

TEACHERS' PERCEPTIONS ON ALTERNATIVES TO CORPORAL PUNISHMENT IN VHEMBE DISTRICT

by

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DECLARATION WITH REGARD TO INDEPENDENT WORK

I, Ndinannyi Eunice Singo, Identity number _____ and student number _____ do hereby declare that this research project submitted to the Central University of Technology, Free State, is my own independent work; and complies with the Code of Academic Integrity, as well as other relevant policies, procedures, rules and regulations of the Central University of Technology, Free State; and has not been submitted before to any institution by myself or any other person in fulfilment (or partial fulfilment) of the requirements for the attainment of any qualification.

SIGNATURE OF STUDENT

DATE

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DEDICATION

On a personal note, I dedicate this project to my parents, my father the late, Mr Rembuluwani Samson Singo ***“Vho-Munna obva-obva”*** and my mother, Mrs Mavhungu Singo. You were there for me all the way.

ABSTRACT

The overall aim of the study is to investigate the perspectives about teachers' perceptions on alternatives to corporal punishment in the Vhembe District. Learner misconduct in South African secondary schools is a major concern. There is an increase in public concern about the misconduct of learners at Vhembe District. The main concerns are the late coming of the learners, absenteeism, fighting, bullying, and teenage pregnancy. Learner misconduct is not unique to South Africa. In American public schools, for example, learner misconduct has for many years been the most serious school-related concern. Managing discipline in schools is one of the fundamentals of effective teaching and learning. The study used both mixed techniques for data collection and analysis. Quantitative and qualitative techniques were mostly used because they provide the researcher with an understanding of experiences and perspectives about teachers' perceptions on alternatives to corporal punishment in the Vhembe District of the Limpopo Province. Random and purposive sampling methods were used for the selection of a sample for the study. Both primary and secondary data were used to analyse the data in this study. Secondary data was obtained from government publications, research publications, and reports. Primary data was obtained through questionnaires and interviews. It is evident that ineffective discipline management in schools would eventually jeopardise the efficacy of teaching and learning. It is thus crucial that legitimate, democratic disciplinary measures and procedures be employed. This investigation revealed that principals and teachers still find themselves in a predicament when applying contemporary disciplinary measures due to lack of training or minimal training regarding alternatives to corporal punishment. The findings were discussed at length to determine the research objectives. Conclusions were drawn after analysing these findings, and recommendations were formulated.

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LIST OF ABBREVIATIONS AND ACRONYMS

COLTS	Culture of Learning and Teaching Service
DoE	Department of Education
HOD	Head of Department
LTSM	Learning and Teaching Support Material
NFSP	No-Fee School Policy
NGO	Non-Governmental Organisation
NSNP	National School Nutrition Programme
RSA	Republic of South Africa
SASA	South African Schools Act No. 84 of 1996
SGB	School Governing Body
SMT	School Management Team
SPSS	Statistical Package for the Social Sciences
UNESCO	United Nations Educational, Scientific and Cultural Organization

CHAPTER 1

ORIENTATION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

Teaching is a profession that lies at the heart of both the learning of children and young people and their social, cultural, and economic development. It is crucial to transmit and implant social values such as democracy equality, tolerance, cultural understanding, and respect for each person's fundamental freedom.

The South African society has undergone major social, economic, and political changes over the past few years, as the society has sought to establish a democratic and humane nation. Among the changes in the education sector has been the banning of corporal punishment in all schools under the South African Schools Act. This prohibition has recently been challenged in the Constitutional Court, but the appeal was dismissed. Therefore, corporal punishment no longer has a place in South African schools. Failure to comply with this prohibition could result in teachers having to face charges of assault. This leaves schools with the responsibility of identifying and implementing alternative disciplinary practices and procedures.

The ban has been met with mixed responses from both teachers and parents. Whatever their views, the questions being asked by most people are: What do we do now? What are our alternatives? There is no doubt about the need for alternatives to corporal punishment. The reality of the situation is that many teachers face daily struggles in their school environment with issues of discipline. Many teachers have found themselves in a position of not knowing what to do in the absence of corporal punishment. These teachers are not alone in their struggle; even those teachers who are committed to this change sometimes find themselves in a difficult situation.

1.2 BACKGROUND TO THE STUDY

For teachers, the abolishment of corporal punishment meant a radical change of behaviour, from an autocratic and punitive relationship with students to a more positive stance, rewarding and encouraging good behaviour. As was consistently pointed out in the course of interviews, teachers had been used to caning, harassing, intimidating, and insulting students in order to maintain discipline. After the Leadership for Learning programme, there had been a major change in mindset with a consequent impact on student behaviour. Beginning to show an appreciation of students' work and efforts had produced almost immediate returns.

Punishment had been replaced by praise and reward (Malakulunthu, 2011:20). Since the banning of corporal punishment in schools under the South African Schools Act (No. 84 of 1996), lack of discipline and safety in schools has become one of the major challenges in South Africa. It has become increasingly difficult for teachers to ensure discipline in schools (Maphosa & Shumba, 2010:397). Many principals and teachers find it increasingly difficult to maintain discipline in schools in the wake of the new pieces of education legislation that regulate discipline and punishment in schools (Squelch, 2000:iii). The banning of corporal punishment in schools demands that new methods of discipline be employed to protect the rights of learners (Squelch, 2000:iii). However, teachers feel that alternative disciplinary measures to corporal punishment are not effective (Maphosa & Shumba, 2010:397).

Corporal punishment is against the law (Department of Education, 2000). The Department of Education (DoE) outlines the legislation banning corporal punishment. It also states the alternatives to corporal punishment as well as appropriate disciplinary measures and procedures. The South African Constitution (Section 12) states that "everyone has the right not to be treated or punished in a cruel, inhuman or degrading way" (Republic of South Africa, 1996a). The National Education Policy Act (No. 27 of 1996) also stipulates that "no person shall administer corporal punishment or subject learners to physical abuse at any educational institution" (Republic of South Africa, 1996b). The South African Schools Act (SASA) (No. 84 of 1996) states that (1) "no person may administer corporal punishment at a school to a learner; (2) any person who contravenes subsection 1 is guilty of an offence and liable on conviction to a sentence which could be imposed for assault" (Republic of

South Africa, 1996c). This leaves schools with the responsibility of identifying and implementing alternative disciplinary practices and procedures (Department of Education, 2000). It means that teachers should refrain from discipline which is punitive and punishment-orientated. The management of discipline therefore calls on teachers to make children feel emotionally comfortable and physically safe so that they (learners) can develop self-discipline (intrinsic discipline) and accountability for their actions (Mokhele, 2006:151).

1.3 PROBLEM STATEMENT

According to Brynard and Hanekom (1997:15), scientific investigation can only be effective with a well-defined statement of the problem which guides and focuses on both the planning and the research itself. The following statements guided the research:

- If teachers are given the opportunity to participate in the activities that affect them, they feel that they own the process, which will enable the DoE to provide more and better alternatives to corporal punishment.
- Through the number of protests by teachers, it has been observed that one of the issues worrying teachers is the absence of their voice in decision-making on alternatives to corporal punishment.
- The teachers promote effective alternatives to corporal punishment in order to achieve teachers' effective teaching and learning.

This study seeks to establish effective alternatives to corporal punishment. The purpose of the study is to identify whether teachers are enabled to participate in decision-making regarding disciplining students, which affects them on a daily basis. The study also assesses the strength and weaknesses of teachers in creating an environment conducive to teaching and learning. What is the role of teachers representing different groups such as youth, women, the disabled, and business in mobilising the community to participate in effective alternatives to corporal punishment? Therefore, the study investigates perspectives about teachers' perceptions on alternatives to corporal punishment in the Vhembe District.

1.4 MAIN RESEARCH QUESTION

- The primary research question of this study is as follows: What are the teachers' perceptions on alternatives to corporal punishment in the Vhembe District?

1.5 SECONDARY QUESTIONS

The following subsidiary research questions were formulated:

- What are the teachers' perspectives about corporal punishment?
- What are the alternatives to corporal punishment?
- How can the alternatives to corporal punishment be enhanced?
- How can the teachers establish teachers' perceptions on alternatives to corporal punishment in Vhembe District

1.6 AIM OF THE STUDY

The overall aim of the study is to investigate teachers' perceptions on alternatives to corporal punishment in the Vhembe District. The achievement of this aim enhanced by the attainment of objectives derived from the research questions.

1.7 RESEARCH OBJECTIVES

The following are the objectives of this study:

- To establish teachers' perceptions on alternatives to corporal punishment in Vhembe District
- To find out teachers' perspectives about corporal punishment
- To investigate alternatives to corporal punishment in schools
- To demonstrate how alternatives to corporal punishment can be enhanced

1.8 SIGNIFICANCE OF THE STUDY

This study will gather information that will assist stakeholders in education to find the solution of alternative methods to corporal punishment of disciplining students. It is hoped that this study will help in providing essential guidelines for use by policymakers and educationists in developing policies and strategies for effective implementation of alternative methods of maintaining discipline. It could help in offering guidelines on acceptable disciplinary methods other than corporal punishment in secondary schools.

1.9 DELIMITATIONS OF THE STUDY

This study concentrates on schools in the Vhembe Region, which involve secondary schools. Vhembe District is located in the rural part of the Limpopo Province, South Africa. This study focuses on corporal punishment: perspectives about teachers' perceptions of three selected circuits in the Vhembe District. The study focuses on the total spectrum of corporal punishment in the Vhembe District. The study was conducted between February 2016 and December 2016.

1.10 THEORETICAL FRAMEWORK

The study was based on the traditional behaviour modification theory advanced by Thorndike (1905, as cited in Corsine, 1987). The basic tenet of this theory is that learning depends on the events that occur after certain behaviour. Thorndike advanced the laws of effects according to which behaviours that are rewarded tend to persist while those that are followed by discomfort or punishment tend to diminish. However, the nature of the rewards or the discomfort given depends to a certain extent on the giver's feelings about the role of these rewards or discomfort in shaping behaviour. The theory is relevant in that teachers are givers of rewards and discomfort in schools. Their aim is to shape the behaviour of students.

Corporal punishment has been one form of discomfort applied in behaviour modification in schools. The banning of corporal punishment obviously would affect the feelings of teachers and affect the behaviour of students. Therefore, teachers' feelings towards alternative measures to student discipline, such as the use of rewards and counselling, are important.

1.11 CONCEPTUAL FRAMEWORK

The conceptual framework has a relationship between alternatives to corporal punishment of enforcing discipline and learner, school, teacher, and home factors. This framework is illustrated in Figure 1.1.

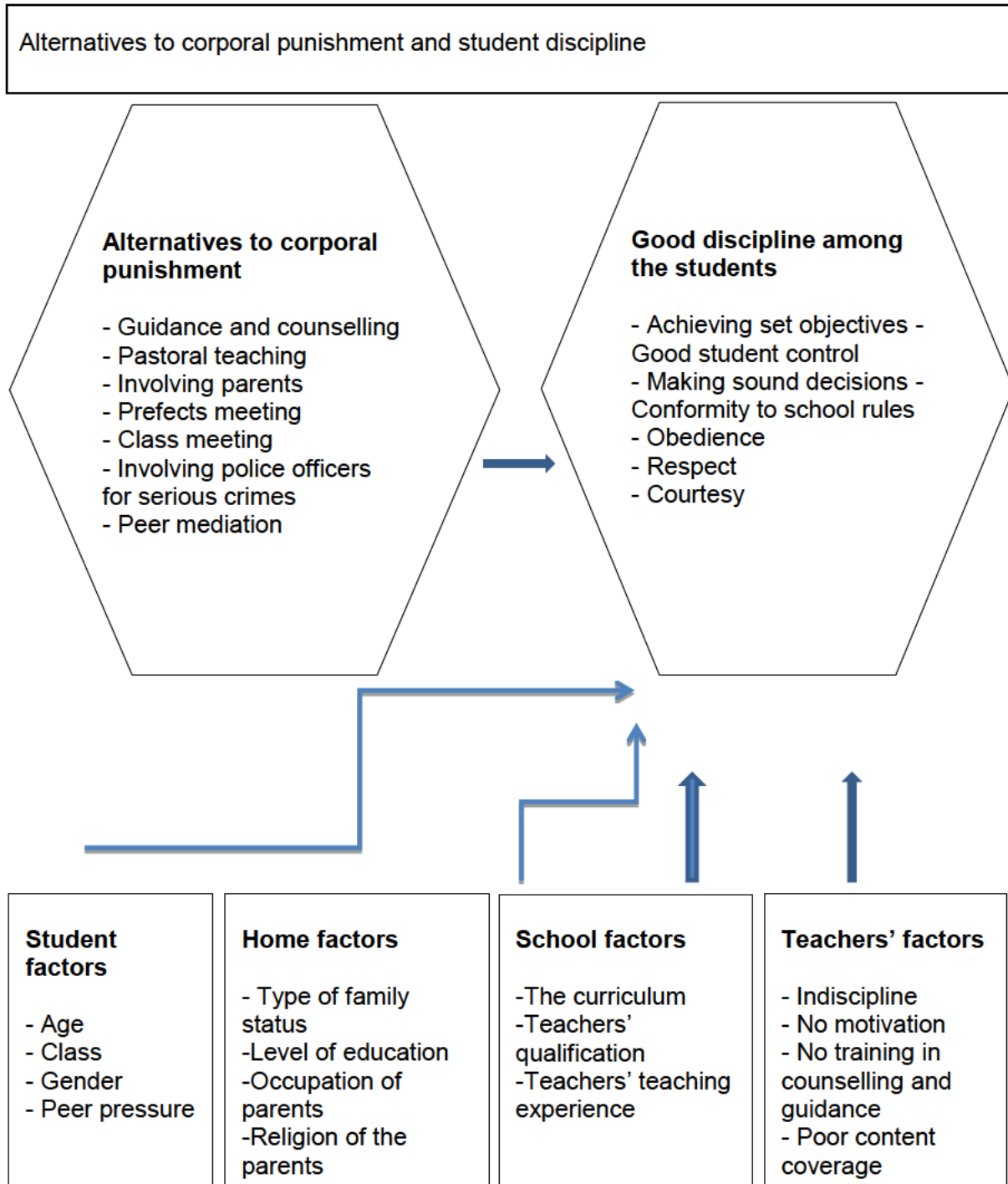


Figure 1.1: Alternatives to corporal punishment and learner discipline

1.12 DEFINITION OF TERMS

The terms that follow are used in this study.

- Punishment

Punishment is defined as an action (penalty) that is imposed on a person for showing improper conduct or for breaking a rule (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2006:110). Punishment is immediate, controlling behaviour through negative means. There are two types of punishment, which are typically used on children, namely, punishment which involves negative verbal rebukes and disapproval; it is also known as negative discipline and punishment involving severe physical or emotional pain, as in corporal punishment. Both forms of punishment focus on the misbehaviour and may do little or nothing to help a child behave better in future (UNESCO, 2006:9). In addition, a child learns that the adult is superior, and use of force, be it verbal, physical, or emotional, is acceptable, especially over younger, weaker people. This might lead to accidents or bullying and violence in schools.

Four kinds of punishment can be identified: physical, verbal, withdrawal of rewards, and penalties (The Virginia Cooperative Extension, 2009:66). Punishment may take the form of informal arrangements such as additional homework, withdrawal of privileges, and detention after class to formal sanctions such as exclusion from school and corporal punishment. It becomes clear that punishment increases the unwanted negative feelings in learners which actually worsen disciplinary issues.

- Corporal punishment

Straus (2000:1109) defines corporal punishment as the use of physical force with the intention of causing a child to experience pain, but not injury, for the purpose of correction or control of the child's behaviour. Straus further indicates that this includes spanking on the buttocks and slapping a child's hand for touching a forbidden or dangerous object. This refers to deliberate infliction of pain or physical punishment; it is the use of physical force intended to cause some degree of pain or discomfort for correction, control, and changing behaviour in the belief of educating students.

- School discipline

School discipline can be described as all the strategies that can be used to coordinate, regulate, and organise individuals and their activities in school (Thornberg, 2008:37) and put in place the provision and procedures necessary to establish and maintain an environment in which teaching and learning can take place. This definition is comprehensive and is a helpful starting point to understand school discipline in that it includes all activities used to maintain discipline – from cruel and coercive to nurturing and liberating.

- Discipline

Discipline is defined as the practice pertaining to teaching or training a person to submit to rules or a code of behaviour in both short and long terms (UNESCO, 2009:110). Oosthuizen, Roos, Smit and Rossouw (2009:154) summarise characteristics of discipline as follows: discipline creates order, discipline guarantees fairness, discipline safeguards the learner, discipline subscribes to the spiritual development of a learner, discipline can be prospective, and discipline is directed primarily at improvement, not vengeance.

1.13 RESEARCH DESIGN

The study is positioned in the interpretive paradigm. This paradigm allowed for understanding the context-specific and subjective meanings that the alternative for corporal punishment: perspectives about teachers' perceptions in the Vhembe Educational District. The study will be largely quantitative in nature. The researcher will use quantitative and qualitative approaches to allow for understanding the alternative for corporal punishment: perspectives about teachers' perceptions in the Vhembe Educational District.

1.14 RESEARCH METHODOLOGY

The researcher will employ both qualitative and quantitative research methods. Todd (1979:) argues that qualitative and quantitative research can be viewed as complementary rather than as rival camps, and this will help to minimise the weaknesses found in each method. Creswell (2009,4) also argues that “the use of both qualitative and quantitative approached is more than simply collecting and

analysing both kinds of data, it also involves the use of both approaches tandem so that overall strength of the study is enhanced”.

1.15 POPULATION OF THE STUDY

The population in this study comprised of secondary school teachers. The rationale for selecting teachers was that they are the ones who on daily basis apply disciplinary measures to the learners. In the context of this study teachers in the Vhembe District are expected to appropriately use alternatives measures to corporal punishment.

1.16 SAMPLING PROCEDURE

The researcher employed a non-probability sampling technique, the purposive sampling method, which assisted to choose in an appropriate manner, the restricted set of participants (Leedy, and Ormrod, 2012:84). The researcher used simple random sampling for selecting participating schools for quantitative approach. A total of 120 teachers responded to the research questions that were distributed to the randomised schools. A purposive sampling procedure was used in the qualitative research study. Ten (10) teachers participated in the interview questions.

1.17 DATA COLLECTION METHODS

Data collection is a critical stage in most research projects (McMillan and Schumacher, 2013:67). The various data collection methods such as interviews, questionnaires and document analysis are used in research studies. In this research study a questionnaire and interview schedule were used. A four-gradient Likert Scale was used for a structured questionnaire while the interview schedule was an in-depth Open-ended interview conducted with secondary school teachers. Questionnaire and interview schedule are provided in appendix B.

1.18 DATA ANALYSIS

De Vos (2010:134) state that data analyses is the process of systematically searching and arranging the interview transcription, field note, and other materials that are accumulated to increase the researcher’s own understanding of them and to enable one to present what one has discovered.

The interview data was analyzed using content analysis which according to Creswell, (2011:394) is comparing of the words used in the answers of the respondents. Initially, the researcher studied the field notes, reduced the tapes into transcripts and carefully read through them. This was done to look for themes and similar ideas or responses to the questions posed to the respondents of which the respondent's information or speeches were translated into specific categories for the purposes of analysis. A matrix table was used to accommodate the understanding of themes and gauge perceptions.

Quantitative data from the returned questionnaires was coded and entered into a Microsoft Excel spreadsheet (Microsoft Office, 2010). The statistical software Statistical Package Software for Social Sciences (SPSS) version 22.0 was used to analyze the generated data. Descriptive and inferential statistical analyses were employed to establish virtual representation of the data collected. Data was summarized using graphic presentations for the interpretation of findings. Statistics were based on percentages and frequencies. Numerical scores were assigned to them to indicate possible relationship in responses of the respondents and then frequency lists were drawn. The two outside categories were combined in the analysis. For instance, the researcher combined “strongly agree” and “agree” and also “strongly disagree and disagree” to project a unique response.

1.19 ETHICAL CONSIDERATION

Ethical clearance was required to consider at the time of registration of this dissertation. Ethical considerations commenced long before the participants will be recruited.

- **Autonomy:** In this study the researcher respect the autonomy, rights and dignity of research participants by not writing their names.
- **Beneficence:** research should make a positive contribution towards the welfare of people;
- **Non-maleficance:** research should not cause harm to the research participants in particular or to people in general or the environment in general and **Justice:** the benefits and risks of research should be fairly distributed among people.

The above-mentioned considerations were in line with the permission granted for the research study by the Limpopo Provincial Department of Education. (cf. Appendix E).

1.19.1 Right to privacy

Leedy and Ormrod (2012:102) further say that any research study involving human beings should respect participants' right to privacy. Under no circumstances should a research report, either oral or written, be presented in such a way that others become aware of how a particular participant has responded or behaved. Generally, a researcher must keep the nature and quality of participants' performance strictly confidential.

1.19.2 Honesty with professional colleagues

Researchers must report their findings in a complete and honest fashion, without misrepresenting what they will do or intentionally misleading others about the nature of their findings. And under no circumstances should a researcher fabricate data to support a particular conclusion, no matter how seemingly "noble" that conclusion may be.

In this study, respondents were assured of anonymity and the information provided by the participants was regarded as confidential unless agreed upon by the participant and the researcher.

1.19.3 Protection from harm

A researcher should not expose research participants to unnecessary physical or psychological harm. Participants should not risk losing life or limb, nor should they be subjected to unusual stress, embarrassment, or loss of self-esteem. In cases where the nature of study involves creating a small amount of psychological discomfort, participants should know this ahead of time, and any necessary debriefing or counselling should follow immediately after the in participation.

1.20 CHAPTER DIVISION

The format of the study is indicated below.

Chapter 1: Introduction

This chapter serves as an introduction and orientation to the study. It deals, among others, with the background to the problem, problem statement, importance of the study, research objectives, literature review, research methodology, delimitation of the research, and ethical considerations.

Chapter 2: Literature review

This chapter deals with the legislative foundation of the new Department of Education dispensation as well as teachers' involvement in effective alternatives to corporal punishment.

Chapter 3: Research design and methodology

This chapter deals with the nature that teachers participate in alternatives to corporal punishment, results of the document analysis, and interviews. It also indicates how the research has been conducted and documented.

Chapter 4: Data presentation, discussion, and analysis

This chapter focuses on the perspective and/or experiences from the teachers and principals about the effective alternatives to corporal punishment. This chapter deals with data analysis, presentation, and interpretation of the results of the study.

Chapter 5: Findings, recommendations, and conclusion

This chapter brings a conclusion to the study by providing findings, recommendations, and a conclusion.

1.14 CONCLUSION

This study was initiated due to an awareness of the problems that are experienced in the Vhembe District as far as teacher perception on alternatives to corporal punishment is concerned. It was necessary that proper that proper literature be reviewed in order to establish teacher perception on alternatives to corporal punishment, as well as the drawing up and reviewing of the school's code of conduct for learners by the teachers. The chapter that follows presents a literature review for this study.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The previous chapter provided a background and introduction to the study. This chapter reviews literature pertinent to this study. The purpose of this review of literature is to document the importance of the topic. A qualitative review simply introduces the purpose of the study and the initial broad questions that are to be reformulated during data collection (McMillan & Schumacher, 2006:92). Both primary and secondary literature was studied in order to establish what other scholars have already gathered with regard to the research topic. Mouton (2008:87) contends that “you should start with a review of the existing scholarship or available body of knowledge to see how other scholars have investigated the research problem that you are interested in”.

The following are the aspects of corporal punishment under which the review was done: corporal punishment as an overview of the study; legislative framework on corporal punishment; the concept of discipline and punishment; alternatives to corporal punishment; other alternatives to caning; views for and against alternative methods of corporal punishment; and challenges after the ban on caning.

Indiscipline among school students remains a challenge that teachers face in many countries. The level of indiscipline ranges from strikes, arson attack on their fellow students and teachers, physical attacks, cheating, coupling with members of the opposite or same sex, use of drugs, smoking, coming to school late for day scholars, untidiness, and truancy. In an effort to deal with the problem of indiscipline, both pre-service and in-service training programmes for teachers are held to equip them with particular techniques of instilling discipline in students and classroom management of students. These include mainly guidance and counselling, pastoral teaching, use of classroom prefect meetings, and discussion of problems of indiscipline with parent, among others.

2.2 LEGISLATIVE FRAMEWORK ON CORPORAL PUNISHMENT

This section will provide information related to the legislative framework on corporal punishment.

2.2.1 National legislation

South Africa has passed several laws that pronounce corporal punishment's illegality. This means that South Africa has passed legislation which prohibits administration of corporal punishment. South African law has therefore created a new legal context, and it is important for principals and teachers to know the law relating to school discipline and punishment, and to be familiar with legal concepts, principles, and procedures so that they can continue building and maintaining effective schools (Salo, 2008:99).

2.2.2 The Constitution of the Republic of South Africa

The Constitution of the Republic of South Africa is the supreme law of the Republic. Any law or conduct that is inconsistent with it is invalid, and obligations imposed by it must be fulfilled, according to Section 2 of the Constitution (Republic of South Africa, 1996a).

The Constitution states that “everyone has the right to freedom and security of the person which includes the right not to be treated or punished in a cruel, inhuman or degrading way” (Republic of South Africa, 1996a:12). Based on the extract, positive discipline which is constructive and rights-based should be emphasised. The Constitution also states that “everyone has inherent dignity and the right to have their dignity respected and protected” (Republic of South Africa, 1996a:10). By applying corporal punishment, teachers violate learners' rights. It is therefore crucial that every child be protected from maltreatment, neglect, abuse, or degradation (Republic of South Africa, 1996a:28).

2.2.3 The South African Schools Act

Section 10 of the South African Schools Act (SASA) (No. 84 of 1996) states that “(1) no person may administer corporal punishment at a school to a learner; (2) any person who contravenes subsection 1 is guilty of an offence and liable on conviction to a sentence which could be imposed for assault” (Republic of South Africa, 1996c). This leaves schools with the responsibility of identifying and implementing alternative disciplinary practices and procedures (Department of Education, 2000:1). This means teachers should refrain from discipline which is punitive and punishment-orientated. The management of discipline therefore calls on teachers to make children feel emotionally comfortable and physically safe so that they (learners) can develop self-discipline (intrinsic discipline) and accountability for their actions (Savage & Savage, 2010:89).

2.2.4 The National Education Policy Act

The National Education Policy Act (No. 27 of 1996) also stipulates that “no person shall administer corporal punishment or subject a learner to psychological or physical abuse at any educational institution” (Republic of South Africa, 1996b:3).

2.3 DISCIPLINARY MEASURES IN SOUTH AFRICAN SCHOOLS

The use of corporal punishment and other harsh physical forms of punishment has been outlawed in South Africa (Republic of South Africa, 1996a, 1996b, 1996c). Soneson (2005:78) observes that in most countries in the world, corporal punishment has been outlawed ‘because of the affront to the child’s dignity’. Alternatives to corporal punishment are used against the realisation that children have rights that should not be violated through harsh and outrageously punitive disciplinary measures (Suleiman, Hussain & Akhtar, 2013:67). It is actually a criminal activity for teachers in South African schools to use corporal punishment, as they would be liable for prosecution.

The use of disciplinary measures in South African schools is well documented at different levels (Department of Education, 2000:25). Teachers are given disciplinary actions to consider depending on the magnitude of the disciplinary case committed by a learner. For example, for minor cases of indiscipline such as learners failing to

be in class on time; playing truant; failing to finish homework; failing to obey instructions; and being dishonest, with minor consequences, the suggestion is to use verbal warnings, community service, demerits, and other measures.

The advice when it comes to major offences is to consider written warnings with the possibility of suspension from school, referral to a counsellor or social worker, and community service, once permission is granted by the Provincial Education Department. These include for major offences such as inflicting minor injury on another person; gambling; being severely disruptive in class; and forging documents or signatures, with minor consequences. They also include exhibiting racist, sexist, or other discriminatory tendencies; possessing or distributing pornographic, racist material; possessing dangerous weapons; theft; vandalism; and cheating during exams at schools.

When learners are involved in more severe cases, teachers are advised to refer the learner to an outside agency for counselling, applying to the Provincial Education Department for limited suspension from school activities (Bear, 2012:174). These severe cases include threatening another person with a dangerous weapon; causing intentional limited injury to another person; verbally threatening the safety of another; and engaging in sexual abuse such as grabbing. They may also include engaging in sexual activity; selling drugs; possessing or using alcohol or drugs or being drunk or under the influence of narcotics; and disrupting the entire school, for example, organising boycotts and forging documents or signatures, with serious consequences (Van Wyk, 2001:65).

2.4 THE PURPOSE OF DISCIPLINE IN SCHOOLS

The purpose of discipline is “to encourage moral, physical, and intellectual development and a sense of responsibility in children. Ultimately, older children will do the right thing, not because they fear external reprisal, but because they have internalized a standard initially presented by parents and other caretakers. In learning to rely on their own resources rather than their parents, children gain self-confidence and a positive self-image” (Varma, 2006:46).

For effective teaching and learning to take place, it is essential that good discipline exist. According to Varma (2006:116), learners learn to the best of their abilities in an orderly and safe environment. The benefits of discipline will be described next.

2.4.1 Safety

To be safe means to be protected from any form of danger or harm and to be secure. According to Walsh (2007:127), it is generally accepted that a safe school is a prerequisite for successful teaching and learning, and that good discipline is the most important characteristic of an effective school. Squelch (2000:49) regards safe schools as schools that are physically and psychologically safe and allow teachers, learners, and other staff to work without fearing for their lives. Waterhouse (2009:89) views good order, effective discipline, safety, harmony, and mutual respect as fundamentals for security at schools.

Indicators of safety include good discipline, a culture conducive to teaching and learning, professional conduct by teachers, and good management and governance practices (Farrant, 2001:38). A safe school environment is therefore a place where teachers teach, learners learn and non-teachers work in a warm, friendly, and welcoming environment. A safe environment is one that is free of intimidation, fear of violence, ridicule, harassment, humiliation, and where everybody is physically and psychologically safe (WaKivulu & Wandai, 2009:2). Waterhouse (2009:132) describes safety as the search for security, stability, dependency and protection, freedom from fear, anxiety and chaos, and the need for structure and order. Teachers protect learners through the maintenance of school discipline because good discipline protects the learner against the unruly behaviour of fellow learners as well as protects the learner against his waywardness (Waterhouse, 2009:78).

With regard to the foregoing, Zabel and Zabel (2004:265) point out that for their own safety, learners must adhere to the safety rules that have been drawn up for the laboratories and the workshops. Discipline rules are a requirement while learners move between classrooms, are on school grounds, and play on the sports field and during school excursions so that they do not endanger their own safety or that of others. As with the learner, the teacher has the right to a safe school environment. Prinsloo (2005:7) brings out that since learners and teachers operate in the same

school environment, what applies to the learners with regard to safety also applies to the teachers. It is unequivocal logic that teachers cannot provide adequate safety and security for learners if they themselves are not safe at school. According to Zabel and Zabel (2004:51), unsafe school milieu will undoubtedly undermine the teachers' authority and prevent them from exercising the right to maintain authoritative discipline.

2.4.2 Discipline establishes order

Disruptive behaviour can affect teaching and learning. A school which has a school policy will empower its administrators and teachers to be able to deal with many behavioural problems. Wolfendale (2008:81) states that clear guidelines should be given on what is expected, and these guidelines could be included in a well-formulated school policy and in subject policies. Discipline can be promoted through rules and regulations or a code of conduct that learners must conform to. Zabel and Zabel (2004:88) believe that rules are very important because they help to set academic excellence and also contribute to all-round development of learners. Schools which are able to enforce discipline are in a position to maintain order and harmony. Chaotic schools which are characterised by disorder and disruptions find it difficult to do this.

2.4.3 Discipline teaches learners about self-control and responsibility

Discipline is necessary for maintaining order and harmony in the classroom situation. Discipline is defined as actions that facilitate the development of self-control, responsibility, and character. This definition recognises that the development of self-control is a major goal of education and one that is achieved through democratic and humane management and discipline (Yariv, 2012:12). It is important to understand that self-control is something that is learnt. Individuals learn self-control by being allowed to make choices and reflect on the consequences of their choices (Wolfendale, 2008:33).

2.4.4 An atmosphere conducive to teaching and learning

A conducive classroom is a pivotal linchpin in promoting a favourable mood or atmosphere in a classroom to ensure an effective teaching and learning process takes place (Yariv, 2012:197). Wolfendale (2008:62) maintains that for education in school to be effective, the environment needs to be conducive to teaching and learning, allowing teachers and learners a safe space and time to interact in the teaching and learning process (Yariv, 2012:88).

Creating and maintaining a stimulating learning environment can be achieved through effective classroom organisation which is characterised by good discipline. Wolfendale (2008:45) highlights that the best learning environment is one of high challenge and low stress – a climate of innovation. The following are some of the findings of educational researchers concerning a class atmosphere conducive to learning (Walsh, 2007:1-7):

- A classroom with a warm, safe, caring environment that allows learners to engage seriously in learning regulate their behaviour and helps them to be aware of what they want to achieve
- Teachers that relate to the learners, be it someone they could confide in, make learners comfortable to ask questions and avoid labelling students
- A classroom in which effective discipline is exercised so that the learners feel safe, where individual differences and strengths are respected
- Teachers that plan their lessons in such a way that they know what learners should be doing at any moment, incorporating multiple and varying methods.
- Activities to maximise engaged learning time and minimum wasted time to control disruptive learners
- An atmosphere of mutual respect and support in the classroom where learners feel safe in expressing their views and ask questions without fear of ridicule or feeling unintelligent
- Good classroom organisation and management which entails well-planned lessons, effective organising of procedures and resources, physical

arrangement to maximise efficiency, monitoring learner progress, and anticipating potential problems

2.4.5 Discipline provides a safe school environment

One of the prime responsibilities of education authorities and school administrators is to provide a healthy and safe school environment for all learners and teachers. Principals, governing bodies, and teachers have to take extra care to ensure that learners are provided with safe facilities and adequate supervision and, wherever possible, protected from dangers. This implies that learners should be able to attend a school where they feel free and happy, a safe and orderly school, providing an environment where they can learn without disruption and disturbances. Suleiman et al. (2013:151) believe that the management of discipline calls on teachers to make children feel emotionally comfortable and physically safe so that they can develop self-discipline (intrinsic discipline) and accountability in their actions. It is further stated that every teacher has to create an environment in which each learner is guided towards an attitude of caring and respect for other learners (Simatwa, 2012:62).

2.4.6 Discipline establishes the positive teacher-learner relationship

Teachers cannot expect to be successful in creating a rewarding learning environment if they are constantly engaged in power struggles and adversarial relationships with students (Salo, 2008:11). It is maintained that successful classrooms are those where the teacher and students work together rather than work against each other. This means that the primary task of the teacher is that of establishing positive relationships with students, gaining their respect, treating them with dignity and respect, and demonstrating an interest in their welfare. According to Simatwa (2012:149), positive teacher-learner relationships have the potential of creating a conducive learning environment in the classroom and will determine whether or not a learner can benefit from the teaching-learning situation.

2.4.7 Respect for other people's rights

In a school setting, learners are exposed to a diverse population of teachers, other learners, and other school staff. Moloko (2011:78) refers to a “human rights friendly school” as a school where human rights are learnt, practised, respected, protected, and promoted. Ngidi (2007:21) indicates that education is a means of instilling the knowledge, skills, attitudes, and values that can foster respect for the rights of others. An orderly, disciplined school atmosphere is one in which all learners understand and value the rights of others, where the values of equality, dignity, respect, non-discrimination, and participation exist.

Ngidi (2007:51) further reveals that by means of discipline, learners should be instilled with concern for the rights of others and with respect for peace and order. Moloko (2011:334) asserts that although learners are aware of the fact that they have certain rights at school, they should also realise that others have similar rights and they have to respect the rights of other people. Learners need to recognise in particular the dignity and equality of all people and must exercise their rights in such a manner that others are not prejudiced by their actions (Moloko, 2011:189). The South African Schools Act, Act no. 84 of 1998 (Republic of South Africa, 1996c:24) indicates the following as rules concerning respecting other people's rights: learners should respect the inherent dignity of other people and learners should show respect for the convictions and cultural traditions of others.

2.4.8 Discipline improves school climate

School climate is one of the vital qualities that one “feels” when one walks into a school. Each school has its own unique school climate because no two schools are exactly alike. Schools that have discipline problems are characterised by problems such as bullying and harassment, inadequate academic performance, disrespectful behaviour, unmotivated students, and frustrated teachers (McLean, 2003:78).

A positive school climate facilitates not only student learning and higher academic achievement but also promotes the healthy social and emotional development of students (Moloko, 2011:67). McLean (2003:56) further states that where students experience a positive school climate, they are generally less at risk of anti-social

behaviour and drug use, and tend to have more positive life outcomes. A disrespectful, hurtful, and threatening school climate can rob students of their spirit, their education, and their physical and mental health (Moloko, 2011:45).

2.4.9 Self-discipline

Self-discipline is the condition arrived at when the individual, through his own will (volition), is—on his own – able to control his behaviour (McLean, 2003:78). Self-control is a prerequisite for social acceptance and has to be learnt and practised until it becomes a habit. According to Matope and Mugodzwa (2011:78), self-discipline implies the development within individual learners of the necessary personal control to train them for adult life and develop their own personalities. Moloko (2011:67) posits that good discipline assists learners in acquiring positive characteristics such as self-control, self-discipline, and persistence. Discipline can be regarded as a means of teaching learners' self-control and self-direction and thus sharpening their appreciation for what is right and wrong (Mugabe & Maposa, 2013:89). Self-control cannot be learnt in a vacuum, and therefore learners should be provided with opportunities to take part in decision-making about the things that control their behaviour.

2.4.10 Respect for school property

Mugabe and Maposa (2013:9) state that learners should appreciate school buildings, the contents of classrooms, and other physical facilities that have been provided for their use. Learners have to make use of the school's facilities in a responsible manner and as much as it is in their ability to contribute to the maintenance thereof. Matope and Mugodzwa (2011:78) submit that in a school characterised by good discipline, the learners will show respect for school property. Learners must treat textbooks, library material, classroom furniture, and school buildings with respect. In such a school, learners will refrain from causing damage to school property or even prohibit fellow learners from committing acts of vandalism. Mugabe and Maposa (2013:206) bring out that well-cared school facilities, furniture and equipment, and clean toilets are characteristic of a healthy teaching and learning environment.

2.5 DISCIPLINE PROBLEMS IN SCHOOLS

Discipline in schools is the readiness or ability of students to respect authority and to obey school rules and regulations so as to maintain a high standard of behaviour necessary for the smooth running of the teaching and learning process. It is imperative for learners to observe rules and regulations so that order, discipline, and a conducive learning environment may be created (Matope & Mugodzwa, 2011:93). Disruptive behaviour is simply behaviour which is not acceptable and is attributable to disciplinary problems in class; in other words, it affects the basic rights of the learners of feeling safe and being treated with respect (Moloko, 2011:88). The kinds of discipline problems are discussed next.

2.5.1 Vandalism

Moloko (2011:93) describes school vandalism as the purposeful damaging, violation, defacement, or destruction of school property by, among others, vindictive, bored, malevolent, frustrated, or ideology-driven learners. Ngidi (2007:15) states that it is evident from literature that vandals primarily break windows, draw graffiti, damage furniture and books in classrooms, and ruin bathroom equipment. Learners sometimes deface and destroy their own schools to such an extent that it causes the collapse of teaching and learning, which may pose even a health risk to learners (Strange, 2009:2). According to Ngidi (2007:5), vandalism can cause teaching and learning to collapse, as school programmes must often be interrupted in order to repair vandalised structures. Martin (2004:109) points out that vandalism in schools are mostly committed by the school's own learners. Moloko (2011:8) refers to research that found that more than half (52%) of the acts of vandalism in a school are committed by boys in the school. The respondents (teachers) reported the following types of vandalism at their schools (De Wet, 2004:209):

- vandalising bathrooms and/or toilets used by learners (25%)
- breaking classroom windows (21%)
- breaking inside/outside doors (22%)
- graffiti on desks (20%)

- outdoor vandalism (e.g. uprooting plants) (16%)
- vandalising bathrooms and/or toilets of staff members (17%)
- scratching of teachers' cars or punching the tyres

Mabelane (2000:51) established that two economic factors, namely, poverty and unemployment, are two of the most important causes of learner vandalism in rural schools. Mabelane (2000:78) found a link between vandalism and poverty, unemployment, substandard living conditions, single-mother families, large families, and drug and alcohol abuse. Macharia, Thinguri and Kiongo (2014:77) bring out that although much research has been conducted concerning the reasons underlying school vandalism, no specific factor has been identified as the primary motive for vandalism.

From a newspaper article, it is reported that learner vandals break into their own and neighbouring schools and vandalise and steal some of the school equipment and furniture, which are then sold (Makwanya, Moyo & Nyenya, and 2012:99). However, research also shows that learner vandals steal in order to obtain money for drugs or alcohol because stolen items have been traced to taverns. An investigation of Mabelane (2000:81) found that schools damaged by vandals are situated mostly in lower socio-economic areas (e.g. rural areas), are overfull with inadequate buildings, and must do with damaged equipment.

2.5.2 Manual work

Manual work is physical work, which includes tasks that are basic and not degrading or lowly (Makwanya et al., 2012:77). In the context of this study, manual work includes tasks such as slashing, cleaning bathrooms, and uprooting tree stumps, which are used in managing student behaviour problems. Mabeba and Prinsloo (2000:83) believe that careful planning and implementation strategies and in-service training contribute to successfully managing and modifying challenging learner behaviour and ensuring discipline in schools and educating learners respecting the habit of accountability and responsibility for their actions without using punishment (Makwanya et al., 2012:51).

A document analysis guide established that students who were late at school would either be asked to go to their parents or water flowerbeds. Ones who slept in dormitories not otherwise allocated to them would be made to collect litter around the school gate. Similarly, Maphosa (2011) established that manual labour was found to be the most common disciplinary measure used in dealing with major forms of indiscipline in schools. The other alternative corrective measure was temporary withdrawal from class (time out).

2.5.3 Disrespect towards teachers

Mabeba and Prinsloo (2000:78) disclose that the most commonly reported problem is learners' disrespectful behaviour towards teachers that manifests itself in numerous forms. The following are some of the less serious ways learners flout the authority of teachers (Maphosa & Shumba, 2010:185):

- swearing at teachers
- repeating what teachers say
- mocking teachers
- using foul language
- ignoring teachers' instructions
- verbal confrontation
- refusal to do assigned work
- wearing the wrong school uniform

Maphosa and Shumba (2010:44) found that in rural high schools the most serious behaviour problems are lack of respect for authority, low self-esteem, and lack of responsibility. Disrespect for teachers appeared to peak in senior high school years. Additionally, Mokhele (2006:154) discovered that boys in senior grades are more rude and disrespectful towards their teachers than girls in the same grades. According to Lemmer (2002:89), teachers in rural high schools acknowledged that they have serious problems disciplining learners and feel disempowered to deal with learners' disrespectful and disruptive behaviour in class. Participants in the study by Maphosa and Shumba (2010:105) indicated that learners do not show respect for

those in authority such as teachers, and it is difficult to discipline learners who seem to rebel against authority.

Respondents in the study by Maphosa and Shumba (2010:61) reported that learners have lost respect for teachers and for the disciplinary rules of the school. Learners become angry and use abusive language when teachers reprimand them about work not been done. Lemmer (2002:99) ascribes this problem to what he regards as the disobedience phase when the adolescent (high school learner) is striving for freedom and independence. According to Lemmer (2002:72), learners— especially high school learners – have developed arrogance towards the authority of teachers and parents, and this is exacerbated by overemphasis on children’s rights. When parents fail to instil respect for figures of authority in their children at home, the child could bring a disrespectful attitude to school.

2.5.4 Disruptive behaviour

Disruptive behaviour by learners in class can simply be described as inappropriate behaviour (Lemmer, 2002:32). According to Levin and Nalon (2009:44), the most common, day-to-day disruptive behaviours that pose a challenge to teachers are as follows:

- Verbal interruptions such as learners talking out of turn, calling out, name-calling, back chatting, and humming
- Off-task behaviours such as daydreaming, fidgeting, doodling, tardiness, and inattention
- Physical movement that, whether intended or not, is bound to disrupt, for example, wandering around in class to visit other learners, passing notes, or throwing objects
- Showing disrespect through verbal aggression, teasing, refusal to follow instructions, and neglecting academic work

According to Levin and Nalon (2009:192), the aforementioned forms of disruptive behaviour exist to some extent in all classrooms including rural high schools and are called surface behaviours because they are usually not caused by more deep-seated problems but are part of the normal development behaviour of learners. On the other

hand, according to Mabeba and Prinsloo (2000:78), more serious disruptive behaviour, such as conflict degenerating into physical violence is by far the most challenging misbehaviour teachers have to deal with in class. Levin and Nalon (2009:105) argue that more serious disruptive behaviour is often a subset of revenge-seeking, and research has found that one in five boys will resort to physical conflict. Fighting is reputed among learners, especially boys, to be the best way of resolving conflict situations, and boys regard their peers who do not fight as weaklings (Levin &Nalon, 2009:90).

In a study, Kruger (2003:116) revealed that disruptive behaviour during class was reported more frequently by teachers in rural high schools (21%) than by teachers (17%) in urban schools. The aim of the discussions that follow will be to establish possible causes of more serious disruptive behaviour in classrooms in high schools.

2.5.5 Stealing

Theft is a common tendency in schools and poses a daily aggravation to teachers (Kruger, 2003:66). It is revealed that learners steal one another's lunch boxes, tuck shop money, stationery, clothes, and cellphones. Khewu (2012:67) testifies that the most common victimisation experience reported by high school learners was having something stolen from them. Common targets for theft among high school learners were clothing items and food. According to Khewu (2012:41), learners who are victimised by theft in school feel emotionally and physically unsafe in school and find it difficult to concentrate in class, which may lead to misbehaviour. Teachers also experience the negative consequences of theft when they are required to resolve theft issues during class time. Kruger (2003:61) point out that effectively coping with learners who display unacceptable behaviour, such as stealing, required extra time, energy, and patience from a teacher who could have used that time for teaching.

Teachers are also victims of theft. In the study by Khewu (2012:75), it was found that teachers reported handbags and jewellery as the most frequently stolen items followed by outerwear such as jackets and coats. Other items mentioned included cell-phones, money, and bank cards. The majority of teachers feel that theft by learners is disruptive and that controlling learners who have serious or persistent

behaviour problems was the main cause of low morale and stress among them (Khewu, 2012:31).

Stealing appears to be fairly common among adolescents (high school learners) and can be associated with a range of potentially addictive and anti-social behaviours (Arnold, 2005:3). The study of Arnold on a large sample of high school learners (4000) was conducted by means of a self-report which, inter alia, included questions concerning stealing, substance abuse, and violent behaviour. The research findings showed a significant relationship between stealing and measures of adverse functioning such as poor performance at school, smoking, drug abuse, and heavy alcohol use (Khewu, 2012:21).

Kilonzo (2013:111) states that stealing in some high school learners forms part of a larger constellation of addictive behaviours that include smoking and alcohol and drug use. The study by Khewu(2012:12) cited 18 reasons for stealing, and the reasons with the highest frequency were: for the excitement of it, to get something for nothing, to see if you can get away with it, friends are doing it, donot have money to buy the item, or to sell the item for money.

2.5.6 Bullying

Another serious form of disruptive behaviour that negatively affects both emotional and physical experiences of learners in school is bullying. Kilonzo (2013:132) describes bullying as intentional, hurtful words or acts, or other behaviour repeatedly instituted upon a child or children by another child or children. Kruger and Steinman (2003:107) define bullying as the repeated oppression, either psychological or physical, of a less powerful person by a more powerful person. They further point out that bullying exists in classrooms and playgrounds of all schools around the world. Kilonzo (2013:65) views bullying as the wilful, conscious desire to hurt another and put the victim under stress.

Bullying in high schools is a serious problem, especially on the playground, where it takes the form of name-calling, teasing, taunting, mocking, as well as intimidation (Kilonzo, 2013:141). Bullying can be physical, verbal, relational, emotional, or sexual in nature. Kruger and Steinman (2003:36) cite the following types of bullying:

- physical bullying such as hitting, kicking, pushing, and shoving
- verbal bullying such as name-calling, insulting, and teasing
- emotional abuse, for example, terrorising, humiliating, and corrupting
- sexual abuse that includes touching, harassing, and rape

The study by Kilonzo (2013:41) shows that learners reported that they were frequently called names such as stupid, dumb, skinny, and fat or retarded by other learners in the classroom and on the play ground; they also felt ashamed and humiliated by the experience of being called those names. Research studies on the incidence of bullying have shown that boys are mostly involved in physical bullying, while girls are more involved in verbal bullying (Kruger & Steinman, 2003:91).

2.5.7 Temporary withdrawal from class

There is a need for a special training programme regarding management of classroom disruptive behaviour. This is needed to equip existing teachers with modern techniques of conducting and managing disruptive behaviour properly (Joubert & Bray, 2009:99).

When a learner is sent outside or to another classroom for a specific time where he/she will be with learners he/she is not used to could make the learner feel isolated and may stop them from misbehaving. In the context of this study, temporary withdrawal from class meant that students who had engaged in behaviour problems were sent out of class temporarily. The other alternative corrective measure was withdrawal of privileges (Kilonzo, 2013:80).

2.5.8 Withdrawal of privileges

Withdrawal of privileges means depriving one of an intentional award serving as a symbolic approval of desirable behaviour (Kilonzo, 2013:34). Maphosa (2011:88) established that withdrawal of privileges, such as demotion, was commonly used in managing major forms of student behaviour problems. Nevertheless, the method did not appear to effect behaviour change uniformly among students, since those who were not in student leadership would not suffer demotion even if they committed the same offence as those in leadership. Simatwa (2012:172) too concurs that

rewards were used in managing student discipline in schools and further states that the effectiveness of each method depends on the traditions of schools and their environments. The other alternative corrective measure was suspension.

2.6 CHALLENGES OF INDISCIPLINE AFTER THE BAN OF CORPORAL PUNISHMENT

Indiscipline remains a serious challenge for education leaders and practitioners in South African schools. Teaching and learning are affected, and learners' academic performance is deteriorating drastically. Various approaches to instilling discipline such as alternatives to corporal punishment, for example, verbal warnings, demerits, additional work, tidying classrooms, and detention, have been implemented, yet indiscipline continues to grow. At the same time, out of desperation to maintain discipline, many teachers have resorted to using the outlawed corporal punishment as a way of disciplining learners as discussed next.

2.6.1 Caning students for a range of offences

A study carried out by Joubert and Bray (2009:78) revealed that teachers prefer caning the student for a range of offences such as lies, playing tricks, truancy, cheating, stealing, violence, and failure to score high marks during examination. However, even when a teacher intends carrying out corporal punishment, he/she should match it with the behaviour intensity, where pupils should be fully helped to understand why they are being punished.

2.6.2 There is still no solution to corporal punishment

South Africa expressed its commitment to prohibit corporal punishment in the home and other settings as a way of accepting clearly the recommendation to do so during the Universal Periodic Review of South Africa in 2012. The Department of Social Development supported proposals to include the prohibition in the review of the Children's Act and in 2014 issued a media statement reaffirming its commitment to prohibit corporal punishment. The solution for the problems experienced in schools is also not clearly articulated in literature. What is clear is that since the ban on corporal punishment in 1996, there is still no remarkable change in learners' behaviour, and

corporal punishment is still largely used in schools, sometimes resulting in hospitalisation of learners (Joubert & Bray, 2009:89).

Maphosa and Shumba (2010:387) note that the escalation of learner indiscipline cases in schools suggests failure by teachers to institute adequate alternative disciplinary measures after corporal punishment was outlawed in South African schools. Looking at studies dating back to 2002-2010, corporal punishment is still continuously used in schools. The implication of this is that alternatives to corporal punishment does not seem to work, and this raises a fundamental question as to whether the alternatives to corporal punishment is an appropriate strategy for instilling discipline at schools.

2.7 WAYS OF HANDLING INDISCIPLINE IN SCHOOLS

The purpose of discipline rules (code of conduct) is to establish a disciplined and productive school environment, dedicated to improvement and maintenance of the quality of the learning process (Bray, 2005:134). Effective implementation of discipline rules will promote positive discipline, self-discipline, and exemplary conduct as learners learn by observation and experience (Battaro, Visser, Dilley and Cohen, 2006:44). A code of conduct (discipline rules) informs learners of the way in which they should conduct themselves at school in preparation for their conduct and safety in civil society (Chadsey & McVittie, 2006:8). According to Maphosa and Mammena (2011:188), school discipline rules set a standard of moral behaviour for learners and equip them with expertise, knowledge, and skills they would be expected to evince as worthy and responsible citizens.

2.7.1 Consultation in setting rules

Ntebe (2006:46) postulates that to foster the success of discipline rules in a school, the rules must be custom-designed by all stakeholders, namely, parents, teachers, learners, and community members. The discipline rules should reflect a shared expectancy and an obligation to address the actual discipline problems in the school in appropriate ways. The discipline rules of a school should outline the code of conduct that is expected as well as project values that should be exemplified by learners (Seeman, 2000:51). According to Masekoameng (2010:36), all members of the school community must acknowledge “ownership” of a code of conduct for

learners by developing it together. Squelch (2000:26) emphasises that a disciplinary policy for learners should be developed in the school community through consensus.

Pentz (2010:68) states that a code of conduct in which all stakeholders took part is more likely to be more effective than one that was imposed on learners by the principal and/or the school governing body (SGB). Bray (2005:133) brings out that learner participation at secondary school level in the development of a code of conduct inculcates the values of democratic school processes. According to Weeks (2012:336), if learners are consulted in their own affairs, they will be more willing to conform to decisions that are made in this regard. Learner participation in setting discipline rules that directly affect them promotes their development of responsibility for their behaviour as well as enables them to be part of the solution rather than the problem (Chadsey & McVittie, 2006:19).

Marais and Meier (2010:55) indicate that all stakeholders in education should be involved in managing disruptive behaviour in schools, namely, policymakers at national, provincial, and local level; school principals; teachers; learners; parents; and society at large. According to Bray (2005:135), the governing body of a school must consult with learners, parents, and teachers of the school before adopting a code of conduct. This participatory process is reflective in nature and is a prime example of democracy in action.

2.7.2 Clearly formulated rules

Bray (2005:135) contends that the discipline rules in a school are legal rules and must be straightforward, clear, and unambiguous so that the learners who have to obey them understand what is expected of them. She further states that the Schools Act provides that all learners must obey the rules and that nothing in the rules exempts a learner from the obligation to comply with the code of conduct of a school.

The wording of discipline rules is of utmost importance. Pienaar (2003:266) maintains that establishing and implementing an effective set of discipline rules sets the tone for an atmosphere conducive to teaching and learning in each classroom and thus the entire school. According to Pentz (2010:66), the following are, inter alia, guidelines for the development of a code of conduct:

- Rules should be short, simply worded, and to the point. An effective discipline rule is positive and to the point.
- Rules must be positively worded, for example, “raise your hand” rather than negatively worded as “do not shout out answers”. Learners may see a negative statement as an invitation to challenge the rule.
- The wording of the rules must be clear and unambiguous so that there is no room for misunderstanding.
- The discipline rules must be appropriate to the development level of the learners, for example, rules that are applicable to Grade 8, that is, 13-to14-year-old learners, will differ from that for Grade 12 learners who are between 18 and 19 years of age.
- Each rule should address a single issue.
- A rule should not contain jargon, slang, or abbreviations.
- A code of conduct must be user-friendly.

2.7.3 Appropriate punishment

One of the skills of exercising effective discipline is the teacher’s ability to decide which form of punishment will be the best in curbing a particular form of misbehaviour (Jacobs &Gawe,2000:359). Kimberley and Salim (2000:131) reveal that it is important for teachers select a form of punishment that fits the misdemeanour in order to avoid being accused of injustice. A teacher must not lose sight of the fact that the function of punishment is to correct a learner’s wrongdoing and not to antagonise or humiliate the learner (Kern, 2008:79).

When punishment is necessary, it must be meted out fairly and in proportion to the transgression for which it is given and must not be seen by learners as a display of power by a teacher (Chadsey & McVittie, 2006:15). Choosing appropriate punishment for learners depends on the age and developmental level of the learner and works best when it is age-appropriate (Chadsey & McVittie, 2006:19). A young learner (Foundation Phase) may not understand a long lecture about the consequences of their actions but will respond to a firm “No” or removal from the situation (Bottaro et al., 2006:45).

2.7.4 Accessibility of discipline rules

The importance of disciplinary rules that are easily accessible at any time can never be overemphasised. Having disciplinary rules for the classroom, playground, and school excursions displayed in places where learners can easily consult them enables learners' understanding of what kind of behaviour is expected from them (Marais & Meier, 2010:54). Rules should be displayed throughout the school premises – on notice boards in hallways, corridors, classrooms, and in bathrooms and toilets. Pentz (2010:65) advises that learners should read out disciplinary rules aloud on a daily basis, for example, at assembly or in class during register period.

It is advisable not to have too many rules, and the rules must be easily understood. The code of conduct for learners is a public document and must be accessible to all stakeholders. A copy of the code of conduct of a school must be sent to the relevant educational authorities, and teachers and parents must also receive copies (Bray, 2005:135). A code of conduct is a legal document with legal rules, and each person affected by these rules must have a copy of the rules. In this regard, Madlala (2003:29) emphasises the importance of each learner being issued with a copy of the discipline rules (code of conduct) of the school and the explanation of the rules to learners to ensure that they understand them. The code of conduct of a school should also be published in the school magazine.

2.7.5 Recordkeeping

Schools have a legal responsibility to protect teachers and learners and to provide a safe learning environment. Verma (2010:31) states that when the behaviour of a learner threatens the health or safety of teachers or other learners, causes the destruction of school property or the general disruption of good order, the school has the power to punish the learner. Learner discipline procedures are covered in the South African Schools Act(No. 48 of 1996) (Republic of South Africa, 1996c:16), and it stipulates that accurate records of misdemeanours and disciplinary actions must be kept.

In a study by Masitsa (2011:8), the majority (86%) of teachers indicated that it is important to document incidents of learner misbehaviour. Keeping a record of a learner's misdemeanours is needed to keep track of a learner's history of

misdemeanours. Schools usually do a satisfactory job in responding to minor violations of the disciplinary rules, such as disrespect for authority, late coming, and truancy (Mtsweni, 2008:34). However, in the more serious discipline cases, a complete record of a learner's misbehaviour might be needed in the case of special hearings where witnesses are called and lawyers are present (Verma, 2010:35). According to Farrant (2001:266), the purpose of recordkeeping is to protect learners from unreasonable punishment and to protect teachers from exaggerated reports of punishment given. A well-kept record will provide information on the behavioural history of "difficult" learners if needed.

2.7.6 Indiscipline problems in South Africa

Indiscipline problems in South African schools have prompted Naong (2007:69) to describe them as a disproportionate and intractable part of every teacher's experience of teaching. In a similar vein, Marais and Meier (2010:380) report that teachers in South Africa are becoming increasingly distressed about disciplinary problems in schools. It has been suggested that teachers link the growing problem of indiscipline in schools to the banning of corporal punishment in schools (Naong, 2007:69).

WaKivulu and Wandai (2009:5) highlight that although there is evidence that corporal punishment perpetuates negative emotions which are contrary to the prescripts of the South African Constitution, little is known about the impact of these other methods in promoting desirable changes in behaviour. As part of the broader research question of wanting to establish the disciplinary practices used in schools and their compliance to the alternatives to corporal punishment strategy, this study also sought to establish the consistency between disciplinary practices in schools and principles of alternatives to corporal punishment strategy.

2.7.7 Reviewing of rules

In a study by Pentz (2010:68), it came to light that most of the teachers and learners were unsure about the manner in which the code of conduct for learners in their school was developed because it happened before they came to the school. This finding emphasises the importance of regularly reviewing the content of a code of conduct. Allen (2010:17) brings out that the process of reviewing a code of conduct

should be part of a continuous cycle arising from its use and the change of circumstance the code affects. The review should look at how the particular aspects in the code are working and use the information to strengthen an aspect that is not functioning well.

According to Seeman (2000:390), the review of a code of conduct should evaluate how well each aspect is working and as a result explore and generate options for improvement if necessary. Pentz (2010:68) states that the review and revising of discipline rules must also be a participatory process, similar to the original drafting of a code of conduct in which all stakeholders of the school are involved. According to Flynn (2008:13), a code of conduct for learners should be reviewed and revised periodically to ensure that

- the disciplinary rules are still relevant;
- it is dealing with all the major issues confronting the school; and
- the contents are consistent with current legal principles and legislative amendments.

2.7.8 Suggestions for dealing with indiscipline

Discipline in schools will be accomplished through proper enforcement of the code of conduct. The principal of a school cannot achieve discipline alone but through the involvement of all stakeholders. The school management team (SMT), teachers, and the disciplinary committee are primarily responsible for carrying out the prevention, action, and resolution measures of the code of conduct (Mestry & Khumalo, 2012:100). Joubert and Bray (2009:40) explain that the principal functions in two capacities: as a member of the school governing body and as a departmental employee.

2.8 CORPORAL PUNISHMENT—AN OVERVIEW OF THE STUDY

Corporal punishment is any punishment in which physical force is used and anticipated to cause some degree of hurt or discomfort. Similar to most punishment, it involves hitting (smacking, slapping, or spanking) children with one's hands or an

implement such as a whip, stick, belt, shoe, and wooden spoon (European Union, 2014:6).

Corporal punishment can be defined as “any deliberate act against a child that inflicts pain or physical discomfort to punish or contain him/her” (Department of Education, 2000:6). Soneson (2005:6) defines corporal punishment as “hitting the child with the hand or with an object (such as a cane, belt, whip, and shoe); kicking, shaking, or throwing the child, pinching or pulling their hair, forcing a child to stay in uncomfortable or undignified positions, or to take excessive physical exercise; burning or scarring the child”.

Studies have shown that indiscipline in schools has continued to grow (Maphosa & Shumba, 2010:387). Mtsweni (2008:112) observes that after the banning of corporal punishment in schools, most teachers feel incapacitated and helpless in dealing with learner indiscipline in schools.

Extensive research shows that corporal punishment does not achieve the desired culture of learning and discipline in the classroom (Department of Education, 2000:7). As stipulated by the Department of Education, key research findings show that corporal punishment does not:

- Build a culture of human rights, tolerance, and respect.
- Stop bad behaviour of difficult children. Instead, these children are punished over and over again for the same offences.
- Nurture self-discipline in children. Instead, it provokes aggression and feelings of revenge and leads to anti-social behaviour.
- Make children feel responsible for their own actions. They worry about being caught, not about personal responsibilities. This undermines the growth of self-discipline in children.

Additionally, as stipulated by the Department of Education, key research findings show that corporal punishment:

- Takes children's focus away from the wrongdoing committed to the act of beating itself. Some learners brag about being beaten as something to be proud of, as a badge of bravery or success.
- Undermines a caring relationship between the learner and the teacher, which is critical for the development of all learners, particularly those with behavioural difficulties.
- Undermines the self-esteem and confidence of children who have learning or behavioural problems and/or difficult home circumstances and contributes to negative feelings about school.
- Stands in the way of proper communication between the teacher and the learner and therefore hides the real problems behind the misconduct, which need to be tackled, such as trauma, poverty-related problems, and conflict at home.
- Is an excuse for teachers not to find more constructive approaches to discipline in the classroom and therefore reinforces bad or lazy teaching practices.
- Has been shown to contribute to truancy and high dropout rates in South African schools.
- Is usually used by teachers in a prejudiced way. Those learners who are usually beaten the most tend to be older than their peers, are from poor homes, are black rather than white, and boys rather than girls help to accelerate difficult or rebellious learners down a path of violence and gangsterism.

2.9 FACTORS CONTRIBUTING TOWARDS DISCIPLINARY PROBLEMS IN SECONDARY SCHOOLS

There are many causes of lack of discipline in schools (Ndamani, 2008:177). Some of these causes of disciplinary problems at schools are discussed next.

2.9.1 Poor communication between the school and home

Schools are compelled to communicate regularly with parents about the school programme, developments, curriculum, as well as learners' progress and development. Schools use various methods to communicate with parents, for example, through media such as letters, phone calls, e-mails, messages, via cellphones, and meetings. Sometimes, some of these methods appear to be ineffective, depending on the particular type of community the messages are directed to. There are many occasions when schools can exchange information with parents. These include day-to-day formal contacts; brochures about the school's policies and procedures; formal meetings aimed at solving problems or routinely reviewing learners' progress; newsletters; and bulletin boards (Porter, 2004:288).

According to Lemmer and Van Wyk (2004:183), home-school communication is one of the most traditional and vital forms of parent involvement; however, but it is often poorly implemented. For instance, in a situation where a learner has committed misconduct, the school might resort to using a letter as a source of communication. Therefore, a learner who has committed misconduct is used to deliver the letter to his/her parents. As a result, 50% of the letters do not reach their destinations. Then, a communication breakdown begins. Ndamani (2008:188) indicates that a communication breakdown between the school and the home is one of the factors which contribute to lack of discipline in secondary schools.

Lemmer and Van Wyk (2004:183) further highlight that according to the Epstein's model of parent involvement; home-school communication should be a two-way communication and reflect a co-equal partnership between families and schools. To promote effective communication with families, schools should design a variety of school-to-home as well as home-to-school communication strategies with all families, each year, about school programmes and about the learners' progress (Hanhan, 1998:107, as cited in Lemmer & Van Wyk, 2004:183). Teachers and

parents can help the child by their cooperation and mutual understanding (Drinkers, Cassel & Ferguson, 2004:57).

2.9.2 Insufficient training on alternative methods of discipline

In 1996, South Africa passed legislation that outlawed corporal punishment in South African schools (Department of Education, 2000:5). Therefore, teachers were expected to find alternative methods to manage and maintain discipline in schools. This led to an introduction of the manual *“Alternatives to Corporal Punishment”* in 2000. The manual was intended to serve as a guideline for teachers on alternative methods of discipline. The Department of Education had to ensure that training was provided on alternatives to corporal punishment. According to Le Roux (2005:7), the government should play a more proactive role in organising information sessions with teachers and principals on alternative forms of discipline.

The study indicates that there was minimal training on this issue. This suggests that teachers were not equipped with alternative methods to corporal punishment after its abolition. According to Le Roux (2005:7), one of the main contributing factors towards disciplinary problems in schools is that teachers were not equipped with alternative methods to corporal punishment even after 1996 when corporal punishment in schools was abolished. Star (2006:1) also maintains that not enough has been done to train teachers in the alternative methods of discipline introduced by the Department of Education. Sonesson (2005:19) also affirms that a large number of teachers have not been reached by the training on alternatives to corporal punishment, and they are not equipped with skills to manage discipline in the classroom through non-violent means.

Consequently, schools are also experiencing increasing incidents of ill-discipline and uncertainty about which disciplinary measures to use to maintain discipline (Masitsa, 2008:236) due to minimal and sporadic training on alternatives to corporal punishment (Le Roux, 2005:7). Nevertheless, discipline is the practice of care and respect for others and self. Therefore, in managing discipline in the classroom, teachers have to remove other forms of punishment that are harmful to learners' self-esteem. This implies that physical punishment, as well as emotional castigation, has no place in the classroom (Mokhele, 2006:150).

2.9.3 Poor parent-child relationships

Ndamani (2008:188) indicates that the majority of respondents do agree that poor relationships between parents and their children contribute to lack of discipline in secondary schools, for example:

- Rejection of children by their parents can lead to lack of discipline in secondary schools (Ndamani, 2008:186).
- Parents also fail to exercise control over their children (Ndamani, 2008:187).
- Lack of moral training and poor modelling are some of the factors that contribute to lack of discipline in schools (Rosen, 2005:24).
- Domestic violence affects children emotionally, socially, physically, and behaviourally (Szyndrowski, 2005:10, as cited in Mabitla, 2006:18). According to Mabitla (2006:18), parent behaviour may teach children some values, morals, problem-solving techniques, and pro-social behaviour. Thus, if parents intervene ineffectively in the lives of their children, they may inspire them negatively, as children model what they observe daily.

2.9.4 Poor teacher-learner relationships

Teacher-learner relationships appear to be an integral feature in the management of discipline in public high schools (Mokhele, 2006:148). Positive teacher-learner relationships have the potential of creating a conducive learning environment in the classroom and will determine whether or not a learner benefits from the teaching-learning situation (Mokhele, 2006:149). A positive relationship between teachers and learners is imperative for effective teaching and learning. Poor relationships between teachers and learners will lead to an escalation of disciplinary problems, which, in turn, will impact negatively on learner performance. Teachers should first understand that learners are unique beings, with various capabilities, skills, behavioural problems, and backgrounds. On that account, teachers should treat them as such to create mutual relationships built on mutual trust.

In the classroom situation, there must be a positive rapport between teachers and learners so that effective teaching and learning can take place (Mtsweni, 2008:35). The researcher further indicates that the teacher-learner relationship should

becharacterised by caring, and a positive school climate should manifest listening, critical questioning, openness, and a feeling of being cared for. This will result in improved behaviour, self-confidence, reduction of absenteeism, reduced dropout rates, and good performance.

2.9.5 Lack of parental involvement

Koenig (2008:2) points out that lack of parental involvement and support in and for the schools are the main causes of misbehaviours in schools. Parents tend to become reluctant to participate in the education of their children. Parents also have a tendency of shifting their role of instilling good morals in their children to teachers, and this causes problems for the teachers, as they need parental support in dealing with disciplinary problems (Ndamani, 2008:177). It is evident that parents who play little or no role in their children's homework and study programme contribute to the poor performance of their children in the classroom (Singh, Mbokodi & Msila, 2004:301). If schools truly want parents to be partners in education, they must allow parents ample opportunities to voice their opinions, concerns, and views in a co-equal relationship with teachers (Lemmer&Van Wyk, 2004:184).

2.10 CONCLUSION

The purpose of this chapter was to review literature based on discipline in schools. The concept of discipline is explored in reference to various authorities such as the National Education Association. Ways of handling indiscipline in schools identified include guidance and counselling, pastoral teaching, positive reinforcement, peer counselling, use of rewards, involving students in decision-making, and sending for parents, among others. Some of the above ways of handling indiscipline have been recommended as alternative strategies to corporal punishment. There have been challenges, though, with the banning of the cane in South Africa. Some of them are perceived to be lowering the standards of education in schools and to be increasing strikes, leading to destruction of property. There have also been calls by a section of the parents to reintroduce caning in schools, which is, however, opposed by the human rights watch and other civil society bodies.

The next chapter focuses on the research design and methodology for this study.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The preceding chapter reviewed relevant literature about the topic and tried to investigate findings of experts related to the topic of study. This chapter illustrates an overall research design together with the methods used to achieve the objectives of this research as stated in Chapter 1. It also describes the overall methodology in terms of population identification, sampling procedures and unit of analysis, and methods for data collection and analysis. The study focused on the alternatives to corporal punishment: perspectives about teachers' perceptions in the Vhembe Educational District. The aim of this chapter is to give an exposition of the methodology that was used in the execution of this study. This chapter thus reports on the research methods and procedures followed for the purpose of data gathering, analysis, and reporting.

Literature on research methodology was reviewed in order to study and select the methods to be used in the collection and analysis of data for this study. Justification for the choice of certain methods over others was also given, stating how these apply to this study. The data that was collected and analysed in the manner that is discussed form a basis for the generalisations that were made regarding the perspectives about teachers' perceptions on alternatives to corporal punishment in the Vhembe District.

3.2 RESEARCH DESIGN

The study is positioned in the interpretive paradigm. This paradigm allowed for understanding the context-specific and subjective meanings regarding the alternatives to corporal punishment: perspectives about teachers' perceptions in the Vhembe Educational District. Although this paradigm's reliance on subjective interpretation resulted in potential misconceptions and self-deceptions, Creswell (2011:20-28) argues that it may also lead to the discovery of new, unanticipated

insights. Leedy and Ormrod (2012:3) explain that qualitative studies are performed in settings that are guarded by the theme of inquiry and are characterised by a “quest for understanding”. The quantitative and qualitative approaches are to allow for understanding the alternatives to corporal punishment: perspectives about teachers’ perceptions in the Vhembe Educational District.

3.3 RESEARCH METHODOLOGY

Research methodologies refer to the rationale and the philosophical assumptions that underlie a particular study (Leedy & Ormrod, 2012:78). This is therefore was informed by both quantitative and qualitative approaches. Philosophically, its arguments are underlined by the alternatives to corporal punishment: perspectives about teachers’ perceptions in the Vhembe Educational District.

3.3.1 Quantitative research methodology

Quantitative research tends to be associated with measuring (Leedy & Ormrod, 2012:108). Quantitative studies emphasise the use of numerical measures to arrive at specific findings (Mouton & Marais, 2012:279; Creswell, 2011:4). Data collection in quantitative research is accumulated by means of inanimate instruments such as scales, tests, surveys, questionnaires, and computers (Mouton, 2009:73). De Vos (2010:4) is of the opinion that because quantitative research is impersonal and experimental, it is not suitable for studying human phenomena.

Quantitative research methods include the implementation of statistics to measure data. Statistics, according to De Vos (2010:244), are a very simple matter but are a powerful tool in the hands of a researcher who can view their nature and interrelationships more understandably. Therefore, through statistics the researcher is able to conceptualise what otherwise might be incomprehensible (Neumann, 2010:244), hence the advantages of this study. The facts gathered from questionnaires were translated into tabular form. This was done so that the facts (statistics) would speak more clearly.

3.3.2 Qualitative research methodology

Neumann (2010:240) defines qualitative research as a multi-perspective approach making sense of interpreting or reconstructing this interaction in terms of meanings that subjects attach to it. This approach deals with data that is principally verbal. It is an approach where procedures are not as strictly formalised as in quantitative research, and the scope is more likely to be undefined, and a more philosophical mode of operation is adopted. It aims at understanding and interpreting the meanings and intentions that underlie everyday human action. Qualitative researchers maintain that many natural properties cannot be expressed in quantitative terms; they will lose their reality if expressed simply in terms of frequency (Leedy & Ormrod, 2012:143).

Qualitative methodology refers to research which produces descriptive data; generally no numbers or counts are assigned to observations. The indispensable condition or qualification for qualitative methodology is a commitment to seeing the world from the point of view of the actor (the participant). Because of this commitment to see through the eyes of one's subjects, close involvement is advocated (Neumann, 2010:78).

Creswell (2011:12) states that it is clear that in qualitative research one gets closer to the people, talks to them, and tries to get into their subjective feelings to understand the reasons why they do what they do. Reality is therefore subjective, and one seeks to understand phenomena. Concepts are in the form of themes, recurring ideas and categories. The research design is therefore flexible. Inductive logic is employed in the quest to derive meaning from subjects. These are meanings people attach to everyday life. Applied qualitative methodologies allow the researcher to know people personally and to see them as they are and to experience their daily struggles when confronted with real situations. Using a qualitative research methodology, the researcher interprets and describes the actions of people when confronted with life situations.

Based on the qualitative research methodology, the researcher designed and compiled semi-structured interview questions in order to collect information from principals, heads of departments, SMT, and circuit managers. In this regard,

information was collected through the use of open-ended questions. The qualitative research methodology was used because it provides a framework for a subject to speak freely out in their own terms about a case which the researcher brings to the fore.

3.4 JUSTIFICATION FOR USING BOTH QUALITATIVE AND QUANTITATIVE APPROACHES

Each of the foregoing research approaches outlined have strengths and shortcomings. According to Neuman (1994:317), researchers often combine elements from qualitative and quantitative research approaches. However, these two methods have different assumptions about the world, the purpose of research, research methods, the researcher's role, and the importance of the context (Moduka, 2001:38). There are various reasons for combining these two approaches in research; for example, qualitative data gives quantitative researchers rich information about the social processes in specific settings (Neuman, 1994:325).

Neuman (1994:3189) points out that a quantitative researcher assumes that concepts can be conceptualised as variables, and that objectives and precise measures can be developed that attach numbers which capture important features of the social world. The reason for using the qualitative approach in this study was to gain insight from heads of the Foundation Phase departments regarding the implementation and impact of the Learning Area Statement: Mathematics by Foundation Phase teachers. It was assumed that heads of departments (HODs) would be able to express their views in this regard.

The quantitative approach, on the other hand, was used because it would make it possible to establish a correlation between HODs' perspectives on the impact of the Learning Area Statement: Mathematics and Foundation Phase teachers' views in this regard. Furthermore, when used jointly, these approaches would contribute to improving the trustworthiness of the results of this study and the subsequent generalisations and recommendations. In the subsection that follows, an exposition of the importance of validity and reliability will be given, together with one of the means through which this will be achieved.

3.5 PILOT STUDY

Pilot testing ensured that validity and reliability were important aspects of this study. A pilot study is a small study conducted prior to a larger body of research, to determine whether the methodology, sampling, instruments, and analysis are adequate and appropriate (Greeff, as cited in De Vos, 2005:211). A pilot study was conducted in order to test the procedures and techniques to see that they work satisfactorily. Five teachers in each of the schools in the Vhembe District was selected. In the following section, a discussion of the population of the study that was used in this study will be given.

3.6 POPULATION OF THE STUDY

De Vos (2010:99) defines a population as the group upon which the researcher is interested in making inferences. Population is defined as a set of entities in which all the measurements of interests to the practitioner or researcher are presented. The population in this study was comprised of secondary school teachers.

3.7 SAMPLING

A sample, according to Mullins (2005:194), comprises elements of the population considered for actual inclusion in the study. Samples are drawn because researchers want to understand the population from which they are drawn and to explain facets of the population. In this study, 120 teachers were randomly sampled for quantitative study and 10 teachers purposively sampled for qualitative study.

3.8 SAMPLING PROCEDURES

The researcher conducted simple random sampling technique to select the sample. The aim of sampling was to save time and effort, but also to obtain consistent and unbiased estimates of the population status (Sapsford & Jupp, 1996:25). By using simple random sampling, every individual in the accessible population had an equal and independent chance of being selected as a member of the sample (Motseke, 2000:105).

In this study, all accessible secondary schools in the Vhembe District were selected according to the Limpopo Department of Education's list of schools in which schools

are placed in alphabetical order. Every fourth school was selected until a total of 30 schools were reached. An attempt was made to administer the questionnaire to the 120 and 10 secondary school teachers for the purpose of quantitative and qualitative research respectfully.

3.9 DATA COLLECTION METHODS

Both primary and secondary data was used for this study. Data collection is a critical stage in most research projects (McMillan & Schumacher, 2013:67). Various data collection methods such as interviews, questionnaires, and document analysis were used in this research studies.

3.9.1 Questionnaire survey

The reason for using a questionnaire in this study was further based on the assertion of De Vos (2010:9) that a questionnaire is relatively economical, has standardised questions, and can ensure anonymity. Structured questionnaires representing a four-gradient Likert scale was administered to learners, teachers, and stakeholders (parents). The researcher delivered through posting the questionnaire which was to be returned completed within four days. The information (data) obtained through the questionnaire was analysed and compared to the information obtained through interviews with stakeholders for the purpose of triangulation. The information (data) was analysed and correlated to reach generalisations about this study.

Permission to conduct the study was requested from the Limpopo DoE senior management in the region (i.e. circuit managers and principals) to distribute the questionnaires to schools. Through a covering letter, the researcher explained the contents of the questionnaire to circuits and schools. The covering letter also emphasised when to return the questionnaires. Respondents were given four days to respond to the questionnaire, and follow-up on no responses was done for three weeks after the one-month waiting period, assuming that the mail sent to respondents was delayed.

3.9.2 Interview schedule

McMillan and Schumacher (2013:32) define interviews as alternative methods of collecting survey data from respondents, rather than asking respondents to read the

questionnaire and enter their own answers. Researchers can send interviewers to ask the questions orally and record respondents' answers. Interviews were implemented in this study to serve the purpose of collecting data from different respondents, teachers.

3.10 DATA ANALYSIS AND INTERPRETATION

The aim of this section is to discuss the steps and procedures that were followed to interpret and analyse the data obtained. The findings that emerged in the analysis formed a basis for the generalisations and recommendations that would be made. De Vos (2010:134) states that data analysis is the process of systematically searching and arranging the interview transcription, field notes, and other materials that are accumulated to increase the researcher's own understanding of them and to enable one to present what one has discovered.

3.10.1 Analysis and interpretation of quantitative data

For this study, quantitative data was interpreted and presented in different ways, depending on the type of questions analysed. Among the methods that were used were frequency tables, cross-tabulations, and chi-square analysis.

In this study, statistical processing of quantitative data was done with the aid of the Statistical Package for the Social Sciences (SPSS) programme package. Wiersma (2000:337) brings out that computers are ideal for data analysis because they have functionality, speed, accuracy, and accessibility. Data derived for statistical analysis was compiled in cooperation with a statistician of the University of the Venda who assisted with the reduction, interpretation, and meaning of data. The following information was provided by the Statistical Computer Centre of the University of the Venda:

- Frequency tables: frequency tables highlighted frequency responses by respondents.
- Cross-tabulation: De Vos (2002:237) asserts that cross-tabulation is one of the number of ways of showing whether two variables are linked to each other. They can provide a great deal of detail about a relationship between two

variables. In this study, independent variables were cross-tabled with specific dependent variables.

- Chi-square calculations: McMillan and Schumacher (1997:631) refer to chi-square (X^2) analyses of statistical procedures as a test statistic that is used in inferential statistics with normal data such as data used in this study. Burton (2000:391) defines chi-square analysis as the measure of the distance between two tables. A large chi-square value denotes a big distance and a small chi-square value a small distance. The formula for the chi-square test is (Burton, 2000:391):

$$X^2 = \sum \frac{(O - E)^2}{E}$$

Where: X^2 : chi-square
 \sum : sum
= : equals
 $(O-E)^2$: (observed minus expected) squared

Chi-square calculations were used in this study to determine whether a relationship exists between two or more categorical variables or whether the categories obtained from one sample of individuals are similar to the categories obtained from another sample. The chi-square is, however, in itself not a measure to determine a relationship between numbers. A null hypothesis should be stated first. De Vos (1998:120) declares that the null hypothesis is “a statistical position which states, essentially, that there is no relation between the variables (of the problem)”. If the null hypothesis is rejected, it may be stated that the sampling result is statistically significant or that statistical significance is obtained.

Mouton and Prozesky (2006:483) state that to determine the statistical significance of the observed relationship, researchers should use a standard set of chi-square

values, which require the computation of the degrees of freedom, that is, the possibilities for variation within a statistical model. Therefore, the higher the chi-square value, the less probable it is that the value could be as a result of sampling error alone.

To determine if the null hypothesis should be rejected or accepted, the applicable rule of determination for the chosen statistics should be applied. The rule of determination which is valid in this study is that if $p < 0.05$, which represents a statistical position of 95%, there is a significant relation between two or more variables. When $p < 0.01$, a highly statistical significance of 99% between two or more variables exists. If the null hypothesis is rejected, there is a statistical significance between two or more variables. If the null hypothesis is accepted, then there is no statistical significance between two or more variables (De Vos & Fouché, 1998:233).

The p-value (probability value) was also provided by the computer centre. Therefore, the researcher made calculations according to the degrees of freedom from a standardised table.

According to McMillan and Schumacher (1997:361-362), researchers and statisticians use inferential statistics, null hypotheses, and levels of significance to make a decision, based on the probability regarding the nature of populations and the real values of variables. With a significance level of 0.05, there is a probability of 5 times out of 100 that the sample data will lead to the researcher rejecting the null hypothesis. Therefore, if the calculated significance has a p-value of $0.01 < 0.05$, then the null hypothesis is rejected. This also means that if the p-value is the same as, or less than 0.05, then the null hypothesis is rejected, and the statement is made that there is a statistically significant difference. A p-value between 0.05 and 0.01 is labelled as a non-significant difference or relationship.

Mouton and Prozesky (2006:481) provide three levels of significance, namely, 0.05, 0.01, and 0.001. This means that the chances of obtaining the measured association, as a result of sampling error, are 5/100, 1/100, and 1/1000.

In this study, the presentation of the chi-square calculations was done according to the example outlined in Vorster (2001:83): $X^2 (6) = 20.7$; $p < 0.05$, where the null hypothesis may be rejected.

3.10.2 Analysis and interpretation of qualitative data

The interview data was analysed using content analysis which, according to Creswell (2011:394), is comparing of the words used in the answers of the respondents. Initially, the researcher studied the field notes, reduced the tapes into transcripts, and carefully read through them. This was done to look for themes and similar ideas or responses to the questions posed to the respondents, of which the respondents' information or speeches were translated into specific categories for purposes of analysis.

Steps on how to process and analyse qualitative data are documented by several authors who wrote on research methods. First, all the data must be transcribed. It must be read and re-read for the researcher to become familiar with the data, and notes must be made to capture recurring concepts, common themes, events, and other patterns in the data. These are then labelled and referred to as open coding. Next, the coded data must be sorted and categorised. Then the analysed categories are ready to be written up in a report, or as in this case, a minor research project.

The procedure for analysing and interpreting the qualitative data for this study conformed to the three stages of data analysis suggested by Miles and Huberman (as cited in Wellington, 2000:134). In this study, data derived from the qualitative method were collected, summarised, coded, and sorted into themes, while the final stage was about interpreting and giving meaning to the data.

3.11 VALIDITY

Smith (1998:94) declares that an important attribute of a research tool is the existence of validity and reliability, which are both essential in any study. Motseke (1998:18) explains validity as the degree to which a research tool actually measures what it is said to measure or the extent to which findings correctly represent what is happening in the situation. With regard to validity, as many data sources as possible

were obtained through triangulation. Validity also helps to make the reliability of the instruments effective.

3.12 RELIABILITY

Reliability involves the accuracy of the researcher's research methods and techniques and the degree to which they may be maximised (Mason, 2002:187). Additionally, reliability is associated with accuracy, stability, consistency, and the repeatability of the study (Norman, Denzin & Lincoln, 2000:284). Simply stated, Smith (1998:96) refers to reliability as dependability or credibility. The researcher conducted a pilot study prior to the full-scale research. This was done to enhance the validity and reliability of the questionnaire, that is, to find a common understanding of the questions and consistency in the answers.

3.13 ETHICAL CONSIDERATIONS

Ethical clearance was not required at the time of registration of this dissertation. Nonetheless, ethical considerations commenced long before the participants were recruited. First, the researcher has to first obtain permission from the relevant institution to conduct the research. Rubin and Rubin (2008:89) explain how institutions, such as universities, are required to have a review board that evaluates the research proposals of students and staff members. This is done to ensure that the research is ethically sound before researchers are permitted to commence research. After permission is obtained, a researcher starts recruiting participants. The following considerations need to be borne in mind when undertaking research:

- **Autonomy:** In this study, the researcher respects the autonomy, rights, and dignity of research participants by not writing their names.
- **Beneficence:** Research should make a positive contribution towards the welfare of people.
- **Non-maleficence:** Research should not cause harm to the research participants in particular or to people in general or the environment in general.
- **Justice:** The benefits and risks of research should be fairly distributed among people.

3.13.1 Informed consent

The researcher complied with the requirement for informed consent in that personal information was only collected and processed with the specific informed consent of the individuals involved. Only information that was relevant and necessary was collected. The researcher respected the right of participants to refuse to participate in the study and to change their decision or withdraw their informed consent given earlier, at any stage of the study and without giving any reason and without any penalty. Participants gave their consent in writing. Participants were given written information containing adequate details of the study.

The researcher was concerned particularly with the rights of and interests of vulnerable participants. These include children (people under the age of 18 years), the elderly, pregnant women, people with mental impairment, prisoners, students and people in dependent relationships, the disabled, indigenous people, and indigents.

3.13.2 Right to privacy

Leedy and Ormrod (2012:102) highlight that any study involving human beings should respect participants' right to privacy. Under no circumstances should a research report, either oral or written, be presented in such a way that others become aware of how a particular participant has responded or behaved. Generally, a researcher must keep the nature and quality of participants' performance strictly confidential.

3.13.3 Honesty with professional colleagues

Researchers must report their findings in a complete and honest fashion, without misrepresenting what they have done or intentionally misleading others about the nature of their findings. Moreover, under no circumstances should a researcher fabricate data to support a particular conclusion, no matter how seemingly “noble” that conclusion may be.

In this study, respondents were assured of anonymity. The information provided by the participants was also regarded as confidential unless agreed upon by the participant and the researcher.

3.13.4 Protection from harm

A researcher should not expose research participants to unnecessary physical or psychological harm. Participants should not risk losing life or limb, nor should they be subjected to unusual stress, embarrassment, or loss of self-esteem. In cases where the nature of study involves creating a small amount of psychological discomfort, participants should know this ahead of time, and any necessary debriefing or counselling should follow immediately after their participation.

3.14 LIMITATIONS OF THE STUDY

Because of the sensitivity of the topic, some people felt uncomfortable to answer research questions because they are not sure where the information will be taken to. There were potential threats pertaining to this study. The possibility of wrong interpretation of questions in the alternatives to corporal punishment: perspectives about teachers' perceptions in the Vhembe District, in the case of primary sources, could not be ruled out, particularly with the collection of primary data through a questionnaire. The use of secondary sources in this study created a very serious problem, as the credibility of these sources was highly questionable due to the limited scope of the study; the researcher was likely to make generalisations, and that can also create a serious problem in the process of assessment.

3.15 CONCLUSION

This chapter discussed the research methodology for this study. The researcher concluded that the population and sampling procedures, as well as research instruments, data collection techniques, and data analysis, were more appropriate in the methodology. Population and sampling procedures indicated all respondents involved in the study and how they were selected to form a sample. Questionnaires and an interview schedule were used as data collection instruments to guarantee the success of this study.

The next chapter will present, interpret, and analyse data for this study.

CHAPTER 4

DATA PRESENTATION, INTERPRETATION, AND ANALYSIS

4.1 INTRODUCTION

The foregoing chapter revealed the research design and methodology employed in this study. This chapter will be a presentation, interpretation, and analysis of data used in this study.

This chapter begins with an explanation of how the ordinal data in the survey was displayed, analysed, and measured using a Likert scale. The “strongly disagree” and “disagree” number of responses for each question was added together – likewise with the “agree” and “strongly agree” sub-continuum (Creswell, 2011:32). The total averages of all the responses in the survey for disagree and agree were calculated. The resulting averages were then taken as a standard response against which all the survey responses (for all question responses and sub-category averages) were displayed for comparison purposes.

The interpretation and discussion of results were supported by tables which clearly display the survey data that was being analysed within each sub-category (Leedy & Ormrod, 2012:113). For analysis purposes, all questionnaire responses were found to be reliable. The chapter concludes with a summary of all the discussions regarding retention issues in tabular form. Analyses of data obtained from individual interviews were done through identifying common themes from the respondents’ description of their experiences.

4.2 ANALYSIS OF DATA COLLECTED THROUGH QUESTIONNAIRES

This section analyses, interprets, and presents the quantitative data obtained through the use of questionnaires. Tables were mainly be used in the presentation of this data. Both descriptive (frequencies and chi-square correlations)and inferential statistics obtained in this study were presented.

4.2.1 Biographical profile of respondents

One of the questions articulated in the questionnaire was to determine the demographic profile of the respondents. This was presented in a manner that the percentages of males could be compared to the percentages of females. In so doing, the gender in the majority could easily be identified, as well as generally determining the sum total of the whole population. The tables that follow show the biographical profile of the respondents.

Table 4.1: Distribution of respondents by gender (N=120)

SEX	Frequency	Percentage (%)
Male	55	46.2
Female	65	53.8
Total	120	100.0

Table 4.1 reflects that out of the 120 questionnaires which were distributed, 53.8% were females, while 46.2% were males; hence, the majority of respondents were females. This could indicate that females were more responsive to meetings than males. The implication here could also demonstrate that females show concern for the future of their children than males, thus suggesting that men are less concerned about education due to the security which they have in their families and at their workplaces.

Table 4.2: Frequency distribution in terms of highest academic qualification (N=120)

Highest Academic Qualification	Frequency	Percentage
Certificate in Education	17	14.4
Advanced Certificate in Education	9	7.9
Diploma in Education (3 years)	65	54.0
BEd Degree	4	3.6
BEd Honours	4	3.6
Master's Degree	1	0.7
Doctorate	0	0.0
Other	13	10.8
Missing cases	7	5.0
Total	120	100.0

Table 4.2 presents the frequency distribution in terms of teacher qualifications. The table reveals that 14.4% of the teachers had a Certificate in Education, 7.9% had an advanced certificate in education, 54.0% possessed a diploma in education, 3.6% had a BEd degree, while another 3.6% had a BEd honours degree. Only 0.7% of the teachers had a master's degree, while 10.8% of the teachers possessed other qualifications. The implication here could also demonstrate that teachers have a qualification in education.

Table 4.3: Frequency distribution in terms of teaching experience (N=120)

Institution of qualification	Frequency	Percentage
Less than a year	2	1.4
1-3 years	3	2.9
4-8 years	16	13.7
9-13 years	25	20.9
14-18 years	25	20.1
19-23 years	19	15.8
24-28 years	17	14.4
29-33 years	7	5.8
More than 34 years	6	5.0
Total	120	100.0

Table 4.3 brings out that 1.4% of the teachers had less than a year of teaching experience, 2.9% had 1-3 years, and 13.7% of them had 4-8 years' teaching experience. The majority of the teachers (20.9%) had 9-13 years teaching experience, 20.1% had between 14-18 years, 15.8% had 19-23 years, 14.4% had between 24-28 years, whereas 5.8% of the teachers had 29-33 years of experience. Only 5.0% of the teachers had more than 34 years of teaching experience. The implication here could also indicate that teachers have enough teaching experience.

Table 4.4: Language used by the respondents (N=120)

	Frequency	Percentage
English	23	19.0
Tsonga	30	25.0
Tshivenda	46	38.0
Other	21	18.0
Total	120	100.0

Table 4.4 highlights that the 30 respondents who constitute 38% of the total sample spoke Tshivenda, their mother tongue, while 25% of the total sampled spoke Tsonga. Further, the table shows that 23 respondents (19% of the total sample) use English as their language. The implication here could also demonstrate that teachers have used Tshivenda as a mother tongue.

Table 4.5: Frequency distribution in terms of school type (N=120)

Type of school	Frequency	Percentage
Urban school	13	10.8
Peri-urban school	11	9.0
Rural school	73	61.2
Other	6	5.0
Missing cases	17	14.0
Total	120	100.0

Table 4.5 reveal that 10.8% of the teachers taught in urban schools, 9.3% in peri-urban schools, and the majority of teachers (61.2%) in rural schools. Only 5.0% of the teachers taught in other types of schools. It may be concluded that 61.2% of the schools found in rural areas, and therefore, rural schools need the alternatives to corporal punishment due to the abolition of corporal punishment.

Table 4.6: Frequency distribution in terms of number of learners in rural school (N=120)

Number of learners per grade	Frequency	Percentage
Fewer than 10	0	0.0
11-20	13	10.8
21-30	18	15.1
31-40	48	39.6
41-50	32	26.6
51-60	6	5.8
Above 60	2	1.4
Missing cases	1	0.7
Total	120	100.0

Table 4.6 provides the frequency distribution in terms of numbers per grade. It also indicates that 10.8% of the teachers taught between 11-20 learners and 15.1% between 21-30 learners per grade. The majority of teachers (39.6%) taught between 31-40 learners, 26.6% taught between 41-50 learners and 5.8% teachers taught between 51-60 learners. In contrast, only 1.4% of the teachers taught above 60 learners per grade. The implication here could also highlight that the number of learners per grade has an impact on alternative punishment due to overcrowding in classrooms.

4.2.2 Perceptions on alternatives to corporal punishment

The tables that follow focus on the data interpretation during the administering of the questionnaire with the teachers' perceptions on alternatives to corporal punishment.

Table 4.7: Corporal punishment in schools has diminished the authority of teachers in the eyes of the learners (N=120)

	Frequency	Percentage
Strongly agree	27	22.8
Agree	46	38.0
Neutral	18	15.2
Disagree	20	16.5
Strongly disagree	9	7.6
Total	120	100.0

According to Table 4.7, 73 respondents (60.8% of the total sample) strongly agreed with the statement that corporal punishment in schools has diminished the authority of teachers in the eyes of the learners, while 18 respondents constituting 15.2% were neutral. However, this idea is not supported by all, as 29 respondents (24.1% of the total sample) strongly disagreed with the statement that corporal punishment in schools has diminished the authority of teachers in the eyes of the learners; this is a clear indication of the lack of knowledge by a certain group of the study population. The majority of the respondents (60.8%) strongly agreed with the statement. In view of the foregoing, the implication could demonstrate that alternatives to corporal punishment have diminished the authority of teachers in the eyes of the learners.

Table 4.8: Alternative methods to corporal punishment are not effective at all (N=120)

	Frequency	Percentage
Strongly agree	41	34.2
Agree	46	38.0
Neutral	17	13.9
Disagree	12	10.1
Strongly disagree	4	3.8
Total	120	100.0

Table 4.8 shows that the statement that alternative methods to corporal punishment are not effective at all is supported. This is evident from the 87 respondents (72.2% of the total sample) who agreed that alternative methods to corporal punishment are not effective at all. Furthermore, 17 respondents (13.9%) were neutral due to lack of the information. In contrast, 16 respondents (13.9% of the total sample) disagreed with the statement that alternative methods to corporal punishment are not effective at all; this could have its basis on lack of information about the extent of alternative methods to corporal punishment. As already indicated, 72.2% of the respondents agreed with the statement. The implication here could therefore indicate that teachers have alternative methods to corporal punishment that are not effective.

Table 4.9: Learners are now abusing their rights, since they are aware that corporal punishment is abolished (N=120)

	Frequency	Percentage
Strongly agree	30	25.3
Agree	38	31.6
Neutral	17	13.9
Disagree	21	17.7
Strongly disagree	14	11.4
Total	120	100.0

According to Table 4.9, 38 respondents (56.9% of the total sample) strongly agreed with the statement that learners are now abusing their rights, since they are aware that corporal punishment is abolished. This idea is not supported by all, as 35 respondents (29.1% of the total sample) strongly disagreed with the statement that learners are now abusing their rights, since they are aware that corporal punishment is abolished. On the other hand, 17 respondents (13.9%) were neutral, and this could be brought about by lack of knowledge and misconceptions by a group of people in the study population. The implication here could also demonstrate that learners are now abusing their rights and lost the culture of learning, since they are aware that corporal punishment has been abolished.

Table 4.10: There is no staff development, and teachers are poorly trained in disciplinary methods (N=120)

	Frequency	Percentage
Strongly agree	47	39.2
Agree	53	44.3
Neutral	10	8.9
Disagree	5	3.8
Strongly disagree	5	3.8
Total	120	100.0

As pointed out previously, learners are now abusing their rights, since they are aware that corporal punishment is abolished. In support of this idea, Table 4.10 shows that 100 respondents (83.5% of the total sample) strongly agreed that there is no staff development and that teachers are poorly trained in disciplinary methods. Nevertheless, this idea is not supported by all, as 10 respondents (7.6% of the total sample) strongly disagreed with the statement that there is no staff development and that teachers are poorly trained in disciplinary methods. On the other hand, 10 respondents (8.9%) were neutral, demonstrating a clear lack of knowledge by a certain group of respondents in the study population. Because 83.5% of the respondents agreed with the statement, this could imply that teachers are poorly trained in using all forms of democratic disciplinary methods that are meant to replace corporal punishment.

Table 4.11: If corporal punishment is used positively, it enforces rules and makes learners serious about their work (N=120)

	Frequency	Percentage
Strongly agree	42	35.4
Agree	46	38.0
Neutral	15	12.7
Disagree	12	10.1
Strongly disagree	5	3.8
Total	120	100.0

Table 4.11 indicates that 15 respondents (12.7% of the total sample) did not answer the question, as they were neutral. The respondents may not have seen this question, been uncomfortable answering the question, or were neutral because they felt that if corporal punishment is used positively, it enforces rules and makes learners serious about their work. Moreover, 88 respondents (73.4% of the total sample) strongly agreed with the statement that if corporal punishment is used positively, it enforces rules and makes learners serious about their work. In contrast, 17 respondents (13.9% of the total sample) disagreed with the statement. This means that 15 respondents (12.7% of the total sample) are not aware that if corporal punishment is used positively, it enforces rules and makes learners serious about their work. Since 73.4% of the respondents agreed with the statement, the implication could be that alternative corporal punishment makes learners serious about their work.

Table 4.12: Teachers are inconsistent when disciplining learners (N=120)

	Frequency	Percentage
Strongly agree	33	27.8
Agree	52	43.0
Neutral	12	10.1
Disagree	18	15.2
Strongly disagree	5	3.8
Total	120	100.0

It is brought out in Table 4.12 that 85 respondents (70.8% of the total sample) agreed with the statement that teachers are inconsistent when disciplining learners. Nevertheless, this idea is not supported by all, as 23 respondents (19% of the total sample) strongly disagreed with the statement. On the other hand, 12 respondents (10.1%) were neutral, a decision which could have been influenced by lack of knowledge with regard to how teachers are inconsistent when disciplining learners. As 70.8% of the respondents agree with the statement, the implication here could also demonstrate that teachers are not consistent when disciplining learners.

Table 4.13: Teachers do not have some control over certain learners(N=120)

	Frequency	Percentage
Strongly agree	27	22.8
Agree	53	44.3
Neutral	17	13.9
Disagree	18	15.2
Strongly disagree	5	3.8
Total	120	100.0

According to the respondents in Table 4.13, only 80 respondents (67.1% of the total sample) strongly agreed with the statement that teachers do not have some control over certain learners. It is worth noting that this idea is not supported by all, as 23 respondents (19% of the total sample) strongly disagreed with the statement that teachers do not have some control over certain learners. Also, it was discovered that 17 respondents (13.9%) were neutral, a stand which could have been influenced by lack of knowledge as regards how teachers do not have some control over certain learners. The implication here could indicate that teachers do not have some control over certain learners, which may have an impact on alternatives to corporal punishment.

Table 4.14: Learners enjoy manual work such as picking up papers and cleaning classrooms; to them, it does not seem like punishment (N=120)

	Frequency	Percentage
Strongly agree	44	36.7
Agree	50	41.8
Neutral	9	7.6
Disagree	11	8.9
Strongly disagree	6	5.1
Total	120	100.0

The statement in Table 4.14 is supported, as 94 respondents (78.5% of the total sample) agreed that learners enjoy manual work such as picking up papers and cleaning classrooms; to them, it does not seem like punishment. Nine respondents (7.6%) were neutral due to lack of information. Contrarily, 17 respondents (13.9% of the total sample) disagreed with the statement that learners enjoy manual work such as picking up papers and cleaning classrooms; to them, it does not seem like punishment. The implication, in this case, could demonstrate that learners enjoy manual work, which will likely impact alternatives to corporal punishment.

Table 4.15: Learners even refuse to be removed from class when they disrupt lessons (N=120)

	Frequency	Percentage
Strongly agree	29	24.1
Agree	68	57.0
Neutral		5.1
Disagree		12.7
Strongly disagree		1.3
Total	120	100.0

Table 4.15 indicates that 97 respondents (81.1% of the total sample) strongly agreed with the statement that learners even refuse to be removed from class when they disrupt lessons. Because of lack of knowledge by a group of people in a community, this idea is not supported by all, as 18 respondents (15% of the total sample) strongly disagreed with statement that learners even refuse to be removed from class when they disrupt lessons. In contrast, six respondents (5.1%) were neutral. The implication here could demonstrate that the fact that learners even refuse to be removed from class when they disrupt lessons may have a negative impact on alternatives to corporal punishment.

Table 4.16: Before corporal punishment was removed, learners abided by the school rules (N=120)

	Frequency	Percentage
Strongly agree	35	29.1
Agree	59	49.4
Neutral	8	6.3
Disagree	12	10.1
Strongly disagree	6	5.1
Total	120	100.0

It is revealed in Table 4.16 that 94 respondents (78.5% of the total sample) strongly agreed with the statement that before corporal punishment was removed, learners abided by the school rules. This idea is not supported by all, as 18 respondents (15.2% of the total sample) strongly disagreed with the statement that before corporal punishment was removed, learners abided by the school rules. On the other hand, eight respondents (6.3%) were neutral, which is a clear demonstration of lack of knowledge by a certain group of respondents in the study population. The implication of this is that the majority of teachers want to see corporal punishment reinstated.

4.2.3 Perceptions of the rules for effective discipline

The tables that follow focus on the data interpretation during the administering of the questionnaire pertaining to perceptions of the rules for effective discipline in school.

Table 4.17: Rules to be considered for effective discipline (code of conduct) is provision must be made for appropriate punishment for misbehaviours(N=120)

	Frequency	Percentage
Strongly agree	44	36.7
Agree	56	46.8
Neutral	9	7.6
Disagree	8	6.3
Strongly disagree	3	2.5
Total	120	100.0

Table 4.17 highlights that 100 respondents (83.5% of the total sample) agreed that provision should be made for appropriate punishment for misdemeanours. Learners must know that sanctions or punishment will be used if they do not adhere to the rules as stipulated in a code of conduct, and these must be clearly spelt out together with the relevant discipline rule. Punishment should be fair, reasonable, lawful, consistent, and in accordance with the offence. Table 4.17 also revealed that nine respondents (7.6% of the total sample) were neutral with respect to the statement due to lack of information. In addition, 11 respondents disagreed with the statement. In light of the foregoing, it seems that the majority of respondents want rules to be considered for effective discipline.

Table 4.18: Rules to be considered for effective discipline (code of conduct) are disciplinary, and punishment rules must be made available to each learner(N=120)

	Frequency	Percentage
Strongly agree	33	27.8
Agree	44	36.7
Neutral	14	11.4
Disagree	21	17.7
Strongly disagree	8	6.3
Total	120	100.0

Table 4.18 reveals that the majority of respondents (77; 64.5% of the total sample) agreed that disciplinary and punishment rules must be made available to each learner. Each learner should have a copy of the discipline rules (code of conduct) of the school, and it should be explained to them to ensure that they understand them. The table further highlights that 14 respondents (11.4% of the total sample) were neutral regarding the statement due to lack of information. On the other hand, 29 respondents (24%) disagreed with the statement that rules to be considered for effective discipline (code of conduct) are disciplinary, and punishment rules must be made available to each learner. The implication of this is that the majority of those in education want punishment rules to be made available to each learner.

Table 4.19: Discipline rules must be displayed in each classroom (N=120)

	Frequency	Percentage
Strongly agree	43	35.4
Agree	39	32.9
Neutral	15	12.7
Disagree	17	13.9
Strongly disagree	6	5.1
Total	120	100.0

Table 4.19 indicates that 82 respondents (68.3% of the total sample) agreed with the statement that discipline rules should be displayed in each classroom. SASA stipulated that after completing the formulation and listing of the discipline rules by all stakeholders, these rules must be prominently displayed in each class so that learners are made aware of them all the time (Republic of South Africa, 1996c:61). If rules are displayed where learners will always have access to them, they cannot plead ignorance when a rule is broken. The table also reveals that 15 respondents (12.7% of the total sample) were neutral with reference the statement due to lack of information. It further came to light that 23 respondents (19%) disagreed that the discipline rules must be displayed in each classroom. The implication of this analysis is that most of those in education want to see corporal punishment reinstated.

Table 4.20: Rules should be accepted by learners’ parents (guardians) (e.g. they must sign for a copy of the rules when enrolling learners) (N=120)

	Frequency	Percentage
Strongly agree	35	29.1
Agree	35	29.1
Neutral	3	2.5
Disagree	15	12.7
Strongly disagree	32	26.6
Total	120	100.0

According to Table 4.20, 70 respondents (58.2% of the total sample) expressed that rules should be accepted by learners’ parents (guardians). Parents or guardians must read and understand the rules before endorsing them with their signature. Table 4.20 highlights that three respondents(2.5% of the total sample)were neutral when it comes tothe statement due to lack of information. In contrast, 47 respondents (39.3%) disagreedthat the rules should be accepted by learners’ parents (guardians) (e.g. they must sign for a copy of the rules when enrolling learners).What the foregoing implies is that the majority of those in education want corporal punishment to be accepted by learners’ parents.

4.2.4 Disciplinary problems

The tables that follow focus on the data interpretation during the administering of the questionnaire with regard to disciplinary problems.

Table 4.21: One of the disciplinary problems at my school is that learners disrespect teachers (e.g. swear at teachers) (N=120)

	Frequency	Percentage
Strongly agree	32	26.6
Agree	61	50.6
Neutral	6	5.1
Disagree	15	12.7
Strongly disagree	6	5.1
Total	120	100.0

Table 4.21 indicates that 93 respondents (77.2% of the total sample) agreed that learners disrespect teachers at school. Learners seem to lack respect for teachers when they disregard their authority in the classroom, on the school grounds, and during school excursions. The table also revealed that six respondents (5.1% of the total sample) were neutral with regard to the statement due to lack of information. On the other hand, 21 respondents (17.8%) disagreed that one of the disciplinary problems at their school is that learners disrespect teachers (e.g. swear at teachers). Therefore, disrespectful behaviour by learners ranges from their refusal to wear the correct school uniform to defying teachers' instructions. The implication is that the majority of those in education want learners to respect teachers; thus, an alternative form of punishment is needed to discipline learners.

Table 4.22: Effective discipline in school is essential for learners to be respectful towards teachers (N=120)

	Frequency	Percentage
Strongly agree	27	22.8
Agree	58	48.1
Neutral	12	10.1
Disagree	14	11.4
Strongly disagree	9	7.6
Total	120	100.0

According to Table 4.22, 85 respondents (70.9% of the total sample) agreed that the purpose of discipline in school is to teach learners to show respect for teachers. The table also brings out that 12 respondents (10.1% of the total sample) were neutral regarding the statement due to lack of information. In contrast, 23 respondents (19%) disagreed that effective discipline in school is essential for learners to be respectful towards teachers. Table 4.22 emphasises the importance of learners showing due respect to teachers, and the implementation of disciplinary rules to effect this should be a top priority in schools. The implication here is that most of those in education want effective democratic discipline in school, as it is essential for learners to be respectful towards teachers.

Table 4.23: Effective discipline in school is essential to internalise self-discipline in learners (N=120)

	Frequency	Percentage
Strongly agree	42	35.4
Agree	32	26.6
Neutral	17	13.9
Disagree	12	10.1
Strongly disagree	17	13.9
Total	120	100.0

Table 4.23 shows that 74 respondents (62% of the total sample) agreed with the statement that effective discipline in school will internalise self-discipline in learners. The table reveals that 17 respondents (13.9% of the total sample) were neutral respecting the statement because of lack of information. On the other hand, 29 respondents (24%) disagreed that effective discipline in school is essential to internalise self-discipline in learners. A teacher who exercises effective discipline guides the learner to self-discipline. Self-discipline (self-control) is a prerequisite for academic achievement and social acceptance. This implies that the majority of those in education want effective discipline in school; because of that, corporal punishment should be reinstated.

Table 4.24: Effective discipline in school is essential to obeying the authority of teachers (N=120)

	Frequency	Percentage
Strongly agree	17	13.9
Agree	39	32.9
Neutral	24	20.3
Disagree	29	24.1
Strongly disagree	11	8.9
Total	120	100.0

It is highlighted in Table 4.24 that 56 respondents (46.8% of the total sample) mentioned that the purpose of exercising effective discipline in school is so that learners can obey the authority of teachers. The table further shows that 24 respondents (20.3% of the total sample) were neutral regarding the statement due to lack of information. On the contrary, 40 respondents (33%) disagreed that effective discipline in school is essential to obeying the authority of teachers. Therefore, this indicates that teachers should have authority along with empathy and authoritative guidance, and the learner should acknowledge, obey, and accept such authority. A teacher ought to exercise authority when the learner strays from the prescribed norms of society and behaves improperly and indecently. The implication then is that the majority of those in education want effective discipline in school; as such, corporal punishment should be reinstated.

Table 4.25: Effective discipline in school is essential to internalise self-discipline in learners(N=120)

	Frequency	Percentage
Strongly agree	33	27.8
Agree	42	35.4
Neutral	20	16.5
Disagree	20	16.5
Strongly disagree	5	3.8
Total	120	100.0

From Table 4.25, it can be seen that 75 respondents (63.2% of the total sample) were in agreement with the statement that effective discipline in school will internalise self-discipline in learners. A teacher who exercises effective discipline guides the learner to self-discipline. Table 4.25 further shows that 20 respondents (16.5% of the total sample) were neutral with regard to the statement due to lack of information. On the other hand, 25 respondents (20.3%) disagreed that effective discipline in school is essential to internalise self-discipline in learners. Therefore, a teacher can instil self-discipline in learners by praising good behaviour, reprimanding or punishing bad behaviour and by setting a good example of self-discipline. The implication is that most of those in education want self-discipline (self-control) as a prerequisite for academic achievement and social acceptance.

4.2.5 Code of conduct and disciplinary measures

The tables that follow focus on the data interpretation during the administering of the questionnaire for the code of conduct and disciplinary measures.

Table 4.26: School has a disciplinary committee that deals with learner misconduct as outlined in SASA (N=120)

	Frequency	Percentage
Strongly agree	42	35.4
Agree	39	32.9
Neutral	15	12.7
Disagree	17	13.9
Strongly disagree	6	5.1
Total	120	100.0

Table 4.26 indicates that 81 respondents (68.3% of the total sample) agreed with the statement that the school has a disciplinary committee that deals with learner misconduct as outlined in SASA, whereas only 15 respondents (12.7%) were neutral regarding the statement as a result of lack of the information. In contrast, 23 respondents (19% of the total sample) strongly disagreed with the statement. The implication could be that the majority of those in education want schools to have a disciplinary committee.

Table 4.27: Schools have a code of conduct with the help of the teachers (N=120)

	Frequency	Percentage
Strongly agree	27	22.8
Agree	53	44.3
Neutral	17	13.9
Disagree	18	15.2
Strongly disagree	5	3.8
Total	120	100.0

Table 4.27 shows that the idea that schools have a code of conduct with the help of the teachers is supported, as 80 respondents (67.1% of the total sample) strongly agreed with the statement that schools have a code of conduct with the help of the teachers. This idea is, however, not supported by all because 23 respondents (19% of the total sample) strongly disagreed with the statement. On the other hand, 17 respondents (13.9%) were neutral; this is a clear demonstration of lack of information or lack of knowledge by a certain group of respondents in the study population. The implication of these responses is that the majority of those in education want effective democratic discipline in school; therefore, corporal punishment should be reinstated as schools have a code of conduct with the help of the teachers.

Table 4.28: Teachers are not aware that there are alternatives to corporal punishment provided for them to employ(N=120)

	Frequency	Percentage
Strongly agree	27	22.8
Agree	46	38.0
Neutral	18	15.2
Disagree	20	16.5
Strongly disagree	9	7.6
Total	120	100.0

According to Table 4.28, 73 respondents (60.8% of the total sample) strongly agreed with the statement that teachers are not aware that there are alternatives to corporal punishment provided for them to employ, while 18 respondents (15.2%) were neutral. To the contrary, this idea is not supported by all, as 29 respondents (24.1% of the total sample) strongly disagreed with the statement, indicating that there is lack of knowledge by a certain group in the study population. The responses imply that most teachers want alternatives to corporal punishment provided for them in a serious note.

Table 4.29: Alternatives to corporal punishment are not well defined to say if the child has done this, one needs this type of punishment (N=120)

	Frequency	Percentage
Strongly agree	27	22.8
Agree	53	44.3
Neutral	17	13.9
Disagree	18	15.2
Strongly disagree	5	3.8
Total	120	100.0

Table 4.29 highlights that the idea that alternatives to corporal punishment are not well defined to say if the child has done this, one needs this type of punishment, as 80 respondents (67.1% of the total sample) strongly agreed with the statement that alternatives to corporal punishment are not well defined to say if the child has done this, one needs this type of punishment. However, this idea is not supported by all, as 23 respondents (19% of the total sample) strongly disagreed with the statement. On the other hand, 17 respondents (13.9%) were neutral, making it clear that a certain group of respondents in the study population lacks information or knowledge. The implication of these responses is that most teachers want clear alternatives to corporal punishment provided for them.

Table 4.30: Some of the alternative methods to corporal punishment are effective while others are not (N=120)

	Frequency	Percentage
Strongly agree	35	29.1
Agree	35	29.12.5
Neutral	3	12.7
Disagree	15	26.6
Strongly disagree	32	
Total	120	100.0

According to Table 4.30, 70 respondents (58.2% of the total sample) strongly agreed with the statement that some of the alternative methods to corporal punishment are effective while others are not. Three respondents (2.5% of the total sample) were neutral to the statement. Nevertheless, this idea is not supported by all, since 47 respondents (39.3% of the total sample) strongly disagreed with the statement. The implication then is that the majority of those in education want alternative methods to corporal punishment to reach all of them effectively.

Table 4.31: Parents have a tendency of shifting their role of instilling good morals into their children to the teachers (N=120)

	Frequency	Percentage
Strongly agree	32	26.6
Agree	61	50.6
Neutral	6	5.1
Disagree	6	12.7
Strongly disagree		5.1
Total	120	100.0

Table 4.31 shows that 93 respondents (77.2% of the total sample) strongly agreed with the statement that parents have a tendency of shifting their role of instilling good morals into their children to the teachers. However, six respondents (5.1%) were neutral; this was a clear demonstration of lack of information of how parents have a tendency of shifting their role of instilling good morals into their children to the teachers. Only 21 respondents (17.8% of the total sample) strongly disagreed with the statement that parents have a tendency of shifting their role of instilling good morals into their children to the teachers. Therefore, the majority of the respondents (77.2%) agreed that parents have a tendency of shifting their role of instilling good morals into their children to the teachers. The implication then is that most of those in education feel that parents have a tendency of shifting their role of instilling good morals into their children to the teachers.

Table 4.32: Parents are afraid of their children (N=120)

	Frequency	Percentage
Strongly agree	33	27.8
Agree	44	36.7
Neutral	14	11.4
Disagree	21	17.7
Strongly disagree	8	6.3
Total	120	100.0

Table 4.32 shows that the idea that parents are afraid of their children is supported, as 77 respondents (63.8% of the total sample) strongly agreed with the statement that parents are afraid of their children. Nonetheless, this idea is not supported by all, as 29 respondents (24% of the total sample) disagreed with the statement. On the other hand, 14 respondents (11.4%) were neutral to the statement due to lack of information. Hence, the majority of the respondents (63.8%) agreed with the statement that parents are afraid of their children. The implication is that according to the majority of those in education, the disciplinary measures being used are not effective.

Table 4.33: Disciplinary measures are not effective, but some are declared to be working effectively (N=120)

	Frequency(F)	Percentage (%)
Strongly agree	29	24.1
Agree	68	57.0
Neutral	6	5.1
Disagree	15	12.7
Strongly disagree	2	1.3
Total	120	100.0

Table 4.33 indicates that 97 respondents (81.1% of the total sample) strongly agreed with the statement that disciplinary measures are not effective, but some are declared to be working effectively. Because of lack of knowledge by a group of people in a community, this idea is not supported by all, as 17 respondents (15% of the total sample) strongly disagreed with the statement that disciplinary measures are not effective, but some are declared to be working effectively, whereas six respondents (5.1%) were neutral. This implies that most of those in education want alternative disciplinary measures that are effective.

4.2.6 The relationships between selected variables

Identified independent variables are cross-tabled with identified dependent variables in this section. The chi-square (χ^2) is also calculated in each case. The chi-square test of independence is designed to test the relationship between two variables when the data is in the form of frequencies, as in this study (De Vos, 2010:55). It is noteworthy that some of the categories for the different variables have few frequencies, and these were grouped with other categories. All the independent variables could not be cross-tabled with all the dependent variables.

Table 4.34: The relationship between the age of the teachers and their awareness of the alternatives to corporal punishment(N=120)

Aware of corporal punishment				
Age of teacher	Yes		No	
	<i>F</i>	%	<i>F</i>	%
20-40 years	56	98.3	1	1.7
41-50 years	53	98.2	1	1.8
Older than 50	25	96.2	1	3.8
χ^2 value	0.412			
Degrees of freedom	2			
<i>p-value</i>	0.814			

According to Table 4.34, an χ^2 value of 0.412 (for 2 degrees of freedom) was calculated. This value is not at the 1% level of significance; therefore, it may be concluded that there is no significant relationship between the teachers' age and their awareness of the alternatives to corporal punishment. However, it may be concluded that some of the older teachers (3.8%) were not aware of the alternatives to corporal punishment.

Table 4.35: The relationship between the age of the teachers and disciplining corporal punishment (N=120)

disciplining corporal punishment								
Age	Observation		Self-assessment		Group assessment		Oral questions	
	F	%	F	%	F	%	F	%
20-40 years	5	8.8	4	7.0	6	10.5	42	73.7
41-50 years	7	13.5	2	3.8	6	11.5	37	71.2
Older than 50	1	4.0	1	4.0	4	16.0	19	76.0
X²value	2.764							
Degrees of freedom	6							
p-value	0.838							

Table 4.35 illustrates that an χ^2 value of 2.764 (for 6 degrees of freedom) was calculated. This value is not on the 1% level of significance; thus, it may be concluded that there is no significant relationship between age and the methods of assessment that the teachers used. The table also indicates that the older teachers (76.0%) prefer to use more oral questions in their assessment process than the younger teachers (73.7%). This could imply that the older teachers are not aware of various assessment methods at their disposal.

Table 4.36: Relationship between the teaching experience of the teachers and alternatives to corporal punishment (N=120)

Disciplinary method								
Teaching experience	Explanation		Stay after school		Depriving of privileges		Homework	
	F	%	F	%	F	%	F	%
8 years or less	9	37.5	2	8.3	1	4.2	12	50.0
9-13 years	7	26.9	6	23.1	1	3.8	12	46.2
14-23 years	14	30.4	0	0.0	4	8.7	28	60.9
24 years or more	10	29.4	1	2.9	4	11.8	19	55.9
χ^2value	16.788							
Degrees of freedom	9							
p-value	0.050							

In Table 4.36, an χ^2 value of 16.788 (for 9 degrees of freedom) was calculated. This value is at the 5% level of significance; hence, it may be concluded that there is a significant relationship between teaching experience and the disciplinary methods of the teachers. It seems from the table that in comparison with the other three groups, a higher proportion of the teachers with 9-13 years of teaching experience make the learners stay after school as a method of discipline.

Table 4.37: Relationship between the type of school and alternatives to corporal punishment (N=120)

Awareness of corporal punishment				
Type of school	Yes		No	
	<i>F</i>	%	<i>F</i>	%
Farm	15	100.0	0	0.0
Peri-urban	13	100.0	0	0.0
Urban	82	97.6	2	2.4
χ^2 value	0.679			
Degrees of freedom	2			
<i>p-value</i>	0.712			

An χ^2 value of 0.679 (for 2 degrees of freedom) was calculated in Table 4.37. This value is not significant at the 1% level, and therefore, it may be concluded that there is no significant relationship between the type of school at which teachers teach and alternatives to corporal punishment.

Table 4.38: Relationship between the type of school and the application of alternatives to corporal punishment (N=120)

Application of alternatives to corporal punishment				
Type of school	Yes		No	
	<i>F</i>	%	<i>F</i>	%
Farm	15	100.0	0	0.0
Peri-urban	13	100.0	0	0.0
Urban	80	96.4	3	3.6
χ^2value	1.040			
Degrees of freedom	2			
<i>p</i>-value	0.595			

In Table 4.38, an χ^2 value of 1.040 (for 2 degrees of freedom) was calculated. This value is not significant at the 1% level, and thus, it may be concluded that there is no significant relationship between the type of school at which teachers teach and their application of the alternatives to corporal punishment.

The extent to which teachers are willing to keep themselves up to date with the latest developments in the field of education and training plays an important role in their interpretation of the alternatives to corporal punishment.

Table 4.39: Relationship between the willingness to keep up to date with the latest developments and the interpretation of alternatives to corporal punishment (N=120)

Willingness				
Interpretation	Yes		No	
	<i>F</i>	%	<i>F</i>	%
Yes	132	98.5	2	1.5
No	1	100.0	0	0.0
χ^2value	0.015			
Degrees of freedom	1			
<i>p</i>-value	0.902			

An χ^2 value of 0.015 (for 1 degree of freedom) was calculated in Table 4.39. This value is not significant at the 1% level; hence, it may be concluded that there is no significant relationship between teachers' willingness to keep themselves up to date with the latest developments in the field of teachers and training and their interpretation of the alternatives to corporal punishment. The table also shows that the majority of teachers (98.5%) were willing to keep up to date with the latest alternatives to corporal punishment.

4.3 ANALYSIS OF DATA COLLECTED THROUGH INTERVIEWS

Interview data was collected from principals and HODs from respective schools. Appointments were made through the principals of those schools. All principals of the four sampled schools as well as their finance officers, two of whom are teachers and the third an administration officer, were interviewed at their respective schools. The remaining respondents were interviewed at places of their choice. Respondents at

School A and the teacher at School B were interviewed in a combination of Tshivenda and English. The rest of the respondents in Schools B and C were interviewed in English. The respondents were free to respond in either Tshivenda or English. All respondents were made aware of their right to choose to participate or not to participate. All respondents willingly chose to participate. Further, all interviews were tape-recorded, and respondents had no problem with that arrangement.

A matrix table, as shown in Table 4.40, was tabulated to facilitate the analysis and interpretation of the interview data which was reported. The following were used in the matrix table:

- F – Flouting of authority (FA)
- L – Late coming (LC)
- A – Absenteeism
- N – Neglect of school work (NSW)
- M – More serious problems
- AP – Abolishment of punishment (AP)
- L – Leadership style of the teacher (LST)
- O – Overcrowded classroom (OC)
- G – General conduct of the teacher (GCT)
- P – Positive attitude (PA)
- S – Stakeholder collaboration (SC)
- I – Involving learners in decision-making (ILDm)
- C – Clarity of policies, rules, and regulations (CPRR)

Table 4.40: Matrix table

CATEGORIES	THEMES	TOPICS
Problems	Flouting of authority	<ul style="list-style-type: none"> - Disobedience - Disorderliness - Lack of cooperation - Misbehaviour - Refusal to wear a school uniform - Openly defying the teacher's instruction
	Late coming	<ul style="list-style-type: none"> - Late coming at school - Late coming at classes
	Absenteeism	<ul style="list-style-type: none"> - Truancy - Lengthy periods of absence from school
	Neglect of school work	<ul style="list-style-type: none"> - Failure to submit work - Late submission of work - Incomplete work - Dishonesty
	More serious problems	<ul style="list-style-type: none"> - Substance abuse - Endangering the lives of others - Teenage pregnancy

CATEGORIES	THEMES	TOPICS
Origin of problems	Abolishment of corporal punishment	
	Leadership style of the teacher	
	Stakeholder involvement	<ul style="list-style-type: none"> - Parental involvement - Involvement of stakeholders such as the SGB, SMT, Principal, Community, District Office, Department of Education
	Overcrowded classrooms	
	General conduct of the teachers	<ul style="list-style-type: none"> - Teacher inconsistency - Failure to take responsibility - Certain teachers regarded as poor role models - Poor relationships between learners and teachers - Lack of discipline management strategies
Suggested solutions	Positive attitude	<ul style="list-style-type: none"> - Oral and written praise - Professional conduct of the teachers (role model, teamwork, avoidance of negative example) - The teacher's leadership

CATEGORIES	THEMES	TOPICS
		style
	Stakeholder collaboration	- Parental involvement - Role of various stakeholders
	Involving learners in decision-making	
	Clarity of policies, rules, and regulations	

4.3.1 Respondents’ perceptions on alternatives to corporal punishment

What follows next are responses of the respondents regarding alternatives to corporal punishment according to various topics.

4.3.1.1 Teachers’ perceptions on alternatives to corporal punishment

According to the data collected, teachers displayed a diverse understanding of alternative methods to corporal punishment. Some teachers are not aware that there are alternatives to corporal punishment provided for them to employ. This indicates that teachers continually lament the fact that no alternatives to corporal punishment were put in place by the National Department of Education. They highlight that this is due to minimal and sporadic training on alternatives to corporal punishment.

Respondent 1 in School A agrees: *“I don’t remember seeing the document which talks about alternatives to corporal punishment”*.

Respondent 2 in School B indicates that alternatives to corporal punishment *“are not well defined to say if the child has done this you need this type of punishment”*.

Some teachers maintain that these alternatives might work or they might not work, depending on the environment learners find themselves in.

Respondent 3 in School A states: *“It depends with the environment at times, where the school is situated and the type of learners and discipline, for instance, how the parents instil discipline outside the school”*.

Respondent 4 in School D also confirms: *“Sometimes the alternatives do work and sometimes don’t work; it depends on the type of learners and kinds of friends”*. She adds: *“We’ve got three types of learners. We’ve got learners who are willing to be corrected; learners who are habitual and very unruly learners. So, they work sometimes in other cases, but in some other cases, they don’t work”*.

The respondents’ submissions above display the frustration teachers experience with learner discipline due to minimal training. It follows that teachers need to be thoroughly trained on alternative methods to corporal punishment. Teachers also need to acquaint themselves with governmental documents on discipline such as the *“The Alternatives to Corporal Punishment”* manual. This would help them to be conversant with alternative methods to corporal punishment, as the manual clearly outlines disciplinary measures to be employed when dealing with misconduct.

4.3.1.2 Principals’ perceptions on alternatives to corporal punishment

The principals interviewed also demonstrated knowledge and understanding of alternative methods to corporal punishment. Unlike the teachers interviewed, they were more conversant with these alternative methods. According to the principals interviewed, some of the alternative methods to corporal punishment are effective while others are not.

Respondent 1 explained the foregoing scenario by commenting: *“methods like suspension and detention don’t work for us”*.

Respondent 2 suggested: *“alternatives to corporal punishment are working if closely monitored and if we work collectively as the staff and consistency also assist”*. The principal shows the importance of consistency in applying school rules and policies.

Respondent 3 argued that intentions of alternative measures are good, but the problem is that the manual *“Alternatives to Corporal Punishment”* was simply presented to teachers without training.

Respondent 4 was also discouraged by the complexity of the implementation of these measures, as he asserted that *“they are time-consuming”*. The respondent argued that alternatives *“don’t bear the immediate results”* unlike corporal punishment *“which goes mainly for behaviour change and that comes solely where the pain inflicted is almost immediate because you feel it”*, as Respondent 5 in School B contended. These two respondents are still in favour of the use of corporal punishment, as they asserted that it bears immediate results. According to them, the alternatives are less effective.

Respondent 6 further complained about teachers’ attitude towards these alternatives, and he also believes *“our attitude as blacks towards this type of discipline, it is very awkward. In case of white learners, they are already disciplined, and you won’t even encounter such problems that we are encountering at our schools”*.

The latter respondent infers that alternatives to corporal punishment are meant for white schools and vice versa. The researcher therefore concludes that the respondent also implies that white learners are more disciplined than black learners. According to the researcher’s observations, the alternatives to corporal punishment are meant for all schools in South Africa. From the data collected, there was also an emphasis on training on alternatives to corporal punishment. The respondents mentioned that some alternatives are ineffective. They also highlighted the need for teamwork and consistency in applying rules and policies within the school.

4.3.2 Disciplinary problems in secondary schools

Through interviews, the researcher learnt that disciplinary problems vary from school to school. However, some disciplinary problems are experienced by all schools. The researcher further asserts that this is the reason why authors in many parts of the world keep on mentioning the same types of disciplinary problems. These disciplinary problems hamper the smooth running of schools. The problems contribute negatively to effective teaching and learning, and this may lead to poor learner performance. This is emphasised by respondents declaring that poor discipline has a negative impact on learners' academic performance.

Consequently, Respondent 7 in School C stated that: *"sometimes we are compelled to leave other learners who need our assistance and concentrate on learners with disciplinary problems"*. This research has revealed that schools experience the disciplinary problems that follow.

4.3.2.1 Late coming

All teachers that the researcher interviewed complained about late coming. Respondents 3 and 5 in School A described late coming as *"the most obvious disciplinary problem at school"*. This information suggests that this might be the case in most secondary schools in the district.

4.3.2.2 Absenteeism

The study has revealed that absenteeism is a common occurrence in most secondary schools in the district. Respondent 5 in School A mentioned that most learners from Grade 10-12 are absent on Fridays. Respondents 6 and 7 supported this by stating: *"I can say is community values, as teachers six has already said that most learners become absent on Fridays especially boys because when someone is dead within the community, they have to prepare the grave of the deceased"*.

It is perceived that girls are also mostly absent on Fridays to prepare food for the boys so that when they come back from the graveyard, they can have something to eat. Respondents 1 and 2 in School D also stated: *"Sometimes they don't come to school or they come late, for they were supposed to collect social grant"*. The teachers that the researcher interviewed demonstrated the extent of the seriousness

of the problem of absenteeism, especially on Fridays and on social grant days. These disciplinary problems have a negative effect on learner performance, as learners miss some crucial lessons at school.

4.3.2.3 *Illegal substances*

One of the major challenges in some schools is that learners bring drugs and alcohol to school. This is supported by respondents who indicated that the use of drugs and alcohol in schools is one of the factors that cause misconduct.

Respondent 6 in School B mentioned: *“I remember that boy who came with liquor at school and was supposed to stand in front of everyone at the assembly and apologise for having brought liquor at the school premises”*.

Respondent 7 in School D reported suspicions of drug abuse because of some learners' unruliness. The results from respondents indicated that substance abuse by learners during school hours is another contributing factor to the general lack of learner discipline. Thus, there is a need to curb the problem of substance abuse at schools, as it contributes significantly to lack of discipline within schools.

4.3.3 Causes of ineffective discipline in secondary schools

The causes of ineffective discipline in secondary schools are discussed next.

4.3.3.1 *Unsystematic abolition of corporal punishment*

This study shows that the abolition of corporal punishment was haphazardly done. Respondent 1 in School B argued: *“In as far as the issue of discipline is concerned in schools; eh... you know, the issue of corporal punishment even though sometimes somewhere it was harsh, but it had been abolished before the government made a thorough research about what must be done to create that”*. Respondent 2 in School B also indicated that the abolition of corporal punishment without putting alternative ways in place is one of the contributing factors to disciplinary problems.

Respondent 3 in School B added: *“After the government has put the law, abolishing corporal punishment, there's nothing they did to try to help the schools to come up with what they should do in order to punish learners. They left that issue in the hands of the schools to an extent that it is difficult. They are the ones who abolished*

corporal punishment; they should have also been the ones who must come up with the mechanism to deal with that one, something that must replace that. And they fear to establish the common eh ... system or method for punishment, because they do not want to be responsible”.

The aforementioned respondents contend that at least common ways of managing discipline should be established. For example, Respondent 4 in School B highlighted: *“They always say use the alternative means; don’t use corporal punishment. That’s the statement they use; they never came up and say do ABC”.* Thorough training on alternatives to corporal punishment will surely overcome all the misperceptions demonstrated by some of the respondents in this study. This study has revealed that the government was unjust to teachers by outlawing corporal punishment without putting in place a systematic plan on how to control misconduct at schools.

4.3.3.2 Underperforming learners

The study demonstrates that most learners with disciplinary problems are underperforming. Respondent 1 in School A believes that they perform badly due to social problems. Respondent 2 in School A added: *“Some underperform because they are not cooperative”.*

Respondent 3 in School B argued: *“They are disruptive and do not concentrate in class”.* Respondent 4 in School C indicates that most of these learners *“repeat the questions instead of answering them”.*

Respondent 5 in School D concurred: *“Most of the learners are not well prepared for secondary education; you will find that some of them won’t even write or read, so they become bored towards teachers.*

This study suggests that most of the ill-disciplined learners are those who underperform academically. Respondent 6 in School B indicated: *“They perform poorly! Most of them are poor!”* Respondent 7 in School D agreed: *“They really perform below par. They don’t perform as expected”.*

Respondents 1 and 4 in School D added: *“They perform dismally and don’t care. They don’t see the need to be educated”.* It is evident that this type of learner the

respondent encountered does not even see the importance of education, and this might be due to *“lack of future orientation”* as Respondent 1 in School A highlights.

Respondent 5 in School B indicated: *“They play a lot”*. Because they become bored, they also *“disrupt others”*, as Respondent 1 in School C indicated. This study thus reveals that underperforming learners are disruptive and deliberately disturb other learners in class, so this may hamper effective teaching and learning.

4.3.4 Roles of various structures in managing discipline within the school

Respondent 1 stated: *“we encourage teachers to use democratic forms of discipline as an alternatives to corporal punishment”*.

Respondent 2 in School A mentioned that *“teachers model good behaviour”*. This will indirectly persuade learners to be well-behaved.

Respondent 2 further added: *“I think the most critical issue is to maintain discipline among the staff because ill-discipline within the staff creates a loophole. For instance, if you are not punctual as teachers, it will be difficult for you to tell the learner to be punctual because she/he will not take you seriously. So, as a teacher, you must model the behaviour”*.

Respondent 4 in School B stated: *“The grade teachers talk to their learners on discipline before they even commit an offence”*. Respondent 1 declared that the school identifies problematic learners with the assistance of class teachers, and *“we arrange mentoring for them and monitor them”*. He also assured that the number of problematic learners decreases through mentorship.

With respect to maintaining discipline within the school, Respondent 2 in School A mentioned that *“teachers deal with general discipline within the school”*.

Respondent 5 indicated: *“we sometimes read the Code of Conduct at the assembly to remind them about school rules and regulations”*. He elaborated further: *“We always make use of the class teachers to discuss ground rules with the learners at the beginning of the year and always remind them of the Code of Conduct during the assembly, maybe once a week. We think talking to these learners about the Code of Conduct always helps them to remember what is wrong”*.

Teachers have duties of motivating learners in various ways. This study has displayed that learners are motivated through awards, public praise, and motivational talks and by involving them in school activities.

Respondent 4 brought out: *“we invite the parent to school to discuss the behaviour of the learner in his/her presence (learner)”*. Respondent 6 in School B also indicated that a parents’ conference is arranged with the parents concerned to discuss the behaviours of their children with teachers.

4.4 CONCLUSION

This chapter analysed and interpreted data from the respective respondents who were involved in the study. The chapter also provided the results and the findings of the empirical investigation as presented by respondents in their direct, unaltered words. Furthermore, it has provided a discussion of the research findings which addressed the main aims of this project. These will be detailed in the following chapter. Many schools in South Africa are plagued by disciplinary problems. The most commonly reported discipline problem is disrespect for teachers. Learners call teachers foul names or swear at them and make indecent gestures when teachers give them instructions or try to restore order in the classroom. Other frequently discipline problems are late coming, playing truant, absconding, disruption of lessons, and misbehaviour at school functions or during school excursions. More serious reported problems include fighting, bullying, assault, vandalism, theft, extortion, use of alcohol and drugs, carrying of dangerous weapons, and sexual misconduct. Furthermore, data on managing discipline in secondary schools has been discussed and explained to link the main research questions of this study and its aims.

The final chapter outlines the summary, conclusion, and recommendations of the study. Limitations of this study will also be highlighted.

CHAPTER 5

FINDINGS, RECOMMENDATIONS, AND CONCLUSIONS

5.1 INTRODUCTION

The penultimate chapter was used for data analysis and interpretation, as well as to discuss the findings of the research. Data collected through interviews and observations was comprehensively discussed. This chapter discusses general conclusions and provides viable recommendations on how schools could improve the management of discipline within the parameters of human rights. Based on the data collected, conclusions are drawn on this study. The limitations of the study are also highlighted.

5.2 OBJECTIVES OF THE STUDY

The overall aim of the study was to investigate teachers' perceptions on alternatives to corporal punishment in the Vhembe District. The achievement of this aim was enhanced by the attainment of objectives derived from the research questions. As highlighted in Chapter 1, the following were the specific research objectives of the study:

- To establish teachers' perceptions on alternatives to corporal punishment in Vhembe District
- To find out teachers' perspectives about corporal punishment
- To investigate alternatives to corporal punishment in schools
- To demonstrate how alternatives to corporal punishment can be enhanced

The study also sought to identify strategies that can be used to inculcate teachers' willingness and need to contribute constructively to the promotion of school discipline. The researcher envisaged providing assistance to teachers to accept and accommodate learners in such a way that they can learn in a physically safe and orderly environment which should contribute to overall academic improvement in schools.

The study further sought to demonstrate how alternatives to corporal punishment can be enhanced. It was assumed that school managers are not able to manage and maintain discipline in schools without the support of teachers and parents. An important responsibility of a teacher is to maintain discipline. For discipline to be maintained in classroom situations, teachers should ensure that they establish and maintain certain classroom rules. These will assist them to do their professional work effectively, and their classes will be managed properly.

5.3 FINDINGS OF THE STUDY

The findings of this study are based on an extensive review and evaluation of literature. They are also based on a quantitative and qualitative study. These are dealt with in the subsections that follow.

5.3.1 Findings from the literature study

Chapter 2 focused on understanding various factors which influence the effectiveness of discipline systems implemented in secondary schools. The literature review focused on four aspects of school discipline, the findings of which are summarised below.

5.3.1.1 *Causative factors of behaviour problems in schools*

Brain dysfunction, physical impairment, and barriers to learning are intrinsic factors that affect learner behaviour, as certain impairments make it difficult for learners to grasp social rules (Bear, 2012:8). Other intrinsic factors to be considered are of personality and temperament, as well as developmental level and basic needs as suggested by the theories of Erikson and Maslow (Butchart & McEwan, 2009:44, 251). It can thus be said that intrinsic factors will influence and be influenced by the environment in which the individual functions.

Extrinsic factors included in this study are the home environment, school environment, the community and society in which one functions, and the influence of peers. Each of these environments plays a role in the development of one's identity and, as such, will influence social norms (Maphosa, 2011:84). The home environment is the primary socialising domain (Ahmad, 2011:64). As children get older, the influence of peers becomes more prominent (Lochan, 2012:11). The

teacher-learner relationship can influence a learner's school experience and affect a learner's perception of him/herself and the world around them (Algozzine, Wang & Violette, 2011:53).

The community in which one lives has an impact on the social development of a learner. Through social interaction with others who are similar, children learn acceptable behaviour (Bear, 2012:67).

5.3.1.2 *Approaches to maintaining discipline in secondary schools*

In the past, traditional methods of disciplining learners followed a zero-tolerance strategy. In recent times, since the abolishment of corporal punishment in 1997, there has been a shift where learners are guided to constructive behaviour (Cohen, 2011:13). The positive approach works on the principle of reciprocated respect. This approach requires the development of good teacher-learner relations (Bowen, 2010:1). The Adlerian approach attempts to understand the context of poor behaviour in order to be proactive. This approach helps to meet the needs fulfilled by inappropriate behaviour, in a more appropriate way.

The student-centred approach helps learners to take ownership of their environment by learning to self-regulate and being aware of applicable boundaries and expectations (De Witt & Lessing, 2013:27). In behavioural theory, behaviour follows a pattern of antecedent behaviour and consequence. In this approach, the antecedent is manipulated to prevent the behaviour, or the behaviour may become extinct by the manipulation of the consequences (De Witt & Lessing, 2013:5). A combination of these approaches may resolve many of the discipline problems experienced in secondary schools, as this combination caters for a greater number of learners' needs (Mestry & Khumalo, 2012:112).

5.3.1.3 *Strategies used in maintaining discipline and the effectiveness thereof*

In any classroom, there are a variety of learners from many different walks of life. These learners do not behave in a uniform manner, and it thus stands to reason that various strategies will have to be used to maintain classroom discipline. As reported in the literature review, there are many strategies ranging in intensity that

are available to teachers. Such measures include reinforcing positive behaviour (DiGiulio, 2010:101); tactical ignoring of unwanted behaviour; verbal and non-verbal interventions (Gilham, 2012:3); using light humour to redirect focus (DiGiulio, 2010:118); and reprimanding a learner for inappropriate behaviour. Others include revoking privileges (Gilham, 2012:3); expulsion (Western Cape Government, 2014); and alternative schools with specialised learning programmes (Kim, 2011:91), among others.

Various strategies need to be implemented to deal with a variety of learners in schools. As reported, each discipline strategy has positives and negatives; there is no one strategy that can be used in every situation (Kerr & Nelson, 2009:63). It is important to ensure that the strategies used to discipline learners do not take away from the positive relationship and environment that a teacher is attempting to create (Kerr & Nelson, 2009:42).

5.3.1.4 *The effects of poor discipline on a secondary school learner*

The effects of poor discipline have far-reaching consequences for all learners, not only those who misbehave. Indiscipline affects the whole school morality and the holistic development of learners. The effects of indiscipline can be seen in the academic, emotional, and social fields (Moyo, Khewu & Bayaga, 2014). It can be seen that an increase in indiscipline in schools often corresponds with poor academic competence. Ill-disciplined learners are less likely to succeed academically and are likely to make it difficult for others to succeed (McKay & Romm, 2010:66). Constant distractions and negative peer influence make it difficult for learners to stay on the right path (Kerr & Nelson, 2009:88).

Adolescents struggle for independence and the establishment of their own identity. For a learner who has been labelled, the label becomes a status leading to greater experimentation of undesirable behaviour as they develop an identity (Ramsey, 2011:3). Individuals who display behaviour problems are at greater risk of developing anti-social or delinquent behaviour (Sprick, 2013:56). There is an increased risk of developing relationship problems not only with authority figures but also with peers and in intimate relationships, which may continue into adulthood.

Research shows that an increase in discipline problems in schools correlates with an increase in adolescents moving through the juvenile justice system and later as adults with an increased risk of criminal activity (Ramsey, 2011:33). This costs society not only in terms of monetary value but also in terms of safety, health, and time. Thus, it can be said that discipline in schools plays a pivotal role in a person's development (Tungata, 2006:97).

5.3.1.5 *Importance of school discipline*

In terms of the research conducted, school discipline is a form of discipline appropriate for highlighting rules and regulations for learners and ensuring order in schools. Hence, effective and efficient management of discipline in schools leads to effective teaching and learning. This will automatically result in anticipation of good learner performance. The study has revealed that lack of discipline and safety in schools has become one of the major challenges in South Africa. Therefore, creating and maintaining a safe, disciplined school environment was identified as the most crucial issue in schools.

Through this study, it has become apparent that poor discipline impacts negatively on learners' academic performance. Managing discipline in schools is therefore of utmost importance to allow effective teaching and learning. Moreover, the management of discipline in schools is central to effective teaching and learning.

According to Von Wildemann (2011:9), school discipline is central to the forming of an independent, self-reliant, and responsible society. On that account, discipline assists learners to acquire positive characteristics such as self-control, self-discipline, and accountability. The study has also revealed the goals of discipline, which are to motivate a learner to

- stop disruptive behaviours;
- adopt productive behaviours; and
- have a desire to cooperate.

5.3.2 Findings from the empirical study

The findings that follow are the results of the empirical research that was conducted to investigate perspectives about teachers' perceptions on alternatives to corporal punishment in the Vhembe District.

5.3.2.1 *Biographical profile of respondents*

Findings from Table 4.1 reflected that out of the 120 questionnaires which were distributed, 54.2% of the respondents were females, while 45.8% of them were males. Therefore, the majority of the respondents were females.

Only 0.7% of the teachers had a master's degree, while 10.8% of the teachers possessed other qualifications. The implication here could be that teachers have a qualification in education.

Results from Table 4.3 showed that 1.4% of the teachers had less than a year of teaching experience, 2.9% of the teachers had 1-3 years, and 13.7% of them had 4-8 years' teaching experience. Only 5.0% of the teachers had more than 34 years of teaching experience. The implication of this experience category for long-term educational impact is that a great number of experienced teachers are being lost while the intake seems to be so slow as well.

Findings from Table 4.4 indicated that the 30 respondents who constitute 38% of the total sample spoke Tshivenda, their mother tongue. Twenty-five percent of the total sample spoke Tsonga.

5.3.2.2 *Perceptions on alternatives to corporal punishment*

Results from Table 4.7 highlighted that 73 respondents constituting 60.8% of the total sample strongly agreed with the statement that corporal punishment in schools has diminished the authority of teachers in the eyes of the learners. On the other hand, 18 respondents constituting 15.2% of the total sample were neutral to the statement.

Results from Table 4.8 revealed that the idea that alternative methods to corporal punishment are not effective at all was supported, as 87 respondents making up

72.2% of the total sample agreed that alternative methods to corporal punishment are not effective at all. Seventeen respondents constituting 13.9% of the total sample were neutral due to lack of information.

Findings from Table 4.9 brought out that 38 respondents constituting 56.9% of the total sample strongly agreed with the statement that learners are now abusing their rights. This abuse occurs because learners are aware that corporal punishment is abolished.

Findings from Table 4.11 indicated that 15 respondents (12.7% of the total sample) did not answer the question posed, as they were neutral. The respondents may not have seen this question or were uncomfortable answering the question. It could also be that they were just neutral as to whether if corporal punishment is used positively, it enforces rules and makes learners serious about their work.

Results from Table 4.12 highlighted that the idea that teachers are inconsistent when disciplining learners is supported. This was clear from the 85 respondents (70.8% of the total sample) who agreed with the statement that teachers are inconsistent when disciplining learners.

According to Table 4.13, respondents supported the idea that teachers do not have some control over certain learners. This was evident from the 80 respondents constituting 67.1% of the total sample who strongly agreed with the statement that teachers do not have some control over certain learners.

5.3.2.3 *Perceptions of the rules for effective discipline*

From Table 4.17, it was indicated that 100 (83.5% of the total sample) respondents agreed that provision should be made for appropriate punishment for misdemeanours. Learners must know that sanctions or punishment will be used if they do not adhere to the rules as stipulated in a code of conduct, and these must be clearly spelt out together with the relevant discipline rule.

Results from Table 4.18 revealed that the majority of the respondents (77; 64.5% of the total sample) agreed that disciplinary and punishment rules must be made available to each learner. Each learner should have a copy of the discipline rules

(code of conduct) of the school, and it should be explained to them to ensure that they understand the discipline rules.

Findings from Table 4.19 showed that most of the respondents felt that discipline rules should be displayed in each classroom. A total of 82 respondents (68.3% of the total sample) agreed with the statement and acknowledged that discipline rules should be displayed in each classroom.

Findings from Table 4.20 brought out that 70 respondents (58.2% of the total sample) said that rules should be accepted by learners' parents (guardians). Parents or guardians must read and understand the rules before endorsing them with their signature.

5.3.2.4 *Disciplinary problems*

Results from Table 4.21 highlighted that 93 respondents (77.2% of the total sample) agreed that learners disrespect teachers at school. Learners seem to lack respect for teachers when they disregard their authority in the classroom, on the school grounds, and during school excursions.

Findings from Table 4.22 indicated that 85 respondents (70.9% of the total sample) agreed that the purpose of discipline in school is to teach learners to show respect for teachers. Table 4.22 further revealed that 12 respondents (10.1% of the total sample) were neutral to the statement due to lack of information. On the other hand, 23 respondents (19%) disagreed that effective discipline in school is essential for learners to be respectful towards teachers.

When considering the findings from Table 4.23, it was shown that the majority of the respondents felt that democratic forms of discipline in school will internalise self-discipline in learners. This was clear from the 74 respondents (62% of the total sample) who agreed that effective discipline in school will internalise self-discipline in learners.

With regard to the statement that the purpose of exercising effective discipline in school is so that learners can obey the authority of teachers, the results from Table 4.24 indicated that 56 respondents (46.8% of the total sample) agreed with the statement. Table 4.24 went further to reveal that 24 respondents (20.3% of the total

sample) were neutral to the statement due to lack of information. In contrast, 40 respondents (33%) disagreed that effective discipline in school is essential for obeying the authority of teachers.

5.3.2.5 Code of conduct and disciplinary measures

Results from Table 4.26 indicated that 81 respondents (68.3% of the total sample) agreed with the statement that the school has a disciplinary committee that deals with learner misconduct as outlined in SASA. However, only 15 respondents (12.7%) were neutral to the statement due to lack of information.

Findings from Table 4.27 supported the idea that schools have a code of conduct with the help of the teachers. Eighty respondents (67.1% of the total sample) strongly agreed with the statement that schools have a code of conduct with the help of the teachers.

Results from Table 4.29 showed that many supported the idea that alternatives to corporal punishment are not well defined to say if the child has done this, one needs this type of punishment. This was apparent from the 80 respondents (67.1% of the total sample) who strongly agreed with the statement that alternatives to corporal punishment are not well defined to say if the child has done this, one needs this type of punishment.

Findings from Table 4.30 highlighted that most of the respondents supported the idea that some of the alternative methods to corporal punishment are effective while others are not. This became clear from the 70 respondents (58.2% of the total sample) who strongly agreed with the statement that some of the alternative methods to corporal punishment are effective while others are not. On the other hand, three respondents (2.5% of the total sample) were neutral.

5.3.2.6 The relationships between selected variables

The findings from Table 4.35 illustrated that the older teachers (76.0%) prefer to use more oral questions in their assessment process than the younger teachers (73.7%). This could imply that the older teachers are not aware of various assessment methods at their disposal.

Findings from Table 4.36 showed an interesting outcome. In comparison with the other three groups, a higher proportion of the teachers with 9-13 years of teaching experience make the learners stay after school as a method of discipline

The results in Table 4.37 indicated that an χ^2 value of 16.788 (for 2 degrees of freedom) was calculated. This value is not significant at the 1% level, and therefore, it may be concluded that there is no significant relationship between the type of school at which teachers teach and alternatives to corporal punishment.

The findings from Table 4.38 revealed that an χ^2 value of 1.040 (for 2 degrees of freedom) was calculated. This value is not significant at the 1% level; thus, it may be concluded that there is no significant relationship between the type of school at which teachers teach and their application of the alternatives to corporal punishment.

A noteworthy outcome could be observed from Table 4.39. The table showed that the majority of teachers (98.5%) were willing to keep up to date with the latest alternatives to corporal punishment.

5.3.3 Findings from interviews

From the interviews with teachers, it became evident that overcrowded classrooms are regarded as one of the most important factors that hamper the creation of a favourable classroom environment in which teachers can teach successfully. Some of the teachers stated that they were teaching more than 60 learners in one classroom and found it difficult to identify to discipline overcrowded classroom. As far as discipline is concerned, there appears to be little doubt that overcrowded classrooms are fertile breeding grounds for demonstrating different types of deviant behaviour.

Interviews with teachers indicated that even though the use of corporal punishment is illegal, many teachers persistent in using it as a strategy to discipline learners. The study also revealed that teachers were not consistent when they applied disciplinary measures against learners.

Teachers felt that the presence of a positive attitude between the learners and teachers is a characteristic of a disciplined school. They also felt that a disciplined school is characterised by the support of parents when activities and functions

related to the maintenance of school discipline are performed. The teachers involved in the study seemed to feel that for discipline to be maintained in the classroom and in the school in general, the relevant communities and other stakeholders such as non-governmental organisations (NGOs), correctional service workers, social workers, parents, health sector workers, educational psychologists, media, the Department of Education, SGBs, SMTs, and learners should be involved in all school activities.

Interviews with teachers indicated that even though the use of corporal punishment is illegal, many teachers persisted in using it as a strategy to discipline learners. The study also revealed that teachers were not consistent when they applied disciplinary measures against learners.

From the interview findings, the issue of family background was identified as one of the issues that cause learner misconduct. It was pointed out that learners are often abused. Besides, poverty and hunger contribute to learner behaviour. It was further mentioned that some learners come to school hungry, and this affects them negatively, especially because a learner is expected to concentrate in the classroom.

Involvement in school disciplinary problems is thus often difficult for many parents who are struggling to survive and have almost no energy left for school obligations. Moreover, poverty at times compels parents to engage in criminal activities in order to survive and to put food on the tables for their families. Such activities set a poor example for children in the home. It is therefore recommended that parents model good behaviour for their children at home so that they can copy acceptable behaviour among friends at school.

Teachers should report cases of bad behaviour to the local Social Welfare or social workers who are trained to deal with bad behaviour that is caused by socio-economic factors. However, it depends on the seriousness of the cases, some of which may end up in the hands of law enforcement agencies whereby perpetrators may be prosecuted.

Teachers should be informed about the background of learners who misbehave and the circumstances under which these learners live. Workshops on how to deal with emotionally traumatised learners and those who come from disadvantaged families

should be conducted to equip teachers with knowledge on how to handle these children.

The respondents in this study maintain that there is a need for a systematic plan and thorough research on the abolition of corporal punishment. This implies that the introduction of alternative methods to corporal punishment was done haphazardly, without proper planning. Apparently, teachers and principals find it difficult to apply those alternative methods.

The respondents were 100% aware that corporal punishment is outlawed in South African schools. Nevertheless, it is apparent that their problem is that there was insufficient training, and in most cases, there was no training at all on alternatives to corporal punishment.

Teachers and principals have a diverse understanding of alternatives to corporal punishment. It emerged from the results that the effectiveness of these disciplinary procedures depends on the types of learners, the type of environment where the school is situated, and how parents instil discipline at home.

It was revealed in Section 4.2.1 that alternatives to corporal punishment were not well defined. Therefore, it is crucial that the government establish common methods of managing discipline for schools in order to apply common ways of managing discipline.

According to the respondents, alternatives to corporal punishment are time-consuming. It is evident that these disciplinary measures are taxing because teachers are compelled to leave learners who need their assistance and concentrate on learners with disciplinary problems.

5.4 CONCLUSION

Managing discipline in schools is a complex task for both principals and teachers. Through this research, the researcher has learnt that it is important to take all stakeholders on board on the issue of discipline in schools. The researcher therefore finds it imperative to involve the whole community in the process of discipline management. Hopefully, the community might come up with pioneering ways to assist secondary school teachers to promote discipline in their schools. Moreover,

good discipline is central to effective teaching and learning because a lack of discipline can jeopardise the school's efficacy.

The literature study provided key information concerning adolescents' aggressive behaviour and the contributory factors. The information obtained from the literature study was used for the compilation of the interview questions. It was noticed in Chapter 2 that bad experiences arising from unresolved conflicts in the unconscious mind determine the behaviour of adolescents. Learner misconduct may also originate from child abuse within the family. Child abuse includes physical, emotional, and sexual abuse.

Learner misconduct, although it manifests in different ways, is experienced by learners of all ages. Learner misconduct is more common among secondary school learners than among primary school learners.

Discipline is important for the smooth functioning of any school. While lack of learner discipline at schools is emerging as a serious problem, teachers should see this as an opportunity to introduce innovative approaches to managing learner behaviour. The issue of discipline in schools needs urgent attention. Discipline develops self-discipline in learners, which will lead to the improvement of society in its entirety. Unmotivated and ill-disciplined learners have a serious effect on the instructional effectiveness of teachers. In the long run, teachers may lose joy in teaching. They may have a feeling of anger and frustration that ends up affecting both learning and teaching negatively. Effective and efficient teaching and learning will not take place if there is no discipline.

5.4.1 The role of teachers in individual classes

A possibility exists that many teachers have limited knowledge of disciplinary strategies, and therefore, most disciplinary measures tend to be reactive, punitive rather than corrective and nurturing, and humiliating. However, more research is required to determine whether this possibility can be regarded as reality. It appears as though teachers often find themselves in classroom situations where they are confronted with a lack of suitable strategies to handle behavioural problems.

The ability to maintain an orderly, disciplined classroom environment is essential if teaching and learning are to occur. Teachers must be able to seek advice and support when faced with the intolerable problem of disruptive behaviour in their classrooms. As professionals, teachers need to discuss such problems with their colleagues and managers in an open, confident way. Classroom teachers need to manage discipline in a caring, confident manner.

5.4.2 The current situation regarding discipline in secondary schools

The current state of discipline in the four schools under investigation makes it difficult for teachers to perform their task effectively. Learners no longer listen to teachers and do not obey school rules. The schools are experiencing disciplinary problems. The most common problems experienced at the schools are absenteeism, late coming, disruption of classes, dodging, gambling, fighting, stealing, smoking dagga, intimidation, poor academic performance, high dropout rate, bullying, fighting, sexual harassment, teenage pregnancy, verbal abuse, and vandalism. Some learners are offensive, and older boys do not show any respect to female teachers.

5.4.3 Perceptions of teachers in Vhembe District concerning discipline

Teachers expected their learners to respect them and not to disregard their authority, to wear school uniforms, not to make undue noise, to complete their work on time, and to cooperate with teachers in whatever they are doing. Learners were also expected to attend school regularly and not to absent themselves from school without good reasons. Teachers expected learners to arrive at school and in class on time and not to neglect their schoolwork. Teachers also expected learners not to bring drugs to school or abuse harmful substances on the school premises and not to endanger the lives of others because this will lead learners to a life of misery and crime. Learners were also expected not to engage in promiscuity at school, the inevitable result of which may be untimely and unwanted pregnancy.

5.4.4 The role of teachers in schools in general

Beyond their responsibility of educating, teachers are also held responsible for the moral development of learners in order for them to become law-abiding citizens. This means that within the school community, teachers are expected to respond in a

controlling fashion to violations of the institutional rules of the school. Such violations include theft, bullying, vandalism, arguing with teachers, and flouting teachers' authority. This study indicated that a school will function effectively if there is discipline in it. Discipline cannot be promoted if the school has no rules and regulations or a code of conduct that the learners must conform to (cf. Section 2.2.1).

Schools have a responsibility to ensure that they provide an effective curriculum delivered in a safe and secure environment. Any behaviour that challenges a learner's ability to learn should be managed. Teachers and learners need support systems to deal with difficulties concerning discipline. Equally, all teachers and learners need to recognise the significance of their role within the school community. All members of the school community should feel respected, safe, and be able to participate in the daily routine of school life. Communication is critical, as teachers need to know what is available to help them manage their classroom effectively. They are also required to develop good relationships with all learners in order to enhance their learning. This study indicated that there must be collaboration between teachers, community members, other stakeholders, and learners.

5.4.5 The expected role of teachers in the maintenance of discipline

Effective and efficient teaching and learning cannot take place if there is no discipline, order, and control in the classroom situation. Teachers have the responsibility to maintain discipline at all times in schools and classrooms so that the education of learners flourishes without disruptive behaviour and offences. Discipline makes learners aware that there is order in the world and that certain types of behaviour are punished while other types of behaviour are rewarded for maintaining this order. For this reason, learners are controlled through rules and regulations. When these rules and regulations are formulated, learners should be involved so that they can get a clear understanding of what is expected of them as well as the consequences of both desirable and undesirable behaviour. Learners are also expected to obey and follow the authority of the teachers and not to disregard their authority. The results from this study confirmed the view that teachers are responsible for maintaining discipline at all times in the school and classroom situation so that learning and teaching can take place.

5.5 CONCLUSIONS OF THE STUDY

The following recommendations are made in this study:

- Teachers should guide learners towards judging their own behaviour. Instead of passing judgment on violators' actions, teachers should ask questions that encourage learners to judge their own behaviour. They should stay focused and, if necessary, help the learners to accept ownership for their problems.
- Teachers should guide learners to create plans for improving future behaviour. They should ask the learners to formulate alternative ways of behaving the next time they are confronted with similar situations. They must monitor learners' plans to help ensure success.
- Teachers should build learners' commitment to their plans by giving them feedback and through reinforcement. Learners will feel more committed if teachers acknowledge the validity of their plans. Doing this could be as simple as maintaining eye contact and giving a smile, or apart on the back, or as complex as scheduling a meeting to discuss their plans and requirements for success.
- Teachers should deal with the present (not the past). The purpose of a responsibility plan is to teach learners new behaviour for the future. Past mistakes should not be relived or thrown up on learners.
- Teachers should not allow excuses. Excuses serve only to pass on or avoid responsibility. They must not even entertain a discussion about excuses. Instead, they must ask learners what they could do the next time they are confronted with similar situations.
- The code of conduct must include appropriate disciplinary processes for disciplining learners and measures that will be followed in disciplinary processes.
- Schools must keep a register of learner misconduct, and a learner's disciplinary history must be attached to the learner's profile (record) card.

- Parents must sign to acknowledge learners' misconduct and consequent disciplinary action.
- If possible, all secondary schools should be turned into boarding schools with learners going home during the holidays. In that way, this will help to bring about strong and proper discipline. However, there are limitations involved in this suggestion, one of which is the amount of money it would require to accomplish this mission (for hiring hostel staff, cooking staff, and security guards) and money for other logistics involved. Thus, the problem might be the economic status of South Africa.
- Safety in schools is a precondition for good discipline. Therefore, all schools should be properly fenced and have tight security. A system which is used to detect all unwanted materials within the school should be installed for the safety of everyone within the school premises. This will eliminate disciplinary problems related to dangerous weapons, drugs, and alcohol.
- The manual "*Alternatives to Corporal Punishment*" should be reviewed, based on the research that has been conducted. Then common ways of managing discipline in secondary schools should be identified and promoted.
- All teachers and principals should be thoroughly trained on how to handle or manage discipline in their schools.
- After the aforementioned massive training, the Department of Education should organise follow-up training for novice teachers at the beginning of every year. Most significantly, a course in school discipline can be incorporated in the curriculum of education learners.
- Schools should also be advised to hold workshops on discipline every year to remind themselves of the methods of discipline and to reinforce what they employ with what they have learnt from other schools.
- Principals are advised to initiate and organise school-based workshops on disciplinary measures whereby the manual "*Alternatives to Corporal*

Punishment” could be discussed and understood by all teachers, as a starting point.

- The government should come up with common explicitly defined methods of discipline, not just guidelines. This should explain common and, most importantly, feasible ways of managing discipline in schools.
- Discipline structures must be established in each and every school, which will deal with discipline only. In the structure, a psychologist must be included. Managing discipline in schools is time-consuming. Hence, a teacher’s basic role must be teaching and nothing else. In that way, schools would produce high-quality results. They would be able to concentrate more on learners with learning barriers after school than on dealing with detention of undisciplined learners.
- Teamwork and consistency could assist in managing discipline.
- The issue of managing discipline should be communicated among all stakeholders within the school. All stakeholders within the school should discuss ways of managing discipline within their school, and the methods identified must conform to human rights.
- The researcher recommends that teachers provide guidance to learners with regard to their behaviour in the classroom. Teachers should relate more positive reports or comments to the parents, as parents who only expect to hear from teachers if there is trouble are encouraged by hearing about success. Teachers are encouraged to find out more about the children’s home background, their community, neighbourhood, and available resources.
- Disciplinary action must be taken against any teacher who is found to be drinking liquor with learners, whether during or after school hours. Parents, or whoever sees such a misconduct being committed by a teacher, must report such misconduct to education officials, and severe steps must be taken against such a teacher. The school should sometimes search learners for the sake of the safety of other innocent learners whose objective is to learn at school. The police can also be involved in an attempt to discourage drug

trafficking in schools and, if possible, “sniffer” dogs may be used to detect these illegal substances on the schoolyard. It must be emphasised by the SGB that drugs are prohibited at school.

- Section 12(1) of the Constitution of the Republic of South Africa (Republic of South Africa, 1996a) reads: “*No person shall be subjected to torture of any kind, nor shall any person be treated or punished in a cruel, inhuman or degrading way.*” Furthermore, the South African Schools Act, paragraph 10, stipulates that no person may administer corporal punishment at a school to a learner. Any person doing so will be guilty of an offence and liable, on conviction, to a sentence of (Republic of South Africa, 1996c).
- In the light of the foregoing, it is recommended that teachers stop using corporal punishment when dealing with offenders. Other methods such as giving learners minor work to do may be used. Workshops on alternatives to corporal punishment should be conducted to empower teachers in order to enhance their strategies to discipline without administering corporal punishment.
- The radical restructuring and transformation of the education system in a single non-racial system has brought about fundamental changes to education law and policy aimed at ensuring the realisation of the principles of democracy, freedom, equity, and equality in all education institutions. Aspects thereof can form the basis of meaningful research.
- The Department of Education is conducting workshops on the application of alternative methods to corporal punishment. Teachers should attend these workshops to familiarise themselves with these methods. The Department of Education should not train teachers only on alternative methods to corporal punishment; the training should also include emotional, behavioural, and classroom management skills. Education support officers should visit schools to advise and support teachers at their various schools.
- The school should form a teacher-support team, which will consist of one member from SMT, a small group of teachers, and influential people outside

the school who would meet on a regular basis. The purpose would be to discuss special needs and problems referred by teachers and to come up with ideas for individual intervention, as well as general development and preventative action.

- The school should network with neighbouring schools or those beyond their area. Much can be learnt from other schools respecting how they maintain discipline in their schools.

5.6 RECOMMENDATIONS FOR FURTHER STUDY

The following recommendations for future studies are made:

- The recommendation is that further research of a quantitative and qualitative nature must be undertaken in schools with the aim of developing a well-planned strategy to be implemented in schools to improve and maintain discipline. It should ensure regular evaluations of the capacity of teachers to maintain discipline and prepare and present lessons in order to develop quality education at all levels. It is necessary that research studies be conducted to find the causes of discipline problems and appropriate solutions.
- This investigation has shown that effective teaching and learning in a school is only possible in a well-disciplined environment. It is, however, common knowledge that many schools experience discipline problems for a variety of reasons. Factors inside and outside the school may be discerned in an analysis of the lack of discipline in schools. This means a learner's personal background, home conditions, parental models, and educational endeavours are all factors that may contribute to the discipline problems in schools.
- Continuous training must be available for members of the SGB, to promote the effective performance of their functions or enable them to assume additional functions.

5.7 CONCLUDING REMARKS

Discipline is important for the smooth functioning of any school. While the lack of learner discipline at schools is emerging as a serious problem, teachers should see this as an opportunity to introduce innovative approaches to managing learner behaviour. The issue of discipline in schools needs urgent attention. Discipline develops self-discipline in learners, which will lead to the improvement of society in its entirety. Unmotivated and ill-disciplined learners have a serious effect on the instructional effectiveness of teachers. As a result, teachers lose joy in teaching. They may have a feeling of anger and frustration that ends up affecting both learning and teaching negatively. Effective and efficient teaching and learning will not take place if there is no discipline.

Creating a democratic classroom environment is the most important preventative strategy around the issue of discipline. Democratic discipline places emphasis on the process, which is based on participation and involvement. In the democratic discipline approach, teachers allow learners to explore their own ideas and feelings about behaviour. The democratic approach also regards parents as partners in education, and they must give whatever is necessary to ensure that schools provide good education. It allows learners and parents to make inputs in developing the code of conduct.

The results show that teachers fully agree with the democratic processes of consulting learners and parents in developing the code of conduct and school rules. Teachers indicated that the code of conduct was developed with inputs from parents and learners. They also pointed out that learners are given the opportunity in their classrooms to formulate their classroom rules. The researcher has determined that the code of conduct was developed before but is not re-evaluated periodically. This means learners who are new and registering in the school for the first time are not aware of this code of conduct. Another area of the problem is that the document is only printed in English; other languages are not considered for parents who do not understand English. This language problem too would need to be addressed.

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APPENDICES

APPENDIX A: QUESTIONNAIRES

I am a Master of Education student enrolled at Central University of Technology, Free State. I am involved in research that tries to answer some questions with regard to teachers' perceptions about alternatives to corporal punishment. Please answer these questions as honestly as possible.

Table 4.1: Distribution of respondents by gender

Male	
Female	

Table 4.2: The frequencies and percentage of respondents by parents' education level

University	
College	
Secondary school	
Primary school	
Do not go to school	

Table 4.3: Frequency distribution of subjects by age groups

15-25	
26-35	
26-45	
46 and above	

Table 4.4: Language used by the respondents

English	
Tsonga	
Tshivenda	
Other	

PERCEPTIONS ON ALTERNATIVES TO CORPORAL PUNISHMENT

Table 4.5: Corporal punishment in schools has diminished the authority of teachers in the eyes of the learners

Strongly agree	
Agree	
Neutral	
Disagree	
Strongly disagree	

Table 4.6: Alternative methods to corporal punishment are not effective at all

Strongly agree	
Agree	
Neutral	
Disagree	
Strongly disagree	

Table 4.7: Learners are now abusing their rights since they are aware that corporal punishment is abolished

Strongly agree	
Agree	
Neutral	
Disagree	
Strongly disagree	

Table 4.8: There is no staff development, and teachers are poorly trained in disciplinary methods

Strongly agree	
Agree	
Neutral	
Disagree	
Strongly disagree	

Table 4.9: If corporal punishment is used positively, it enforces rules and makes learners serious about their work

Strongly agree	
Agree	
Neutral	
Disagree	
Strongly disagree	

Table 4.10: Teachers are inconsistent when disciplining learners

Strongly agree	
Agree	
Neutral	
Disagree	
Strongly disagree	

Table 4.11: Teachers do not have some control over certain learners

Strongly agree	
Agree	
Neutral	
Disagree	
Strongly disagree	

Table 4.12: Learners enjoy manual work such as picking up papers and cleaning classrooms; to them, it does not seem like punishment

Strongly agree	
Agree	
Neutral	
Disagree	
Strongly disagree	

Table 4.13: Learners even refuse to be removed from class when they disrupt lessons

Strongly agree	
Agree	
Neutral	
Disagree	
Strongly disagree	

Table 4.14: Before corporal punishment was removed, learners abided by the school rules

Strongly agree	
Agree	
Neutral	
Disagree	
Strongly disagree	

PERCEPTIONS OF THE RULES FOR ALTERNATIVE EFFECTIVE DISCIPLINE

Table 4.15: Rules to be considered for effective discipline (code of conduct) is provision must be made for appropriate punishment for misbehaviours

Strongly agree	
Agree	
Neutral	
Disagree	
Strongly disagree	

Table 4.16: Rules to be considered for alternative effective discipline (code of conduct) are disciplinary, and punishment rules must be made available to each learner

Strongly agree	
----------------	--

Agree	
Neutral	
Disagree	
Strongly disagree	

Table 4.17: Discipline rules must be displayed in each classroom

Strongly agree	
Agree	
Neutral	
Disagree	
Strongly disagree	

Table 4.18: Rules should be accepted by learners' parents (guardians) (e.g. they must sign for a copy of the rules when enrolling learners)

Strongly agree	
Agree	
Neutral	
Disagree	
Strongly disagree	

DISCIPLINARY PROBLEMS

Table 4.19: One of the disciplinary problems at my school is that learners disrespect teachers (e.g. swear at teachers)

Strongly agree	
Agree	
Neutral	
Disagree	
Strongly disagree	

Table 4.20: Effective discipline in school is essential for learners to be respectful towards teachers

Strongly agree	
Agree	
Neutral	
Disagree	
Strongly disagree	

Table 4.21: Effective discipline in school is essential to internalise self-discipline in learners

Strongly agree	
Agree	
Neutral	
Disagree	
Strongly disagree	

Table 4.22: Effective discipline in school is essential to obeying the authority of teachers

Strongly agree	
Agree	
Neutral	
Disagree	
Strongly disagree	

Table 4.23: Effective discipline in school is essential to internalise self-discipline in learners

Strongly agree	
Agree	
Neutral	
Disagree	
Strongly disagree	

CODE OF CONDUCT AND DISCIPLINARY MEASURES

Table 4.24: School has a disciplinary committee that deals with learner misconduct as outlined in SASA

Strongly agree	
Agree	
Neutral	
Disagree	
Strongly disagree	

Table 4.25: Schools have a code of conduct with the help of the teachers

Strongly agree	
Agree	
Neutral	
Disagree	
Strongly disagree	

Table 4.26: Teachers are not aware that there are alternatives to corporal punishment provided for them to employ

Strongly agree	
Agree	
Neutral	
Disagree	
Strongly disagree	

Table 4.27: Alternatives to corporal punishment are not well defined to say if the child has done this,one needs this type of punishment

Strongly agree	
Agree	
Neutral	
Disagree	
Strongly disagree	

Table 4.28: Some of the alternative methods to corporal punishment are effective while others are not

Strongly agree	
Agree	
Neutral	
Disagree	
Strongly disagree	

Table 4.29: Parents have a tendency of shifting their role of instilling good morals into their children to the teachers

Strongly agree	
Agree	
Neutral	
Disagree	
Strongly disagree	

Table 4.30: Parents are afraid of their children

Strongly agree	
Agree	
Neutral	
Disagree	
Strongly disagree	

Table 4.31: Disciplinary measures are not effective, but some are declared to be working effectively

Strongly agree	
Agree	
Neutral	
Disagree	
Strongly disagree	

APPENDIX B: INTERVIEW QUESTIONS: TEACHERS

The interviews for the research were formulated as follows:

1. What is your opinion on alternatives to corporal punishment?
2. Were you trained on alternative methods to corporal punishment?
3. If yes, for how long? If no, how did these alternatives to corporal punishment come to your attention?
4. Do parents in your school show interest in their children's education? Motivate your answer.
5. Which learner disciplinary problems does your school experience?
6. In your opinion, what causes these disciplinary problems?
7. How do you ensure that disciplinary problems are reduced in your school?
8. How do learners with disciplinary problems perform at your school?
9. Which methods do you employ to correct misbehaviours in your school?

10. Which methods do you find effective in correcting misbehaviours, and why do you consider them effective?

11. How do you promote positive behaviour in your school?

12. How do you ensure that disciplinary problems are reduced in your school?

APPENDIX C: INFORMED CONSENT

I.....on this day of.....2016
hereby consent to:

Being interviewed on the topic: **TEACHER PERCEPTIONS ON ALTERNATIVES TO CORPORAL PUNISHMENT IN VHEMBE DISTRICT.** Follow-up interview if necessary

1. The use of data derived from these interviews by the interviewer in a research report as she deems appropriate
2. I also understand that;
 - I am free to end or to recall my consent to participate in this research at any time.
 - Information given up to this point of participation could however still be used by the researcher.
 - Anonymity is granted by the researcher, and the data will under no circumstances be reported in a manner that will reveal my identity.
 - I may refrain from answering questions should I see an invasion of my privacy.
 - I will be given an original copy of the agreement.

Interviewee

Interviewer

Date

.....

.....

.....

APPENDIX D: PERMISSION TO CONDUCT RESEARCH

P.O. Box 1233
Thohoyandou
0950
11 February 2016

The Principal
Department of Education
Vhembe District
Sir/Madam

PERMISSION TO CONDUCT RESEARCH

I am a Masters student at the Central University of Technology (CUT) and engaged in a research project in secondary schools in the Vhembe District. My research study is entitled: **“TEACHER PERCEPTIONS ON ALTERNATIVES TO CORPORAL PUNISHMENT IN VHEMBE DISTRICT”**. The aim of my research is to investigate teacher perceptions on alternatives to corporal punishment in Vhembe District.

The Department of Education has approved the administration of this research. Your school has been chosen to form part of the study. I therefore request permission to conduct this research. You are further assured that data collected during the investigation will be highly confidential and will only be used for the purpose of my research.

For further information about this study, please contact my supervisor,
Dr ABM Kolobe, at this number: (057) 910 3500 (w) / 073 393 2446

Thanking you in anticipation.

Yours Faithfully

Ndinannyi Eunice Singo



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

APPENDIX E: GRANTED PERMISSION TO CONDUCT RESEARCH

VHEMBE DISTRICT

ENQ:Dr NG Rambiyana
Tel: 015 962 2883
Date 12/03/2016

To: Singo NE (student MEd in Management)
Education Management
Central University of Technology

From: District Senior Manager
Vhembe District

SUBJECT: GRANTED PERMISSION TO CONDUCT A RESEARCH

1. The above matter refers.
2. Kindly be informed that your research application to conduct research in Vhembe District, in identified two performing schools and two underperforming schools. The topic of dissertation is Teacher perceptions on alternatives to corporal punishment in Vhembe District, is approved
3. Please note that you will conduct your research in line with research ethics as prescribed by your institution and international norms and standards for research.
4. The district wishes you well in your project and awaits your findings with great interest.

Yours Faithfully

Vhembe District Senior Manager

APPENDIX F: PARTICIPANT INFORMATION SHEET

My name is Ndinanyi Eunice Singo. I am a researcher at Central University of Technology. I would like to invite you to participate in this project; research topic is TEACHER PERCEPTIONS ON ALTERNATIVES TO CORPORAL PUNISHMENT IN VHEMBE DISTRICT.

What will I have to do if I take part?

If you agree to take part, we will ask you to answer some questions. There aren't any right or wrong answers; we just want to hear about your opinions. The discussion should take about an hour at the longest. Please note that some of the questions will relate to your personal history and experiences in the Department of Education.

Do I have to take part?

No, **taking part is voluntary**. If you do not want to take part, you do not have to give a reason, and no pressure will be put on you to try and change your mind. You can pull out of the discussion at any time. Please note: If you choose not to participate, or pull out during the discussion, this will **not** affect your current prison sentence or your chances of parole.

If I agree to take part, what happens to what I say?

All the information you give us **will be confidential** and used for purposes of this study only. The data will be collected and stored in accordance with the Data Protection Act 1998 and will be disposed of in a secure manner. The information will

be used in a way that will not allow you to be identified individually. DoE authorities will not be able to link any information provided to you. **However, we must inform management if:**

1. You disclose details of any potential offence within this institution, which could lead to adjudication. So, you should not mention anybody's name during this discussion;
2. You disclose details of any offence for which you have not yet been arrested, charged or convicted;
3. Something you have said leads us to believe that either your health and safety, or the health and safety of others around you, is at immediate risk;
4. Something you have said leads us to believe that there is a threat to security.

In these situations, we will inform a member of DoE staff, who may take the matter further.

What do I do now?

Think about the information on this sheet, and ask me if you are not sure about anything. If you agree to take part, sign the consent form. The consent form will not be used to identify you. It will be filed separately from all other information. If, after the discussion, you want any more information about the study, tell your personal officer, who will contact me.

If you feel upset after the discussion and need help dealing with your feelings, it is very important that you talk to someone right away.

The contact details for the person to talk to are:

Name: Ndinannyi Eunice Singo

Supervisor: Dr ABM Kolobe

THANK YOU VERY MUCH FOR YOUR HELP!

**APPROVED BY THE CENTRAL UNIVERSITY OF TECHNOLOGY RESEARCH
ETHICS COMMITTEE**

APPENDIX G: EDITOR'S CERTIFICATE

DECLARATION BY LANGUAGE EDITOR

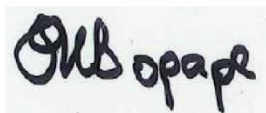


18 April 2017

TO WHOM IT MAY CONCERN

DECLARATION: Language Editing of Dissertation

I hereby declare that I have edited the Master of Education (in Education Management) dissertation of NDINANNYI EUNICE SINGO entitled "**TEACHER PERCEPTIONS ON ALTERNATIVES TO CORPORAL PUNISHMENT IN VHEMBE DISTRICT**" and found the written work to be free of ambiguity and obvious errors. All changes made by me were made up to 18 April 2017. It is the responsibility of the student to address any comments from the editor or supervisor. Additionally, it is the final responsibility of the student to make sure of the correctness of the dissertation.



Khomotso Bopape

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