provided for the pupil, and to prevent the problem escalating to the point where withdrawal from school becomes a necessity. An effective early identification system requires, therefore, that discipline, pastoral care and special needs policies are brought together within the school, and that all staff is aware of the early indications that a pupil is experiencing difficulties, and aware of the appropriate corrective action to take, Morrell, 2001.

Irrespective of its origins, persistent misbehaviour represents a special educational need, and schools will therefore find that using the Special Educational Needs Code of Practice will help them tackle pupils' behaviour problems in a more systematic way. By doing so, pupils with

behavioural difficulties can be identified early in their school careers and the appropriate remedial measures can be put in place. The great majority of discipline problems will be capable of being dealt with by the school within its normal resources. For example, experience in many schools has shown that an early intervention programme devised by the class teacher, in conjunction with the school's special educational needs co-ordinator (SENCO), perhaps involving a suitable incentive package to encourage good behaviour, will often solve the problem.

- **External Support**

According to Cicognani (2004) the main sources of support to schools in promoting good behaviour are the Education and Library Boards' Curriculum Advisory and Support Service (CASS), the Educational Psychology Service (EPS), the Education Welfare Service (EWS), and, in some areas, support is available from outreach teachers in special schools and educational guidance units or from peripatetic teachers. Support at school level may take the form of assistance in the development of a whole-school approach to discipline and behaviour management; staff development in aspects of discipline and classroom management; specific classroom-based support for individual teachers aimed at improving specific skills such as diagnosis and interpretation of pupil behaviour; and, in some instances, direct support with individual pupils.

- **Use professional assistance**

According to Humphreys Tony (1998), if there are learners who display particular difficulties in the classroom such as issues of socialization, learning barriers, emotional difficulty, distress, aggressive behavior, bullying and so on, the teacher should seek help from their colleagues and if

necessary from professionals such as psychologists or community counselors and social workers. A well-managed learning environment in which proactive strategies are put in place will reduce the need for disciplinary measures significantly.

- **Initial Teacher Training**

All newly qualified teachers should be fully equipped with knowledge of the range of behaviors they are likely to encounter in the classroom, and have developed, through teaching practice, a repertoire of strategies to manage pupils' behavior within the classroom. They should also be aware of the range of support which is available to them, on taking up a post, and continue to develop these skills. In future inspections of initial teacher training courses, the Education and Training Inspectorate will ensure that sufficient emphasis is placed on the development of classroom and behavior management skills. Newly qualified teachers will be required to take a training module on classroom management, including behavior management, within their first three years of teaching (Porteus, Vally and Ruth, 2001).

- **Give strategic attention to attention seekers**

According to Reardon Betty (2007) 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 behavior. 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.

- **Give learners the opportunity to succeed**

According to Macnamar and Moreton (1995) 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 favoritism and celebrate a broad range of student achievements. Another important thing, according to McGuiness (1994), is to 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.

## 2.7. THE EFFECTS OF CORPORAL PUNISHMENT

Professionals such as doctors, psychologists, and social workers play a major role when it comes to the effects of corporal punishment. While doctors deal with the physical effects, psychologists and social workers deal with the social and behavioural consequences of corporal punishment. Some cases of corporal punishment have been the cause of a few learners getting physical and psychological disabilities. According to Lewis (1997), physical violence is one of the main reasons contributing to some learners becoming less productive compared to learners who are not subjected to corporal punishment. Some researchers have also found that, on average, those students who are not spanked are the ones who show best behaviour in class rooms and have

least social or emotional disorders (Soneson, 2005). Furthermore, physical violence is known to inflict pain and cause bodily harm to the learners, sometimes to an extent of causing bruises, and in some cases physical disabilities. In some worst case scenario, corporal punishment has made some learners get hospitalised, while cases of death are also not uncommon (Lewis, 1997).

Straus (1991) is of the view that corporal punishment has got its negative effects in the sense that it tends to increase the probability of a deviant and antisocial behaviours such as aggression, adolescent delinquency, and violent acts inside and outside of the school. This explains why some researchers like Dawes et.al (2005) discourage the use of physical punishment to correct learner ill behaviour.

According to Lewis' article on corporal punishment "When canes, paddles, and belts are used on children, the potential exists for numerous physical injuries, including ruptured blood vessels, nerve and muscle damage, and haemorrhaging. Ear, eyes and brains can be permanently damaged as a result of paddling. Children may suffer and sustain broken limbs, knocked out teeth, ruptured eardrums, damaged eyes, brain damage, and internal injuries'' (Lewis, 1997:43). According to Porteus, Vally and Ruth (2001), children subjected to repeated violence may exhibit dysfunctional behaviours such as poor communication, low self esteem, social reclusive tendencies etc. They may as well display aggressive behaviour towards themselves and others. Child abuse and physical punishment can produce feelings of guilt, violation, loss of control, and lowered self-esteem. While biological and various social factors interact in contributing to a child's development, studies show that child abuse and physical violence in the early years contribute significantly to a high-risk of children turning violent themselves. Various researchers

are of the view that children may not clearly understand the reason for the punishment, especially when the punishment is inconsistently given, and in these cases, corporal punishment can lead to passivity or strong feelings of helplessness (Soneson, 2005).

## 2.7.1. Social Behaviour and corporal punishment

Corporal punishment is many a times viewed as resulting in children's aggression and other antisocial behaviour (towards peers, siblings and adults) (Soneson, 2005). Corporal punishment may legitimize violence for children in interpersonal relationships because they tend to internalise the social relations they experience (Soneson, 2005). Ironically, the behaviour that parents may desire to prevent when they physically punish children is exactly the behaviour that children are likely to strengthen. The scenario above can be explained by social learning theory that suggests that physical punishment enables children to learn aggressive behaviour through modelling (Bandura and Walters, 1963). If parents try to modify their children's behaviour through inflicting pain, then those children are likely to do the same to others when they want to influence other people's actions (Soneson, 2005).

Gershoff (2009) meta-analysis reviewed 27 studies in childhood and four in adulthood by looking at the relationship between physical punishment and aggression. These studies varied by the age of the children studied (1–16 years), the type of data gathered (most, however, were parental self-report), and the experimental design (most were cross-sectional). The findings of the meta-analysis consistently showed that the parental use of physical punishment was associated with children's aggressive behaviour. In other 13 studies on delinquent and antisocial behaviour in childhood corroborated with some other five studies of the same variables in

adulthood, Gershoff (2009), found a consistent link between the use of corporal punishment and delinquent and antisocial behaviour.

Baumrid (1996) investigated 1,811 children whose average age was slightly over 10 years. The children were predominantly from low-income families and about half of them were of black colour. The study examined the relationship between parental use of corporal punishment and children's antisocial behaviour using a fixed effects analysis which provided more rigorous statistical controls than those used in previous research, controlling for both observed and unobserved covariates. Children's antisocial behaviour was measured by the Behaviour Problems Index, and parental use of physical punishment through the HOME inventory, which includes questions about spanking. Whether or not parents had spanked their child in the past week was related to children's antisocial behaviour two years later, regardless of the child's prior levels of antisocial behaviour. The fixed effects model showed that there was a similar-sized negative effect for both low and high levels of corporal punishment. There were no effects of gender, ethnicity or socio-economic status on this relationship between parental punishment and children's antisocial behaviour. The study concluded that even low and common levels of spanking were associated with increases in antisocial behaviour. Unlike studies using other statistical methods, this study suggests that the effect of punishment on behaviour is not linear, and thus challenges the assumption that only frequent and severe punishment is associated with harmful effects (Baumrid, 1996).

### 2.7.2. Corporal Punishment and Cognitive Learning
A socio-cultural perspective on development suggests that children's cognitive development emerges out of social interactions (Nicolas, 2008). Bandura is of the view that learning is not

something that takes place within the recesses of individual mind; but instead there is a dynamic interaction between the individual and the social and cultural context. Cognitive psychologist, Bruner (1993) expands on this by highlighting not only the role played by cognitive structures in learning, but also the fact that learning is an active process that involves meaning making on the part of the individual. Piaget's theory is of the view that learning is a situated activity which is constructed actively through participation in the social and cultural environment. These two theories put more emphasis on individual construction of knowledge in interaction with the environment (Nicolas, 2008).

Social relationships such as early attachment to caregivers, friendships and collaborative learning between peers, and relationships between children and teachers, directly and indirectly influence children's learning and motivation to learn. The use of verbal methods of discipline through explanation and reasoning are likely to provide the child with more cognitive stimulation than the use of corporal punishment without induction (Straus, 1991). Thus, poorer cognitive outcomes may result if parents who physically punish their children make less use of inductive methods of discipline, such as explanation and reasoning, – procedures that are likely to enhance cognitive growth. According to Graziano (1992), it may also be that children who are anxious about being physically punished are inhibited from exploring their physical and social worlds, and are therefore less likely to extend their cognitive skills.

Gershoff (2009) meta-analysis does not include any studies linking physical punishment to cognitive development or academic achievement, but his report located seven studies linking aspects of children's cognitive development to family discipline. In all, the seven studies showed

an association between harsh discipline and poorer academic achievement and/or cognitive development across a range of ages and ethnic groups. One of the seven studies focused on verbally punitive behaviour and the other six studies focused on physical punishment. A longitudinal study in Wisconsin public schools by Baumrid (1996) examined the relationships between parental discipline, children's academic achievement at school and teacher ratings of behavioural adjustment to schools. The study used a variety of measures including parental reports (from interviews) of child-rearing expectations and discipline at two points in time (when children were in third and fifth grade), school achievement results and teacher ratings. Findings indicated that parental harshness was associated with negative teacher reports of child adjustment at school and parental reports of behaviour problems at home. Parenting strategies were stable over two years, indicating a consistent child-rearing approach. In both the third and fifth grades, parental harshness was associated with children displaying poorer developmental outcomes (in academic achievement and adjustment to school), even after controlling for family income, race, family structure, parental education and maternal unemployment. The authors concluded that parental harshness was associated with poorer cognitive achievement (and social adjustment) in the school setting (Straus, 1996).

### 2.7.3. Mental health and corporal punishment

According to Straus (1994), mental health problems are associated with physical punishment due to their being an outcome of the suppression of childhood anger associated with being hit by adults whom children depend on for love and nurturance. Punishment is less visible than externalizing behaviour, but equally serious. Punishment leads to the development of internalizing problems such as depression, anxiety, suicidal ideation, and other mental health concerns. Results of corporal punishment can have lifelong effects, including influencing the

40

parenting of the next generation and can lead to high levels of suicide. Gershoff (2009) reviewed 12 studies of physical punishment and mental health in childhood and compared the findings with other eight studies of physical punishment and mental health in adulthood. He found a complete consistency that mental health problems in childhood and adulthood were associated with the use of physical punishment earlier on in lives of the victims.

In a similar study to demonstrate the effects of punishment to depression and self-esteem, Brezina (1999) surveyed 242 Anglo-Australian and Asian-Australian high school students on their parents' disciplinary style. Findings indicated that depression was significantly related to perceptions of parents' punitiveness and withdrawal of love. The study also found that among Anglo students, low self-esteem was significantly related to low levels of inductiveness and high levels of love withdrawal. Students were more depressed, regardless of ethnicity, if they had experienced punitive and unaffectionate parenting. The effect of parental discipline on depression was mediated by low self-esteem in Anglo students (but not in Asian students). Punitive discipline also had a more negative effect on internalizing behaviour for girls than for boys.

Some teachers and parents have substituted physical punishment with emotional humiliation. Strategies based upon humiliation and removal of self-respect is not effective or appropriate alternatives to physical punishment. Corporal punishment tends to psychologically damage the child or learner. Young people who have been subjected to physical or emotional humiliation may become violent, sad, withdrawn, or unable to achieve academically as a result (Clacherty et.al, 2005).

## 2.8. LEGAL/POLICY ISSUES SURROUNDING THE ABOLITION OF CORPORAL PUNISHMENT IN SOUTH AFRICAN SCHOOLS

### 2.8.1. Relevant Laws and policies

There are quite a number of laws in South Africa that support the abolishing of corporal punishment. The National Education Policy Act (1996) states that: "No person shall administer corporal punishment, or subject a student to psychological or physical abuse at any education institution." Any person who contravenes this is guilty of an offence, and liable on conviction to a sentence which could be imposed for assault, South Africa (2005). The Abolition of Corporal Punishment Act 33 of 1997 repealed all legislation that authorised the imposition of corporal punishment by courts, including courts convened by traditional leaders. Furthermore, the Regulations of the Child Care Act 74 of 1983 were amended during 1998 to prohibit corporal punishment of children in the residential care system including children in children's homes, schools of industry and reform schools and they were stipulated in the Children Act of no 38 of 2005. These regulations also prohibit foster parents from using physical punishment upon children in their care.

The South African Schools Act of 1996 reads as follows 'No person may administer corporal punishment to a learner.' This explains the fact that South Africa is signatory to a number of international laws and conventions prohibiting the corporal punishment of learners such as, the Convention on the Rights of the Child, Article 19, Section 1 the African Charter on the Rights and Welfare of the Child, Article 16 ; and the African Charter, Article11.5 (UNCRC, 1989; OAU, 1990).

For many learners today, corporal punishment and violence remains a regular part of their school experience. Corporal punishment is still sometimes used routinely to punish children even for poor academic performance (such as giving the wrong answer in maths class when the equation is not understood), having an unclean uniform, or as a way of achieving other forms discipline in the mind of the teacher. In many instances, authorities do not intervene when minority children are subjected to violent acts. Failure to protect learners from any form of violence denies them, not only their right, but also their ability to enjoy and fully experience their education and academic success (South Africa, 2005).

### 2.8.2. Apartheid policies and corporal punishment

In South Africa, corporal punishment has a historical dimension. For example during the apartheid years, the system of 'Bantu Education' and 'Christian National Education' was designed to support apartheid policies where school children were expected to be passive citizens who would accept authority, social injustice, and inequity unquestioningly. Teachers encouraged and supported corporal punishment through caning children. This was part of the apartheid policy's goals of subjugating them. Beating children in a society so familiar with oppression and violence was taken for granted. Over time, the practice of corporal punishment became deeply embedded in the fabric of the South African society (Hammond, 2000).

### 2.9. THE ROLE OF THE SCHOOL GOVERNING BODY (SGB) IN DISCIPLINE

According to Cooper (1998), the role of the SGB is to promote the best interests of the school and also to adopt a mission statement with the beliefs and values of the school. The school governing body also makes policy guidelines that facilitate the running of the school. According to Kofi (2006), there are 3 roles of the SGB. The first one is to craft leadership strategies. Strategies set the general direction of the school and determine how best the school should

develop. This is done by reviewing and agreeing on policies, targets and priorities and monitoring and reviewing aims and objectives. Strategic thinking is not always linked with the curriculum and it does not mean just responding to weakness. The second is playing the role of a critical friend which means a governing body should work with the head teacher and create a clear understanding of the challenges faced in managing a school. The governing body should feel able to question and challenge the school staff, principal included. In a good working relationship, this will be accepted and seen to be positive. In a poor relationship, it will be the cause of conflict. Real critical friendship is only achieved where there is trust and mutual respect. The third one is Accountability which means a school is a business and its stakeholders are the learners. The governing body must have a professional attitude and use its collective skills to benefit the learners. It must gather views, ask questions and decide what is best for the school. The governing body is answerable to parents and the wider community (Kofi 2006). According to Motimela (2005), a school governing body is a government of the school, established in terms of the South African Schools Act. It is mandated to set policies and rules that govern the school, and to monitor the implementation of the rules. The SGB gets its mandate from the different members (learners, parents, teaching and nonteaching staff) of the school community. These members of the school community elect the SGB. The elected members of the school governing body represent the school community. Once it is put in place, the SGB acts on behalf of the school because the school is a juristic person. This means that the school can enter into a legal contract and the school governing body acts on its behalf. The school governing body can therefore sue or be sued. The SGB exists independently of its members, which means that even if all members resign, the school governing body may be held responsible for all the legal contracts entered into on behalf of the school (Motimela, 2005).

## 2.10. CAUSES OF MISBEHAVIOUR OF LEARNERS IN AND OUT OF SCHOOL PREMISES

### 2.10.1. Attention seeking

Some students strive to be at the centre of attention. They do almost anything to be noticed, from being argumentative to being funny. There is a lack of concern about following accepted procedure to gain recognition. Teachers and classmates find behaviour by this student annoying and at times rude and unacceptable. The attention seekers may be disciplined for: disrespect, teasing, disturbing the class, being uncooperative, swearing, talking, being out of his/her seat, and making fun of others (Straus, 2001). According to Dreikurs, Grunwald& Pepper (1982), most students start misbehaving by seeking attention, and when this fails, they move on to more problematic goal-seeking behaviours, such as power. This is why it is important to find a thoughtful intervention in the first phase of misbehaviour. Edwards (2000) believed that over 90% of all misbehaviour is for attention seeking. However, some children feel that misbehaving is their best way to get attention. These children would constantly speak out without permission in the classroom or make strange noises at the dinner table that may force everyone to stop their conversation and pay attention to them. Some children will even tell everybody about all bad things they have done that day. The main fact is that they are misbehaving to get attention.

### 2.10.2. Power

Power is a virtue that many people would like to wrestle. Wanting to be in charge or in control provides the motivation for some student's misbehaviour. Learners with this kind of agenda simply want their way. They don't hesitate to take a stand on matters important to them and are often disruptive and confrontational in pursuit of their goal. The teacher may feel provoked, threatened, or challenged by this student. The following reasons may be the basis for a referral to the office for a student who struggles for power: disobeying, disrespect, not cooperating, talking

back and disturbing the class (Brame, Nagin& Tremblay, 2001). Often, power-seeking students don't act out until they're assured of an audience. In absence of audience, their behaviour is likely to be protracted.

### 2.10.3. Revenge

Revenge is one of the causes of misbehaviour of children in and out of the school premises. The target of the revenge may be the teacher, other students, or both. Revenge may come in the form of a physical and/or psychological attack. Bullies often use revenge as their excuse for shoving or pushing, teasing, causing embarrassment and excluding others (Newell, 1972).

### 2.10.4. Apathy among some learners

In nature, people would not want to fail in what they desire to do. Wanting to avoid repeated failure, some students appear to be discouraged and helpless. They falsely believe that they can't live up to expectations and therefore become apathetic. This spurs a state of hopelessness that sees them not making any attempt to fulfil their school goals of learning .They hope that others will forget about them and not hold them responsible for anything. These students may be disciplined for: not paying attention, not being prepared, being dishonest and wasting time (Straus, 1991).

### 2.10.5. Peer pressure

When a child starts playing with other children, or watching children interact on television, peer pressure begins. The power of peer pressure depends on each child. Most children feel caught between the pressure to conform or rebel. Remembering one's own struggles with peer pressure, it is critical for oneself to think about how to help one's child in the struggle between rebelling and conforming to peer pressure. Starting early parenting can work with each child on ways to deal with peer pressure. Parents can help each child balance their own wishes with peer desires,

and make decisions that the child feels good about. Parents may respond to peer pressure from a child's peers by conforming to some and resisting others, and also talking with the child about things children are willing to discuss (Straus, 1991).

## 2.11. THEORETICAL FRAMEWORK

Principally, a theoretical frame or frames give direction as to the theoretical ideologies, perspectives and thinking that anchor one's study. While many theories could explain the phenomenon of maintaining discipline without corporal punishment, the researcher has found Albert Bandura's Social learning theory more applicable. Behavioural theories also shed some light to suggest the role of punishment in modelling behaviour.

### 2.11.1. Social Learning Theory

Social learning theory opposes the use of punishment as a form of correcting undesired behaviour on learners. Vockell (1991) is of the view that teachers and parent should enforce behaviours that are compatible with any desired behaviour in children through being exemplary. Normally, students or children expect from adults the type of behaviour that is characterised by good manners and a helping hand to others. Wolfgang (1999) agrees with Vockell (1991) above and says that a teacher should at all times be exemplary in being responsible and committed to people around him/her. The learner or children worship their heroes and imitate those whom they appreciate and admire.

Imitation is an indispensable aspect of learning in which the acquisition period can be shortened through the provisions of models. Within the teaching context, the teacher is a social variable that is likely to be a positive role model (through which learning should occur) in the face of a more negative behaviour. According to Louw & Edwards (2005), learning can occur through

observation and children are likely to imitate or model a behaviour portrayed by a role model, which in this case can be a teacher or an adult figure. Observing models produces three effects: observation may require new responses, inhibitory responses may be strengthened or weakened, and observation can elicit previously learnt matching responses. Through observation, children learn new responses. One of the new behaviours observers such as children can acquire is aggressive responses to situations. An experiment of Bandura's studying the transmission of novel responses revealed that the children who observed the aggressive models displayed a great number of precisely imitative aggressive responses, whereas such responses rarely occurred in either the non-aggressive model group or the control group. A case in point is a friend's child. She was recently observed throwing down her own doll and shouting "you do not know what you want, I will leave you here" the mother was shocked because that was a direct reflection of her sister's treatment of frustrating children in her care. Once children have learnt aggressive responses as dominant ones, there is high probability that they will display this reaction when feeling frustrated as well. For example when children fight, teachers and parents often deal with the situation using aggressive response such as corporal punishment. Through this reaction, they are reinforcing the behaviour they are trying to eliminate.

Teachers and parents model both good and bad behaviour. Social learning theory tells us that children will often imitate adult behaviour. Therefore, it is important for the role model to model a morally upright behaviour for it to be modelled. Once children have observed behaviours such as corporal punishment, they do not associate it strictly with the classroom. On the playground, children might see an incident or experience a situation similar to the classroom and generalise the behaviour.

An example of Bandura's theory within the classroom would be that; learners who are actively engaged, will perform better and be less distracted if the behaviour being modelled is attention grabbing (Gibson, 2000). The models should be respected and should be shown to be successful. Bandura states that the learners do not always have to be actively engaged, as an attention-getting model will produce learning and behaviour. Another example of this theory: A learner displays exemplary behaviour. The educator notices this and compliments and praises the learner. This action is observed by other learners, who model this behaviour, as it has positive consequences. The imitated behaviour leads to reinforcing results. The consequences of the model's behaviour affect the observers vicariously. This is explained as vicarious reinforcement, in terms of which the model, in this case the exemplary learner, is reinforced for a response, and the observer then shows an increase in the same response Vockell (1991). Bandura's social learning theory posits that people learn from one another via observation, imitation and modelling. Later, Bandura (1973) also considered personality as an interaction between three components: the environment, behaviour, and one's psychological processes (one's ability to entertain images in one's mind and language).

### 2.11.2. Behavioural theory

Behavioural theories support social learning theory to some extent. Behaviourists also believe that a learned behaviour can be unlearned, behaviourists emphasize on the importance of rewarding to usher in a positive behavioural phenomenon. This is through positive reinforcers. According to Maguire (2002), reinforce means to strengthen. She contends that when a behaviour is reinforced, it becomes stronger, which means that its probability or frequency is increased. There are two kinds of reinforcement, the negative and positive. Negative

reinforcement comprises those acts meant to suppress undesirable behaviour. It is therefore a negative act on the part of the educator designed to suppress undesired behaviour (Edward, 2000). Although it is often confused with punishment, negative reinforcement actually involves learners avoiding an unpleasant stimulus not being provided negative experiences. According to Edwards (2000), the result of negative reinforcers is to increase the frequency of a particular behaviour, not to reduce it as is true in the case of punishment. Positive reinforcers are factors that make an environment motivational and attractive for one to change to a certain desirable positive behavioural pattern. For example, a present given to a student by the parents can motivate a student's performance in the examination. This will reduce chances of having to punish in order to change behaviour. Therefore behavioural theories for supporting negative reinforcement as a way of changing behaviour do support corporal punishment to some extent. This is because negative reinforcement can be achieved through subjecting people to some certain dose of punishment. For example children can be spanked by their parents to ensure that they do their home works before sleeping. Perhaps this is the scenario that the proponents of corporal punishment will support (Maguire, 2002).

## 2.12. CHAPTER SUMMARY

This chapter has outlined some previous research concerning the use of corporal punishment in schools focusing on merits and demerits of abolishing corporal punishment in schools, strategies to corporal punishment and causes of misbehaviour. It has also outlined certain important theories (social learning theory, behavioural theory) concerning the way a child learns from himself/herself and from the environment. In the following chapter (Chapter Three), the researcher will present the methods and research design which were utilised in this research.

# CHAPTER 3: RESEARCH METHODOLOGY

## 3.1. INTRODUCTION

Methodology is defined as a section of a research in which the methods to be used are described, the research design, the population to be studied and the research instrument or tools to be used (Lombard, 2007). It is also described as a way to systematically solve the research problem. Therefore, the research methodology consists of three parts: research design, methods of data collection and data analysis.

## 3.2. RESEARCH DESIGN

Mounton & Marais (1990) defines a research design as a blue print or plan of how the researcher intends to conduct the research. This study a qualitative study, however a mixture of both qualitative and quantitative approaches are employed to thoroughly investigate the key concerns of this study. The qualitative design took the form of a case study, while a mini survey represented the quantitative methodology. The concept of triangulation in research connotes the use of different methods to the same investigation in order to elicit a clear understanding of the research phenomenon being investigated. This, it is believed, enhances the results by increasing the results validity and reliability; as well as enhancing a reduction in the study bias (Creswell, 2007; Rubin &Babbie, 2008).

McMillian and Schumacher (1993) define qualitative research as an interactive inquiry in which researchers collect data in face to face situations. According to Lombard (2007) and McMillan & Schumacher 1993) are in agreement that a qualitative research is a broad umbrella term for research methodology that explores, describes and explains a person's or group's experiences, social actions, beliefs, behaviours, thoughts, perceptions, interactions and social contexts without the use of statistical procedures or quantification. Creswell (2003) adds that qualitative research

is conducted when a problem or an issue needs to be explored and where researchers want to hear the voices of the marginalized and silenced. Thus, the researcher here is concerned with understanding the impact of corporal punishment in schools, how people perceive it and the alternatives therefore. Creswell (2007) states that a qualitative approach to inquiry involves the collection of data in a natural setting to the people and places understudy and data analysis is inductive and establishes themes hence the researcher here conducts the interviews and questioning at schools concerned.

Conducting a mini survey represented the quantitative aspects of the study. A quantitative research, according to Welman, Kruger and Mitchell (2005), emphasizes the measurement and analysis of casual relationships between variables within a value free context. The following are the characteristics of a quantitative method: Quantitative researches use a process of analysis that is based on complex structured methods to conform or disprove a hypothesis. Flexibility is limited to prevent any form of bias in presenting the results. Quantitative researchers try to understand an outsider perspective without being involved in any way. Therefore, they keep to a detached, objective view of the facts as that will keep the research process, hypothetically, free from bias. Quantitative research usually aims for larger numbers of cases and the analysis of results is usually based on statistical significance (Welman, et.al 2005).

### 3.2.1. Case Study
The researcher used a case study design. A case study research is a qualitative approach in which the researcher explores a bounded system (a case) or multiple systems (cases) overtime through detailed in-depth collection involving multiple sources of information such as interviews, observations etc (Creswell, 2007). Merriam (2002) defines a case study as an intensive

description and analysis of a phenomenon or social unit such as an individual, group, institutions or community.

A case study in this context involved in-depth examination of learners, teachers, parents and School Governing Body's (SGB) understanding of corporal punishment as portrayed from two high schools. The researcher interviewed the school principal who explained to the researcher that there were reported cases of corporal punishment. There were 10 learners who were interviewed, 5 learners from Cacadu and 5 learners from Nzimankulu senior secondary school. There were 4 teachers (2 teachers per school), 4 parents (2 parents per school) and 2 Education officers (1 officer per school). The respondents were interviewed using the prepared interview guide to gain knowledge about the strategies used to instil discipline at school. The interviews were conducted at schools. To create a free open environment, the participants were interviewed at different time intervals, learners were interviewed alone, teachers alone and others. The researcher chose not to mix the groups as she thought it could give negative impact on the study. The respondents were given enough time to respond on the questions.

### 3.2.2. Surveys

Surveys are widely used method which requires a direct collection of information from individuals. This research used a mini survey design to give foundation and sometimes supporting information to complement the findings of this qualitative research. In this mini survey, the researcher focused on learners who had reported cases of corporal punishment. Mini surveys are low cost thus are appropriate when limited time and resources do not permit or justify the launching of a large sample survey Kumar (2006). Mini surveys are useful when quantitative details need to supplement qualitative information.

## 3.3. METHOD OF DATA COLLECTION

Prior to the final data collection a pilot study was conducted. Thus the section below discusses the pilot study, quantitative data collection instruments and qualitative data collection instruments.

### 3.3.1. Pilot study

The researcher conducted a pilot study in one of the Secondary school in Mt Arthur, Lady Frere that was not to be included in the sample. The aim was to identify any possible ambiguities in questions and to find out if the questions were not too difficult for the respondents. However, any ambiguities were cleared, while difficult questions were rephrased. The question that was cleared for parents is the one which asked about their awareness on government policy that abolished corporal punishment as most of them seem confused about the policy, therefore it was explained to them. Then interviews were conducted to five participants and some questionnaires administered to five participants. The researcher analysed them and got a clue of how she was to handle the main research.

### 3.3.2. Qualitative methods of data collection

The study used in-depth interviews, key informants method and qualitative observations.

### 3.3.2.1. Structured Interview

In this structured interview, the interviewer is guided by a collection of questions that they compiled prior to the interview. The interviewer is restricted to the questions, their wording and their order as they appear on the schedule, with relatively little freedom to deviate from it (Welman et.al 2005). The researcher when conducting a structured interview interacts with the respondents and tries to explain the questions that may seem not clear to the respondent. The questions are usually read in the same tone of voice so that bias is not indicated. In this study,

the researcher ensured that the interviewers were comfortable with the questions in the questionnaire. Structured interviews were used to 10 learners who were interviewed, 5 learners from Cacadu and 5 learners from Nzimankulu senior secondary school. There were 4 teachers (2 teachers per school), 4 parents (2 parents per school) and 2 Education officers (1 officer per school) .the structured interview was used because it ensures that the researcher has control over the respondents and the questions that are not clear are clarified to control the process.

The researcher also used the key informant interview to gather information from the education officers as they are the ones who are familiar with reported cases of corporal punishment in schools.

In-depth Interview in the context of the researcher is defined as a two –person conversation initiated by the interviewer for the purpose of obtaining research relevant information. The researcher focused on content specified by research objectives of systematic description, prediction or explanation (Conell and Kahn, 1968) as cited in Cohen et. al., 2001). According to Cohen et. al (2007), interviews enable participants to discuss their interpretations of the world in which they live and to express how they regard situations from their point of view (see chapter 4).

### 3.3.2.2. Participant Observation
The distinctive characteristic of observation is that it offers a researcher the opportunity to gather ''live'' data from the naturally occurring social situation (Cohen et al 2007). The use of observation in this study enabled the researcher to look at what was taking place at school. According to Morrison (1993 as cited in Cohen et.al 2007), observations enable researchers to

gather data. Participant observations were used in this study. Participant observations are especially useful in this study to make meaning of the participants' attributes such as, their feelings, attitudes and gestures (Creswell, 2009). In participant observation, the degree of the participation is largely affected by the nature of the study and it also depends on the type of the situation and also on its demands. The researcher attended the school with the children and observed the discipline measures administered to late school comers. The researcher also observed how the discipline was maintained in the classroom, and in their entire school. The presence of the researcher in the field did not influence the behaviour of the participants that were observed, for example, learners who came to school late were beaten at the gate and it was how things were usually done.

## 3.4 INSTRUMENTS

### 3.4.1. Interview guide

The qualitative part of the research used an interview guide with unstructured questions as a data collection tool According to Welman et.al (2005), an unstructured interview process is held when the interviewee is given the opportunity to talk freely about events, behaviour and beliefs in relation to the topic. It is non-directive. The interview questions are usually open ended. The interview guide used in this study comprised of two sections. The first section collected biographical data of research participants such as information about age, sex, language and marital status. The second section facilitated collection of information from respondent on different aspects of corporal punishment. The interview guide was used to facilitate the interview.

### 3.4.2 Questionnaire

The quantitative part of the research utilized a questionnaire to gather data. According to Macintyre (2000:74), 'the questionnaire is a survey of different opinions from (usually) large numbers of people who provide anonymous replies'. Welman et.al (2005) agree with Macintyre that the questionnaire contains 'factual items' (that) collect data about the case. The researcher used the literature study as basis for the content of the questionnaire.

Questionnaire formats enable participants to remain anonymous and participants feel free to express their views and opinions. Furthermore, a questionnaire enables the researcher to gather information from a larger geographical area. The questionnaires used were comprised of two sections. The first section was to collect biographical data of research participants such as information about age, sex, language and marital status. The second section facilitated the collection of information on different aspects of corporal punishment. The researcher ensured that questions and instructions on the questionnaire are uniform for all participants. This allows comparisons to be made with ease (Mouton &Maraise, 1990).

## 3.5 DATA COLLECTION PROCESS AND RESEARCH DOMAIN

Data collection process refers to the actual fieldwork where the researcher goes out to employ the various research instruments to help him/her to earn answers for the key research questions of their study. In this particular Study data was collected in two senior secondary schools, Nzimankulu and Cacadu, both in Emalahleni Local Municipality in Lady Frere, Eastern Cape. The two schools were selected because there were a lot of reported cases of corporal punishment and learners' misbehaviour was also high compared to other nearby schools.

## 3.6. POPULATION UNDER STUDY

Seaberg (1988: 240) cited in Strydom (2005) defines a population as the total set from which the individuals or units of the study are chosen. The population of learners at Nzimankulu Senior Secondary school is 535 and at Cacadu are 432. The researcher used simple random sampling to select participants from two selected schools in Lady Frere, Eastern Cape. The research also solicited the views and opinions of educators, parents from the school governing body and key informants.

## 3.7. SAMPLING FRAME

A sampling frame is a complete list from which the potential samples can be drawn from. The researcher triangulated both probability and non- probability sampling. The study employed both stratified random sampling and simple random sampling. The strata constituted of the learners, teachers, officers and parents. Then from each stratum, the respondents who accepted to be included in the research process were randomly selected. In the strata of learners, the researchers also grouped the learners in their grades from grade 10 to grade 12, and then research participants were randomnly selected from those who were interested in participating in the

research study. The sampling frame from which the researcher picked her samples consisted of 535 learners, 19 educators and 8 parents from the School Governing Body at Nzimankulu Senior Secondary School; and 432 learners, 21 educators and 8 parents from the School Governing Body at Cacadu Senior Secondary School.

## 3.8. SAMPLING AND SAMPLING PROCEDURE

Sampling is defined by Zikmud (2000) as a process of using a small number of items or parts of a larger population to make conclusions about the whole population. The researcher triangulated both probability and non- probability sampling methodologies, specifically the stratified random sampling and simple random sampling technique. De Vos, Strydom, Fouche & Delport (2005) defines simple random sampling as a type of sample where each individual case in the population theoretically has an equal chance of being selected for sample. With the quantitative approach, questionnaires were administered through the use of the same process of stratification, but to avoid selecting the same samples, samples were selected randomly in order to obtain the person who can answer the question. The respondents were grouped into teachers, learners, parents and those groups are called strata. In each stratum, the respondents were randomly selected.

## 3.9. UNIT OF ANALYSIS (SAMPLE SIZE)

According to Creswell (2003), a unit of analysis is defined as those things that the researcher examines in order to create a summary description of all such units and to explain differences among them. In simple terms, it is the actual samples of people or subjects being studied. There were 5 learners who participated in the research per school. In selecting them, the researcher used stratified random sampling of which the learners were grouped in grades. In each grade the researcher randomly selected the learners who were interested in participating in the study. The

researcher ended up having learners from all grades in both schools. The researcher had grouped the teachers, officers and parent into strata. In each stratum, the respondents who were interested to participate in the research were randomly selected.

The researcher investigated the following samples:

**Table A: Sample size for a case study**

| No | Name of school | No of learners | No of teachers | No of parents | Education Officers(Key Informant) | Total |
|---|---|---|---|---|---|---|
| 1 | Nzimankulu | 5 | 2 | 2 | 1 | 10 |
| 2 | Cacadu | 5 | 2 | 2 | 1 | 10 |
| Total | | 10 | 4 | 4 | 2 | 20 |

Therefore, the research samples comprised of 20 respondents from both the Nzimankulu and Cacadu in Lady Frere, Eastern Cape.

**Table B: Sample size for the Mini survey**

| No | Name of School | No of Learners | No of Parents | No of Education Officers | Teachers | Total |
|---|---|---|---|---|---|---|
| 1 | Nzimankulu | 10 | 8 | 7 | 10 | 35 |

| 2 | Cacadu | 10 | 8 | 7 | 10 | 35 |
|---|--------|-----|-----|-----|-----|-----|
| Total | | 20 | 16 | 14 | 20 | 70 |

The 70 samples for the mini survey were randomly selected to answer a questionnaire

## 3.10. Data Analysis

According to De vos et al., (2005), data analysis means categorizing, ordering, manipulating and summarizing of data to obtain answers to a research. This study made use of triangulation as a method to analyze data from both the individuals and focus group interviews. Triangulation is based on the assumption that any bias inherent in a particular data source, investigator, and method would be neutralized when used in conjunction with other data sources (De Vos, 2007).

The first step was reading the raw field notes for several times. The notes were then edited for accuracy, commented on and analyzed. The second step was to induce themes using participant's language to label categories. Further, the researcher summarized the data in terms of processes, functions, tensions and contradictions. In the same step, the researcher found an optimal level of complexity of themes as well as explored various themes. Finally, the researcher found an optimal level of complexity of themes as well as explored various themes. Finally, the researcher ensured that the themes did not lose focus of the objectives of the study. The third step taken was coding where same themes were marked and put together. The fourth step was deep exploration and revision as well as thorough analysis of themes leading to subthemes which is termed "elaboration". The final step was interpretation and checking of the data that was put into themes

The tape recorded information was copied down on the paper and later was analyzed using open coding method where all the same information was grouped into themes and sub-themes.

Quantitative data from the mini survey was translated through the use of excel. The data was coded and translated to graphical or table presentation *(for a more detailed account, see chapter four).*

The following were the themes that arose from the responses of the participants:

- Types of punishment at the two schools

- Perceptions of parents, teachers, learners and SGB

- School Governing Body's position on Corporal punishment

- Alternative discipline strategies that can be implemented in two schools

### 3.11. Ethical and Legal Procedures

The researcher was granted permission to undertake the research by the University of Fort Hare Higher Degree Committee for ethical clearance certificate. The Head of Department (H.O.D) from both Nzimankulu and Cacadu Senior secondary schools also granted permission; and the department of Education to enter the schools to interview students, educators and parents that were willing to participate in the research. After the permission to conduct the research was granted by the respective school principal, the school principal was asked to brief the staff of the school about the request to conduct research.

Participants were asked to indicate their willingness to participate prior to the researcher's visit to the school. Before interviews and observations were conducted, a letter of informed consent was presented by the researcher to individual participants, and the willing participants signed a declaration of consent to say that they were willing to participate in the project. They were also made to understand their rights to withdraw any time if they felt so in the course of research

proceedings. Prior to the interview, the respondents were informed about the use of tape recording of the interviews.

The researcher ensured that the respondents understood that their identity was to remain anonymous. The researcher ensured that she followed all ethical procedures of interviewing; respecting the interviewees; and handling them with dignity. The researcher ensured that the respondents were indemnified against any physical and emotional harm.

## 3.4. CHAPTER SUMMARY

This chapter provided an explanation of the qualitative and quantitative research design selected for this study, which aims to explore the strategies of maintaining discipline other than the use of corporal punishment in selected schools in Lady Frere, Eastern Cape. The philosophical background informing the qualitative and quantitative approach was discussed and justified within the context of this study. The research methodology was described in detail, as were the ethical considerations and the measures taken to ensure trustworthiness. In Chapter Four, the findings of the research study will be presented and discussed.

# CHAPTER 4: DATA ANALYSIS, INTERPRETATION AND PRESENTATION OF FINDINGS

## 4.1. INTRODUCTION

This chapter presents the findings of data analysis and interpretations of the data collected using both interviews and a mini survey method. Data analysis is the act of organising and reducing the data to a more manageable and interpretable forms (Krüger, De Vos, Fouché& Venter. 2005: 218). To put it more concisely, data analysis is the organisation of raw data into more concise and intelligible data which can later be interpreted and presented (Bless & Kathuria, 2000: 1). Both quantitative and qualitative data analysis were used to interpret the findings.

The researcher randomly administered one-on-one interviews to 20 learners, 4 parents, 4 teachers and 2 education officers; and also randomly distributed questionnaires to 16 parents, 14 education officers, 20 teachers and 20 learners from Nzimankulu and Cacadu high school. Upon the completion of the interviews and results from the questionnaires, the researcher sat down to review, analyse and sort the raw data. The data from both qualitative interviews and a mini survey was sorted, arranged, re-arranged and reduced to manageable categories through coding that gave rise to appropriate themes. Key themes from the corroborated qualitative and quantitative data were identified. The themes were supported by qualitative narratives and supported by tables and figures.

## 4.3. BIOGRAPHICAL INFORMATION OF PARTICIPANTS

### Age

*Biographical data for learners*

8 participants were aged 13-18 (11%); while 12 participants were of ages 19- 23 (17%).

*Biographical data for teachers:*

9 participants had between the ages of 33-38 (13%), 6 participants of ages 39-44(9%) and 5 teachers of ages 45-50 (7%).

*Demographic data for parents*

8 parents involved in the research had age ranging from 45-50 (11%), 1 parent between the ages of 51-56 (1%), 3 parents ages between 62-66 (4%) and 4 parents ages between 57-61 (6%).

*Biographical data for education officers:*

4 officers aged 45-50 (6%), 10 officers ages 51-56 (16%).

The percentages of age distribution are illustrated in Table C and Figure 4.2.1

**Table C: Ages of research participant from Nzimankulu and Cacadu Senior Secondary Schools**

| No | Age range in years | Frequency | Percentage (%) |
|----|--------------------|-----------|----------------|
| **Biographical data for learners** | | | |
| 1 | 13-18 | 8 | 11% |
| 2 | 19-23 | 12 | 17% |
| **Biographical data for teachers** | | | |
| 3 | 33-38 | 9 | 13% |
| 5 | 39-44 | 6 | 9% |
| 6 | 45-50 | 5 | 7% |
| **Biographical data for parents** | | | |

| 7 | 45-50 | 8 | 11% |
|---|---|---|---|
| 7 | 51-56 | 1 | 1% |
| 8 | 57-61 | 4 | 6% |
| 9 | 62-66 | 3 | 4% |
| **Biographical data for education officers** | | | |
| 10 | 45-50 | 4 | 6% |
| | 51-56 | 10 | 14% |
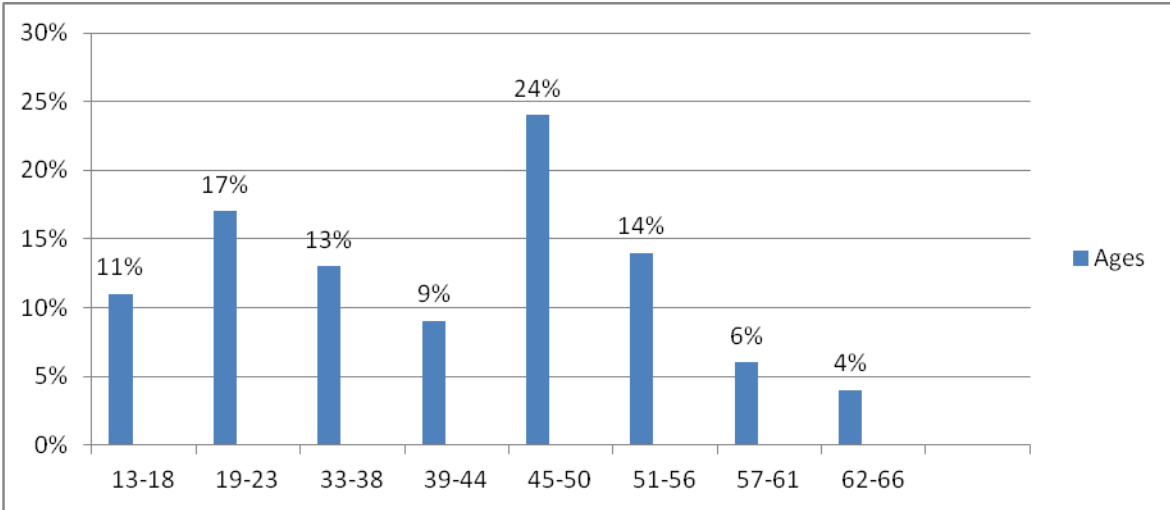


**Figure 4.2.1: Age of participants**

The age distribution is a critical factor in that the participants' ages were fairly distributed from childhood, middle aged and relatively aged categories (13-66years). Again all the important stakeholders in the continuum of education are represented: learners, their teachers, parents and members of School Governing Body (SGB).

## 4.4. GENDER AND RACE OF THE STUDY PARTICIPANTS

Study findings indicated that there were 24 male participants (34%) and 46 females participants (66%); while all the 70 participants were all black (Table D and Figure 4.2.2). The gender skewedness of the participants is a common occurrence in many public grassroots activities in the country in which more women than men volunteer to participate. This is a common feature in many countries especially of the developing part of the world in which men shun to get involved in many grassroots development activities. The fact that there are more female teachers than men could also explain the gender skewedness. This is because in most patriarchal based countries, gender role differentiation is a common norm with women occupying hospitality based and educational careers more than men. The fact that there are more female teachers than men, as well as more female learners than male ones could partly explain the phenomenon. This presents a worrying state of affairs when more women than men are available to participate in grassroots development endeavours. While men in many developing countries may be advantaged in terms of economics in many countries of the developing world such as South Africa, it is critical that their grassroots participation in different aspects of development is increased. However, global statistics indicate more women than men.

**Table D: Gender and Race of the participants**

| No | Gender | Frequency | (%) | No | Race | Frequency | % |
|----|--------|-----------|------|----|------|-----------|------|
| 1 | Males | 24 | 34% | 1 | Black | 70 | 100% |
| 2 | Females | 46 | 66% | 2 | | | |
| **3** | **Total** | **70** | **100%** | **3** | | **70** | **100%** |
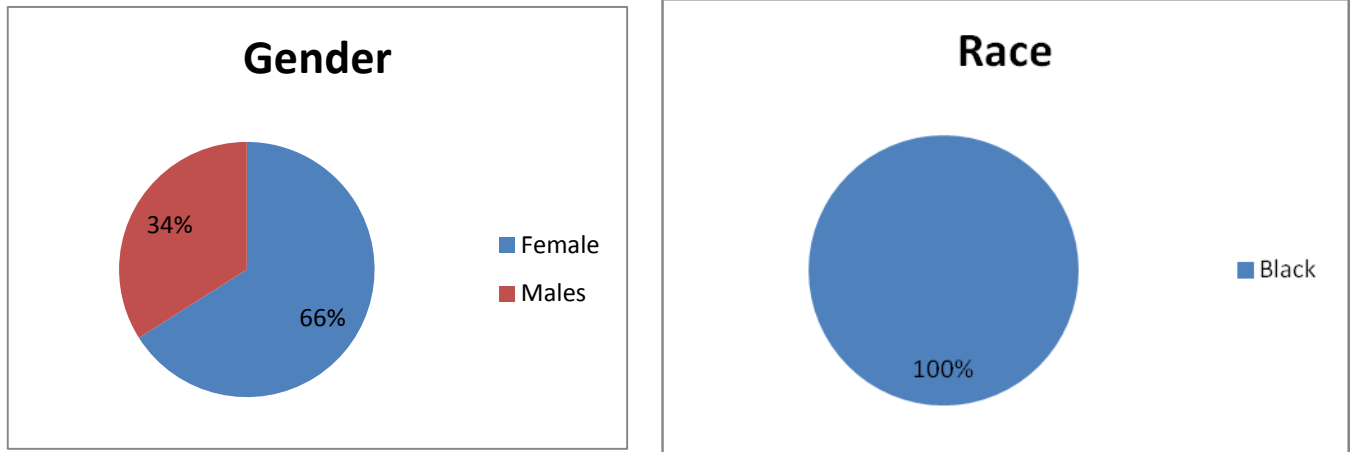
**Figure 4.2.2: Gender and Race of participant from both selected schools**

## 4.5. QUANTITATIVE DATA ANALYSIS

There were 10 learners, 10 teachers, 8 parents and 7 education officer per school from two selected schools. In selecting them, the researcher used stratified random sampling of which the learners were grouped in grades. 70 samples for the mini survey, therefore were randomly selected to answer a questionnaire.

### 4.5.1. Inadequate Awareness of Government Policy

Study findings indicated that 83% of the total (58) of participants (parents 75%, teachers 20%, learners 80% and education officers 29%) were not aware of policy that abolished corporal punishment while only 17% (12) (Parents 25%, teachers, 80%, learners, 20% and education officers, 71%) were aware of the policy (as illustrated in Figure 4.3).
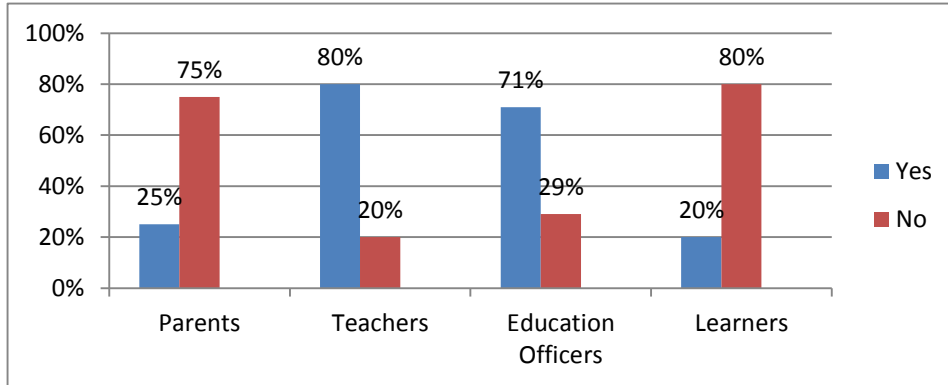
**Figure 4.3: Inadequate awareness of government policy**

The findings indicate that more parents and more learners were not aware of the policy to abolish corporal punishment. This means that parents were not able to understand issues surrounding corporal punishment. They are therefore left to act in ignorance and could possibly use their intuition to interpret any case involving corporal punishment. It is also a sorry state of affairs in that learners were not given this information on the state of the policy that affected them. The information above depicts serious communication gap or flow of information between the teachers and the parents. While many teachers may have known about the abolishment of the policy, perhaps they may not have wanted the parents to know as a way of covering what they were doing. This is perhaps because issues of coming up with non corporal forms of punishment may have presented some challenges to them.

### 4.5.2. Disapproval of Corporal Punishment
Study findings revealed that 68 participants (97%) (parents 100%, teachers 95%, learners 95% and education officers 100%) felt that they disliked corporal punishment whilst 3% (2) (Parents 0%, teachers 5%, learners 5% and education officers 0%) liked it (see Figure 4.4).
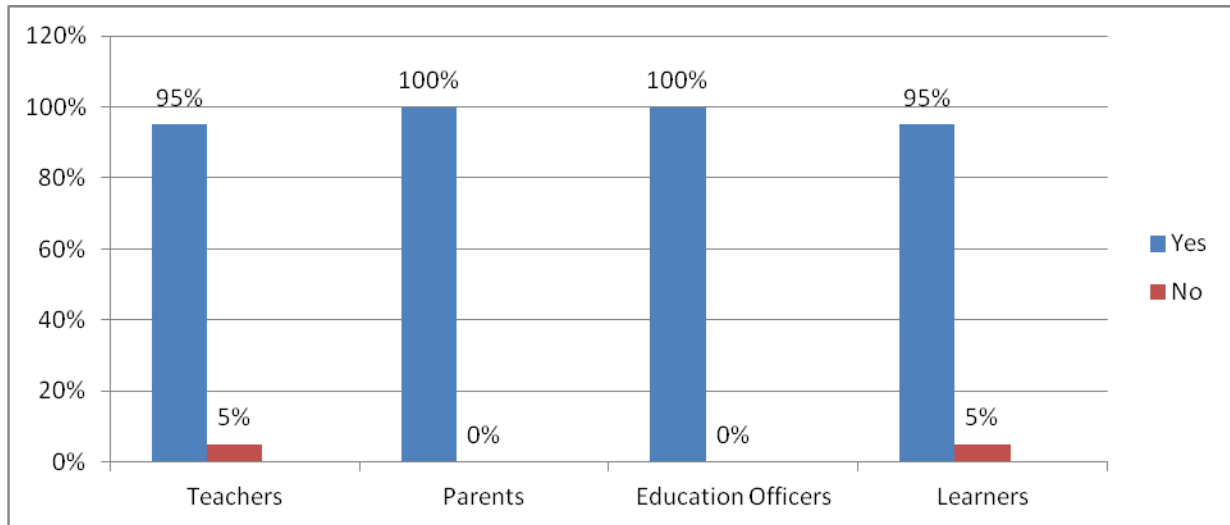
**Figure 4.4: Disapproval of corporal punishment**

The information above reveal that only a negligible number of all the stakeholders interviewed would like corporal punishment to continue. This is a clean slate to indicate that non corporal forms of punishment need to be used. This could be because it was painful to both the learners and the parents and the teachers may also have been using it because of the system not having non corporal forms of punishment.

Study findings revealed that 100% (20) of the total the participants (learners,) claims that they are subjected to corporal punishment, see table E.

**Table E: Knowledge and prevalence of corporal punishment**

| No | Stakeholders | Are you subjected to corporal punishment | | | |
|----|-------------|------|------|------|------|
| 1  | *Learners*  | *Yes* | *%* | *No* | *%* |
|    |             | *20* | *100%* | *0* | *0%* |
| 2  | *Teachers*  | *20* | *100%* | *0* | *0%* |

| 3 | Parents | 14 | 100% | 0 | 0% |
|---|---------|----|----|---|-----|

The above information reflects the fact that all the stakeholders, whether teachers, parent and students know and had experience of corporal punishment. This means that the process was deeply immersed in the institutions of learning. It may also means that doing without corporal punishment may be something that would be difficult, or trying to discourage it is likely to face some difficulties.

### 4.5.3 Strategies that exists in (Nzimankulu and Cacadu) to maintain discipline

Study findings revealed that 99% (69) of the total number of participants (learners, teachers and parents) unanimously recognized the following types of corporal punishments:

- canning,

- being beaten with a duster,

- stick on head,

- given 3-5 strikes with a stick on the palm of one's hand,

- use of electric wire on the buttocks

- and putting the pen in between the figures while the teacher squeeze the hand.

Many participants felt that these strategies are painful, barbaric and violated the human rights of the learners (see figure4.5). The data may also suggest that doing away with these traditional methods of administering punishment and discipline was difficult. Therefore it may require a lot of effort for teachers as well as the teachers to expect learning to be carried out without the use of the above methods of corporal punishment.

### 4.5.4 Restructuring of punishment policies

Study finding revealed that 90% of the total (63) of the research participants (parents 100%, teachers 85%, learners 90% and education officers 86%) acknowledged that the government should re-visit the policy of corporal punishment because of its negativity on the behaviour of learners; while 10% (7) (Parents 0%, teachers 15%, learners 10% and education officers 14%) was against the move (see Figure 4.5).
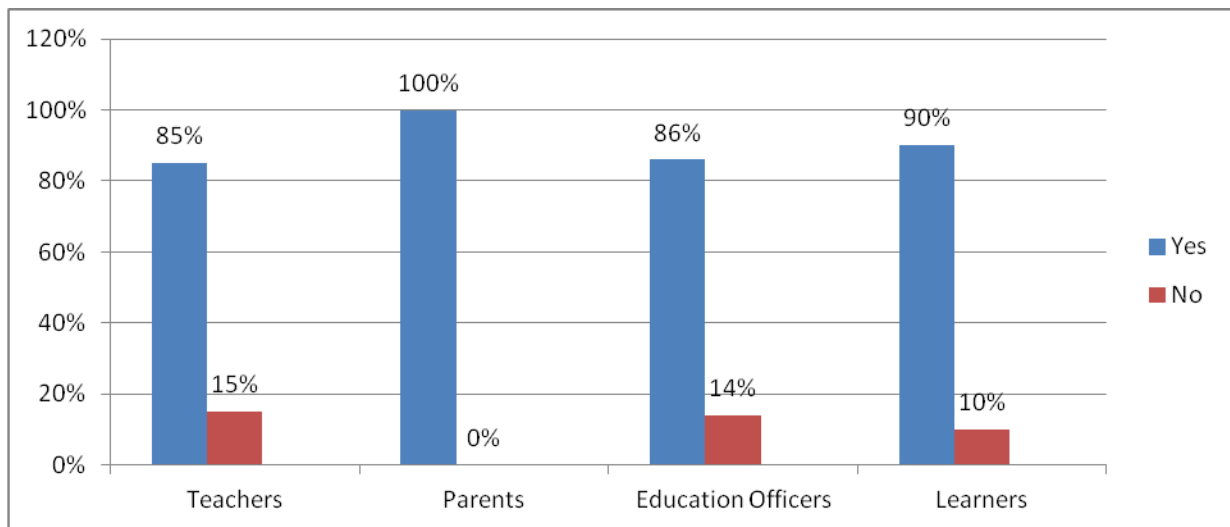


**Figure 4.5: Restructuring of punishment policies**

The information above indicates that virtually all the stakeholders would wish that the policy of corporal punishment be revised. This is to probably define the types of punishment that all the stakeholders will agree on, or probably replace the corporal types of punishments with the non corporal ones, that is work our strategies to maintain discipline without corporal punishment.

### 4.5.5. The rights of children versus corporal punishment

The study revealed that 86% of the total (60) of study participants (parents 88%, teachers 90%, learners 85%, education officers 79%);  (see Figure 4.6) wanted parents, learners, teachers, community members and education officers to discuss the issue of discipline, code of conduct

and also disciplinary strategies in line with the act that supports the rights of the child whilst 14% (10) (Parents 12%, teachers 10%, learners 15% and education officers 21%) of participants were against the move.
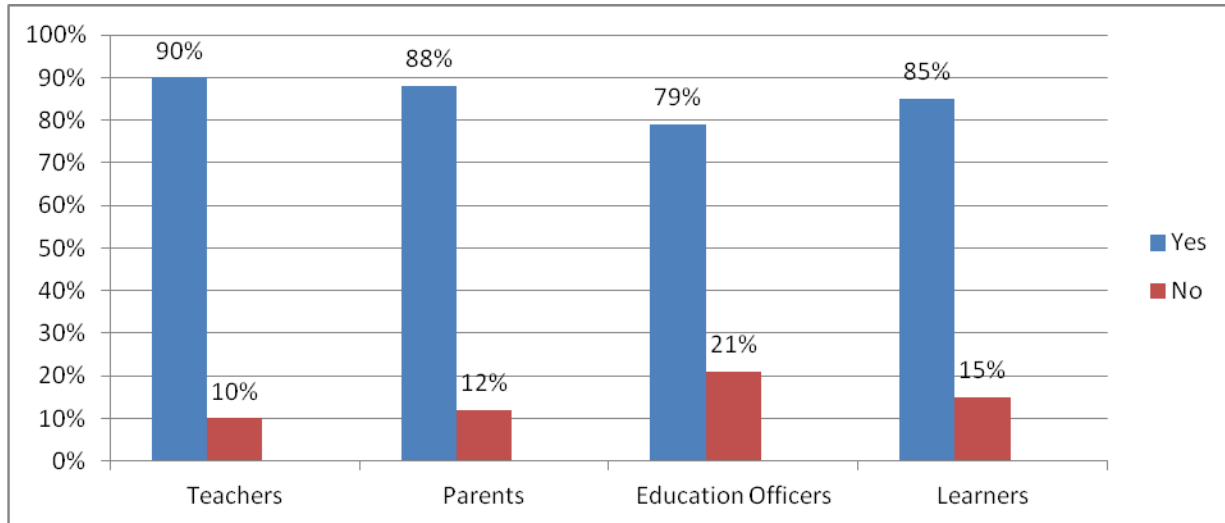


**Figure 4.6: Rights of learners/children versus corporal punishment**

The information above informs the research respondents concern of the corporal punishment's violation of the rights of children and were therefore keen to see debates, discussion and consultation in the schools pertaining to the rights of children. This is a reflection of people's awareness of the rights embedded in the country's constitution.

### 4.5.6. Corporal punishment is painful

Study findings revealed that 60 % (41) of the total (41) participants (parents 56%, teachers 60%, learners 60% and education officers 57%) indicated that corporal punishment was injurious and painful; while 40% (29) (parents 44%, teachers 40%, learners 40% and education officers 43%) refuted the claim (see Figure 4.7).
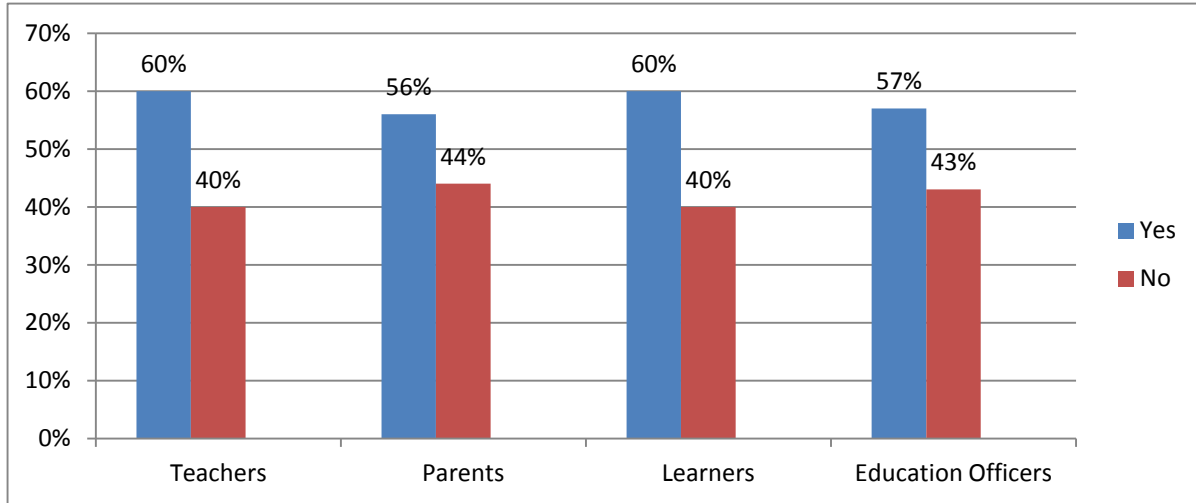
**Figure 4.7: Corporal punishment is painful.**

More than 50% of the research respondents own the fact corporal punishment is painful, while still close to 50 % appears to favour corporal punishment. While those indicating corporal punishment is painful may be informed by the increased human rights about the rights of the child amidst cases of punishment, the other group may be favouring it because it makes students get disciplined and therefore learn. Amidst the rate of student defiance and indiscipline in South Africa, most people may support the prevalence of corporal punishment to hang on.

**4.5.7. Corporal punishment upsets the learner's social, emotional and psychological well being**
The study findings revealed that 100% of the total (70) of participants (parents 100%, teachers 100%, learners 100%, education officers 100%) (see Figure 4.8) agreed that corporal punishment had a negative psychological and emotional effect on the learners and was negatively affecting the normal growth of the learners.
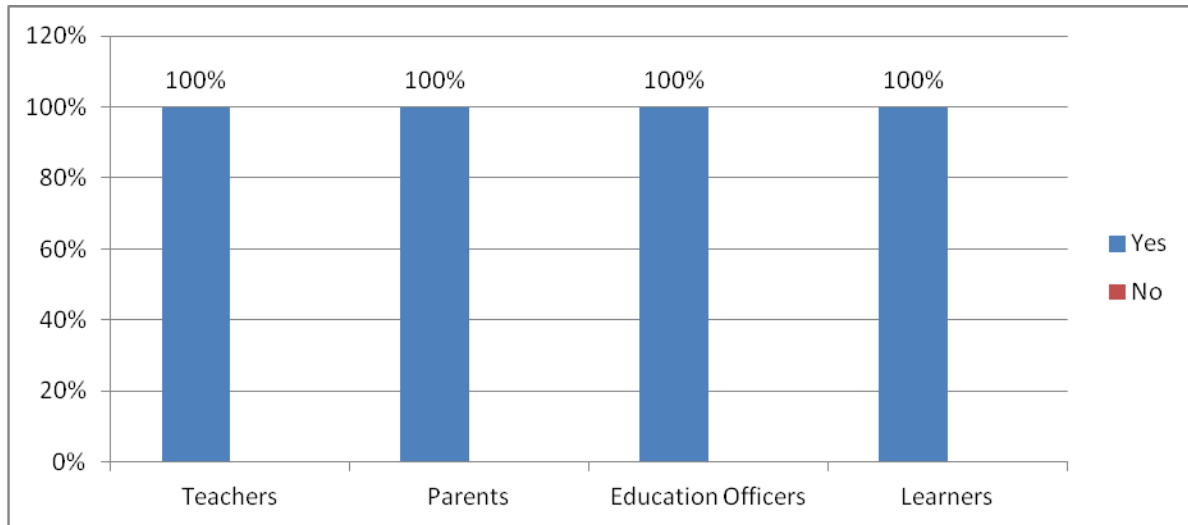
**Figure 4.8: Corporal punishment negatively affects the development of a child**

The information above indicates therefore of the need to enforce the policy against corporal punishment if all the respondents see the phenomenon as having a psychological and emotional effect on the lives of the learners. Perhaps the challenge in schools is that there has not been an effort to come up with an inventory of forms of non corporal punishment packages. The information gives the policy makers an open slate to strongly enforce and uphold the abolition policy

### 4.5.8. Corporal punishment increases drop outs among the learners

The study findings revealed that 99% of the total (69) of the study participants (parents 94%, teachers 100%, learners 100%, education officers 100%) (see Figure 4.9) felt that the increase in drop out by learners was largely caused by corporal punishment.
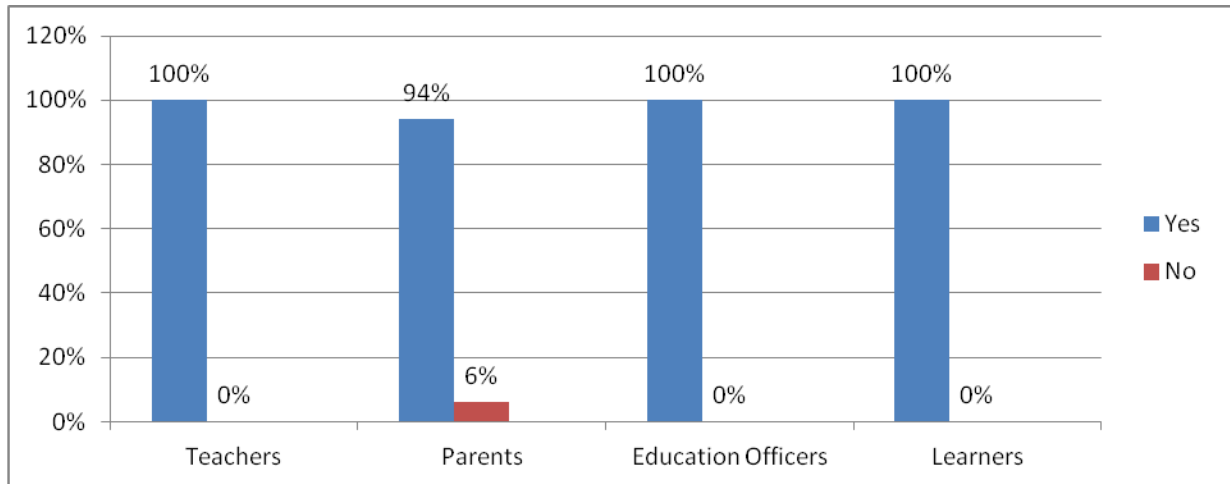
**Figure 4.9: Corporal Punishment increases drop outs among the learner**

The information above from the respondents indicates the need to stop the practice of corporal punishments if it has an impact of making students drop out. This could be because of fear of being inflicted with pain.

### 4.5.9. Corporal punishment makes learners violent in their socialization

Study findings revealed that 93% of the total (65) of participants (parents 88%, teachers 100%, learners 85%, education officers 100%) (see Figure 4.10) felt that learners who are exposed to corporal punishment assume that the only way to solve problems is through violence, even when one is interacting with other learners.
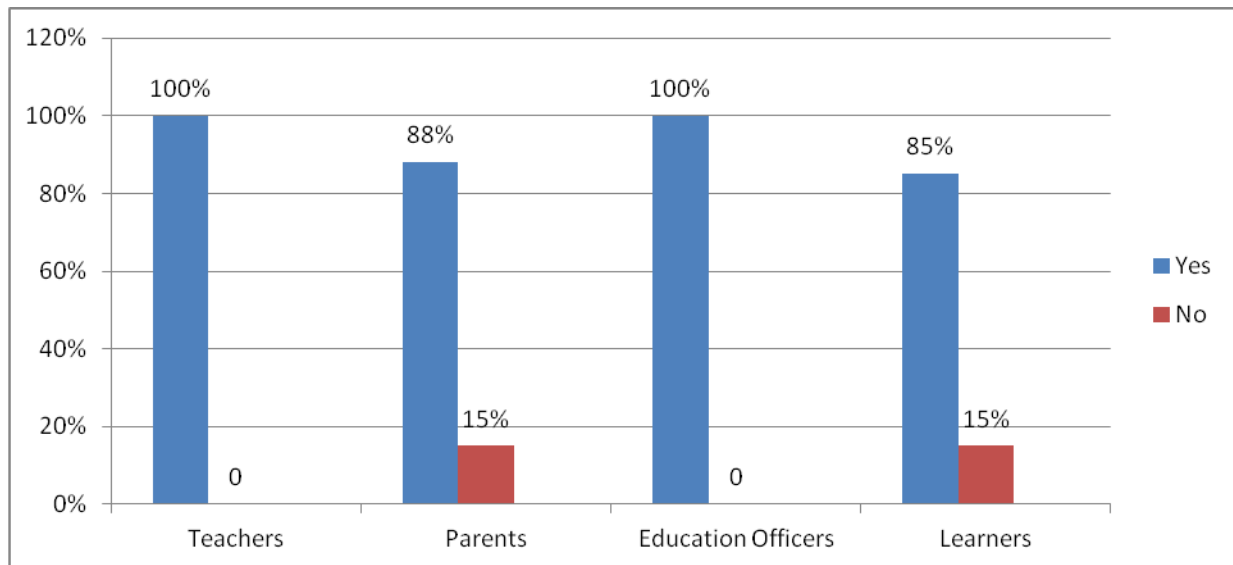
**Figure 4.10: Corporal punishment makes learners violent in their socialization**

The above information, therefore indicates the need to strongly enforce the policy against corporal punishment if it will make people to be violent in their future life. Having so many cases of violence among the South Africans generally, it could be that the issue of corporal punishment in contributing to the phenomenon. Since the learners need to be prepared to be responsible and passionate citizens, this also give the educational policy makers a clean slate to start considering various forms of non corporal forms of punishment in the policy.

**4.5.10. Serious misbehaviours must be reported to the police**

Study findings revealed that 84 % of the total (59) of participants (parents 31%, teachers 100%, learners 100%, education officers 100%) (see Figure 4.11) asserted that when learners have committed a serious offence, the teachers must call upon a meeting with the SGB parents to discuss the issue and that learners must be reported to the police and the police could refer the matter to the social workers or psychologists to further assess the child. However, some parents

(16%) (11) (parents 69%, teachers 0%, learners 0%, education officers 0%) were against the idea of reporting the serious cases to the police.
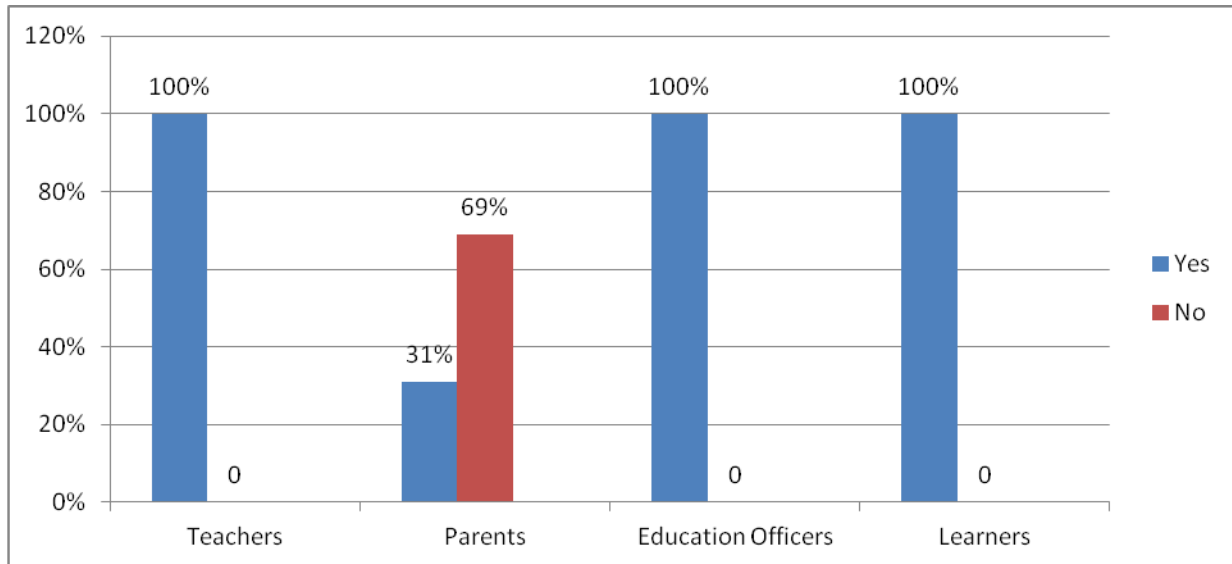


**Figure 4. 11: Serious offences must be reported to the police**

The above information from the respondents recognizes the fact that some of the behaviour by the learners were beyond the scope of the teachers and therefore needed to be handled to the law enforcement authorities. The respondents however recognize the need for networking with especially bodies that could offer counselling to the learners. This is because some of the challenges that could be confronting the learners could be of psychosocial nature that corporal punishment could not address.

**4.5.11. Maintaining good discipline through Modelling of good behaviour**
Study findings revealed that 99 % of the total (69) of participants (see Figure 4.12) revealed that there are some teachers who do not administer punishment in their classroom but their learners are disciplined (parents 94%, teachers 100%, learners 100%, education officers100%).
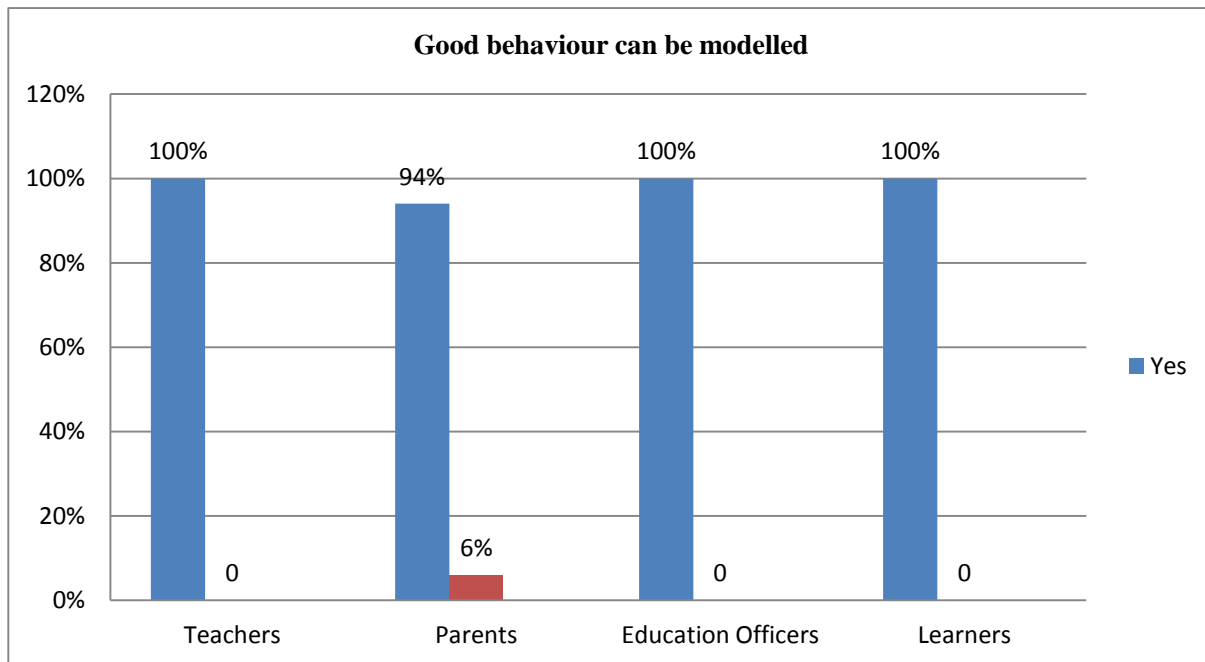
**Figure 4.12: Maintaining discipline through modelling of good behaviour**

Virtually all the respondents would wish that modelling of good behaviour be applied by teachers instead of corporal punishment. This, in this researchers perspective is commendable. This is because it is a stress free methodology from both the learners and the teachers' perspective. It entails the teacher behaving well and he/she becomes an enviable good example. This would give the schools the disciplinary measures that are non corporal in nature.

**4.5.12. Motivating learners as a tool of maintaining discipline without corporal punishment**

The study revealed that 63 study respondents ( 90%) (see Figure 4.13) felt that children who are motivated in front of other learners, parents and teachers are likely to behave well (parents 100%, teachers 80%, learners 85%, education officers 100%).
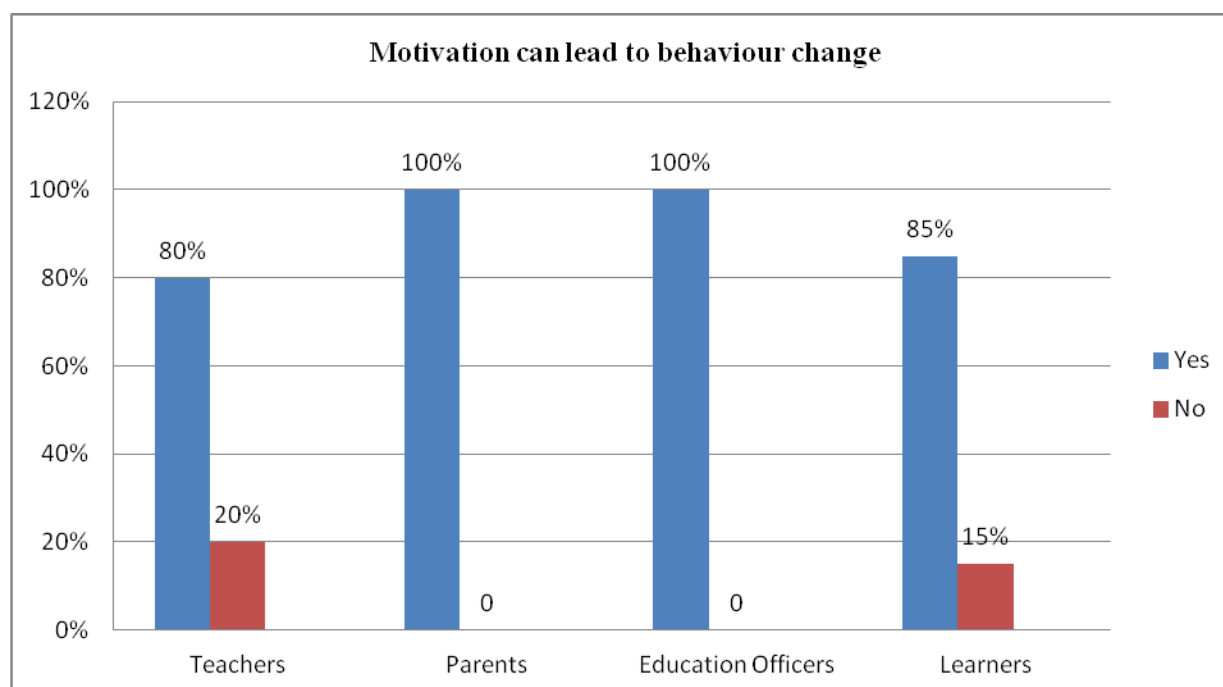


**Figure 4.13: Motivation can leads to a behaviour change**

The information above calls for schools fraternity in cohort with the governing bodies to come up with policies and practices of motivating learners so that they can behave well. This would replace corporal punishment.

### 4.5.13. Detention during break and after school hours.

The study revealed that 74% of the total (52) of participants (see Graph 4.14) felt that the child may be directed to remain in the classroom while the rest play outside during the break as a punishment instead of facing corporal punishment. This is for the learner to feel disadvantaged for not enjoying his/her break and may not misbehave again (parents 75%, teachers 80%, learners 50%, education officers 100%).
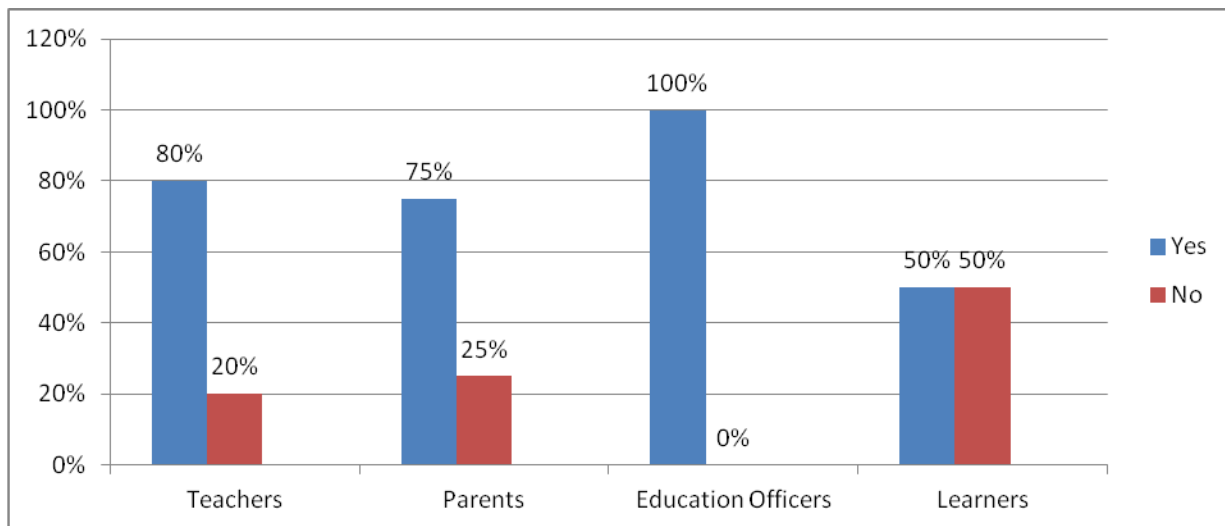


**Figure 4.14: Detention during break and after school hours**

The statistics above indicate that many respondents would support using detention during the break as a punishment instead of corporal punishment. This is a lighter punishment that would make the learner regret the behaviour and therefore make him/her not to repeat the behaviour.

## 4.5.14. Seeking alternatives to corporal punishment

The study revealed that 74% (52) of the participants) (see Graph 4.15) felt that the alternatives to corporal punishment are good and can play a major role in shaping the behaviour of the children. Applying these alternatives may decrease the misbehaviour (parents 75%, teachers 80%, learners 50%, education officers 100%).
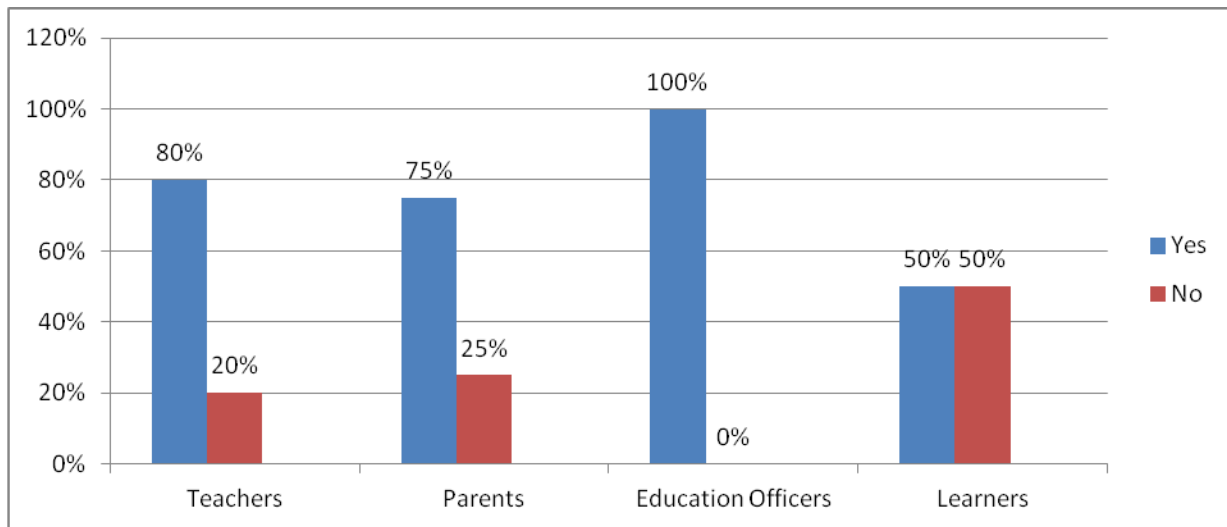


**Figure 4.15.: Seeking alternatives to corporal punishment**

The above information indicates that most respondents support the education systems coming up with non corporal forms of punishment. This will defeat all the negative effects of corporal punishment such as encouraging school dropout, learners becoming violent in their future lives etc. However, due to the fact that the phenomenon of corporal punishment is deeply entrenched in the teachers and possibly supported by some parents as well as some few learners, it remains a challenge of coming up with alternatives to corporal punishment. This would need serious consultative and brainstorming sessions from an array of scholars, community members and leaders of different calibres.

## 4.6. QUALITATIVE DATA ANALYSIS

There were 5 learners, 2 teachers, 2 parents and 1 education officer per school from two selected schools. In selecting the samples, the researcher used stratified random sampling of which the learners were group in grades. In each grade, the researcher randomly selected the learners who were interested in participating in the study. The researcher ended up having learners from all grades in both schools. The researcher had grouped the teachers, officers and parent into different strata. In each stratum, the respondents who were interested to participate in the research were randomly selected.

## 4.7. QUALITATIVE FINDINGS

### 4.7.1. Corporal punishment took different forms

The participants were asked about the types of punishment that exist in schools see table F

**Table F**

| Theme 1: Types of punishment that exist in Cacadu and Nzimankulu schools in Lady Frere | |
|---|---|
| **Sub-theme** | **Categories** |
| How many types of punishments are given to learners? | ➢ Canning<br><br>➢ Beaten with the duster<br><br>➢ Beaten with the stick on the head<br><br>➢ Use of electric wire |

**Table F: Types of punishment that exist in schools.**

❖ *Presentation of findings from the learners*

They unanimously recognized the following types of corporal punishments: canning, being beaten with a duster, stick on head, given 3-5 strikes with a stick on the palm of one's hand, use

of electric wire on the buttocks and putting the pen in between the figures while the teacher squeeze the hand. Many learners felt that these strategies are painful, barbaric and violated the human rights of the learners. Some learners made the following sentiments:

*''When the teacher beat me with the stick on the palm of my hand I get injured and it is painful''*

*''I was beaten with an electric wire and I was unable to sit the whole day because of the pain and the teachers forced me to seat''*

❖ *Presentation of findings from the teachers*

Teachers commented on administering the following forms of punishment: canning, , pinching, asking learners to kneel down, assigning physical tasks, slapping and spanking the pupils, being beaten with a duster, stick on head, given 3-5 strikes with a stick on the palm of one's hand, use of electric wire on the buttocks and putting the pen in between the fingers while the teacher squeeze the hand. They also lamented as follows:

*These forms of punishment instil discipline among our learners, if the government wants to remove these types of punishment they must be replaced with proven alternative that will work to shape the behaviour of the learners.*

❖ *Presentation of findings from the parents*

Parents who participated in the research stated that the only form of punishment they see at school include being beaten on the palm of the hand with a stick especially when the child misbehave, beaten on the buttocks but they were not aware of other forms as they are not always at school. Some of the parents lamented as follows:

*When our children are late at school we saw them being beaten on the palm of the hand especially in winter when the hands are still cold.*

❖ *Presentation of findings from the education officers*

Education officers who participated in the research felt that the type of punishment that they are aware of is canning and being beaten because most of the learners who lodge complaints about corporal punishment state those. They also indicated they were aware of slapping of the pupils and being assigned some punishment duties while others are studying in the classroom. Some education officers lamented as follows:

*When we visit the schools, we see children working around the school during study hours. Sometime in the classroom we see teachers carrying the sticks that will be used to enforce discipline.*

*4.7.2. Perceptions of corporal punishments by parents, teachers, learners, education officers and SGB.*

The participants were asked about their perception on the policy that abolished corporal punishment as shown in Table G

| Theme 2: Perceptions of corporal punishments by parents, teachers, learners, education officers and SGB | |
|---|---|
| **Questions** | **Responses** |
| What are your perceptions on the policy that abolished corporal? | Restructuring of punishment policies critical |
| What are administration challenges associated with the abolishment of Corporal Punishment generally? | Disapproval of corporal punishment |
| | Disapproval/approval of the |

| | |
|---|---|
| Give your opinion on the effects of corporal punishment? | abolishment of corporal punishment |
| | Inadequate awareness of government policy |
| | Corporal punishment is painful and must be abolished |
| | Corporal punishment upsets the learner's social, emotional and psychological well being |
| | Corporal punishment increases drop outs among the learners |
| | Corporal punishments make learners violent in their socialization |

**Table G: Perception of parents, teachers, learner and education officers about corporal punishment.**

The findings above indicated that the respondents had different views, but pivotally many abhorred corporal punishment and called for the restructuring of the policy. This is because the policy was outdated, posed some human rights violation and its effects was likely to make learners violent in their future socializations. This is an indication that the educational policy makers, parents and the school governing bodies needed to brainstorm on the non corporal forms of punishment.

*4.7.2.1. Restructuring of punishment policies critical*

Most teachers, learners, parents and education officers acknowledged that the government should re-visit the policy of corporal punishment because of its negativity on the behaviour of learners although a few of them were against the move.

❖ *Presentation of findings from the teachers*

Some teachers viewed changes such as the abolition of corporal punishment as being counter-productive in the exercise of discipline at schools, claiming that it had 'disarmed' them and left them with alternatives that did not work. They blamed the government for contributing to the disciplinary problems at schools by over-emphasising on learners' human rights (Republic of South Africa 1996b:6-8). They were unhappy with the fact that they were permanently and unconditionally prohibited from corporal punishment in any form at school (Republic of South Africa 1996a). One teacher expressed frustration at the present state of affairs:

*"If you look at five years ago, we never really had discipline problems, but nowadays you are bombarded with, I won't say major issues, but problems, especially in class. In the absence of corporal punishment, you need to talk to resolve problems to see what change you can bring about in the pupils' behaviour. In the past, some slight spanking would have set them thinking."*

One teacher expressed the concern that although teachers were the people who had to deal with disciplinary problems in the classroom on a daily basis, they had not been consulted by government concerning appropriate disciplinary measures and methods.

*"We are compelled to enforce rules that are given, but many times these measures do not work, because there is no consultation with the person on the ground. After the abolition of corporal punishment, measures were put in place by the Department of Education which do not work in practice."*

❖ *Presentation of findings from the parents*

The parents also emphasised that the government should conduct surveys to prove the effectiveness of the policy as well as its level of acceptability. The participants also complained that communities were not consulted before the policy was formulated. Many parents stated that:

*''The government is elected in power to serve its people, not to do as it pleases. Therefore, there is a need to involve the people it serves in decisions it takes. The policy of corporal punishment should be revised''*

❖ *Presentation of findings from the learners*

Learners on the other hand also emphasize that the government should re-visit the policy that abolished corporal punishment in order for them to get ideas and views of the victims of corporal punishment. Other learners commented as follows:

*As much as the government is protecting us but the level of our pass rate decreases, so we want the government to consult us and our parents before taking any decisions that involves our life.*

Although a few of learners stated that they are comfortable about the government decision, they also emphasised that the government is protecting the right to be free from harm and danger. They lamented the following:

*The community must accept the policy as it is because it is there to protect our human rights, corporal punishment is painful and dangerous and it may cause harm to us as learners.*

❖ *Presentation of findings from education officers*

Most education officers who participated in the study acknowledge that the government should conduct the surveys to check whether the decision of abolishing corporal punishment serve the purpose it was supposed to. They further stated that revisiting the policy will help to clear out grey areas and help the charting out of strategies that the schools should adapt to deal with learner and the alternatives if those do not serve the purpose. Some teachers lamented as follows:

*Restructuring of the policy is not late, as it is affecting the level of progress among the learners and also it leads to misbehaviour among the learners.*

Few of the officers who support the policy were of the opinion that the school must research on what the other schools do to maintain the school and discipline without corporal punishment. They further lamented that:

*In some multiracial schools where some of our children go, to there is no use of corporal punishment, but the learners are progressing well, the school have a responsibility to check how those schools survive.*

The scenario above indicates that the participants were not comfortable with the operations of the corporal punishment policy and would therefore wish that there were wider consultations that could lead to restructuring or reformulating the policy afresh. It is this researcher's thinking that further consultation on the policy is not late and that it could lead to democratic dispensation in

the educational policy as well as increase ownership of the policy among the educational stakeholders.

*4.7.2.2. Disapproval of corporal punishment*

❖ ***Presentation of findings from the learners***

Most learners indicted they detested corporal punishment although a few felt it had a disciplinary effect. Some, especially the learners who do not like corporal punishment lamented that corporal punishment was directed to them without any tangible reasons. Some participants indicated that teachers directed it to them as a form of relieving their personal stress because they have power over them.

*''We are being beaten by teachers for minor mistakes and sometimes we do not understand why they beat us. With some teachers, beating is synonymous with teaching or they apply it because they have always done it to the previous learners''*

❖ ***Presentation of findings from the teachers***

Some teachers who dislike corporal punishment seemed to appreciate that classroom discipline could be enhanced by a more pro-active approach. These educators freely accepted the recommendations and stipulations in the Bill of Rights (*Constitution of the Republic of South Africa*, Act No. 108 of 1996:7-8), which criminalise any physical harm to or corporal punishment of any person. They did not find the new Constitution to be a threat to or limiting their work. One teacher recounted how he had dealt with the unacceptable behaviour of a learner

without resorting to punishment. In effect, he promoted responsible behaviour in the learner by encouraging him to accept a leadership role:

*"I saw the learner coming late to school every morning, and because of the abolition of corporal punishment, I thought that there must be an alternative means of helping him. I introduced him to the sport of rugby. I allowed him to enjoy the game and gave him responsibilities, where I made him Vice-Captain after explaining the role of the leadership position."*

These teachers affirmed that non-corporal punishment measures were indeed a better means of maintaining discipline. With this attitude and dedication, these educators seemed well set to deal effectively with disciplinary problems in the classroom.

However, teachers who supported corporal punishment stated that the problem in South Africa is people's obsession with human rights and not thinking widely about responsibilities. There is a greater emphasis on respect and responsibility in the new democracy, but there must also be equal emphasis on the fact that rights comes with responsibilities. The supporters of corporal punishment continued to opine that to actualize the moral vision of the Constitution (Republic of South Africa 1996b) for a future founded on the recognition of human rights, democracy, peaceful co-existence and the development of opportunities for all South Africans, the vision will have to be interpreted and empowered by corresponding basic principles (De Klerk, 1998:20). Based on this argument, it is right that corporal punishment was abolished in our schools, but this should have been replaced by a disciplinary approach that encourages learners to act responsibly, thereby diminishing the need for punishment or corrective action by educators. However, the educators in this study were mostly not familiar with such pro-active approaches to discipline. They further lamented that

*We are compelled to enforce rules that are given, but many times these measures do not work, because there is no consultation with the person on the ground. After the abolition of corporal punishment, measures were put in place by the Department of Education which do not work in practice."*

❖ ***Presentation of findings from the parents***

Most participants felt that they disliked corporal punishment although their concern was the way the behaviour of their children changed after these policies were set to be practiced. Some participants lamented the following:

*Corporal punishment is dangerous for our children but the government is giving our children too much right than responsibilities. Even at home children misbehave more than in the past.*

*Those who support corporal punishment commented as follows*

*There is a big difference between a vicious beating and corporal punishment administered in a controlled way by a parent or a teacher. This is not dangerous, causes little pain and cannot be called abuse. Why should it be outlawed?"*

*I was hit as a child and it didn't do me any harm. On the contrary, I wouldn't be where I am today if it were not for my parents and teachers physically punishing me."*

❖ ***Presentation of findings from the education officers***

Most education officers who participated in the research felt that they disliked corporal punishment, because they found that some cases of corporal punishment could be dealth otherwise. Some felt that corporal punishment puts the life of a child at risk especially in instances where the teacher has taken substances. Some of the teacher lamented as follows:

*Some teachers administer corporal punishment without the tangible reason, it is important for the school to understand that teachers are human being and are likely to make mistakes because of their own personal problem therefore administering of corporal punishment can sometimes cause dangerous damage to the learners just like when it is administered by the parent at home.*

With majority of the study participants disapproving the practice, this calls for some advocacy and lobbying to have the policy and practice reviewed. With students feeling that the practice is a tool of oppression and repression, this should be an opportunity to have the policy of corporal punishment relooked at. This is because even after its abolishment, the practice is still rife. Perhaps what many people would like to know is how to maintain discipline without corporal punishment. However, for the few that were for the policy to be maintained and therefore continue with corporal punishment, it could be that they did not know how learners could be disciplined without punishment.

### 4.7.2.3. Disapproval/approval of the abolishment of corporal punishment

❖ *Presentation of findings from the parents*

Parents who participated in the research were of the opinion that some members of the community they represented do not support corporal punishment claiming that they were not beaten as learners and yet they were successful. Some of the parents made the following sentiments:

*''We do not beat our children and we do not expect any person to do so. We were not beaten as learners and we are successful so corporal punishment must end''*

However, some parents who participated in the research supported the use of corporal punishment. They further stated that there is no teachers that can beat a child with hatred, but the aim is to change the behaviour of the child. Some of the parents made the following comments:

*''Learners need to be disciplined in order to change their misbehaviour, hence corporal punishment serve the purpose it must not be abolished''*

❖ *Presentation of findings from the teachers*

Most teachers who participated in the research reported that the community they served was divided, with some supporting the abolishment of corporal punishment, whilst others are against. Some of the teachers made the following comments:

*''Most of the parents who are old have a history of corporal punishment whilst they were young. Therefore they do not see a problem with corporal punishment whilst those who are young believe that the best way to resolve misbehaviour of the child is through one-on-one communication''.*

The above argument seem to suggest that although corporal punishment has negative effects and there is need to change the policy, there is a feeling that it also has some value of inculcating discipline to the learners and therefore make learning possible. Perhaps if the policy was changed and replaced with various forms of non corporal punishment, no one would support corporal punishment. The few who support it is because the school faces challenges of maintaining discipline and yet they have not crafted a policy on non corporal forms of punishment.

**4.7.2.4. Inadequate awareness of government policy**

❖ *Presentation of findings from the learners*

Most learners who participated in the research stated that they were not aware of the government policies that abolished corporal punishment. They further suggested that in schools during the class of life science the teachers need to conscientize them about their rights and the policies that protect them as provided for in the policy.

*We do not even know where to lodge the complaint when the teacher beats you because at times you report to the principal and the matter is not taken seriously. Others claimed that when they report these practices at home, the parents' states that it is their misbehaviour and they shout at them.*

❖ *Presentation of findings from the teachers*

Most of the teachers who participated in the research reported they were aware of the government policy that abolished corporal punishment. They stated that they were called by the Department of Education and were informed of the abolition of the policy. However, they claimed that they were not told what was put in place to replace corporal punishment hence they find it difficult not to use it in the schools with these misbehaving learners. Some of the teacher lamented as follows:

*Until we are familiar about the strategies that abolished corporal punishment then we will be in a position of sensitizing learners, but currently all we know is that it was abolished and we don't know the reasons for its abolishment.*

❖ *Presentation of findings from the parents*

Most of the parents who participated in the research indicated that they were not aware of the government policy that abolished corporal punishment and they were never called at school to

discuss that. The few who had information indicated they read from various news sources that the learners are not supposed to be beaten. However, they appeared not to be adequately informed about the policy holistically. They also lamented that nobody ever attempted to educate them on the issue. Some parents made the following sentiments:

*If the policies affect our children we have a right to be educated on them and understand them because these are our children. It seems as if the government is taking decisions without acknowledging us.*

❖ *Presentation of findings from the education officers*

Most of the officers who participated in the research were aware of the policy that abolished corporal punishment. They further stated that they were workshoped about what the policy entails but they were still not satisfied about what has replaced the corporal punishment hence they are still not happy about the policy. The lamented as follows:

*We cannot take the policy to the schools because we do not understand what the teachers should do to discipline learners, until then once we are satisfied about the strategies put in place therefore we will educate the community.*

The information from the interviewed respondents indicate that teachers, education officers and a few parents were not aware of the government policy that abolished corporal punishment. However, the learners and most of the parents were not aware of the details of the policy. Even for those who knew the policy, it is apparent that there were many areas they were not clear of , for example what to replace corporal punishment. This means that having the policy be taken to school for further briefing of the teachers and possibly the school governing bodies had not taken place. Apparently, the stakeholders appear to point a finger to the government for

96

unilaterally taking decisions without consulting the stakeholders. Therefore the whole fray of punishment system was clouded with darkness and confusion. However, the pertinent message to salvage the punishment system and its administration is for policy makers or education officers to educate the public, learners, teachers and school management on the policy. This is to ensure that educational stakeholders were on the same level of understanding of the policies. Many participants stated that:

*''The school policies must be known by all the different stakeholders involved in schooling. This includes the parents, community members, teachers, learners and education officers. Education officers must undertake awareness campaigns in communities or in schools and discuss such issues''.*

### 4.7.2.5. Corporal punishment is painful

❖ *Presentation of findings from the learners*

Most learners revealed that corporal punishment was injurious and painful whilst a few refuted the claim. For those who did not support corporal punishment, this could be because of the fear that it inculcates to some students. However, for those that supported the practice, there is a possibility that learners are socialized to learn under punishment system and they had therefore normalized and internalized the practice, or alternatively they could not see how classroom discipline could be maintained without corporal punishment. For those who hated corporal punishment, some made the following sentiments:

*''Corporal punishment is painful it must not be used at school ''*

*''I was beaten on the buttocks with an electric wire. I was unable to sit well and had to be taken to the hospital''*

*''When my teacher beat me on the hands, it became hard for me to wash my uniform after school''*

Learners who supported corporal punishment made the following comments:

*''We like corporal punishment because it encourages us to read our books and pass''*

❖ ***Presentation of findings from the teachers***

Some teachers agreed with their learners that corporal punishment was bad. A few made the following sentiments:

*''I understand that corporal punishment is dangerous and painful because after administering it, learners cry and possibly lose concentration in the class''*

Perhaps it is not that teachers adequately support corporal punishment especially when they consider the agonies and pain that they are subjected by communities for administering it. But perhaps they can't see how to maintain discipline without corporal punishment. Perhaps the issue of human rights and fear to be taken to court made them detest corporal punishments.

❖ ***Presentation of findings from the parents***

The parents had mixed attitudes with some supporting corporal punishment, while other went against it. Those who supported it made the following sentiments:

*''Teachers beat our children not that they hate them but it is because they want a brighter future ''*

*''Teachers must continue beating the learners until they became respectful''*

Among those who did not support corporal punishment, some made the following sentiments:

*''Our children get hurt and it is the responsibility of the parent to take the child to the clinic''*

*''I do not beat my children so I do not expect the teacher to do so''*

*''Corporal punishment teaches our children that the only way to solve problem is through beating someone''*

*''Corporal punishment does not teach children to take responsibility of their actions'*

❖ *Presentation of findings from the education officers*

Most education officers who supported the use of corporal punishment are of the opinion that it increases the good performance of the learners and lead to success. They further stated that it was practised previously and the learners were respectful and responsible but now things have changed. They commented that although it is painful but it shapes the behaviour of learners. Those who support corporal punishment lamented as follows:

*When teachers want behaviour change one needs to enforce it hence corporal punishment is suitable, its pain do not last longer because it is not administered in a hatred manner.*

*"Corporal punishment may be wrong, but it is a trivial issue compared with the extreme breaches of their rights which children suffer in many countries. Why should ending it be a priority?"*

Those who were against the practice of corporal punishment made the following sentiment.

*Corporal punishment is painful and dangerous to learners as it cause serious injuries and may harm the well being of a learner .*

The above information from the three sets of responses indicate mixed feelings, with some highlighting that corporal punishment had a pivotal role in shaping the discipline of the learners while another group felt that it was a practice that was subjecting the learners to a state of ordeal. It was violating their human rights. However, it is apparent that for some teachers and education officers that supported it, it is because there was no option of maintaining discipline without it. This therefore implies that if there were other non corporal forms of punishment, they will also be dissuaded from using it. This is because they were also sharing the pains and agonies of their learners as some of their parents hated them for the practice.

*4.7.2.6. Corporal punishment upsets the learner's social, emotional and psychological well being*

All the participants who participated in the research felt that corporal punishment negatively affects the learners socially, emotionally and psychologically. This is because punishment inculcates fear that affect learners' concentration and sometimes make them forget everything that they are taught.

❖ *Presentation of findings from the learners*

Learners revealed that since it is administered physically, it is injurious to the child's body, while it upsets social and emotional well-being. A child who is always beaten likes to do things that may lead him/her to be beaten. The learners also observed that when corporal punishment is administered, children are given humiliating names by the teachers which also contribute to their emotional loss. The following sentiments were made by different participants

*"When corporal punishment is administered to us, we get injured and sometimes we have to be taken to the clinics"*

*"Corporal punishment inculcates fear in us and therefore impedes our learning and concentration"*

*"When we are beaten, teachers call us embarrassing and abusive words like "udomu" and "umuncu". These words are used even after class by other learners and that alone affects the self-esteem of learners generally.*

According to Dobson (1992:42), no matter how irritating learners might be, empty barrages of words will not improve their behaviour. He points out that empty threats carry little or no motivational power for the child, arguing that learners have the ability to "programme themselves" to no longer hear what is being said to them repeatedly. They learn to ignore what they regard as "meaningless noise" in their environment. They can be conditioned to hear only what they want to hear and screen out everything else, choosing to cooperate only if it is to their personal advantage.

The learners also commented on the way they feel after being corporal punished:

*After the teacher has beaten us, we feel hurt, bitter, scared, upset, unloved, terrified, worried, lonely, sad, angry, alone, abandoned, afraid, cross, frightened, sick, stunned, threatened, annoyed, bad, physically abused, hateful, emotionally hurt, unhappy, terrible, ashamed, disliked, confused, embarrassed, resentful, neglected, overpowered, humiliated, grumpy, disappointed, painful, miserable, intimidated, uncared-for, unwelcome, heartbroken, bullied, depressed, worried, shocked."*

❖ *Presentation of findings from the parents*

Parents who participated in the research also support the learners in that corporal punishment upsets the learner's social, emotional and psychological well being of the learners. They also stated that corporal punishment leads to the development of aggressiveness among the learners. The lamented  as follows:

*"Corporal punishment makes our children bitter and vengeful. They want to hit back"*

*"It makes them violent when they are at home playing with other and sometimes hurt their sister, like you take it out on somebody else*

*"Children act naughty and start to hurt people"* and that *"if they're very little, they might think it's right to smack and go off and smack* somebody else"

❖ *Presentation of findings from the teachers*

Teachers also support the learners and parents in that corporal punishment upset the learner's social, emotional and psychological well being. They also stated that as much as we are aware of that but there is no option we have to beat the child so that we gain the behaviour change. Some teachers lamented  as follows:

*Sometimes after beating the child I see the way the learner looks at me he /she if furious and full of anger and it's when I though it have an impact on the learners. Sometimes learners cry the whole period after being beaten.*

❖ *Presentation of findings from the education officers*

Education officers also support the learners, parents and teachers in that corporal punishment upset the learners' social, emotional and psychological well-being. Some of the officers lamented as follows:

*Corporal punishment leads to aggressiveness inside the learners which later on in life a child may become violent.* Some of the officers added as follows: *the effects of corporal punishment are not seen immediately after it has been applied to the learner but their results are seen later life when the child associates with the world.*

The above sentiments from learners, teachers, parents and education officers seem to agree that corporal punishment has a negative effect to the learners' psychological, social and emotional wellbeing. It was likely to make learners to hit back to the others as corporal punishment has socialized them it's a way of solving problems. This means they are not likely to be good citizens, or they will be citizens devoid of being passionate. Their problem solving process will also be impaired and replaced with being rough, violent and being vengeful.

*4.7.2.7 Corporal punishment increases drop outs among the learners*

❖ *Presentation of findings from the learners*

Learners who participated in the research felt that the increase in drop out by learners was largely caused by corporal punishment. This is because many children due to corporal punishment hate school and opt out when they have an opportunity. The research participants further raised the concern that the era of education during the Apartheid period negatively affected the minds of the people making any form of punishment to be equated with it.

*''Beating learners does not create interest or eagerness to love school. It instead builds up hatred and the learners do not even miss going to school during the holiday''.*

*''When we were beaten, we feel like not attending school the following day''*

❖ ***Presentation of findings from the education officers***

Education officers who participated in this study felt that corporal punishment is one of the causes of dropping out of children in school due to fear of teachers. Some of the officers who participated lamented as follows: `

*''Physical punishment thus distorts a student's motivation and learning is influenced by fear. Children who are physically and emotionally abused develop anxiety that causes loss of concentration and poor learning. They tend to fear taking risks and being creative. Also, children who are emotionally affected when others are beaten and humiliated in class may also refuse to return''.*

❖ ***Presentation of findings from the parents***

Some parents who participated in the research supported that corporal punishment cause drop out among the learners. They further stated that the eager to learn decreases due to the fear of teacher. Some of the parent made the following comments:

*''when the children are beaten they are unable to concentrate on any activity, including his play and hobbies as he would be in a constant state of fear for not remembering the content of his schoolbooks''*

❖ ***Presentation of findings from the teachers***

Most of the teachers who participated in the research supported that corporal punishment leads to misbehaviour among the learners. They further stated that some tend to drop performance due to fear of being punishment; it makes them lack concentration and focus on books. Some of the teachers commented as follows:

*Corporal punishment terrorised learners up to an extent of not being able to focus on book and fail their class which later on causes less eager to learn and hate the school. It caused severe disruption in educator-learner relationships. Beating resulted in dropouts and others left the school totally.*

The sentiments above and the findings seem to suggest that corporal punishment has a de motivating effect towards the learning of the learners.

*4.7.2.8. Corporal punishments make learners violent in their socialization*

❖ *Presentation of findings from the teachers*

Teachers who participated indicated that learners who were exposed to punishment later on in life may administer it to their children and spouses. This is because child hood experiences are likely to affect a person's behavior later in life. This sentiment was echoed by a few participants.

*''The reason we have abusive husband is because in their childhood, they were beaten either at school or at home''*

❖ *Presentation of findings from the learners*

Learners who participated in the research were of the view that punishment makes them like to beat others when they are playing. They further stated that the anger it causes lead to roughness towards other individuals. This sentiment was echoed by a few participants.

*"When we play we like to imitate the way the teachers do to us and we end up hurting other children."*

❖ *Presentation of findings from the parents*

The parents who participated in the research also support the learner's and teachers in that corporal punishment makes them violent in their socialisation. Some of the parents lamented as follows:

*''Children who are exposed to corporal punishment like to beat others when they are playing. This thing of corporal punishment makes our children to be bullied by those who have power than others''.*

❖ *Presentation of findings from the education officers*

Most officers who participated in this research felt those learners who are exposed to corporal punishment assume that the only way to solve problems is through violence, even when one is interacting with other learners.They lamented as follows:

*When one who was subjected to corporal punishment becomes an adult, he/she believes that they would apply the same violence they were subjected to solve their social life problems.*

Al the respondents agrees that corporal punishment is likely to model a violent character in the learners when they become adults. This researcher agrees with the findings because there is immense literature especially by psychologists that supports that children who are abused may

also become abusers in their future socialization. Therefore, the future of the learners needs to be taken care of when considering the position of corporal punishment.

### 4.7.3. School Governing bodies position on corporal punishment.

| THEME 3: SGB'S POSITION ON CORPORAL PUNISHMENT | |
|---|---|
| **Sub-theme** | **Categories** |
| What is the SGB's view over maintaining discipline without the use of Corporal Punishment? | Corporal punishment should remain abolished<br><br>Parental and community involvement<br><br>Knowledge of legislation relating to learner discipline<br><br>Problems related to training school governors |

**Table H: SGB's position on corporal punishment**

*4.7.3.1. Corporal punishment should remain abolished*
❖ ***Presentation of findings from the SGB members***

Teachers who participated indicated that the schools must learn from the nearby school and try to adopt what other schools are doing with the help from the parent's of the children. They emphasized that corporal punishment must be abolished as it is stated in the Act and the Laws. The SGB also emphasized that although they were not involved in the day-to-day running of schools, but they have a key role to play in policy, including the development of a code of conduct. Therefore, they were concerned with teaching practicing corporal punishment. Some of the SGB members commented as follows:

*"Teachers do not report to us about the misbehavior of learners instead they beat learners hence we are saying that they must stop. We were elected to oversee the challenges at school. Those behaviors must be reported to us".*

Some of the SGB members also emphasized the need for cooperation between the parents, the community and learners as main stakeholders of running schools. They commented as follows:

*"Parents do not attend meetings and do not want to be elected in the SGB committee. That to us proves that they do not want to be involved in the future of their children hence parental involvement in school must be emphasized"*

The information from the SGB mirrors what teachers, learners and parents echoed of the need to have corporal punishment remain abolished. However, they seem to emphasize the need for more parental involvement in decisions pertaining to education of their children

*4.7.3.2. Knowledge of legislation relating to corporal punishment.*

The responses of most parent members of the SGB indicated that they have limited knowledge of relevant legislation underpinning the learner code of conduct and were uncertain as to whether that knowledge could really empower them to design and enforce the code of conduct. It was mentioned that designing and enforcing codes of conduct for learners were consequently and in most cases, left to the principals and educators at schools.

Most SGB member commented that many parents from rural areas serving on the SGB lacked the necessary knowledge, skills and experience on school matters and especially knowledge of legislation and some of the participants indicated that they don't even have a matriculation certificate. One of the teacher who was a member of SGB indicated that the SGBs are lowly

qualified and not sufficiently capacitated to be able to develop and implement policies in line with legislation. He remarked:

*''Most of the parents are not educated because they attended school during the dark days of Bantu Education. They can't understand all the laws that we must know how to design the code of conduct. Some have little knowledge of the provisions of SASA (South African Schools Act) and are not fully informed. You can also find some parents attended but had problems understanding the law. They are at the mercy of the principal and teachers in the SGBs. If the teachers and principal don't have sufficient knowledge, the whole SGB suffers''*

The above narrative indicates that although SGB were poorly equipped to understand the issue of policies. They therefore were passive as far as decision pertaining to interpretation of corporal punishment was concerned. This was a gap in the administration of punishment in schools.

*4.7.3.3. Problems related to training members of school governing body members*

Participants commented that SGBs are not given adequate training to enable them to perform their duties effectively. To this end, one parent participant stated that:

*''We were once called to a training workshop after being elected as new SGBs. The workshop lasted for one day and the trainers tried to teach us everything in one day. It was difficult to learn all those things. We were told that there will be another workshop if the budget allows. We are waiting to see if that will happen''*

Another participant who is a parent member also believed that the lack of training impacted negatively on the effective functioning of SGBs. She remarked:

*''When people are not trained they can't be effective. The Department must do something. The new system has introduced things that we are not aware of and somebody must explain those things to us. We can't be left in the dark and be expected to implement policies of the new dispensation''*

The responses of the participants indicated their awareness that corporal punishment is banned in schools and yet it continues to be used. The following are their comments.

*''Teachers are no longer allowed to beat the children. If your child is punished by the teacher and is seriously injured, you can go to the police station and open a case against a teacher. No principal or teacher is allowed to assault learners anymore. The parents in the SGBs must know this and must not allow it to happen.''*

However, one teacher participant voiced his frustration at the prohibition of corporal punishment. He commented:

*Since the banning of corporal punishment, we don't know what to do to the children. They do what they want. They don't do their homework and assignments and there's nothing that you can do. You try to involve the parents but they will tell you that they also have a problem with disciplining learners at home.*

According to a learner participant, the government did well by banning the use of the stick in schools. She stated:

*Sometimes teachers punish you for the things you didn't do. I think it's nice that we can't be beaten anymore and the teachers must respect our rights. If a child breaks the rules they must*

*give him something to do and not beat him up. Some people have scars which they got from*

*being beaten while at school and this is a traumatic experience.*

The field notes also confirmed that some schools still use corporal punishment. In some instances, principals argued that the only way to get the discipline right was by using the stick. They conceded that they are aware that corporal punishment is against the law but that they use it secretly. The views expressed above indicate that a factor impeding the enforcement of learner codes of conduct, especially with regard to resolution strategies. The fact that the use of the outlawed corporal punishment still exists, indicates the difficulties regarding enforcing the use of alternative resolution strategies which should be contained in the learner codes of conduct. This indicates that SGBs are challenged in so far as enforcing codes of conduct and also indicates that, while reportedly designed at schools, these were not used.

Generally, the respondents presented two schools of thought, with the SGB parent and learner members emphasizing the need to have corporal punishment remain abolished. However, the parent SGB members lamented that they were poorly equipped with knowledge to adequately run the SGB. This is because of their low levels of education. However the teacher members of the SGB were still in dilemma what would be used if corporal punishment was not administered. The need for having non corporal forms of punishment, then, becomes critical.

### 4.7.4. ALTERNATIVE FORMS OF DISCIPLINE TO REPLACE CORPORAL PUNISHMENT.

The respondents were asked to list possible alternatives to corporal punishment and the responses were divided into categories. The comments of the respondents were stated. There were those alternatives which were mentioned by the education officers and teachers but were not mentioned by the learners and parents.

| THEME 4: ALTERNATIVE FORMS OF DISCIPLINE TO REPLACE CORPORAL PUNISHMENT | |
|---|---|
| **Sub-theme** | **Categories** |
| List below and give your opinion on alternatives, strategies or any other approaches that can be used at school to maintain discipline in the place of corporal punishment?<br><br>What other comments do you have in relation to the implementation of the alternatives in monitoring discipline at school? | Detention during break and after school hours<br><br>Motivating learners as a tool maintaining discipline without corporal punishment<br><br>Manual work (simple to hard)<br><br>Modelling of a good behavior<br><br>Serious offences must be reported to the police<br><br>Development of a code of conduct<br><br>Parental involvement<br><br>Suspension (from 1 day to 2 weeks)<br><br>Professional support - psychologists, counselors etc.<br><br>Good behavior management programmes |

| | Verbal and non-verbal interventions |
| --- | --- |
| | |

**Table I: Alternative discipline strategies that can be implemented at the two schools**

The information above shows that the SGB were in a position to come up with a repertoire of non- corporal forms of punishments such as detention during break and after school hours

motivating learners as a tool maintaining discipline without corporal punishment ,assigning some manual work tasks, modeling of a good behavior, serious offences must be reported to the police, development of a code of conduct, parental involvement, short time suspension ( 1 day to 2 weeks), professional support by psychologists, counselors etc. This means that instituting a policy to replace corporal punishment with other non corporal forms was a doable project.

*4.7.4.1. Detention during break and after school hours*

❖ *Presentation of findings from the teachers*

Teacher members of SGB suggested alternative discipline methods that they felt would be able to address classroom management difficulties. The following were suggested*:*

*"Cleaning and gardening (manual labour)", "community service", "in-school suspension", "more counsellors and psychologists", "contact with parents", "support `2groups" and " parental involvement".*

❖ *Presentation of findings from the education officers*

Most felt that the child may be asked to remain in the classroom while the rest play outside during the break as a punishment instead of facing corporal punishment. This is for the learner to feel disadvantaged for not enjoying his/her break and may not misbehave again.

The participants also suggested sending the learner outside or to another classroom for a specific time where he or she will be with learners he or she is not used to. This was to make the culprits feel isolated as a price of his/her misbehaving. Participants made the following comments:

*''Learners who misbehave must be given unique tasks that will enable them to learn from the wrong behaviour and feel like not misbehaving again''*

Some participants were against the detention and stated that they were not sure whether the practice can be categorized as punishment later on this was supported by the following comment:

*''Since we are not sure when does the act of disciplining a child is regarded as corporal punishment, we do not support the detention strategies''*

Some officers felt that punishment could be executed by giving learners extra work like watering and picking up papers in the school premises under the supervision of the teacher. Some of the participants suggested extra classes that will be meant for learners who miss classes because of late coming or any other reason. That would mean the learner would remain in the classroom during the break or after school to cover the classes that he or she missed. They made the following sentiment:

*''The child will be afraid of missing the class the following day and she/he will make sure she wont can punished again''*

- ❖ *Presentation of findings from the parents*

Most learners who participated in the research support the use of detention during the break and after school. They further stated that it is not nice not to go home while others are going that will limit the chances of misbehaviour. Some learners made the following sentiments:

*I do not like detention after school is disliked that will make me unable to wash my shirts.*

*I do not like to be sent outside the classroom while others are studying because I miss a lot of work.*

Based on the above responses detentions can have a discouraging effect on potential wrongdoers.

*4.7.4.2 Motivating learners as a tool of maintaining discipline without corporal punishment*

❖ *Presentation of findings from the teachers*

Most teachers felt that children who are motivated in front of other learners, parents and teachers are likely to behave well. Teachers also revealed that even those who misbehave will learn from the good ones and therefore change their behaviour positively. This is supported by the following comments:

'*'Every child needs to be seen by the peers doing well, motivation can play a major role in shaping a child's behaviour''.*

❖ *Presentation of findings from the education officers*

Most officers who participated in the research felt that motivation plays a major role in maintaining discipline. They further stated that if levels of motivation and interest are high, then learning takes place more readily. Some of the officers make the following comments:

*'' Motivation can be done through issuing of award to the learners with good behaviour every month that will make the learners who did not receive wish to get them in the next month in that way their behaviour is shaped''*

❖ *Presentation of findings from the learners*

Learners who participated in the research felt that motivation can play a role in maintaining discipline. They felt that if learners who behave well are acknowledged in the schools by the teachers others will learn from those who behave well. Some learners made the following comments:

*''If teachers praise us when we perform well at school that will make us repeat the correct and acceptable behaviour so that we can be motivated again''*

❖ *Presentation of findings from the parents*

Most of the parents who participated in the research are of the opinion that motivation plays a major role in shaping the behaviour of the learners. They further stated that even at home if learners are motivated for behaving well that behaviour is likely to be continued. They made the following comments:

*'' Children are praise for doing the right thing  a child will wish to always see parents happy and praise them in that way good behaviour is enforced''*

The above contention from all the players' perspectives is that motivation could constitute a workable solution that will make the learners not to do wrong things. It is therefore replace corporal punishment.

*4.7.4.3 Being assigned some manual work assignments as punishment (simple to hard)*

❖ *Presentation of findings from the learners*

Manual work varied and ranged from cleaning the classroom, writing boards to preparing new school playing grounds. The suggestions of the learners ranged from light to heavy manual work from a few minutes to many hours of hard work. Some of the learners made the following comments:

*''If we misbehave we are asked to clean the toilets we do not feel good as a result do not wish to clean the toilets again as a result the chances of misbehaviour are less''*

The above information from the learners indicate that assigning some tasks of manual work could be an acceptable form of non corporal forms of punishment

*4.7.4.4 Modelling of a good behaviour*

❖ *Presentation of findings from the education officers*

Most officers reported that there are some teachers who do not administer punishment in their classroom but learners are disciplined. They further stated that such teachers were morally upright, courteous and friendly to the learners. This is supported by the following comments:

*''Sometimes teachers who misbehave (came to school drunk or sexually abusing the learners) are the ones who experience indiscipline cases from learners at school other than those who behave well''*

❖ *Presentation of findings from the teachers*

Most teachers who participated in the research were of the opinion that learners like to model their behaviour they see from their superiors. They further stated that if those superiors portrayed morale up right behaviour then that behaviour will be modelled. They commented that even if teachers' misbehaviour the level of respect by learners towards particular teachers it ceases and the teacher is likely to use punishment as a resort. This is supported by the following comments:

''*As teachers must stop using insult words when communicating with learners as that leads to disrespect''* we must also seek advise from nearby schools to see how their teachers behave inside the school premises and how are the result on learners''

❖ *Presentation of findings from the parents*

Most parents who participated in the research also support the above two participants in that learners model a behaviour whether good or bad. They further revealed that teachers must be careful in the way they present themselves in front of the learners. Some made the following comments:

*There are teachers who drink alcohol in the nearby taverns with the learners, as a result they always complain about disrespectful behaviour portrayed by the learners. Therefore teachers must be the example even outside the school environment.*

Some of the parents who were against the idea commented that the learners choose the way they want to behave it is not about the behaviour of the teachers or parents. They further commented that some school teachers behave well even the parents but learners misbehave. They made the following comment:

*''Some of the learners behave the way they want to behave with the influence of their peers whilst the teachers and parents are trying to be the role models to these learners''*

❖ *Presentation of findings from the learners*

Most learners who participated in the study also agreed with the above participants in that role modelling can change the behaviour of the learners. They further stated that teachers who misbehave at school are likely to `change the behaviour of learners. They made the following comments:

*''Teachers and parents must show us the good way to behave so that we can copy from them and change our behaviours. They must not shout to enforce the behaviour change because we will think violence is the solution''*

The above contention from the four sets of responses agree that modelling can be a viable form of encouraging students and therefore act as an alternative to corporal punishment.

*4.7.4.5 Serious offences must be reported to the police*

❖ *Presentation of findings from the education officers*

Most education officers reported that when learners have committed a serious offence, the teachers must call upon a meeting with the SGB parents to discuss the issue and that learners must be reported to the police and the police could refer the matter to the social workers and psychologists to further assess the child, several participants were captured making this sentiment:

*''Learners who commit serious offences (like stabbing others to death) at school must face the law that will teach other learners not to misbehave''*

❖ *Presentation of findings from the parents*

However, some parents were against the idea of reporting the serious cases to the police. Some of those parents made the following comment:

*''When a child misbehaves at school, he/she must be disciplined at school. There is no need to involve the police''.*

❖ *Presentation of findings from the learners*

Some of the learners who participated in the research were not happy about the idea of reporting serious offences to the police. They further commented that:

*''We are scared of the police we do not feel good when the teachers will report to them they will lock us''*

Although some of the learners supported the idea of reporting serious offences to the police. They further stated that some of the learners who are taking drugs bullied them therefore they will fear the police and stop misbehaving.

❖ *Presentation of findings from the teachers*

Teachers who participated in the research are of the opinion that the serious offences must be reported to the police. They further stated that since teachers are not allowed to discipline the child therefore the law must play its role. Some teachers made the following comments:

*''In some instances when we discipline the learners we fear them because they like to take revenge not knowing that the teachers shape them to became better person in life''*

With exemptions of the learners that felt intimidated by the suggestions of some learners who commit serious offences being reported to the police, the parents teachers and ethe education officers agrees that reporting serious offences to the police could be one of the options that can replace corporal punishment.

*4.7.4.6 Development of a code of conduct*

❖ *Presentation of findings from the learners*

The respondent learners confirmed that a code of conduct to deal with misconduct needs to be in place at their schools. They further stated that they need to be consulted in drawing up a disciplinary code of conduct. Some learners commented as follows:

*"Teachers must use the rules agreed upon with the students and those rules must be written down and post in the wall of every class for them to be a reminder ''*

❖ *Presentation of findings from the teachers*

Teachers expressed the view that drawing up a code of conduct and learner involvement therein is essential. Some of the teachers commented as follows:

*"At the beginning of the year, we set up a code of ethics, a code of conduct for the kids, and I find that the kids are eager in the beginning, but if you don't constantly re-affirm it with them, then you find that they slack off. You have to be consistent and I think consistency, actually there's no time for consistency with the learners, but I think it's a good idea to involve them."*

❖ *Presentation of findings from the parents*

Parents who participated in the study also agreed with the above two participants in that the development of code of conduct is essential when dealing with children. They further sated that those code of conduct won't be enough without the involvement of parents. Some of the parents commented as follows:

*''parents must be involved when setting these code of conduct so that no one will blame the teacher when their child are punished''*

❖ *Presentation of findings from the education officers*

Education officers who participated in the research felt that it must be borne in mind that educators and school managers carry a great responsibility in dealing with misconduct therefore the development of code of ethics is essential and the involvement of the stakeholder's that are working with the child is essential. Some of the education officers made the following comments:

*''The code of ethics must be in line with the constitution of the country and also must go hand in hand with the policies that protect the right of children and school policies''*

The findings from all the four sets of responses agree that making a code of conduct was a viable strategy that could dissuade learners from misbehaving. The code was also a guidance principle for both the teachers and the learners. However, there was an agreement from all the players that the process should be consultative. To this end, the *South African Schools Act* (Act 84 of 1996) confirms this statement, stating that the School Governing Body must adopt a code of conduct after consultation with the learners, parents and educators of the school. This code of conduct

must make provision for due process, thereby safeguarding the interests of the learner and any other party involved in disciplinary proceedings. Problems were also experienced in implementing the policy contained in the Code of Conduct.

### 4.7.4.7 Parental involvement

❖ **Presentation of findings from the learners**

They explained why parental involvement was the most unpopular alternative to corporal punishment with learners. School children do not like their parents to know about what they do at school. They do not like to see their parents at school since the parents may even find out who their friends are and disapprove of them. During interviews one learner for example, said that when teachers call parents to school, parents may be told of minor offences they had, at some time, been disciplined for but which the parents did not know about.

*4.7.4.8 Suspension (from 1 day to 2 weeks)*

❖ *Presentation of findings from the education officers*

Most of the officers who participated in the research suggested suspension of the learner who portrayed misbehavior at school. They further suggested that indefinite suspension, to last until the learner's parent(s) came to the school. This must be implemented when learners had refused or failed to respond to any corrective measure, they will be sent to their homes and told to return only on condition that they return accompanied by their parents. Some of the officers made the following comments:

*''If learners are suspended they won't like to be suspended again because they will miss a lot of work at school as a result that will make them not to misbehave again''*

❖ *Presentation of findings from the teachers*

Most of the teachers who participate in the research support the suspension of learners they will be sent to their homes and told to return only on condition that they return accompanied by their parents so that parents will be involved in the disciplinary procedure of their children. They made the following comments:

*'' Parents are the ones who first open the case when their children are beaten by the teachers, now the disciplinary measure will be an agreement between the teacher and the parent''*

The above contention from the teachers and education officers agreed that suspending a students for a shorter period of time was a good strategy that should replace corporal punishment. This was good because it also entailed the participation of the parents.

*4.7.4.9 Professional support - psychologists, counselors etc.*

❖ ***Presentation of findings from the education officers***

Most officers who participated in the research supported that the professional support will play a role in maintaining discipline. They further stated that professionals will be in a position of unearthing the cause of disciplinary problem on the children before they become worse. Some of the officers made the following comments:

*'' Professional support will enforce behavioral change, we need the working together of stake holders such as social workers, psychologist and others''*

❖ ***Presentation of findings from the teachers***

Most teachers who participated in the research also felt that the professional support from different stake holders will leads to behavioural change. They further stated that this will enable the professional to study the child with a behavioural problem and the family of the child as a whole. Some of the teachers made the following comments:

*'' Sometimes the learners who misbehave were once abused but because we are teachers we are unable to counsel the child hence we recommend the professional support so that the child will be assisted and his/her family''*

The contention from both the teachers and the education officers is that the use of professionals such as psychologists and counsellors could help some learners change their behaviour and become good learners.

*4.7.4.10 Good behavior management programmes*

❖ *Presentation of findings from the education officers*

Most of the officers who participated in the research support that the schools must initiate good behaviour management programmes so that learners with bad behaviour will get an opportunity to be educated. They further stated some of the learners who participate in this programmes will be notice by other learners that they have behaviour problems therefore they will be shy to attend those programmes because other children will tease those who attend the programme:

*"learners who participate in the programme will benefit and others will fear to been seen by others that they have behavioural problems"*

❖ *Presentation of findings from the teachers*

Most of the teachers who participate in the research also support the education officers in that good behaviour management programmes will contribute to behaviour change among the learners. They further stated that these programmes will educate all learners even those whose behaviour problems were not noticed, they will gain from these programmes. They made the following comments:

*"Even learners who are not being thought at home on what is right or wrong will get an opportunity to learn accepted and not accepted behaviours"*

The contention from both the teachers and the education officers concurred that instituting

Behaviour management programmes in school was a pivotal strategy that would replace or reduce the administration of corporal form of punishment

*4.7.4.11Verbal and non-verbal interventions*

❖ ***Presentation of findings from the education officers***

Most officers who participated in the research were of the opinion that teachers need to apply verbal intervention. They need to call the learner and ask reasons for their misbehavior and the consequences of the behavior. They further stated that teachers need to engage the learners in those sessions, so that they feel part of the session. Giving learners facial warnings without interrupting other learners can play a role in maintaining discipline. Some of the teachers made the following comments:

*''If learners are involved in the discussion about the misbehavior they are likely to change because they have an opportunity to discuss about the negativity of their actions ''Verbal interventions can include giving commands softly, calling the inattentive learners' name or calling the same to participate in the lesson. Non-verbal interventions such as signals, eye contact, facial expressions and proximity control allow the teacher to warn the misbehaving learner without interrupting his or her lesson''.*

❖ ***Presentation of findings from the teachers***

Most teachers support the view of verbal interventions. They further stated that some learners are able to learn easy when they are called to discuss about the misbehavior rather than corporal punishment. They further commented that verbal intervention is a suitable strategy especially to learner's who are able to decide independently. Some of the teachers made the following comments:

*"In multiracial schools teachers apply verbal warnings to learners as a result learners misbehavior is not high as compared to our schools"*

Both the teachers and the education officers were in agreement that using verbal forms of communication such as discussion of the problems, such as counseling, probing, two way communication, opening a student to reflect on his/her problem could be a good strategy to replace corporal punishment

## CHAPTER SUMMARY

This chapter focused on the data analysis of the research. It examined the results from the researcher's field work and validated them through a literature control. The findings revealed that teachers were struggling to find ways to maintain discipline at schools; that they blamed the fact that they could no longer use corporal punishment as a deterrent. Parents call for the review of the policies that abolishes corporal punishment and learners on the other hand are against the use of corporal punishment. The parents, teachers, learners also suggested the alternatives to corporal punishment.

Chapter Five will present conclusions and recommendations for further research. The researcher will bring the findings against other researchers' point of view.

# CHAPTER 5: DISCUSSIONS OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

## 5.1. INTRODUCTION

This chapter put the findings from chapter 4 against other literature in the same domain. This is to show that this research is grounded in theory. The chapter also elicits debates and discourses surrounding the findings. Besides putting the findings against other important literature, the chapter brings in new insights that add knowledge in the domain of child discipline and school management. The chapter consists of conclusions section which evaluates how this study achieves its aims and objectives. A set of recommendations closes this chapter.

## 5.2. BIOGRAPHICAL INFORMATION OF PARTICIPANTS

The research findings suggested that most learners who participated in the research were between the ages of 19-23years. This proves that they had repeated a class at some point in their studies. This is because an average age for learners at high school is around age 13 in which case most are in standard 6 and at the age of 17, most learners should have passed standard 10. At this age, the learners can be considered as adults and their overall perception of the issue of corporal punishment can be taken seriously. Most of the SGB parents involved in the research were between ages 51-56 years. This implies that they were learners during the Apartheid when corporal punishment was a norm as a way of maintaining discipline. Perhaps, it is because of their experience of corporal punishment during their school days, that a larger number of them believe that the policies should be restructured. Most of the teachers and education officers who participated in the research were of the ages of 45-50. It proves that most of them were teachers during the time when corporal punishment was practised and this can have an impact in terms of adapting to the change of the new policy that abolishes corporal punishment.

Study findings also revealed that there were more females than males who participated in the research. This explains the gender imbalance that the country and the world over is experiencing. All participants were black because of the fact that Lady Frere is one of the remote areas dominated by the Blacks.

## 5.3 RESTRUCTURING OF PUNISHMENT POLICIES CRITICAL

The study findings indicated that most participants demanded that the government re-visit the policy that abolishes corporal punishment because of its negativity on the behaviour of the learners whilst only few were against the move. This follows their comments that they were not consulted before the policy formulation. According to a research conducted by Ngwenya (2006) on corporal punishment in African schools, he found that several stakeholders advocated for a re-structuring of the corporal punishment policy because it was neither effective, nor adequately acceptable. However, Ngwenya indicated a desire for simple forms of punishment, such as caning of the hands to be continued. He considers a dose of controlled punishment ideal in maintaining discipline. This means that he does not overly suggest throwing all the components of corporal punishment. Mposula (2009) found that most people are still not happy about the decision of the abolishment of corporal punishment and advocate for policy restructuring. This is because so many schools experience problems of maintaining discipline without corporal punishment. This researcher also supports those who advocate for the restructuring or relooking at the corporal punishment so that the policy can experience a higher degree of acceptance and ownership by most societies.

**Conclusion**

- Restructuring of the policy that abolishes corporal punishment is critical

130

- Re-visit on the policies that supports the rights of the children and the policies that abolishes corporal punishment is also critical

**Recommendation**

- This researcher recommends that there should be immense consultative process between the government and the stakeholders in the education fraternity to discuss about the desired policy on punishment. This is to make the outcome have adequate community ownership.

## 5.4 DISAPPROVAL OF CORPORAL PUNISHMENT

Research findings indicated that most participants disliked corporal punishment whilst only a few supported it. This according to this researcher could be because of the public outcry that most societies make regarding the way corporal punishment is carried out, some causing deaths. With most societies blame the teachers for the punishment, teachers have also been in a dilemma wondering how in absence of corporal punishment they would maintain discipline. According to a research conducted by Mokhele (2006), it was found that teachers with marital and family problems administered corporal punishment frequently than those with stable families. This was proven by the large number of divorced teachers who administered punishment. This supports this research finding that corporal punishment is administered as a stress reliever by some teachers, and thereby failing to correct the wrongdoing, but instead tend to create a state of enmity between teacher and learner. Naong (2007), in his research on teachers' perception towards corporal punishment found that teachers use corporal punishment to ease their frustrations; while Nelson and Glen (2003) suggested that corporal punishment is administered

as an expression of power by the strong to the weaker. This researcher thinks that by restructuring the corporal punishment policy, recommendably through a multi-sectoral consultative process and involving various important stakeholders as possible, there is hope that strategies or methods of maintaining discipline without corporal punishment could be found. The policy would also come out clearly and be owned by respective stakeholders.

**Conclusions**

- Teachers may be supporting corporal punishment because they have less information on the non corporal forms of punishment. If non corporal forms of punishment are instituted through restructuring the policy, they would probably abandon they support of corporal punishment.

- Corporal punishment inculcates fear to both the learners and their some of the parents.

**Recommendations**

- This research also recommends that different stake holders of the schooling system work together as a team to educate the communities on the best way to punish the learners. This is to remove the state of bad blood that has always been there between some parents and the teachers over the issue of corporal punishment.

- This research also recommends that the follow up surveys must be conducted to ensure the extent of which the non-corporal types of punishments can be effective in maintaining discipline.

- School principals and SGB need to design codes of conduct that will promote and facilitate the development of self-discipline in learners and those must be in line with current Act and Law of the country.

## 5.5 INADEQUATE AWARENESS OF GOVERNMENT POLICY

Study findings indicated that most of the study participants were not aware of the policy that abolished corporal punishment while only a few were aware of the policy. This means that most people did not own the policy they were meant to implement or support. Lack of awareness of the corporal punishment policy could mean many things. First it may mean that schools will continue to impose corporal punishment unabatedly. Since nobody knows the extent to which the punishment needs to be administered, this means it may be excessive and harmful and therefore violating the children's rights. A research conducted by Squelch (2011) on corporal punishment in schools found that there was a lack of awareness on policy that abolished corporal punishment. He identified the gap concerning communication between the policy makers and the schools. He further found that lack of awareness resulted in the practice of corporal punishment. His findings also revealed that there was a lack of awareness to distinguish between discipline, punishment and corporal punishment. Mabeba & Prinsloo (2000) also supports the lack of awareness on policy of corporal punishment and recommends a need further research to raise debates on methods that can be implemented to enforce awareness on corporal punishment policy. Morrell (2001) also supports the findings of this research in that, in his findings, parents, learners and teachers were not aware of what was entailed in the policy of corporal punishment.

**Conclusions**

- There is a general lack of awareness among various stakeholders in the education fraternity on policy that abolished corporal punishment
- There is a gap in terms of communication between the policy makers and the people as regards policy on corporal punishment

133

**Recommendations**

- The issue of the abolishment of corporal punishment must be broadcasted so that everyone may know about it. The rights and responsibilities of learners must also be emphasised. The must be a talk show that will deal much on school code of conduct.

- Corporal punishment policy must made part of the curriculum so that every child knows what corporal punishment is and what to do when that occurs

- During the child protection week every year campaigns must be hosted to emphasise the abolishment of corporal punishment.

- The government must search for views of the people both those in rural and urban, verifiably consider them and act on them as well.

- The Policy Makers must be visible to the communities they serve for the productiveness of the decisions they made

## 5.6 TYPES OF CORPORAL PUNISHMENT THAT EXIST IN SCHOOLS MUST BE ABOLISHED

Most participants who participated in the research felt that the forms of corporal punishments that exist in schools such as being beaten on the buttocks with an electric wire, given 3-5 strikes on the palm of the hand and others must be abolished. According to a research conducted by Morrel (2001), the most common forms of punishment that exist in school is canning and being beaten on the buttocks with an electric wire. In his findings, he further stated that the participants called for an end to the practice. This researcher thinks that the issue of considering these acts of corporal punishment as a human rights violation should be dealt with as a matter of urgency. However, this researcher considers the importance of government holding wide consultations

between individuals involved in schooling system. This is to promote ownership of the decision to handle these punishments.

**Conclusion**

- The common forms of punishment that constitute corporal punishment include learners being beaten with a ruler, a stick or a duster on the head, learners being given 5 strokes on the palm of a hand and use of canes, paddles, belts to administer punishment.

- The issue of considering corporal punishment as a human rights violation of the learners needs to be emphasized.

**Recommendations**

- Since this study has suggested non-corporal forms of punishment that can be used to take the place of corporal punishment, it is critical that teachers and their administrators are sensitized and trained on the administration of these non-corporal types of punishments. Importantly, even learners and their parents need to be sensitized on the non-corporal types of punishment. This is to enhance ownership of the punishments.

- There s a need to sensitize communities about the pros and cons of punishment and the dynamics of human rights violation involved.

## 5.7 CORPORAL PUNISHMENT IS PAINFUL

Study findings revealed that many participants indicated that corporal punishment is injurious and painful while a few refuted the claim. Morrell (2001) observed that learners showed hatred

of corporal punishment because of its consequences, some of it being injurious and inculcating fear among the learners and thereby affecting their concentration. Mokhele (2006) on their research titled ''Positive Discipline'' also revealed that many children suffer physical injuries as a result of corporal punishment. This researcher thinks that it is among these reasons that the government of South Africa, though disregarding the power and democracy associated with consultations and educating the people about the policy, decided to abolish corporal punishment. Perhaps the way it was handled has made the policy ineffective in that schools have continued with the practice unabatedly. This makes urgent the issue of relooking at the policy. It must espouse an acceptable consultative democracy.

**Conclusion**

- Corporal punishment is both injurous and harmful to learners

**Recommendations**

- The researcher recommends that a more in-depth investigation of the effects of corporal punishment on children be undertaken.
- The service of behavioural oriented professionals such as the social workers, counsellors and psychologist need to be utilized in order to possibly help in correcting the learners behaviour.

## 5.8 CORPORAL PUNISHMENT UPSETS THE LEARNER'S SOCIAL, EMOTIONAL AND PSYCHOLOGICAL WELL BEING.

Study findings revealed that many participants felt that corporal punishment negatively affects learners emotionally, socially and their psychological wellbeing. According to a research on corporal punishment conducted by Kilimci (2009), learners who are exposed to corporal

punishment have their concentration impaired and can easily fail to follow what they are taught. He further stated that the psychological effect of corporal punishment has serious repercussions to the learning course of the learner. Agbenyega's (2006) findings on punishment indicated that learners who are exposed to corporal punishment unintentionally usually repeat their acts of misbehaving that further leads to corporal punishment. This is because of psychological challenge the practice poses. He further revealed that corporal punishment negatively affects learners' emotions. This has an impact of lowering and eroding the learners' assertiveness and self-confidence. This researcher thinks that since the level of assertiveness and self-confidence determines the kind of personality a learner will make in future, then, maintaining the abolishment of corporal punishment should be lobbied and advocated for. It is also important that parents, especially with low levels of education be sensitized to understand its impact to their children.

**Conclusions**

- Damages of corporal punishment are not always seen with the naked eyes, but manifest later on in the development of the child. The damages are emotional and negatively affect the adults' socialization negatively.

**Recommendations**

This research recommends that Department of Education should facilitate the employment of behavioural modification oriented professionals such as social workers, counsellors or psychologists at school to assist learners with their personal problems before degenerate to bad behaviour. As according to this research, teachers also will obtain an opportunity to receive counselling with their personal problem so that they do not tend to aggressiveness.

This research recommends the need for school to benchmark compare their practices against the practices of other schools to establish best practices. This recommendation is based on the literature found earlier that for teachers who portray a good behaviour to learners it is not likely to hear noise in their classroom and the need to corporal punish is remote.

Pivotally, discipline management programmes need to be emphasized in schools. In the process of life-skills education, teachers should include topics on moral issues, tolerance, conflict management, problem solving. Learners are expected to learn basic moral values like to be loyal, to be honest, and have respect for authority and their fellow human beings. This can be done through class discussions and debates.

## 5.9. THE RIGHTS OF CHILDREN VERSUS CORPORAL PUNISHMENT

The study revealed that most study participants wanted parents, learners, teachers, community members and education officers to discuss the issue of school discipline, code of conduct and also disciplinary strategies in line with the act that supports the right of the child. This researcher is of the view that corporation and collaboration among the school stake holders may bring solution to prevail upon the misconduct of children especially crafting of strategies of maintaining discipline without corporal punishment. According to Hammond (2000), school stake holder must formulate a code of conduct in line with the disciplinary strategies. He further stated that this must be linked to the policies that protect the rights of the learners. Porteus (2001) in his research on alternatives to corporal punishment recommended that unity among the stake holders that are dealing with children will bring solution to the problem associated with corporal punishment. Coming up with strategies of disciplining the learners without corporal punishment is critical.

**Conclusions**

- Adequate involvement of the parents at school can help to come up with the code of ethics that will be agreed upon by the child, parent and the teacher so that they will ensure that that their children are not exposed to any form of harm.

- Code of ethics be emphasized by the schools through emphasize non-corporal forms of discipline

**Recommendations**

- After the code of conduct is formulated, it must be submitted to the education officers for approval so that disciplinary strategies that are regarded as corporal punishment can be eliminated before they are practiced.

- Increasing the frequency of monitoring by the education officers is of paramount importance so that they are familiar with bad practices that occurs in the schools around

## 5.10. CORPORAL PUNISHMENT INCREASES DROP OUTS AMONG THE LEARNERS

The study findings revealed that most participants felt that corporal punishment leads to increase in drop out by the learners. This is possibly because corporal punishment does not encourage eagerness to learn, but instead learners tend to dislike school and feel like not attending the school any longer. According to a research conducted by Human Right Watch (2009), learners who are exposed to corporal punishment became less engaged; less motivated to succeed and are more likely to drop out of school. Masista (2006) also support this research finding by

contending that children who are exposed to corporal punishment in school are likely to drop out of school while others fail to answer questions in class to avoid being canned or punished for giving wrong answers. This, according to this researcher it can dent learners' personality and dampen their learning lives. It is therefore important that serious discussions involving all important stakeholders in the continuum of learning is organized to come up with plausible strategies of maintaining discipline without the use of corporal punishment.

**Conclusions**

- Corporal punishment decreases learners' eagerness to learn and encourages dropouts
- Corporal punishment dents the personality of learners which may manifest at adult level through antisocial behaviours.

   **Recommendations**

- Career exhibitions play a major role in terms of motivating learners and increase their eager to learn.
- Strategies of maintaining discipline are of paramount important and timorously.
- Teachers need to employ social workers and psychologist so that they can be able to notice when there are learners that needs attention and be attended to.

## 5.11 CORPORAL PUNISHMENTS MAKE LEARNERS VIOLENT IN THEIR SOCIALIZATION

Research findings indicated that most participants felt that children who are exposed to corporal punishment assume that the only way to solve problems is through violence, even when one is interacting with other learners. This research shows that some of the effects of corporal punishment are not identified during the time it occurs but remerges later on in life. Therefore, this researcher thinks that corporal punishment may be one of the contributors to high level of

abuse that occurs around many countries of where corporal punishment is practiced. According to Soneson (2010), learners who are exposed to corporal punishment are likely to abuse their children and spouses in life. This finding finds support from Allan Bandura, a social learning theorist who suggests that physical punishment enables children to learn aggressive behaviour through modelling (Bandura and Walters, 1963)

**Conclusions**

- Corporal punishment make learners violent in their socialization which this is a major problem because every learner needs to socialize with other to grow cognitively

**Recommendations**

- The schools needs to engage social workers to be able to assist when they identify a strange behaviour of learners so that the learner can be able to be assisted at an early stage

- Social workers need to work hand in hand with the parents also so that they avoid the use of corporal punishment and not to think that it is a solution for the future of the learner.

## 5.12 STRATEGIES OF MAINTAINING DISCIPLINE WITHOUT CORPORAL PUNISHMENT

Research findings indicated that most learners can be disciplined if their teachers are role models in behaviour and conduct. According to a research conducted by Vockell (1991), teachers who portray a morally upright behaviour are usually respected and that by itself model the behaviour of the learners. This forms a good opportunity maintain discipline without corporal punishment. Wolffgang (1999) also supported this research finding by stating that learners like to imitate those whom they appreciate and admire. This researcher thinks that most teachers do not opt for

this route because some are themselves a discipline cases. Some misbehave by entertaining student to be lovers while some are known to be involved in other socially unacceptable illicit affairs in the society. In fact, modelling according to Bandura forms a socially and psychologically acceptable method of behaviour modification process (Bandura et.al 1963, Maguire, 2002).

**Conclusions**

- Role modelling is a tool to positive behaviour change

**Recommendations**

- Teachers, including schools management teams, should be developed and empowered through workshops with specialized knowledge or managerial skills. The skills could include discipline without corporal punishment, class management and organization and effective teaching, so that they can transfer their experiences to the children.

- Teachers should also portray a morale upright behavior and show accepted values and norms so that the learners can learn from them.

- Normally, students or children expect from adults a type of behavior that is characterized by good manners and a helping hand to others

**5.12.1 Motivating learners as a tool of maintaining discipline without corporal punishment**
The research findings indicated that most participants felt that learners who are motivated in front of other learners, teachers and parents are likely to behave well, while those who misbehave will change through copying well behaved learners. Edwards (2000) also supported this research by stating that a behavior that is motivated is likely to occur and form a normal pattern. He further stated that if learners are motivated for behaving well, that increases the chances of the good behavior. Hyman (1990) stated that teachers and school management teams

may use incentives to motivate learners to behave well at school, for example merit certificates may be issued to learners who behave well in school closing concerts. According to Edward (2000), extrinsic motivation is based on providing a person with returns. The aim of extrinsic motivation is to motivate a person so that he or she becomes intrinsically motivated. Intrinsically motivated persons always demonstrate expected behaviour without fear of reprimand. This researcher wonders why learning institutions cannot use this system of motivation all the times. She applauds institutions that use incentives as a tool of motivation and calls upon school governing bodies and the ministry of education to consider normalising the practice. This, most probably offers one of the solution of maintaining discipline without corporal punishment.

**Conclusions**

- Teachers and staff should encourage positive behavior and motivate it rather than administering corporal punishment.

**Recommendations**

- Educators do not know how to accept and respect their responsibility and accountability in guiding, leading, assisting and motivating learners to desire and practice to take responsibility for their own behavior.

**5.12. 2 Detention during break and after school hours**

Research findings indicated that most participants felt that use of detaining learners with discipline challenges during break and after school hours could lead to them distinguishing their negative behaviour. They further stated that if learners are punished by being made to remain in the classroom while the rest play during the break could possibly make them to extinguish their

bad behaviour. Chaplain (2009) suggests that for offences that are persistent and detrimental such as continually coming late without an adequate explanation, missing school without an adequate explanation, or insulting other students, teachers need to impose an appropriate penalty. According to this researcher, the view of Chaplain is indicative of difficulties associated with maintaining discipline without corporal punishment. This implies that corporal punishment has a place in the disciplinary procedures of learning schools. According to Evertson et al. (2003:180), detaining learners who commit mistakes is the most appropriate alternative to corporal punishment in that is does not affect other learners.

**Conclusions**

- Detention of learners during the school and after school is one of the non corporal punishment types that can lead to behaviour change.

- Educators are still focused on punishing learners rather than trying to influence them to adopt a more positive behavior.

**Recommendations**

- The schools should investigate the non corporal types of punishments that are administered by the other nearby schools and learn from those

- The progress of these detention methods should be monitored to see whether they serve the purpose they meant to

### 5.12.3 Modelling of a good behaviour

Research findings indicated that teachers should portray a morale upright behaviour for it to be modelled by the learners, which might lead to a behaviour change. Vockell (1991:278 - 283) is of the opinion that generally parents and teachers should reinforce behaviours that are compatible with any desirable behaviours in children through being exemplary.

**Conclusions**

- Teachers must always practice the behaviour they expect from learners, a teacher with bad behaviour is likely to be disrespected at school.

**Recommendations**

- Inculcation of values and thus developing the learner's character. Discipline is not possible without the enforcement of values. Values help to develop character and enable one to distinguish between right and wrong. It is thus the role of the teacher is to enforce values and be the good role models for the learner.

### 5.12.4 Learners posing discipline challenges must be reported to the police

Research findings indicated that most participants felt that learners with serious discipline cases must be reported to the police. The participants called indicated that South African Law needs to take toll and punish the learners who take the law into their hands. According to the Child Justice Act No75 of 2005, when a child has committed a serious offence, an informal preliminary court enquiry should be held within 48 hours of the child arrest, and before the first court hearing. Such court inquiry is usually attended by the magistrate, social worker, prosecutor, police and legal aid with the child and his or her parent at different sessions. These stake holders speak to the child about the factors that lead to the offence and find ways to ensure the behavior stops. According to the research conducted by Bray (2005), participants recommended the use of normal court proceeding when the child misbehaves at schools. They further stated that it is important for the child to get the opportunity to meet stake holders that will assist him/her to distinguish his/her maladaptive the behavior (Maguire, 2002). This researcher thinks that although a learner may need to be treated like any other offender, the issue of taking the child through the police to the court is a bit embarrassing to the parents, school governing body and to

the other learners. This researcher contends that although this method is an alternative to corporal punishment, it is not the best alternative way to handle student discipline. This calls for all the stakeholders to discuss and prioritize those methods that do not disrepute the school and embarrass the stakeholders involved in the learning continuum.

**Conclusions**

- Serious offences practiced by the learners in schools needs to be taken to the police to avoid the interference of the teachers

**Recommendations**

- Police should work hand in hand with schools to enforce good behaviour
- Police should develop awareness campaigns aimed at educating learners about the risk of misbehaviour
- Social worker also should work hand in hand with the schools because at the end this children are assessed by them
- Ex offenders should be encourage to come and educate learners about not to commit offences.

### 5.12.5 Development of a code of conduct

The study findings revealed that most of the participants felt that the involvement of all the stake holders that are involved in the life of a learner is essential and not to exclude the learners. This clearly reveals that if codes of conduct are set by all the stake holders in school therefore they are likely to be followed because of its transparency to everyone.

**Conclusions**

- Schools are still using corporal punishment to deal with disciplinary problems.

- Learners are not actively involved in the process of drawing up the code of conduct as they should be, according to legislation

**Recommendations**

- Involvement of learners in the development of code of ethics is critical

- School principals and management teams be helped to provide leadership to design codes of conduct that will promote and facilitate the development of self-discipline in learners.

### 5.12.6. Verbal and non-verbal interventions

The research findings indicated that learners should be given verbal and facial warnings without interrupting other learners can play a role in maintaining discipline. According to Weinstein & Mignano (1993:96), verbal and non-verbal interventions can be used when dealing with minor misbehaviour.

**Conclusions**

- Social workers are encouraged to do awareness campaign aimed at educating the community and teachers about the effects of verbal and non verbal intervention so that they can be applied knowingly by the teachers and the communities.

**Recommendations**

- The tone of the teachers when addressing learners verbally should be taken into consideration because verbal interventions can be emotional abusive

## 5.13 CONCLUSION

The research has been an eye opener to the rights of children and how policies and practices violate their rights through the administration of corporal punishment in schools. The study has been a platform to advocate and lobby against corporal punishment as a way of maintaining discipline in schools and therefore foster learning. The study extends the will and aspirations of the global, regional and national conventions and instruments that foster the rights of children. It has also acted as an avenue of mobilizing and sensitizing teachers and members of the community on the human rights violation meted against the learners. If the study findings are to be enforced or implemented, all the stakeholders in the school system need to undergo a paradigm shift and start implementing the non-corporal types of punishments recommended in this study.   But the findings also call for democratic dispensation through the government facilitating a consultative process to discuss the pros and cons of corporal punishment policy. This is to bolster ownership of the policy among different stakeholders in the continuum of schooling system. Further research, discourses and debates on this phenomenon is topical and urgent.

## 5.14 BIBLIOGRAPHY

Agbenyega, J.S. (2006). *Corporal punishment in the school of Ghana: Does inclusive suffer*?

The Australian Education Researcher

Bandura, A. & Walters, R. H. (1963). *Social learning and Personality Development*. Rinehart

and Winston, Inc: United States of America

Bateman.B.2007.Pretoria news, 21 April

Baumrid, D. (1996). *A Blanket Injunction against Disciplinary use of Spanking is not warranted*

*by the data*. Paediatrics, Vol .98

Bless, C. &Kathuria, R. 2000. *Fundamentals of social statistics: An African perspective*. Juta &

Co: Cape Town

Brame, B., Nagin, D. S., & Tremblay, R. E. (2001). *Developmental trajectories of physical*

*aggression from school entry to late adolescence*. Journal of Child Psychology and

Psychiatry and Allied Disciplines, Vol 42

Bray, E. (2005). *Codes of Conduct in the public schools: a legal perspective*. South African

Journal of Education, Vol .25

Brezina, T. (1999). *Teenage Violence towards Parents as an Adaptation to Family*. Youth and

Society, Vol. 30.pp 416-444

Bruner, J., (1993) *Explaining and interpreting two ways of using mind*. Hillsdale, NJ:Lawrence

Erlbaum Associates.

Chaplain, R. (2009).*Teaching without disruption in the primary school: A model for managing pupil behavior*. Routledge Falmer: London

Charles, C.M. (2002).*Building Classroom Discipline*.7th Ed.Boston.Allyn and Bacon: United States of America

Christian Education South Africa v Minister of Education. (2000) (4) SA 757 (CC).

Clacherty, G., Donald, D & Clacherty, A. (2005). *South African Children's Experiences of Corporal Punishment*. Pretoria: Save the Children Sweden

Cohen L, Manion L & Momson K. 2007. *Research Methods in Education*.6th Edition.Routledge: New York

Cohen. L., Manion. L. & Momson. K. 2001.*Research Methods in Education*. Routledge: New York

Collins Dictionary. 2002. Fifth Edition. Great Britain: HarperCollins.

Collins, K.C.2010. *The age of discipline: The relevance of age to the reasonable of Corporal punishment .Law and Contemporary Problems*.Vol.73. Available through EBCOhostdatabase [accessed 14/04/2011].

Cooper B, 1998. Caning is still alive and well in SA schools. Online: http://www.corpun.com/zasc9803.htm Eastern Province Herald, Port Elizabeth, 31 March 1998

Creswell, J.W. 2003.*Research design: qualitative and quantitative and mixed approaches*. SAGE Publishers. London

Creswell, J.W. 2007.*Research design: qualitative and quantitative and mixed approaches*. SAGE Publishers.  London

Creswell, J.W.2007.*Qualitative Inquiry & Research Design: Choosing Among Five Approaches*.2nd Edition.  SAGE Publishers  Inch: California

Dawes A, Kropiwnicki Z, Kafaar Z & Richter L. 2005.*Corporal Punishment of Children, A South African National Survey* .Save the Children.  South Africa

De Vos A.S, Strydom H, Fouche C.B &DelportC.S.L .(2005). *Research at Grass roots: For the Social Sciences and Human Service Professions, 3rd ed*. Van Schaik Publishers.  Pretoria

Durrant J.E . 2008.*A Generation without Smacking: The impact of Sweden's ban on physical punishment*. Save the children:  London

DreikursR, GrunwaldBB& Pepper FC. (1982). *Maintaining sanity in the classroom: Classroom Management Techniques*, 2ne Edition,  Harper&Row:  New York

Edward,CH., (2000). *Classroom Management and Discipline*. 3rdEdition.New York: John Willey&Sons,  Inc

Evertson, C.M., Emmer, E.T. &Worsham, M.E. 2003. Classroom management for elementary teachers.(6th Ed.) Boston: Allyn and Bacon.

Gauld, L.A & Patel, M. (2010). *The British journal of criminology.* Department of Criminology and Criminal Justice. University of Texas: Arlington. (Online).www.journal articles\Discipline, Docility and Disparity.mht. (accessed 14/04/2011)

Gershoff, E. (2009). *Corporal Punishment by parents and Associated Child Behaviours and Experiences: A Meta-Analytic and Theoretical Review*. Columbia

Gibson, R. (2000) *Critical Theory and Education,* Hodder& Stoughton, London

Graziano A.M and Linda J.(1992). Effects of *Corporal Punishment on Children: Violence Update*

Hammond, S.(2000). *Debates to seek alternatives to corporal punishment at schools*.accessed online: http://www.corpun.com/zas00003.htm African Eye News Service, South Africa, 15 March 2011

Hornby, A.S. 1989. *Oxford advanced learner's dictionary of current English*. (4th Ed). Cape Town: Oxford University Press

Human Right watch. (2009). *Impairing Corporal Education: Corporal Punishment of students* . Us Public schools

Hyman, I.A. (2003). *Right-Pakistan: call to spare the rod in schools grows louder. Global Information Network*. New York

Ivancevich, J.M. & Matteson, M.T. (1990). *Organisational behavior and management.*

*2*nd ed. Boston: BPI Irwin

Jangwanth, S (2004). *A review of the Judicial Inspectorate of Prisons*. Open Society Foundation. South Africa

Joubert, R. &Squelch, J.(2005). *Learner Discipline in Schools*.Pretoria:Centre for Education Law and Education Policy

Kilimci,M (2009). *Teachers perceptions on corporal punishment as a method of discipline in ele.mentary schools*. Corolando:Sopris West

Kight,D&Roseboro J.(1998). *Positive Guidance and Discipline*. North Carolina: State University, Department of Family and Consumer Sciences

Kofi, P.Q.B. (2006). The role of School Governing Bodies in improving school performance in training rural areas.UNISA:Pretoria

Krüger, D.J, De Vos, A.S, Fouché, C.B & Venter, L. 2005. Quantitative data analysis and interpretation. In De Vos, A.S., Strydom, H., Fouché, C.B. &Delport, C.S.L. (Eds). *Research at grass roots: for the social sciences and human service professions (3rd Ed)*. Van Schaik: Pretoria.

Kubeka,W.M. (2004). *Disciplinary measures at the Modupo Primary School in Tembisa,* Gauteng Province, South Africa after 1994.MTEch dissertation. Pretoria: Tshwane University of Technology

Kumar K. (2006). Conducting Mini Surveys in Developing Countries. USAID Publishers.

United States

Lewis, R. (1997). *The discipline dilemma* (2nd ed.). Melbourne, Australia: The Australian Council for Educational Research Ltd.

Lombard, A.(2007). *The impact of social welfare policies on social welfare policies on social development in South Africa, An NGO perspective*. *Social Work/ MaatskaplikeWerk*.Vol43

Louw,D,A& Edward, D.J.A.(2005). *Psychology : An introduction for students in Southern Africa.*2ne ed. Heinemann.Sandton

Mabeba, M.Z &PrinslooE.(2000). Perceptions of discipline and ensuing discipline problems in secondary education. South African Journal of Education

Macintyre, C. (2000). The art of action research in the classroom London: David Fulton Publishers

MacMillan, J. M., & Schumacher, S. (1993). *Research in education: A conceptual Introduction.* New York: Harper Collins College Publisher

Maguire, L. (2002). *Clinical Social work: Beyond Generalist Practice with Individuals, groups and families.*Brooks/Cole. United Kingdom

Maree,J .G &Charian L. (1995). *Hitting the headlining - The veil on corporal punishment in South Africa lifted.* ActaCriminologica: South African Journal of Criminology

Maree,.J.G & Charian, L. (2004). *Hitting the headlining- The veil on corporal punishment in South Africa lifted.*ActaCriminologica: South African Journal of Criminology,17(3)

Merriam, S. B.(2002). *Qualitative Research in Practice*. Jossey Bass: San Francisco

Masista, M.G. (2006). *Discipline and punishment in township schools in South Africa: Unresolved problems.* Unpublished doctoral thesis, Bloemfontein: University of the Free State

Mokhele, P.R. (2006). *The teacher-learner relationship in the management of discipline in public high schools.* Pretoria. Unisa Press

Mposula, T.T. (2009). A sociological study of the impact caused by the abolishment of corporal

   punishment in schools. Honours research essay, Department of Sociology, University of

   Durban Westville

Morrell, R. (1994). *Masculinity and the white boy's boarding schools of Natal*, 1880-

   1930.*Perspectives in Education*, 15:27-52.

Morrell, R (.2001). *Corporal Punishment and Masculinity in South African Schools. Men and

   Masculinities*, 4:2, in press. Mpheleon Trent: Trentham Books

Motimele, M. (2005). School Governing Bodies: Rights and Responsibilities. Pretoria

Mounton, J., & Marais, H. C. (1990). *Basic concepts in the methodology of the social science.*

   HSRC Publishers. Pretoria

Mwamwenda, T.S. (1989). *Educational psychology: an African perspective*. Durban:

   Professional publishers (PTY) Ltd.

National Education Policy Act (1996) article 3

Naong M.N.(2000). *An investigation into teacher motivation*.Med dissertation. Bloemfontein:

   Vista   University. Newell, P.1972. *A last resort? Corporal punishment in schools.*

Harmondsworth: Penguin

Nelsen, J., Lott, L. & Glen, S. (2003). *Positive discipline in the clas*sroom: *Developing mutual

   respect, cooperation, and responsibility in your classroom.* Roseville, CA: Prima.

Newell, P.(1972). *A last resort? Corporal punishment in schools*. Harmondsworth:

Penguin

Nicolas, L.(2008). *Introduction to psychology* (2nded).Cape Town: UCT Press

Nyati-Ramahobo L. (1992). *UNICEF. The Girl Child in Botswana*: Educational Constraints and
Prospects, 1992

CRC. Conventions on the Rights of Children. Adopted by the General Assembly of the United
Nations on 20th November, 1989.Organization of African Unity. African Charter on the
rights and welfare of the child. OAU.doc. CAB/LEG/24.9/49.1990

Pandor, N. (2006). *.Addressby Minister of Education, N Pandor MP, at the schools safety
colloquium, Pretoria Issued by Department of Education*. Accessed online on 22March
2012. Htttp://www.education.gov.za

Pandor, N. (2006).*Daily Despatch*. 28th November. Accessed online on the 23 May
2012.http:www.dailydespatch.co.za

Parker-Jenkins M.(1999).*Sparing the Rod: School Discipline and Children's Rights*. Stoke

Paolucci, E.O. &Violato, C. 2004. A meta-analysis of the published research on the affective,
cognitive and behavioural effects of corporal punishment. *Journal of Psychology 138* (3),
pp 197-214.

Pate, SA.(1994).*Spare the rod and spoil the nation?: trends in corporal punishment abroad and
its place in the new South Africa*. South African Journal of Criminal Justice

Porteus ,Vally and Ruth .(2001). *Alternatives to Corporal Punishment: Growing Discipline and Respect in our Classrooms*: Heinemann  2001

Rosnow, R.L. and Rosenthal, R. (1996).*Beginning behavioural Research: A conceptual Primer*. Prantice-Hall,  Inc: New Jersey

Roussow, J.P.(2003). *Learner discipline in South African Public Schools-a Qualitative Study*. Koers Vol.68

Rubin, A &Babbie, E.R. (2008). *Research Methods for Social Work* (6[th]Edn). Belmont, CA: Brook/Cole.

Sheafor, BW &Horejsi, *C.R.(2008). Techniques and guidelines for Social Work Practice.Allyn& Bacon.Boston, London, Sydney & Toronto.*

Shmuel, B .(2010). *Corporal punishment in the educational system by parent: A Comparitive view*. Duke University  School of law: Poland

Soneson U (2005). *Ending Corporal Punishment*. Save the Children  Sweden: Arcadia

South African  Childrens  Act No 38 of 2005

Straus, M.A.(1991). *Discipline and Deviance: Physical Punishment of Children and Violence and      other Crime in Adulthood*: *Social Problems*

Straus, M.A.(2001). *Spanking and the Making of a Violent Society*.Pedietrics,  Vol 98, Issue

Strydom, H. (2005). *Sampling Methods*.In A. S. Devos.Research  at  Grassroots.VanSchaik Publishers.  Pretoria.

Squelch, J.M.(2011). *The establishment of new democratic governing bodies and the*

  *cooperation and coercion*. MiltonKeyness: Open University Press

UNICEF and SCF, (2000). *"Towards the Future: Child Rights Training".* Nepal UNICEF

  Regional Office for South Asia and Save the Children South and Central Asia Region

Vockell EL.(1991). *Corporal Punishment: The Pros and Cons*.Groce: Broke/Cole

Welman, Kruger & Mitchell.( 2005). *Research methodology*. Oxford University Press.

  Southern Africa.

Wolffgang CH. (1999). *Solving discipline problems, methods and models for today's teachers*.

  Boston: Allyn and Bacon

Zikmud, W.G. (2000). *Business Research Methods*.6th Edition: Harcourt Inc. Orlando

University of Fort Hare

*Together in Excellence*

Cacadu Senior Secondary School

Lady Frere

5410

I am presently a Social worker at the Department of Social Development and Special programmes, as well as a part-time second year Masters of Social Work at the University of Fort Hare, doing full research under the supervision of Prof. Kang'ethe.

My research study centers on the strategies that can be used in school to maintain discipline other than the use of Corporal Punishment in selected schools in Lady Frere at Emalahleni local municipality.

The investigation will include interviews with educators, learners as well as the School Governing Body.

I hereby seek permission from you and your staff, parents and learners to engage them as participants in my study. The investigation will be guided by a strict code of ethics, as presented by the ethics committee of the UFH. All data collected during the investigation will be treated in a confidential manner. Your participation in my study will be invaluable and highly appreciated.

I declare myself available to answer any queries you or your SGB members might have regarding the nature of the investigation.

Thanking you in anticipation of a favorable response.

Yours truly,

………………………………….

Pheliswa Constance Halu-halu

M Social Work

Nzimankulu Senior Secondary School

Qoqodala A/A

5320

I am presently a Social worker at the Department of Social Development and Special programmes, as well as a part-time second year Masters of Social Work at the University of Fort Hare, doing full research under the supervision of Prof Kang'ethe.

My research study centers on the strategies tht can be used in school to maintain discipline other than the use of Corporal Punishment in selected schools in Lady Frere at Emalahleni local municipality.

The investigation will include interviews with educators, learners as well as the School Governing Body.

I hereby seek permission from you and your staff, parents and learners to engage them as participants in my study. The investigation will be guided by a strict code of ethics, as presented by the ethics committee of the UFH. All data collected during the investigation will be treated in a confidential manner. Your participation in my study will be invaluable and highly appreciated.

I declare myself available to answer any queries you or your SGB members might have regarding the nature of the investigation.

Thanking you in anticipation of a favorable response.

Yours truly,

………………………………….

Pheliswa Constance Halu-halu

M Social Work

## APPENDIX C: LETTTER TO SOUGHT PERMISSION TO INTERVIEW EDUCTAION OFFICERS



Department of education

I am presently a Social worker at the Department of Social Development and Special Programmes, as well as a part-time second year Masters of Social Work at the University of Fort Hare, doing full research under the supervision of Prof. Kang'ethe.

My research study centers on the strategies that can be used in school to maintain discipline other than the use of Corporal Punishment in selected schools in Lady Frere at Emalahleni local municipality.

The investigation will include interviews and questionnaires will include all the interested officers in your department.

I hereby seek permission from you and your staff to engage them as participants in my study. The investigation will be guided by a strict code of ethics, as presented by the ethics committee

of the UFH. All data collected during the investigation will be treated in a confidential manner. Your participation in my study will be invaluable and highly appreciated.

I declare myself available to answer any queries you if there are questions regarding the nature of the investigation.

Thanking you in anticipation of a favorable response.

Yours truly,

………………………………….

Pheliswa Constance Halu-halu

M Social Work

**University of Fort Hare**
*Together in Excellence*

Dear Participants

You are invited to participate in a research project that aims at exploring various strategies that can be used to maintain discipline in schools other than the use of corporal punishment. This invitation is open to all learners, teachers, SGB parents and education officers.

I am a registered student for the M social work at the University of Fort Hare and this is done as part of my research.

Your participation in this research project remains voluntary. Should you declare yourself willing to participate in interviews and filling of questionnaires, confidentiality is guaranteed and you may decide to withdraw at any stage should you wish not to continue with an interview.

The results of this study will be used to equip educators on strategies that can be used to maintain discipline other than corporal punishment.

If you are willing to participate in this study please sign this letter as a declaration of your consent, i.e. that you participate in this project willing and you understand that you may withdraw from the research project at any time.

Participant's signature………………………: Date:……………………………………..

Researcher's signature…………………………..Date:………………………………………

**INTERVIEW GUIDE FOR EDUCATION OFFICERS**

**Please tick**

**Part A: Biographical information**

Gender:

| Male | 1 | |
|------|---|---|
| Female | 2 | |

Age (in years)…………………………..years old

Marital status:

| | | |
|---|---|---|
| Single | 1 | |
| Married | 2 | |
| Divorced | 3 | |
| Widow/widower | 4 | |
| Cohabiting | 5 | |

Race:

| White | Black | Indian | Colored |
|---|---|---|---|
| 1 | 2 | 3 | 4 |

## SECTION B: OPINION AND EXPERIENCES OF EDUCATION OFFICERS

What are your perceptions on the policy of Corporal Punishment?

In your own view, do members of the community you serve support the abolishing of Corporal Punishment?

What are administration challenges associated with the abolishment of Corporal Punishment generally?

What are the effects of corporal punishment?

List below and give your opinion on alternatives, strategies or any other approaches that can be used at school to maintain discipline in the place of corporal punishment?

What other comments do you have in relation to the implementation of the alternatives in monitoring discipline at school?

University of Fort Hare
*Together in Excellence*

**INTERVIEW GUIDE FOR LEARNERS**

**Part A: Biographic information**

Gender/Sex:

| Male | 1 | |
|---|---|---|
| Female | 2 | |

Age (in years)…………………………………………years old.

Marital status

| Single | 1 | |
|---|---|---|
| Married | 2 | |

| | | |
|---|---|---|
| Divorced | 3 | |
| Widow/widower | 4 | |
| Cohabiting | 5 | |

Race:

| White | Black | Indian | Colored |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
| | | | |

## PART B: VIEWS AND EXPERIENCES OF LEARNERS

What are your perceptions on the policy that abolishes corporal?

What are administration challenges associated with the abolishment of Corporal Punishment generally?

How many types of punishments are given to learners?

Give your opinion on the effects of corporal punishment?

List below and give your opinion on alternatives, strategies or any other approaches that can be used at school to maintain discipline in the place of corporal punishment?

What other comments do you have in relation to the implementation of the alternatives in monitoring discipline at school?

Are you a member of School Governing Body?

If yes what is the SGB's view over maintaining discipline without the use of Corporal Punishment?

**INTERVIEW GUIDE FOR TEACHERS**

**Part A: Biographical information**

Gender:

| Male | 1 | |
|------|---|---|
| Female | 2 | |

Age (in years)…………………………..years old

Marital status:

| Single | 1 | |
|--------|---|---|
| Married | 2 | |
| Divorced | 3 | |
| Widow/widower | 4 | |

Race:

| White | Black | Indian | Colored |
|-------|-------|--------|---------|
| 1 | 2 | 3 | 4 |
| | | | |

## PART B: VIEWS AND EXPERIENCES OF TEACHERS

What are your perceptions on the policy of Corporal Punishment?

In your own view, do members of the community you serve support the abolishing of Corporal Punishment?

What are administration challenges associated with the abolishment of Corporal Punishment generally?

What are the effects of corporal punishment?

List below and give your opinion on alternatives, strategies or any other approaches that can be used at school to maintain discipline in the place of corporal punishment?

What other comments do you have in relation to the implementation of the alternatives in monitoring discipline at school?

**Biographical information**

1. Gender:

| Male | 1 |
|--------|---|
| Female | 2 |

2. Age (in years)…………………………..years old

3. Marital status:

| Single | 1 |
|----------------|---|
| Married | 2 |
| Divorced | 3 |
| Widow/widower | 4 |

175

5. Race:

| White | Black | Indian | Colored |
|-------|-------|--------|---------|
| 1 | 2 | 3 | 4 |
|  |  |  |  |

## SECTION B: OPINION AND EXPERIENCES

What are your perceptions on the policy of Corporal Punishment?

In your own view, do members of the community you serve support the abolishing of Corporal Punishment?

What are administration challenges associated with the abolishment of Corporal Punishment generally?

What are the effects of corporal punishment?

List below and give your opinion on alternatives, strategies or any other approaches that can be used at school to maintain discipline in the place of corporal punishment?

What other comments do you have in relation to the implementation of the alternatives in monitoring discipline at school?

Are you a member of School Governing Body?

If yes what is the SGB's view over maintaining discipline without the use of Corporal Punishment?

**QUESTIONNAIRE FOR LEARNERS**

Part A: Biographical Information

Gender/Sex:

| Male | 1 | |
|---|---|---|
| Female | 2 | |

Age (in years)…………………………………………years old.

Race:

| White | Black | Indian | Colored |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
| | | | |

## PART B: VIEWS AND EXPERIENCES OF LEARNERS

Are you aware of the government policy that abolish Corporal Punishment

(a)Yes

(b) No

Do you support the abolishing of Corporal punishment in schools?

(a)Yes

(b)No

Are you subjected to Corporal Punishment?

(a)Yes

(b)No

If your answer is yes above write the types of punishment that exist in your school?

……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
………………………………………………………………………………………

If the answer is no above, write the types of disciplinary strategies that are administered in your school?

…………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………

What is your opinion with regards to the policy that abolishes corporal punishment?

…………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………

Mention the effects of corporal punishment?

.........................................................................................................................

.........................................................................................................................

.........................................................................................................................

List the alternatives to corporal punishment that can be adopted by the schools to maintain discipline ?

.........................................................................................................................

.........................................................................................................................

.........................................................................................................................

**QUESTIONNAIRES FOR EDUCATION OFFICERS**

Section A: Biographical Information

Gender:

| Male | 1 | |
|------|---|---|
| Female | 2 | |

Age (in years)…………………………..years old

Marital status:

| Single | 1 | |
|--------|---|---|
| Married | 2 | |
| Divorced | 3 | |
| Widow/widower | 4 | |
| Cohabiting | 5 | |

Race:

| White | Black | Indian | Colored |
|-------|-------|--------|---------|
| 1 | 2 | 3 | 4 |
| | | | |

## SECTION B: OPINIONS AND EXPERIENCES OF EDUCATION OFFICRS

Are you aware of the government policy that abolish Corporal Punishment

(a)Yes

(b) No

Do you support the abolishing of Corporal punishment in schools?

(a)Yes

(b)No

In your opinion do you think Corporal punishment exist in Lady Frere schools?

(a) Yes

(b) No

If the answer above is in the affirmative, what forms/kind/type of punishment exists?

……………………………………………………………………………………..

Have you conducted trainings to teachers with regards to strategies of maintaining discipline without the use of Corporal Punishment?

(a) Yes

(b) No

What is your opinion with regards to the policy that abolishes corporal punishment?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

Mention the effects of corporal punishment?

.............................................................................................................................

.............................................................................................................................

.............................................................................................................................

List the alternatives to corporal punishment that can be adopted by the schools to maintain discipline ?

University of Fort Hare
*Together in Excellence*

## QUESTIONNAIRES FOR TEACHERS

Section A: Biographical Information

Gender:

| Male | 1 | |
|--------|---|---|
| Female | 2 | |

Age (in years)…………………………..years old

Marital status:

| Single | 1 | |
|---------------|---|---|
| Married | 2 | |
| Divorced | 3 | |
| Widow/widower | 4 | |

Race:

| White | Black | Indian | Colored |
|-------|-------|--------|---------|
| 1 | 2 | 3 | 4 |
|  |  |  |  |

## SECTION B: OPINIONS AND EXPERINCES OF TEACHERS

Do you ever administer corporal punishment in your school?

       (c) Yes

       (d) No

If yes above, what kind of punishment do you administer?

……………………………………………………………………………………..

Does corporal punishment facilitate the discipline of the learners?

       (a) Yes

       (b) No

Have you been given training of how to facilitate and maintain discipline without the use of corporal punishment?

       (c) Yes

       (d) No

Do you support the government policy of abolishing Corporal Punishment?

(a) Yes

(b) No

If you were to advise government on this policy, what will be your opinion with regard to corporal punishment?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

…………………………………………………………………………………………….

Does the community you serve support the abolishment of Corporal Punishment?

(a) Yes

(b) No

Mention the effects of corporal punishment?

.......................................................................................................................

.......................................................................................................................

.......................................................................................................................

List the alternatives to corporal punishment that can be adopted by the schools to maintain discipline ?

**QUESTIONNAIRE FOR LEARNERS**

Part A: Biographical Information

Gender/Sex:

| Male | 1 | |
|------|---|---|
| Female | 2 | |

Age (in years)……………………………………years old.

Race:

| White | Black | Indian | Colored |
|-------|-------|--------|---------|
| 1 | 2 | 3 | 4 |
| | | | |

**Part B: OPINIONS AND EXPERIENCES OF PARENTS**

Are you aware of the government policy that abolishes Corporal Punishment?

      (a)Yes

      (b) No

Do you support the abolishing of Corporal punishment in your school?

      (a)Yes

      (b)No

Are your children subjected to Corporal Punishment?

      (a)Yes

      (b)No

If your answer is yes above write the types of punishment that exist in your school?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

………………………………………………………………………………………

If the answer is no above, write the types of disciplinary strategies that are administered in your school?

………………………………………………………………………………………………………………………………

………………………………………………………………………………………………………………………………

………………………………………………………………………………………………………………………………

………………………………………………………………………………………………………..

Does your community support the use of corporal punishment?

       (a) Yes

       (b) No

If yes or no, what are their views/opinions?

……………………………………………………………………………………………………………

………………………………………………………………………………………………………………………………

………………………………………………………………………………………………………………………………

……………………………………………………………………………………………………………

If corporal punishment is in place do you think it negatively affects the quality of learning of your children?

  (a) Yes

  (b) No

If yes/no how does it affect the quality of learning of your learners?

………………………………………………………………………………………………………………………………

………………………………………………………………………………………………………………………………

……………………………………………………………………………………………………………

………………………………………………………………………………………….

List the alternatives to corporal punishment that can be adopted by the schools to maintain discipline ?

……………………………………………………………………………………………………………

……………………………………………………………………………………………………………

……………………………………………………………………………………………………………

…………………………………………………………………………………………………..