PERCEPTIONS OF TEACHERS AND LEARNERS ON THE EFFECTS OF CORPORAL PUNISHMENT ON LEARNER CONDUCT IN KANYE GOVERNMENT SECONDARY SCHOOLS OF BOTSWANA

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DEDICATION

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ABSTRACT

Corporal punishment is still legal in Botswana. The country's education system still permits the use of corporal punishment as the regulations drafted in 1967 appearing in the Education Act remains in force with minimum amendments. The government has not altered its stand on the use of corporal punishment as a disciplinary method because of the ever-increasing cases of indiscipline of learners though many international organisations have suggested that all nations abolish the use of the approach which is regarded as inhumane.

The study investigated teachers' and learners' perceptions of the effects of corporal punishment on learner conduct in government secondary schools in Kanye, Botswana. A mixed method research design was used to conduct the study on a sample of one hundred learners, six teachers and three more learners (109). A structured questionnaire was used to collect data from one hundred learners and a semi structured interview guide was used to collect data from the teachers and three learners. Qualitative data was analysed using the computer SPSS software and the content analysis approach was used to deal with the qualitative data.

The findings reflected that both teachers and learners agree that learner misconduct is prevalent in schools. A number of common forms of misconduct for which corporal punishment is used were mentioned. The findings have also indicated conflicting statements on the effects of corporal punishment. There is contradiction in some of the findings under effects as not all respondents and participants agree that corporal punishment can change learner behaviour. Those in support of the use of corporal punishment stated it works only as an immediate deterrent. Some argue that corporal punishment fails to give the desired effects and learners interviewed all indicated that it has no effect. The findings outlined numerous negative effects of corporal punishment as compared to the positive effects. Almost all teachers and learners agree it causes injuries to the body, lowers learner's self-esteem, causes emotional problems, behavioural problems and contributes to truancy. The study revealed that there are alternative methods of disciplining learners such as guidance and counselling, positive reinforcement, having a code of conduct and peer support programmes. The majority of the teachers and leaners revealed that they consider guidance and counselling to be the most effective alternative. Recommendations are the Ministry of Education should ensure teachers are adequately trained in the use of alternative methods to corporal punishment to enable them to effectively deal with learner misconduct in their schools.

KEY WORDS:

- Misconduct
- Corporal punishment in Botswana
- Learner indiscipline
- Conduct
- Effects of corporal punishment.

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CHAPTER 1

1.1 INTRODUCTION

Numerous arguments on the subject of corporal punishment have been raised over the years. Many studies that have been undertaken on this particular topic reflect that to some extent researchers hold conflicting views with regard to the administration of corporal punishment (Holden, 2002:590). According to Kilimci (2009:242), some studies have suggested that corporal punishment is not good. They have referred to it as a violent, cruel and harmful disciplinary method often used by educators in managing a learner's conduct. From the point of view of children's rights, it has also been indicated by those that are against it that is a fundamental violation of the rights of the children (Dawes, Kafaar, Kropiwnicki, Pather & Richter, 2004:29). On the other hand, there are studies supporting the use of corporal punishment in schools. Kimani, Kara, and Otenge (2012:268) indicated that those in favour of the use of corporal punishment believe the disciplinary method is capable of managing learner conduct. According to Variava (2014:7), opponents of the abolishment of corporal punishment:

> Argue that it is not corporal punishment that is problematic but rather the misapplication of corporal punishment… Corporal punishment administered justly and in the context of a trusting educator-learner relationship is essential to discipline. Thus the old saying of 'spare the rod and spoil the child' applies.

The rise in learner indiscipline cases which has led to increased cases of violence in schools could be blamed on the abolishment of corporal punishment (Variava, 2014:7). Similarly Greydanus's (2010:3) testimony reflected that advocates of the use of this disciplinary method argue that it is effective in correcting a child's misbehaviour. Mushoshwe (2015:1) mentioned that, Zimbabweans are "bemoaning the outright ban of corporal punishment." Mushoshwe (2015:1) stated that recently a judge ruling in Zimbabwe resulted in constitutional amendments which now outlaws "the subjecting of any person (which includes children) to physical (corporal punishment)." The general public and those in education according to Mushoshwe (2015:1) indicated they do not support the ban as they argue:

> The ban will promote unruly behaviour among children while those in authority will have nothing to use in disciplining children that are under their control…Corporal punishment is synonymous with child discipline and vice- versa.

This could be a result of the popular belief that discipline is essential for learners to be educationally successful (Kilimci, 2009:242).

Holden (2002: 590) also agrees that corporal punishment has been a controversial topic in education for quite some time now and the multiple perceptions people hold may have been influenced by teachings which date from as far back as biblical times. Bechuke and Dibeila (2013:373) discussed a number of scriptures from the Old Testament to show that punishment has been a historical tradition in existence and applied by God on his people. The Book of Proverbs (23:12) states "spare the rod and spoil the child: withhold not correction from the child: for if thou beatest him with the rod he shall not die." Supporting the statement and also to show that corporal punishment as a controversial practice from the past has been closely linked to religious practices, Sajkouska and Wajtaski (2005:7) explained that many Christian parents in the past upheld the theology of St. Augustine. The Christian families felt that the theology gave a fair justification for the use of any form of corporal punishment in the upbringing of their children since it mentioned that corporal punishment had been instituted to correct the "evilness and child behaviour deformations." Bernadette, Saunders and Goddard (2010:13) hold the same view as they mentioned that corporal punishment had in the past been linked by a significant number of writers to the biblical concepts. Parents have as a result adopted the use of corporal punishment as a means of disciplining their children.

It can also be noted that globally, corporal punishment has formed part of many nation's cultural practices (Sajkouska & Wajtaski, 2005:7) which is why it can be declared that the practice is as old as civilization. Parents felt that corporal punishment was a unique way to improve their children's behaviour (Morell & Moletsane, 2002:243). To some extent, parents were not satisfied with how children conformed to their wishes and demands which included "showing respect, honour and obeying them." (Bernadette *et al.*, 2010:11). Gershoff (2008:19) also mentioned "stereotyping cultural groups." This means that parents who use corporal punishment may be doing so as a result of their cultural background which has supported the use of the stick to correct their children's unwanted behaviour.

Another cultural practice common amongst Batswana has been of disciplining or socializing children "in the spirit of cooperate-ness" (Garegae, 2008:49). Amongst Batswana cultural groups it has been a common practice for the whole community to be engaged in the proper upbringing of children regardless of relationship. It was the responsibility of the community to ensure proper discipline of all children in the community and Garegae (2008:49) further

explained that children who misbehaved had to know that they did not put to shame their immediate family only but disappointed the entire community. Bernadette *et al.* (2010:11) has also aligned corporal punishment to the early development of the education system. With the introduction of the western type of education, schools assimilated corporal punishment, which was a traditional method of discipline, into their systems. Kilimci (2009:1) indicated that during the period of compulsory education, it was believed that learners should be disciplined for them to be successful in education. To further accentuate that, corporal punishment was commonly used internationally to instil discipline Kopansky (2002:2) states that:

> Support for the use of corporal punishment in schools has its roots in local customs, fundamental religious beliefs, and in the mistaken assumption that as a practice it is effective and not harmful...that the practice leads to the development of character, teaches respect that corporal punishment is the only form of discipline that some children understand... and that behaviour problems would increase in its absence.

From the above citation, it is evident why in the past corporal punishment was considered a lawful and acceptable practice in many countries' education systems. There is also an indication that corporal punishment has made a transition from homes to the classroom with the support of parents, teachers and school administrators. Significant studies have also shown that to date there are quite a number of schools worldwide practising corporal punishment (Kilimci, 2009:242). In the United States, The Human Rights Watch (2009:2) states that, in the school year 2006-2007, twenty states still permitted corporal punishment. It also avers that in those states almost a quarter of a million children in about a hundred of the school districts, reported routine use of corporal punishment further revealing the application of corporal punishment. Sajkouska and Wajtaski (2005:7) opine that many more countries still commonly use it.

The global initiative to end corporal punishment of children (2010:8) indicated that countries such as Swaziland, some states in the United States, Malaysia, Brazil and some African countries are among many others which still practice corporal punishment. Given the historical perspective outlined, it is not surprising to find that some schools still adhere to the use of corporal punishment as a disciplinary measure. However, over the last two decades, there have been changes incorporated into children's social status (Sajkouska & Wajtaski, 2005:7). Human rights groups argued that corporal punishment was harmful to children and that it must be abolished. As a result, in some countries the use of corporal punishment has

declined and some nations have totally abolished it (Gershoff, 2008:7). Countries which responded positively to the call to ban corporal punishment did so as a result of the pressure put on their governments by Human Rights groups and the United Nations Convention of 1989 which decreed that member states do away with such a disciplinary practice associated with torture and retribution (The global initiative to end corporal punishment of children, 2010:8). Part of the United Nations Convention had been to ensure that by 2009, all member countries must have achieved total abolishment of corporal punishment. The agreement according to Waterhouse (2006:3) was that, all forms of corporal punishment must be banned to ensure that children were safe from abuse in schools.

The points raised in favour of the abolishment of corporal punishment, according to Newell (2011:1) were that it violated children's rights and it lowered their dignity. It was also mentioned that it was an archaic and insufficient approach which had no place in schools. It has been emphasized that learners who had been subjected to corporal punishment were observed to have problems of depression, fear, anger and withdrawal from school activities (Murphy, Vagins & Parker, 2010:5). As a result, laws protecting learners at schools against corporal punishment were drafted and implemented. It is surprising that Botswana as a United Nations member state has not met the targeted date of total abolishment of corporal punishment unlike countries such as Namibia, Zambia, Angola, South Africa, Lesotho and Kenya which showed compliance with the United Nations General comment number 8 that states "The right of the child to protection from corporal punishment and other cruel or degrading forms of punishment" (The global initiative to end corporal punishment of children, 2010:8).

To date, the old practice of administering corporal punishment to learners in Botswana schools is highly practiced. The government of Botswana has done little regarding the abolishment of corporal punishment even though, after the attainment of independence, Batswana became aware of human rights. In spite of that, the government showed some response to the United Nation's stance on corporal punishment and came up with regulations which would govern the use of corporal punishment in schools. However, it is clear that the current government has not altered its position regarding total abolishment of corporal punishment as it is regarded to be part of Batswana culture. Owen (2013:2) explains that Botswana's government "rejected recommendations" during the United Nation periodic review of 2008 calling for the abolishment of corporal punishment stating that, "The government has no plans to eliminate corporal punishment contending that it is a legitimate

and acceptable form of punishment, as informed by the norms of society." The Daily News (2015) published an article highlighting remarks by the speaker of the national assembly when giving a key note address during the teacher's day celebration this year (June 2015) which further verifies that Botswana to date maintains their position on the use of corporal punishment as she stated:

> Punishment should be done by teachers, it has to be applied with love, not hatred, but applied so that the child be guided not just because they can be punished...In relation to rectifying the United Nation children's Act, it has been decided that corporal punishment shall continue...while there are negatives, the positivity is however derived...

The nation's customary laws are recognised by the government and under such laws corporal punishment has been an integral part of child discipline (Sharma, 2004:8). According to Morell and Moletsane (2002:243), parents have continuously supported the government stand on the matter, partly because they believe corporal punishment helped to improve their children's behaviour.

Statements by different authors and organisations which oppose corporal punishment argue that the disciplinary practice "breaches respect for human dignity, mental and physical integrity and the right to protection from all forms of violence" (Save the Children, 2010:2). They also emphasize that corporal punishment has no place in schools as learners who had been beaten and lashed had reported problems with depression, fear, anger, withdrawal from school activities and loss of interest in their academic work (Murphy *et al.*, 2010:5). Despite this strong observation, Batswana still seem to support their government's stand on the continuous use of corporal punishment in schools as well as homes. It is very clear that the state has failed to meet the set date of total abolishment of corporal punishment. There are no recent indications that legislative amendments are underway to bring about total abolishment of corporal punishment in schools. The questions that arise are: has the continuous use of corporal punishment in Botswana brought about improvement of learner behaviour or not? The United Nations is still striving to achieve an international ban on the use of corporal punishment, but for some countries like Botswana which are still practising the disciplinary method, what are the reasons behind the continued use? Does corporal punishment have any positive effect in improving learner conduct in schools?

1.2 STATEMENT OF THE PROBLEM

Cases of learner misconduct have grown significantly over the years and many nations have expressed that such issues affected their education systems (Maphosa & Mammen, 2011:143). In the United States it is reported that cases of learner misconduct have grown drastically over the past five years (Boston Globe, 2013). Similarly, in Botswana reports on learners found to be misbehaving or engaging in acts of misconduct at schools, shows the situation has worsened as indicated by the Minister of Education. In her statement (Baputaki, 2009), the Minister of Education expressed an outcry on the issue and called for immediate action to combat the problem.

One of the methods adopted from the past and still in use in Botswana's education system is corporal punishment. In Botswana the use of corporal punishment is still in force though internationally there has been a call for its ban following the recommendations of the 1989 United Nations Convention on the rights of children. Botswana is one of those countries which have not met the deadline initially set for total abolishment. Though the various organisations have over the years intensified their campaign to abolish corporal punishment, Botswana's government has not yet fully amended the country's Education Act of 1967 to do away with corporal punishment in schools. The government of Botswana continues to support the use of the cultural practice of administering corporal punishment in school as it is believed to be a very effective disciplinary strategy even though misconduct is worsening.

Following the statement of the problem, the aim of the research is stated.

1.3 AIM OF THE RESEARCH

The aim of the research was to seek teachers' and learners' views on the effects of corporal punishment on learner conduct in government schools in Kanye, Botswana.

1.4 RESEARCH QUESTIONS

The study was guided by the following questions:

1.4.1 Main research question

What are the perceptions of teachers and learners on the effects of corporal punishment on learner conduct in Kanye junior secondary schools (JSS)?

1.4.2 Sub questions

- What is the status of corporal punishment in Botswana's education system?
- What are the most common forms of learner misconduct in Botswana schools?

- What forms of corporal punishment are commonly used to address learner misconduct in schools?
- What do teachers and learners think about the effectiveness of strategies used to address learner misconduct?
- What are the effects of corporal punishment on leaners?
- What do teachers and learners think are the effects of corporal punishment on learner conduct?
- What can be recommended as alternative methods to corporal punishment for schools in Botswana and for Kanye JSS schools in particular?

1.4.3 Research objectives

The objectives of the study are to:

1.4.3.1 Describe the status of corporal punishment in Botswana's education system.

1.4.3.2 Identify common forms of learner misconduct.

1.4.3.3 Identify forms of corporal punishment commonly used to address learner misconduct.

1.4.3.4 Describe the effects of corporal punishment on learner conduct.

1.4.3.5 Identify the perceptions of teachers and learners about the effects of corporal punishment on learner conduct

1.4.3.6 Identify alternative strategies/ methods that can be used in school to curb learner misconduct.

1.4.3.7 Establish recommendations that can help to improve current methods of curbing learner misconduct in Botswana.

1.5 RESEARCH DESIGN AND METHODOLOGY

1.5.1 Research Design

The study adopted a mixed methodology design of qualitative and quantitative approaches conceptualized from a pragmatic theoretical paradigm. Johnson and Christensen (2008:35) have indicated that the mixed method is observed by researchers as having positive values when studying human behaviour as it gathers both qualitative and quantitative views and, by so doing, a detailed understanding of the world can be fully achieved. The mixed method is described as a research paradigm characterised by combining qualitative and quantitative methods, applications, concepts or any other paradigm characteristics in a single study (Johnson & Christensen, 2008:34). Denscombe (2008:272) has further explained that using the mixed method is highly beneficial as it increases data accuracy and a more complete picture of the phenomenon under study is given, something which cannot be achieved by a single approach. It is regarded as a perfect approach that "overcomes the biases of a single study" (Denscombe, 2008:272). This is further explained by Johnson and Christensen (2008:51) when they state that by combining two or more research methods that have individual strengths and weaknesses in a single study, mistakes are minimised. This means that the two methods complement each other.

The mixed methodology design is characterised by collecting data which is then analysed and the findings integrated to draw inferences in a single study (Punch, 2009:298). According to Gray (2004:33) it is the most appreciated approach as it accommodates data triangulation which he believes is a valuable research strategy. The triangulation design was used for the study as Fraenkel and Wallen (2008:561) have described it to be a design whereby both quantitative and qualitative methods are merged to study the same phenomenon and to establish if the two merge into a single understanding of the research problem being investigated.

The qualitative and quantitative approaches were given equal priority and data from both was collected simultaneously and used to complement each other. By combining both the qualitative and quantitative methods in a single study, the researcher was able to triangulate data collected. This research strategy is defined as "the use of two or more methods of data collection in the study of some aspect of human behaviour" (Cohen, Manion & Morrison, 2011:195). The two research methods were used to test the same findings. This was more of a filtration process of the findings meant to reduce distortion of what is being investigated

(Babbie, 2007:113). The quantitative data was used to corroborate and support the qualitative data and this helped to confirm and validate data collected.

1.5.2 Methods of investigation
1.5.2.1 Literature study and empirical investigation:

According to Leedy and Ormrod (2001:64), "those who conduct research belong to a community of scholars, each of whom has journeyed into the unknown to bring back an insight, a truth, a point of light, what they have recorded of their journey and the findings will make it easier for you to explore the unknown; to help you also discover an insight, a truth, or a point of light." The researcher consulted various books, journals, electronic media, magazines and newspapers that deal with corporal punishment and learner conduct. The literature provided important information which according to White (2005:7), offered insight into the dimensions and complexity of the problem. The literature review also described the theoretical perspective and previous research findings regarding the problem at hand (Leedy & Ormrod, 2001:64). The literature review had a great input to the study as Leedy and Ormrod (2001:64) have outlined a number of its benefits such as:

- It can offer new ideas, perspectives and approaches that may not have occurred to you.

- It can show you how others have handled methodological and design issues in studies similar to your own.
- It reveals sources that you may not have known existed.
- It can help you interpret and make sense of your findings and, ultimately, help you tie the results to the work of those who have preceded you.

The literature review gave the researcher a holistic picture about the topic of discussion being "perceptions of teachers and learners on the effects of corporal punishment on learner conduct in government secondary schools in Kanye." Primary and secondary sources were gathered, measured and evaluated and conclusions drawn. The researcher used the literature study to support and make sense of the findings.

1.5.3 Research methods
Two methods of data collection were used in the study. They are questionnaires and interviews. Quantitative Data was collected from learners and they were randomly sampled to

complete close ended questionnaires which the researcher handed out. Participants being the teachers and learners were purposively sampled and interviewed by the researcher.

1.5.4 Population

The target population, according to Fraenkel and Wallen (2008:90) refers to the larger group to which the results of the information gathered will be applied or generalized. For this study the target population consisted of all learners enrolled in junior secondary schools and the teaching staff from all the junior schools. Learners currently doing form one, two and three in the Kanye south region of the country and all teaching staff from the six junior secondary schools have been identified. Though narrowing the population limits generalizability, the researcher had to sample both teachers and learners due to time and financial constraints (Fraenkel & Wallen, 2008:91). The study involved 100 learners who were simply randomly sampled from the six schools. A total of six teachers and three learners were purposively selected from the six schools. The total population will add up to 109 (Both the respondents and participants).

1.5.5 Sampling

According to Mertens (2010:309), sampling is described as a "method used to select a given number of people (or things) from a population." The researcher had to collect data from the population so as to investigate the problem and to do so a number of processes were done which entailed deciding who the data would be collected from as well as how the selection of the subjects would be done to represent the population. It is not an easy task to include all the population in a study, as a result there are a number of different approaches which could be applied to select the people, and the process is termed sampling. To select the respondents and participants the researcher began by selecting the schools to focus on. The six junior schools found in Kanye were sampled to identify three schools. The researcher was interested in focusing on the three schools instead of all due to time constraints. Simple random sampling without replacement was used to identify the three schools thereafter different variants of simple random sampling were used to identify a given number of learners to respond to the questionnaires. For the selection of the participants a different approach was used. Purposive sampling was found ideal to select participants being teachers and learners to be interviewed.

1.5.5.1 Selection of respondents

The target population for the study included learners doing form three in the Kanye junior secondary schools. A total of 100 learners had to be identified to complete close ended questionnaires which entailed a set of similar questions. To identify the 100 learners, the researcher began by first identifying the three schools using simple random sampling without replacement then applied the stratified sampling with proportional allocation to decide on the number of learners per school. To do so, the researcher had to consult the school administration to get the class registers and current roll of form three learners. The current school roll was used to calculate and determine the number of learners to be issued with questionnaires in each of the three schools. To select the number from each school the researcher applied the simple random sampling method.

1.5.5.2 Selection of participants

Purposive sampling was adopted to choose the participants. Payne and Judy (2004:210) had indicated that by using purposive sampling to select participants the researcher can directly identify participants found most suitable and interesting rather than being representative. For the qualitative part which deals with smaller sample sizes, purposive sampling is better than random as a detailed understanding and clear meaning to the problem under study will be reached (Fox, Hun & Mathers, 2009:11). The approach enabled the researcher to identify participants who made a significant contribution to the study. The sampling technique was used as the researcher was interested in identifying only those teachers who have administered corporal punishment and have been in the teaching profession for quite some time not less than three years in their current school.

Besides the teachers, the researcher also selected three learners using a similar approach. The principal and the guidance teacher in each of the three schools assisted the researcher to identify a learner who is reported to be often misbehaving and has been subjected to corporal punishment on many occasions. The researcher was interested to learn from such leaners how they felt and regarded the use of corporal punishment. The selection was done on the basis of characteristics of the participants. Teachers and learners were purposively sampled from the schools under study. A total of six teachers and three learners were selected.

1.5.6 Instruments for data collection

1.5.6.1 Questionnaires

Questionnaires were used to collect quantitative data from the 100 learners to help the researcher understand the problem and the research question. A closed ended questionnaire was administered to collect data from 100 learners who were sampled. Part A sought the respondent's personal information and Part B to H consisted of statements structured according to the research questions and objectives. The researcher hand delivered the questionnaires having piloted and validated them. Upon their completion the researcher collected them. The researcher requested for time from the school head to allow the respondents to answer the questionnaires. A five point likert scale (strongly agree, agree, neutral, disagree and strongly disagree) was developed and learners were instructed to place a cross in the appropriate space to indicate their level of agreement to the statements. It took learners about fifteen minutes to complete the questionnaire.

1.5.6.2 Interviews

To collect qualitative data, a semi structured interview guide was developed. The same interview guide was used to collect data from the six teachers and three learners purposively sampled. Both the teachers and learners had to answer a similar set of questions and the researcher probed to get an in-depth understanding. The researcher personally conducted the interviews face to face having made appointments with the participants and their responses were recorded. A recorder was used and data later transcribed. The data collected using the interview was transcribed and the researcher used both the notes compiled and the recordings. The audio recordings captured using the recording feature of the phone were saved and transferred to a laptop using the blue tooth device. Separate files were created to save the teachers' and learners' files. When transcribing the data the windows media player was used to play the audio files. The researcher had to play the recordings back and forth several times in order to capture what the participants said.

1.5.7 Reliability and validity of instruments

Gray, (2004:405) defines reliability and validity by stating that reliability refers to the degree to which an instrument will produce similar results at different periods and validity means the level at which data in a research study is accurate and credible.

1.5.7.1 Reliability of instruments

In order to cater for reliability of instruments to be used to collect data from learners and teachers the researcher conducted a pilot test. The pilot test was aimed at checking the instruments (being the questionnaire and interview guide) for content, wording and length. Through a pilot test the contents of the questionnaire and interview guide were tested to see if the instructions and questions/statements would be well understood by the respondents and as a result bring forth the intended data. The instruments' contents were refined. By pilot testing instruments it was established how long it would take to complete the questionnaire or conduct an interview (Bell, 2005:147). The pilot study was conducted in a nearby junior school using learners and teachers who were not part of the study. The researcher's supervisor also played an important role in helping to refine the instruments.

1.5.7.2 Validity of instruments

As Bell (2005:117) mentions, this is a more complex concept which aims at ensuring if the instrument will measure or describe what it is intended for. To find out if the instruments measured what the researcher intended to measure, pre testing of questions was done. About eight learners and two teachers from a nearby junior school were requested to assist. The selected learners and teachers were in close proximity to the researcher. The number suggested was a manageable one too and it must be noted that they were not to be part of the study. Pre testing helped the researcher to revise the instruments.

1.5.8 Data analysis

Marshal *et al.* (cited in White, 2005:256) pointed out that data analysis is characterised by bringing order, structure and meaning to the mass of collected data, which is a time consuming, creative and fascinating process. The data collected was analysed qualitatively and quantitatively within the frame of reference of the research objectives.

1.5.8.1 Quantitative Data Analysis

Data collected from the questionnaires was presented in tables and graphs then analysed statistically. The researcher used the IBM statistical package for the social science software (SPSS). A template was developed to enter the data which was then analysed. The researcher engaged a statistician who assisted in the analysis phase. Descriptive statistics were applied. If the need arose, the association between any two factors would be tested using chi- square test

association (Mertens, 2010:406). The data analysed from questionnaires was then reconciled with that from the interviews and a conclusion drawn.

1.5.8.2 Qualitative Data Analysis

Qualitative data was collected using the semi-structured interview guide. It was then analysed using the content analysis approach in order to answer the research questions. Data analysis in qualitative research involves the researcher beginning with a large body of information and he must, through inductive reasoning, sort and categorize it and gradually bring it down to a set of underlying themes (Leedy & Ormrod, 2001:150; Gay *et al.*, 2006:468; and Chilisa & Preece, 2005:172) state that "qualitative research begins with data analysis from the initial interaction with participants and continues that interaction and analysis throughout the entire study." The three basic procedures mentioned by Johnson and Christensen (2008:556) were followed when analysing data. The three are transcribing the data, reading and re-reading the transcript. The researcher immersed himself in the data collected, coded the data, categorised it to identify relationships and potential themes.

1.6 SIGNIFICANCE OF THE STUDY

The findings of the research will make a contribution to the literature that already exists on the effects of corporal punishment. The study will also create a platform for future studies that may be undertaken by researchers who may be influenced by the results. It will also provide additional information for teachers to help in the improvement of learner conduct. Another beneficiary of this study will be the Ministry of Education. The policy and programme developers who are concerned with issues which affect children and their learning will also benefit from this study. They can make future references to the research findings when reviewing documents such as the Education Act especially on the use of corporal punishment. Teachers will also benefit as they will be informed on alternatives to corporal punishment deemed to be effective in improving learner conduct.

1.7 DEFINITION OF TERMS
1.7.1 Corporal punishment

In this study it was defined as: The use of physical force with the intention of causing the child to experience bodily pain or discomfort so as to correct or mould the child's behaviour (Gershoff, 2008:9). A much elaborated definition by Soneson (2005:6) explains that corporal punishment is "hitting the child with the hand or with the object (such as a cane, belt whip, shoe, etc.); kicking, shaking, or throwing the child, pinching or pulling their hair, forcing a

child to stay in uncomfortable or undignified positions or take excessive physical exercise; burning or scarring the child."

1.7.2 Conduct

In this study it refers to personal behaviour or way of acting. It referred to how one behaves and manages himself or herself (http://dictionary.reference.com/browse/conduct. & Collins dictionary 2006: 334)

1.7.3 Discipline

In this study discipline refers to teaching children the boundaries of what is acceptable and what is not acceptable, and making them aware of the values and actions that are acceptable in their society. Squelch (2000:2) has further defined discipline to be positive management aimed at promoting appropriate behaviour and developing self- discipline and self-control.

1.7.4 Misconduct

The Oxford Dictionary has defined misconduct as a behaviour that is opposed or contrary to normal social instincts or practices (The Oxford Dictionary, 1994:48). The other adopted definition of misconduct for this study was by Mugabe and Maposa (2013:112) who simply referred to it as "any behaviour contrary to discipline."

1.7.5 Punishment

The Republic of South Africa (1998, par 8.1) has defined punishment as "a corrective measure or a penalty inflicted on an offender who has to suffer the consequences of misconduct in order to maintain the orderly society of the school." Punishment is external, punitive and the exercise of control over people for the sake of compliance (Le Mottee, 2005:2).

1.8 ETHICAL CONSIDERATIONS

Research ethics are primarily concerned with protection of the rights and interest of research participants. According to McMillan and Schumacher (2001:16) the researcher is ethically responsible for protecting the rights and welfare of the subjects who participate in a study, which involves issues of physical and mental discomfort, harm and danger. It is very important for the researcher to ensure that the planned research is ethically accountable and conforms to acceptable norms. The rights and welfare of the respondents and participants

must also be protected. For this particular study, the following research ethics were considered:

1.8.1 Informed consent and permission

It is important that the researcher obtain informed consent from all the subjects to be used in the study. According to Ragin and Amoroso (2011:89), to prove that individuals are entering research studies voluntarily and adequately informed, researchers are urged to begin by obtaining informed consent from them or their legal representatives. The researcher needed to clearly communicate the research procedures, purpose, risks entailed, and benefits to the individuals.

The Regional Director together with the Principal Education Officer 1 for south region secondary schools (which includes Kanye schools) was approached by the researcher to obtain permission to conduct the research involving learners and teachers in their jurisdiction. The participants and respondents were guaranteed total confidentiality and anonymity. Their participation was on a voluntary basis and they were granted the right to withdraw at any stage or time of the study.

1.8.2 Privacy, confidentiality and anonymity

McMillan and Schumacher (2010:121) state that privacy of the research participants must be protected and access to their characteristics, responses, behaviour or any other information must be restricted to the researcher. To ensure privacy, anonymity, confidentiality and appropriate storage of data was ensured. The researcher ensured that the information provided in no way revealed the identity of the subjects, as supported by Cohen, Manion and Morrison (2008:64). The respondents and participants were assured of remaining anonymous. Data collected was not linked to their names. Confidential information was treated as such and the researcher allowed no access to the data collected or gave names of the participants.

1.9 LIMITATION OF THE STUDY

Botswana is a vast country with approximately two hundred and forty secondary schools. It was therefore not possible to cover all of the schools given the limited time. There was insufficient literature on corporal punishment and its effect in Botswana and this created a problem as the study relied on literature from countries such as South Africa, USA and UK. Not all the learners opened up to discuss issues related to corporal punishment as they may be evoking some bad experiences they encountered. Teachers on the other hand, did not fully open up to giving a detailed view of their side of the story fearing that they may be victimised

as some cases of abuse of corporal punishment have led to some teachers being taken to court. The fear of teachers losing their jobs as a result of the improper application of corporal punishment limited the investigation. Generalizing the result was impossible since the study covers only a small population of Kanye junior secondary schools.

1.10 DELIMITATION OF THE STUDY

The study was carried out in six of Kanye's junior secondary schools. Since the study was focusing only on six junior secondary schools of Kanye, the findings of the study cannot therefore be generalized to all schools in Botswana.

1.11 CHAPTER DIVISION

Chapter 1:   **Problem Orientation** – This chapter serves as orientation to the problem of the study. It covered background, statement of the problem, aims of the research, research questions, research design and methodology, significance of the study, definition of terms, limitations and delimitation.

Chapter 2:   **Literature Review** –Review of literature. The literature covered and analysed will be relevant to the topic of discussion.

Chapter 3:   **Research Methodology**- Definition of the methodology used to achieve the objectives of the study will be done under the following topics: Research design, population and sample, instruments for data collection, reliability and validity of research instruments, data collection and data analysis.

Chapter 4:   **Data Presentation and Analysis**- Presentation and analysis of data from learners and teachers in graphs and tables which will be done in relation to the research objectives and literature.

Chapter 5:   **Summary, Conclusion and Recommendations**- The chapter will present a summary of the entire study with reference to the purpose of the study as well as the findings of the study. The discussion, conclusion reached on the basis of the findings and recommendations made will be presented after highlighting the shortcomings of the study.

1.12 CHAPTER SUMMARY

This chapter provided the frame work for the study by stating the background and rationale for conducting the study. The problem statement and objectives with regard to how teachers and learners perceive the effects of corporal punishment were stated. The research aims and the research questions that guided the study were mentioned and the methods used to achieve the aims and answer the research questions were briefly outlined. A demarcation of what is contained in all the chapters of the study was provided. The next chapter deals with the review of literature relevant to the study.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter presents a review of literature from various sources. Literature presented is relevant to the topic of the perception of teachers and learners on the effects of corporal punishment on learner conduct. As a result, 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." Dissertations, theses, journals, newspaper articles, and published books are amongst the sources consulted.

There has been limited research carried out on corporal punishment in Botswana, so as a result, international studies which have been conducted formed the basis of the literature review. Focusing on the previous work done on the subject, the general literature was explored in this chapter to address a number of questions. Some of the issues it investigated were the status of corporal punishment with emphasis on Botswana's education system, the common forms of learner misconduct, the forms of corporal punishment commonly used to address learner misconduct. The effects of corporal punishment on learner conduct as well as the perceptions of teachers and learners on the effects of corporal punishment on learner conduct were investigated. In addition, the alternative methods available to curb learner misconduct were discussed and recommendations which could be considered to improve the current methods of curbing learner misconduct were identified. In conclusion, a summary on the literature review was given.

2.2 THEORETICAL FRAMEWORK

B.F. Skinner (cited in Catina, 2004:7) supported the development of theories and their use in the field of science as he mentioned that:

> Theories are fun...A theoretical construction may yield greater generality than any assemblage of facts. But such a construction will not refer to another dimensional system and will not, therefore, fall within our present definition. It will not stand in the way of our research for functional relations because it will arise only after relevant variables have been found and studied. Though it may be difficult to understand, it will not be easily misunderstood and it will have none of the objectionable effects.

Theories have been used to guide studies and there is a need to observe that it is after a series of investigations that it can stand out. This is to say a theory can be tested and its relevancy may stand out at the end of a study. A significant number of theories exist and in the field of psychology there is the theory of behaviourism. The evolution of the behaviourism theories of learning shows a convergence of ideas by great theorists and it "dominated psychology half of the 20th century." The study was underpinned by one of the behaviourism theories. Behaviourism is defined as "a philosophy of learning that only focuses on objectively, observable behavior and discounts mental activities" (http://www.educational-theories.com). Behaviourists have attempted to describe that "all behaviors are acquired through conditioning." They also believe that the external environment has an influence on human behaviour. The behaviourism theory is a learning theory which tries to narrate how organisms learn as the theory suggests the environment has a great influence in behaviour acquisition.

One of the behaviourism theorists, Thorndike (1895) studied human behaviour using animals placed in a puzzle box to develop the theory known as "The Law of Effect" (Mc Leod, 2007). The Law of Effect indicated that, "behavior is stamped in when followed by certain consequences" (Skinner, 2005:60). Thorndike's theory later formed the base for B.F Skinner's (1905) study. Burrhus Frederic Skinner (1904-1990) born in Susquehanna studied psychology and became the twentieth century professor referred to as "the priest of behaviourism" (Ozmon, 2012:190). According to Mc Leod (2007), Skinner introduced a new term, "reinforcement" to Thorndike's Law of Effect in order to develop what was later known as operant conditioning. Skinner was able to distinguish operant conditioning from respondent conditioning (Maag, 2004:48).

Maag (2004:48) has also mentioned that operant conditioning is "primarily concerned with the consequences of behaviour and the establishment of functional relations between behaviour and consequences." Skinner did extensive work which included experimenting with animals placed in a "Skinner box" to develop operant conditioning. Mc Leod (2007) stated that, operant conditioning refers to "changing of behavior by the use of reinforcement which is given after the desired response." Reinforcement can be used to change behaviour and encourage the occurrence of it in future. Operant conditioning is characterized by having to "strengthen an operant in the sense of making a response more probable or in actual fact, more frequent" (Skinner, 2005:65). Skinner according to Maag (2004:50), primarily experimented with rats which he placed in what was called the Skinner box. In the Skinner box a rat explored its surrounding and after a series of random movements it established the

link between the pressing on the bar lever and the reinforcement of food. Maag (2004:50) has further explained that the rat learnt an operant behaviour and by pressing the bar, food was produced and that was a satisfying result. The rat was placed in a new environment and it explored it. A series of movements it did led to the discovery of the lever which when pressed produced food. As a result the rat repeated performing the action of pressing the lever because it produced "satisfying results."

According to Woolfolk (2004:203), Skinner's work was based on the principle of stimulus and response. The goal of operant conditioning is to increase the occurrence of behaviour by reinforcing or punishing it (McLeod, 2007:4). The experiments conducted by B.F Skinner when he used the Skinner box and placed the rats to observe how they respond to their new surrounding or environment led to the discovery that behaviour can be modified or changed. When a form of reinforcement is used, organisms can change their behaviour. The behaviourists, according to Woolfolk (2004:204) outlined the four ways to changing behaviour as using positive reinforcement, negative reinforcement, positive punishment and negative punishment. Woolfolk (2004:205) went on to mention that if behaviour is followed by punishment, it is less likely to be repeated in a similar way in future. Similarly Maag (2004:50) stated that the law of operant conditioning declares that operant behaviour when reinforced has a tendency to be repeated, but in the case where it is not reinforced it will occur "at random intervals or is abandoned." Skinner (cited in Bechuke & Debeile, 2013:372) also elaborated that "behaviours that we call right or wrong are not due to any real goodness or badness in a situation nor due to any innate knowledge of right or wrong but are simply due to contingencies involving many kinds of positive and negative reinforce, rewards and punishment."

Skinner's operant conditioning relates well to the study as it considers that behaviour can be changed by use of stimulus. Operant conditioning has also been applied to a variety of settings which included schools. In this study the stimulus was corporal punishment and by collecting the views of both concerned parties being educators and learners, it would be established if corporal punishment can be deemed effective when it comes to learner conduct. According to Ozmon (2012:195), Skinner has supported the application of his study findings to life situations and other fields. In the field of education, to show the relationship of the operant conditioning with how children learn, Maag (2004:50) has stated that:

Children "operate" on their environment through motor and verbal responses. Operant behaviors are conscious responses to the environment that are maintained through reinforcement (i.e., anything that serves to maintain or increase behaviour). As such, operant behaviors are clearly a major concern for teachers who attempt to modify students' behaviors. Whether operant behaviors are modified depends on what happens immediately after each instance... Operant conditioning, in simplest terms, means reinforcing desired behaviors in ways that will cause a student to repeat the desired behaviour.

A child's immediate environment plays an important role in how he or she behaves. This is to say, the verbal, emotional and physical actions displayed by children is a result of what the child is being exposed to. The behaviour a child displays may be repeated or could be eliminated depending on the type of reinforcement given.

2.3 THE STATUS OF CORPORAL PUNISHMENT IN BOTSWANA'S EDUCATION SYSTEM

2.3.1 The historical background of corporal punishment

Without doubt corporal punishment is a globally debated concept which has acquired numerous definitions. Bitensky (2006:2) describes corporal punishment as "the gratuitous intentional infliction of pain on children's bodies for the purpose of modifying behavior." Similarly, Gershoff (2008:9) agrees that the use of corporal punishment is intended to cause the child to experience pain or discomfort with the aim of curbing their bad behaviour. Corporal punishment as a form of discipline has also been referred to as paddling, caning or slapping and may be administered in different ways (Naker & Sekitokell, 2009:1). Corporal punishment simply refers to making someone to feel pain or when his or her body is made to experience an undesired discomfort that could be emotional or physical. There is no unique approach of administering corporal punishment. In some cases, objects of different natures can be used and also how it is administered to the body may differ. The roots of corporal punishment can be traced back to early Babylonian Law according to Lambert, Jenkins *et al.* (2009:51). It has been mentioned that the use of corporal punishment during the ancient times was common and Lambert, Jenkins *et al.* (2009:51) further mention that its use has been mentioned in the Old Testament of the Bible and the Koran. The book of Proverbs (23:12) can also be cited as it verifies that corporal punishment was used and encouraged amongst Christians in the raising of their children. Bechuke and Debeila (2013:13) discussed the Biblical concepts of punishment to show that corporal punishment has been in existence from

the times when God punished the "Israelites for their transgression." The historical religious traditions stated in the Bible also explained that God regarded punishment as essential as it is "based upon the belief in the sanctity of life" which is why on a number of occasions Israelites were punished as an instruction from God (Genesis,9:6; & Exodus 21:23). Sajkouska and Wajtasik (2005:7) also mention that:

> In Christian theology for hundreds of years children were perceived in accordance with the bible which emphasizes the absolute power of the father and the teaching of St Augustine, who depicted the child as a symbol of evil, an imperfect and capricious creature bearing the burden of the original sin. St Augustine justifies all forms of corporal punishment as designed to correct what is deformed and evil.

God may have instructed the use of corporal punishment to correct the behaviour of the Israelites and ensure they do not repeat the similar behaviour in future. However, corporal punishment cannot be seen as the only preferred form of discipline used during the Biblical times as Jesus has also instructed his followers to forgive their enemies(Luke 23:34-43 cited in Bechuke & Debeila, 2013:373). Rossouw (2003:419) made an observation which is religiously linked when he explains that:

> educators must reckon with the presence of sin in reality. According to the Bible, the child is not naturally inclined to be good and innocent in the presence of God and his or her fellow human beings...A child remains a human being...The child remains educable, despite the ravages of sin in this world. The notion of educability acquires deeper meaning when it is viewed in light of the conviction that education is not only required to help children become mature adults...(Vogelaar & Bregman cited in Rossouw, 2013:419).

The argument raised further shows how the Bible has been interpreted to associate discipline with sin. However the interpretation of the Bible needs to be met with counter measures aimed at ensuring learners are taught good discipline. The evolution of corporal punishment from ancient civilizations has had a historical signification. Besides the religious implications mentioned, it was believed the pain and humiliation it caused should prevent the delinquent from committing related criminal acts in future. Lambert, Jenkins and Ventura (2009:51) also indicated that from long ago back people have been punished corporally for "unacceptable behavior or crime" and this meant that criminal offenders were also whipped when found guilty. However, corporal punishment became a less frequent practice from the 1800s in areas

like the United States as prisons were introduced. From their study, Wolhuter and Middleton (2007: 374) relates the existence of corporal punishment from the ancient period to the time it was lawfully recognized. Gard (2009:27) too in his survey indicates that in England and Wales corporal punishment has been prevalent and from 1861 the British criminal justice allowed the use of corporal punishment till the mid part of the 19th century. Lambert (2009:51) agrees as he too mentions that, from the 18th century corporal punishment not only became common in the courts but was also used in schools until the early 20th century. This shows that corporal punishment has been part of many nations' culture and Bortholdson (2000:15) argued that:

> Patterns of punishment...are intimately interconnected to the type of person that is most valued in a specific culture...(in non-western societies) child rearing aims at producing, in many cases, a passive and obedient behavior using authoritative and restrictive discipline (that is why) molding a personality that will revere the elders and authorities.

It has been clearly outlined to show that corporal punishment has been in existence for a long time. Its evolution from Biblical times and how it became part of many cultures' preferred form of discipline is clear. It must be noted that even in the culture of many Batswana ethnic groups, corporal punishment is highly regarded. The introduction of Christianity amongst the Batswana during the colonial era also reinforced the use of this form of discipline. Corporal punishment has been a "socially deep-rooted" method that has been adopted by the modern world and lawfully approved to be used in schools. It has had a long-lasting acceptance amongst the different cultures and its adoption into the schools has been supported by parents. There has been a variation however between the different cultures on the use of corporal punishment (Lansford, 2010:10).

To show the extent of the use of corporal punishment in schools globally over the past years, the "End Corporal Punishment of Children report" (2012:1-33) reflects the findings from a research study carried out in thirty-three European and central Asian countries. In the report, all the thirty three countries indicated the prevalence of corporal punishment from the past, and countries such as Belarus and Azerbaijan recorded the highest ratings on the use of corporal punishment (End corporal punishment of children report, 2012:3). Save the Children (2001:4) also indicates the scale of the practice across many diverse cultures mentioning countries such as Egypt, Chile, Cameroon, Ethiopia and Pakistan to be among the many still

practicing corporal punishment. Wolhuter and Middleton (2007:378) showed how popular corporal punishment was from the ancient world through the middle ages, renaissance, seventeenth to the twentieth century. According to the Department of Education (2000:9), corporal punishment was part of a bigger picture of an authoritarian approach to managing the school environment which was based on the view that children need to be controlled by adults and that measures such as sarcasm, shouting and other abusive forms of behaviour were ways of teaching children/learners a lesson or ensuring that they were so afraid that they never stepped out of line.

It must however be noted that numerous debates on the use of corporal punishment from the late 19th century well into the 20th century further questioned its significance especially to children (Gary, 2009:4). The arguments raised by scholars on the use of corporal punishment on children in schools led to it being banned and from 1979 many nations worked on their legislation to condemn of corporal punishment (Bitensky, 2006:7). The use of corporal punishment as a result declined and according to Sajkouska and Wajtasik (2005:7), the children rights' movement played a pivotal role in changing the perception on the status of a child. The decline in the use of corporal punishment in school according to Wolhuter and Middleton (2007:387) has been because:

> Two salient features can be discerned. Firstly, ever since ancient times educational philosophers and theorists have cautioned against the use of corporal punishment in schools. The cautioning has been supported by a groundswell of scientific evidence during the past two centuries...The second feature from the historical outline is that corporal punishment thrives, and is most instrumental, in the societal context of a garrison state, a society with rigid and absolute authority structures. In such a society, the purpose of education is to socialize the child to incorporation into society, including uncritical acceptance of, and subjection to, traditional authority.

The historical survey shows that the different views on the use of corporal punishment have been argued for a long time. Studies were undertaken by scholars to prove that corporal punishment is not a good approach to addressing learner indiscipline in schools. However, traditional belief has, on the other side, influenced the decision for it to be used. In response to the call to ban corporal punishment, the United Nation published the adopted convention of 1989 on the rights of children and as a result many countries abolished it.

According to Newell (2007:2), corporal punishment is still in use lawfully in Botswana. Karnam (2005:1) also agrees mentioning that the use of corporal punishment has been supported by the government and is linked to tradition. The Botswana republic (cited in Garegae, 2008:48) explained the firm belief in the cultural practice of corporal punishment by the government of Botswana as it is stated that:

> Botswana's social structure rests upon a long history and culture, and a set of traditions governing the behaviour and obligations of people towards each other and the community as a whole. It is important that this culture, built over a long period of time, is strong enough to absorb and filter the influx of new ideas and patterns of behavior without losing its coherence.

This clearly supports Sharma's (2004:8) statement when he mentioned that in Botswana, corporal punishment has been an integral part of the Tswana customary law. This is to say that from the olden days, the Tswana society has retained the use of corporal punishment and according to Karnam (2005:1) the practice got mass support from Batswana. The introduction of the western type of education amongst Tswana communities meant that the schools also adopted the traditional method of discipline and the colonial period is best known for the cruel lashing of the learners about which parents seemed less concerned (Morrel & Moletsane, 2002: 409).

2.3.2 The legal status of corporal punishment in Botswana's education system

The use and significance of corporal punishment especially amongst children (at home and in school) came into the spotlight over the past couple of decades leading many people to advocate its abolishment (Gary, 2009:41 & Bitensky, 2006:7). This drive for a change in the child's social status became a reality because of a great input from scholars, children's rights movements and human rights groups which condemned the use of corporal punishment (Sajkouska & Wajtasik, 2005:7). Further achievement in attaining total abolishment of corporal punishment globally was made after the United Nations Convention of 1989 passed laws that called for member states to do away with the harmful disciplinary measure that also violated children's rights (Newell, 2011:1). Kilimci (2009:242) stated "the convention on the rights of the children is the first legally binding international instrument." This explains why most countries thereafter showed compliance by adopting the United Nations Convention's resolutions and formulated laws for their countries which banned the use of corporal

punishment. The United Nations convention on the Rights of the Child came up with a document and according to Soneson (2005:16) there are articles which state that:

Article 19; All states are required to take appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect negligent treatment, maltreatment or exploitation including sexual abuse while in the care of parents(s), legal guardian(s) or any other person who has the care of the child.

Article 37(a); No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons below 18 years of age.

Articles 28; requires states to take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present convention, and

Article 40; requires that children involved with the juvenile justice system are treated in a manner consistent with the promotion of the child's sense of dignity and worth.

Ever since the adoption of the convention's resolution, countries began to align their legislation to ensure children are protected by the law. The convention does not just require countries to re-structure their laws in accordance with the convention's recommendations but also advocated public education to be undertaken to ensure awareness. A 'child' refers to any minor under the age of eighteen. They must be protected by the law from being beaten at home or school. The convention's regulations suggest that considerations be made especially when children below the age of eighteen have committed crimes which require that they be subjected to capital punishment or life imprisonment.

Countries such as South Africa and Namibia are amongst those which have made progress in implementing the resolution. After the attainment of independence in 1994, South Africa overhauled the apartheid education system (Pithouse, 2005:409). In South Africa, laws protecting children were passed and these are clearly stipulated in the Constitution of the country. In section 12 of the Constitution of South Africa Act 108 of 1996, corporal punishment is regarded as a cruel and inhumane approach to discipline (Republic of South Africa 1996:7). The South African Constitution (1996:s.12) also states that "everyone has the

right to freedom and security of the person which includes the right to not to be treated or punished in a cruel, inhumane or degrading way." The constitution is aimed at promoting positive discipline which is constructive and rights-based as it also emphasis that "everyone has inherent dignity and the right to have their dignity respected and protected (South African Constitution, 1996: s.10). It is crucial that every child be protected from maltreatment, neglect, abuse or degradation. This means that applying corporal punishment violates learners' rights. Additional regulations indicated under the Child Act (74 of 1983) have also placed emphasis on the prohibition of corporal punishment of children in South Africa. The regulations in the Child Act (74 of 1983) protect children from:

- Punishment such as ridicule;
- Deprivation of basic rights and needs such as food, clothing shelter and bedding;
- Isolation from service providers and other children;
- Verbal, emotional and physical harm;
- Excessive exercise as behaviour management by any person in a children's home, place of safety, school or industries, children's shelter or by foster parents.

Also in the South African Schools Act 84 (47 of 1996) it is clear that the use of corporal punishment in South African schools is banned and perpetrators are liable to a sentence. The South African Schools Act 84 of 1996 has emphasized restraining regulations which totally dismiss the use of corporal punishment in schools. The South African Schools Act (84 of 1996:s.10) 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." Beside the South African constitution, Child Act and the South African Schools Act there is the National Education Policy Act (27 of 1996:3) which has expressed that; "no person shall administer corporal punishment or subject a learner to psychological or physical abuse at any educational institution."

Soneson (2005:19) further states that the South African government also put in place measures that will ensure prohibition of corporal punishment. There are staff members appointed both at national and provincial departments to ensure adherence within the education system. In addition, teachers have received manuals from the national department that has alternatives to corporal punishment, and training has been done to ensure prohibition of corporal punishment of learners is well known by all in the school system (Soneson,

2005:19). Newell (2011:2) explains that similarly in Namibia, corporal punishment is prohibited by law in schools and this is stated in the Namibian Education Code of Conduct of 1991(3). However the Namibian Children's Act number 33 article 59 inherited from South Africa regards corporal punishment at home lawful (the act has undergone review). There are also international laws that support the idea of doing away with corporal punishment that countries like South Africa and many others considered.

There is the African Charter on the Rights and Welfare of the Child. The Charter calls for state parties to the present Charter to take specific legislative, administrative, social and educational measures to protect the child from all forms of torture, inhuman or degrading treatment and especially physical or mental injury or abuse, neglect or maltreatment including sexual abuse while in the care of the adult (African Charter on the Rights and welfare of Children, 1999). It is expected that member countries ensure they restructure their legislation, ensure they educate the citizens so as to protect the children from any form of abuse, physical, psychological or emotional pain. The African Charter on the Rights and welfare of Children) goes on to emphasis the need for total abolishment as it also explains that member countries should also ensure that learners are protected at school from any form of harm and urges parents to discipline their children in a way that will not affect their dignity (The African Charter, 1999:11,s.5).

There is also the Convention on the Rights of the Child and, according to the Department of Education (2000:5), South Africa is a member state and has been compelled to ensure that children are protected from any form of harm. "State parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parents(s), legal guardian (s) or any other person who has the care of the child" Convention on the Rights of the Child (1990: Article 19). Both international forms of legislature drive home a common message and they show what guided the South African Government to achieve total abolishment of corporal punishment.

The laws cited above show that countries have totally abolished corporal punishment in their education systems However, the move to ban corporal punishment has not been well received by all as there are some who feel "disempowered", forced to struggle with maintaining discipline because they have no knowledge of the use of alternative methods (Ndamani,

2008:196). Many South African educators argue that the reason schools are dealing with increasing cases of indiscipline is because the "immediate deterrent has been abolished" and there is fear that has also resulted in teaching and learning being affected. Botswana and a few more countries have to date retained the use of corporal punishment. In Swaziland corporal punishment is officially permitted. According to Pinheiro (2015:19), the Education Act of 1982 read together with the Education Rules 1977 section11 states:

> Corporal punishment shall be administered to boys by the headmaster or by a member of staff specifically so authorized by such head master. Corporal punishment shall be administered to girls only by a female teacher...no cane or stick exceeding 0.83 and 1.5cm in diameter shall be used for the infliction of corporal punishment. The punishment shall not exceed 4 strokes in the case of boys and girls under16 years of age.

The laws are comprehensive showing corporal punishment is legal as is the case in Botswana where the use of corporal punishment continues to exist even after Botswana gained independence in 1966. UNICEF (2001:8) emphasizes that in countries where corporal punishment is legal, various laws and acts have been passed giving parents and teachers a lawful right to physically punish children. In Botswana, such laws exist which permit the use of corporal punishment. The Education Act of 1967 (still applied) legalizes the use of corporal punishment in schools. According to the Education Act (Government of Botswana, 1967 section 23(1), it is stipulated that in Botswana:

> Corporal punishment shall be moderate and reasonable in nature and shall be administered only on the palms of hand or across the buttocks with a length of a cane not more than 1 meter long and at the thickest not more than 1centimetre in diameter or a suitable strap and no punishment shall exceed five strokes with the cane or stick.

Newell (2007:2) further outlines the legal status of corporal punishment in Botswana as he mentions that it is lawful under the Childrens Act of 1981, the Penal Code of 1986 (amended in 2004), Education Regulation for Primary Schools (part VII, section 25-29) and the Education Regulation for Secondary Schools (part V, section 21-26). The mentioned are pursuant to the Education Act. From the country's constitution of 1961 (amended in 1999) corporal punishment is lawful and it is clearly stated in the penal code (article 28) that boys under the age of eighteen when found guilty of an offence could be sentenced up to six strokes (Newell, 2007:50). The 1967 Education Act according to Garegae (2007:50) stipulates

rules and regulations governing learner discipline in schools. In the Act, clear definitions of procedures to be followed when using corporal punishment (as one of the disciplinary methods) are given.

The Act (Botswana Republic Education Act 1967) states that "corporal punishment shall be administered to a pupil only by (a) a headmaster, (b) a teacher or a boarding master or matron or parent to whom authority to administer corporal punishment has been delegated by the headmaster; or (c) such person as the permanent secretary may in writing in special circumstances authorize." It is clearly stipulated that the head teacher is authorized to use corporal punishment with the provision that this authority can be delegated to a teacher. The male teacher cannot apply corporal punishment to female learners and only up to five strokes are regulated to be administered on the hands or across the buttocks in a moderate or reasonable manner (Newell, 2007:2). The act goes on to talk about particular restrictions on corporal punishment by stating:

> No head teacher or teacher can administer corporal punishment to a pupil unless each of the following conditions is observed.
>
> a) the punishment will in the opinion of the person administering it tend to reform pupils.
>
> b) the person administering the punishment shall be satisfied that it will not worsen any mental or physical condition the child may be suffering.
>
> c) Corporal punishment should not be administered with such severity as to break the skin of the pupil.

Without doubt the Education Act places more responsibility to ensure that corporal punishment is applied in accordance with the regulations. Even though the Act clearly outlines procedures it is argued that teachers do not observe the regulations (Baputaki, 2009). Supporting the statement, Jutia and Boikhutso (2008:145) mention that, "teachers in Botswana schools are often armed with sticks, sjamboks (whips), and board dusters during their teaching and even outside the class room. It appears as though corporally punishing learners even for minor offences is a tradition." It is also mentioned in the act according to Garegae (2007:50) that in schools, headmasters must ensure a record is kept when administering corporal punishment. Such a record must reflect date of punishment, name of learner, name of the person who administered the punishment, the grounds for punishment.

The revised Children's Act of 2009 still lawfully permits the use of corporal punishment under article 27 and 61 (End Corporal Punishment of Children, 2013:1). In the Act it is stated that corporal punishment is allowed under "reasonable" correction and it is the minister's duty to ensure parents are educated on guidance programs aimed at developing their capacity to discipline and guide their children.

Jutia and Boikhutso (2012:126) have advocated the protection of the rights of children by the government of Botswana when mentioning that regulations on the use of corporal punishment are undemocratic. But this will not be easily achieved given the position of the government verified by the then Honourable President when he blamed the United Nations for the unruly behaviour of children, "because they say beating a child is torture" (Setshogo, 2008:1). In addition, the Universal Periodic Review of 2008 made recommendations for consideration by the government but according to "End Corporal Punishment of Children" (2013:5) such were rejected as the state report emphasized "the government... has no plans to eliminate corporal punishment, contending that it is a legitimate and acceptable form of punishment, as informed by the norms of society. It is administered within the strict parameters of legislation in the frame of the Customary Court Act, the Penal Code and the Education Act."

The legal stand on the use of corporal punishment in Botswana schools is clear. However, Ditshwanelo, which is a human rights group, contended that it was not appropriate for Botswana to have signed and ratified quite a number of regional and international instruments but failed to incorporate such in the country's laws and constitution (Ditshwanelo, 2007). It is very surprising according to Ditshwanelo (2007) that Botswana is still hailed as a "shining example of democracy in Africa" though there is to some extent a violation of children and human rights. Jotia and Boikhutso (2012:119) have observed that the continued use of corporal punishment in Botswana's education system "suppresses and contradicts the ideals of democracy in education. The use of corporal punishment in schools has led to its abuse by teachers and it will continue to pass the wrong message to learners as Banks (cited in Jotia & Boikhutso, 2012:121), who condemns the government stand on the authoritarian and undemocratic practice, also stated that:

> A fundamental premise of a democratic society is that citizens will participate in the governing of the nation and that the nation-state will reflect the hopes, dreams and possibilities of its people. People are not born democrats. Consequently, an important

goal of the school in a democratic society is to help students' acquire the knowledge, values and skills needed to participate effectively in public communities…

Soneson (2005:20) has advised that "legislation on its own will not end corporal punishment. To achieve this, legal reform must go hand in hand with awareness-raising and publicity to change attitudes and to promote positive, non-violent forms of discipline." For as long as the country's laws stay unchanged and permit the use of corporal punishment and politicians make no attempt to consider public opinion on its abolishment children will remain unprotected. There is a lot to be done in order to educate the people and achieve a change in people's perception. The non-governmental organisations dealing with children's rights need to teach people about non-violent forms of punishment. The media too can give publicity to educate citizens. It is never easy to however to change the way people think.

2.4 COMMON FORMS OF LEARNER MISCONDUCT

Volschenk (2007: 2) mentions that, for years teachers, parents and administrators have had to worry about problems related to learner behaviour globally. The problems of learner discipline are observed in some instances as difficult to tackle or too serious (Moyo, Khewu & Bayaga, 2014: 1). Mabeba and Prinloo (cited in Rossouw, 2003:416) further articulated that "Discipline problems can be defined as disruptive behaviour that significantly affects fundamental rights to feel safe, to be treated with respect and to learn." To support that learner indiscipline is on the rise and is regarded as a serious problem, Marais and Meier (2010: 41) have mentioned that, "disruptive behaviour continues to be the most consistently discussed problem in South Africa." According to Rossouw (2003:416), "the extent of the seriousness of learner misconduct in South Africa should not be underestimated. Misbehaving learners and disciplinary problems are a disproportionate and intractable part of every teacher's experience of teaching."

The statement indicates that, in South Africa there are reported cases of indiscipline in schools and as a result schools "have resembled war zones. It has become clear that all schools are not free to teach and all pupils are not free to learn" (Rossouw, 2003:416). Similarly, in Botswana learner indiscipline is seen as a serious problem as there have been reported cases of misconduct in schools around the country (Baputaki, 2009). The Minister of Education has shown concern on the growing number of reports of misconduct in school and has called for a more responsive action to alleviate such unwanted behaviours (Baputaki, 2009). Reverend

Dwurfar (cited in General news, 2011:2) stated that "moral decay was on the ascendancy in basic schools" and he too appealed for stakeholders to join hands in reversing the trend.

According to The Human Rights Watch (2009:33), learner misconduct may be categorized as minor or major. According to Moyo *et al.* (2014:1), the problem of learner indiscipline "manifests itself in a variety of ways." The South African Schools Act section 9 (1996c), mentions that forms of learner misconduct have been classified into two categories: Minor learner misconduct and serious learner misconduct. Minor misconduct may include speaking in class, coming late to school or for a lesson, vandalism or not doing homework. In addition, Kimani *et al.* (2012: 268) stated that often learners are noisy in class as they talk to friends even when the teacher is trying to speak and can be rebellious to some extent. The forms mentioned have also been defined by Gordon and Browne (2004:639) as disruptive behaviour and are "attributed to disciplinary problems in schools that affect the fundamental rights of the learner to feel safe and be treated with respect in the learning environment." Furthermore, Levin and Nolan (cited in Marais and Meier 2010:43) outline that disruptive behaviour can be classified into four basic categories being:

- Behaviour that interferes with the teaching and learning act (e.g. a learner who distracts other learners during lesson presentation, who refuses to follow directions, or displays aggressive behaviour);
- Behaviour that interferes with the rights of other learners to learn (e.g. a learner who continually calls out while the teacher is explaining content);
- Behaviour that is psychologically or physically unsafe (e.g. leaning on the back legs of a chair, unsafe use of tools or laboratory equipment, threats to other learners, and constant teasing and harassment of classmates);
- Behaviour that causes the destruction of property (e.g. vandalism in the classroom).

Disruptive behaviour may be common and experienced from day to day (Levin & Nolan cited in Marais & Meier, 2010:44). This is to say learners may from day to day interrupt class by talking, calling others names or calling out, move around the classroom in an uncontrollable manner, pass around notes, visit others or throw objects around the class. In some instance learners may be disrespectful when they tease others, assault their peers, beat or punch, refuse to follow directions given and at times assault (Marais & Meier, 2010:44). Bullying which has been classified as a form of violence (Roberts & Dewet,cited inNgakane, Mothukrishna & Ngcobo, 2012:40) has been described to be:

A combination of verbal and physical aggression, and is an aggravation directed from an agent towards the victim. Bullying has an influence on the victim's physical, emotional, social and educational wellbeing…Though they are variations in the type of bullying, bullying in schools is carried out by both males and females and both males and females are victims.

Bullying as a form of learner misconduct is a problem amongst learners of both sexes. It is not only the males who are bullies as may be commonly assumed and bullies can be classified into four categories which are; "Physical bullies, verbal bullies, relational bullies and reactive bullies (Uba, Yacob & Juhari, 2010:15). Bullies can use words to cause humiliation to their peers and this is very common with the girls. The learners who get others to fight with them are referred to as Relational bullies and those who display physical actions to cause pain to others are called physical bullies. It is mostly the male learners who fight (Uba, *et al*., 2010:15). Bullying has been closely associated with depression and it is more hurtful as Rose and Rudolph (cited in Uba *et al*., 2010:16) explain that it is because "of well-defined social hierarchies and mainly because it tended more towards social dominance. It has further been suggested by Soresi Nota and Ferrari (cited in Uba, *et al*., 2010:16) that, "childhood and adolescent depression must not be underestimated, as it is associated with dysthymic and anxiety disorders, severe behavioral disorder and substance abuse…depression often persists, recurs and continues into adulthood."

According to Marais and Meier (2010:44) the forms of disruptive behaviour described can be observed in all classes and are usually a result of normal developmental behaviour of children and not a result of "deep-seated personal problems" which is why they are referred to as "surface behaviour." Gasa (2012:147) did a study on learner's aggressive behaviour. Although the study was conducted in the USA, it is interesting to note that what Gasa (2012:147) refers to as aggressive behaviour is very common amongst learners, as she stated that:

> Most learners are involved either directly or indirectly in this situation. The experience of aggression not only impacts on learners themselves, but also education personnel, teachers, parents, school governing bodies and the community at large. This behaviour frequently interrupts the smooth running of the school and leads to a climate that is conducive to neither learning nor teaching. It places everybody's life at risk and makes the culture of learning and teaching difficult.

There is a striking resemblance between the two author's quotations (Levin & Nolan, Gasa, 2012:147). One mentions disruptive behaviour and the other talks of aggressive behaviour. Gasa (2012:147) describes aggressive behaviour in a similar way disruptive behaviour was explained. That is to say disruptive behaviour could be aggressive and they both have negative effects on teaching and learning as they are both exhibited by learners. A result of living "in a world that is increasingly violent and out of control" has made learners not to be immune to the aggression surrounding them (Gasa, 2012:147). This means learners may be aggressive or disruptive intentionally or become the victims of such out of choice. De Klerk-Lutting and Heystek (2007:8) further elaborate that "These disturbances are often caused on purpose and intended to disrupt the class or to attract attention to themselves, either by witty or rude remarks. In such a situation teachers battle to get control in the class once the disruption starts and finding a solution is problematic."

It will be interesting to learn of the extent of forms of learner misconduct which cause disruption in schools or classes as it is a global concern. Teachers in Botswana at a given level may have observed that their learners are behaving in a way that disrupts teaching and learning. Learners who are unruly when confronted may display aggression which not only puts them and their peers in danger but also poses a risk to the teachers who can be victimized. Teachers need to acknowledge that they are handling learners who come from different home backgrounds. They get to interact with fellow peers and as a result display behaviours influenced by the different environmental factors. When such behaviours are displayed, they clearly indicate that the school has to play an active role and ensure their learners are taught good discipline

Major misconduct refers to theft, gangsterism, drug and alcohol abuse, sexual harassment, rape, violence, disrespecting authority and verbal abuse. Statistics collected globally indicates that learner violence is a problem, more especially in the "first world countries" (Maseko, 2013:109). Some of the data collected shows that:

- In the USA for every 1000 learners, 57 have been victims of violence taking place in schools (Burton cited in Maseko, 2013:110).
- In the United Kingdom, 16% of 6000 teachers reported that learners physically assaulted them (NASUWT cited in Maseko, 2013:110).

- In South Africa, for every 1000 learners about 160 have been victims of violence in school and this is quite a high number when compared to the USA figure (Burton cited in Maseko, 2013:110).

It is not clear if in Botswana's education system there are systems in place allowing for the regular collection and compilation of data on learner violence. However, reports often stated in newspaper articles reflect that learner violence exists. It is surprising to read that in most cases when the Ministry of Education is contacted to comment on a particular case the response is either "The matter is still being investigated" or "we are not aware of such a report." Maree (cited in Maseko, 2013:110) lamented that "the lawlessness of learner behaviour is associated with dysfunctional school systems: weak infrastructure such as poor or non-existent facilities and under-qualified teachers." Could this mean Botswana's education system has been affected due to the in-service training program that saw large numbers of teachers sent for further training?

Noguera (2003:47) stated that disciplinary problems in schools often bear a striking resemblance to social problems found in the community. That is to say problematic behaviour observed within the community in which learners dwell can be a contributing factor resulting in its occurrence in schools. For example, leaners living in a community where alcohol and drug abuse is common will be found to be engaging in the use of such in schools. Charles and Mathala (2014) wrote an article indicating that learners of Phemelo Sejabosigo CJSS have been engaging in gang related activities as a result of the school being located in a gang area.

Vandalism to school property according to Nkate (2008:3) and Masunga (2009:1) is a common form of learner misconduct as learners have been reported to be maliciously and deliberately destroying school property. This costly act of vandalism to school property has also been related to antisocial behaviour common amongst the Botswana secondary school population and has reached high levels (World Corporal Punishment Report, 2008:4). The same report further refers to a surge in violence that is characterized by learners smashing windows and threatening fellow learners. A further explanation of the common forms of learner misconduct has been highlighted by the Minister of Education in the Daily News (2001:1) as he mentioned that, "learners in Botswana are getting involved in the use of habit forming drugs, theft, rape, and the use of dangerous instruments against fellow students and teachers."

Use or abuse of drugs, alcohol and prohibited substances is a problem in schools. "The statistical analysis of an investigation at schools carried out in 2005 in the Free State indicated that in responding schools there was an average of almost one incident per month of this kind of abuse" (Oosthuizen, 2010:55). Masitsa (2007:143) also indicated that there is frequent use alcohol followed by dagga and tobacco. Schools often have to respond to the use or prevalence of drugs. According to Oosthuizen (2010:55), schools can work with organisations that deal with substance abuse and also:

- Work together with the community and churches to address the problem.
- Offer seminars on drug abuse
- Train counsellors
- Make information material available

There are organizations that educate learners on substance abuse in Botswana. The police are also engaged to sensitize learners on the dangers of using drugs. There are talks, seminars and workshops held for the learners. At times, religious leaders and community leaders such as the chief visit schools to educate the learners on drug abuse and urge them to behave well. There are also youth groups who also visit school to educate learners on issues of teenage pregnancy, alcohol and drug abuse and they promote good discipline of learners Masitsa (2007:147) has stated that:

> Substance abuse amongst students in South African townships has certainly increased. This increase is influenced by a variety of factors and the availability of the substances in their neighbourhood is the most important factor fuelling substance use and abuse. Substance use/abuse has been found to have to have devastating effect on the student behavior and health, and because the use/abuse of some substances constitutes crime it may also lead to arrest and imprisonment of a student. Thus the resolution of this problem is to save lives.

Reports showing the cases of learner misconduct in Botswana have been carried in many local newspapers. In Masunga secondary school, it is reported that learners passed written threats against the head teacher by posting notes on the notice board as they were not pleased with the school head master's decision. Similarly an article by Baraedi (14 October 2011:2) stated that form three learners allegedly went berserk stabbing a teacher in the process. In addition to the cases Garegae (2008:50) mentions that in some instances learners in one of the senior secondary schools broke into a biology laboratory and stole ethanol which they consumed and

as a result some of them died and others lost their sight. In another case recently reported, learners have been assaulting teachers and there has been fighting between two groups which left a teacher injured (Tshukudu, 2014). This shows that lack of discipline which has become worrisome can come in a number of forms and can lead to the death of learners as Maleke (cited in Garegae, 2008:50) also stated that a 19-year old boy from one of the senior secondary schools engaged in a fight over a borrowed plate and ended committing suicide. As a result, teachers expressed fear for their lives given the continued increase of learner indiscipline cases.

The things commonly seen on televisions have now become part of many schools' culture and it is not only other learners who are at risk (Garegae, 2008:51). In his study, Garegae (2008:51) also noted that some parents blamed the existence of the examples of learner misconduct on the unsupervised viewing of television programs and he also lamented that parents failed to understand, failed to teach their children what was wrong and right as they thought that when they did so they were not showing love to their kids. As a result of negligence, ignorance or work commitment, children often have the freedom to view television programs to the extent of even watching programs above their age restrictions. Unsupervised viewing of the television can influence their behaviour. What the children see in the movies can be wrongly interpreted. If parents fail to supervise their children when watching television, violence, strong language and sexual acts may influence them and they may later display at school what they have seen.

Parents must play an active role in the upbringing of their children. They need to instill good morals and monitor their children's behaviour at all times. Visits to the school can help them know how their children are behaving there. Kgathi and Seganabeng (2010:50) observed that most learners found to be misbehaving in Botswana schools, especially at junior and secondary school, are mostly doing drugs, stealing, fighting or vandalizing school property as indicated in examples of the reports mentioned. In South Africa examples of reported cases of serious learner misconduct include:

- A secondary school learner who had to be suspended for having stabbed a learner with a pair of scissors (Squelch, 2000:308).
- Cases of rape, physical assault (Rademeyer, 2002: 6).
- Injury of two learners who were school mates when they were shot by their fellow schoolmates who had in his possession an unregistered gun (S.A.PA, 2006:15)

- The stabbing to death of a learner who was held down by another learner of a different race. (SAPA, 2006:5).

- The stabbing of an educator by a learner when he was ordered not to use a cell phone in class (Van Wyk cited in Maseko, 2013:110).

The above mentioned examples show how violent learners may become which could also compromise the safety and security of their peers and educators. These acts of violence may have impact on the rights of others to basic education which is why it has been advised by Maseko (2013:115) that the education system must be restructured and social norms re visited. In section 29 of the South African Constitution (19996,(a)) and article 26 of the Universal Declaration of Human Rights (1948) every learner has the right to basic education. To ensure learner security from all forms of violence there are laws in place such as in the South African Constitution Section 12(1) (c). In addition, the South African Schools Act advice that in a public school the school governing body must establish an orderly climate conducive to the culture of learning and teaching.

To indicate that there is also fear amongst teachers who have indicated that they cannot fully discipline learners, Matlala (cited in Maseko, 2013:110) stated that "learners carry pangas while others bring drugs and rape female pupils in the toilets." Teachers need to play an active role in ensuring that learners are safe and well behaved in school. However the reports of acts of violence in the school to some extent question the commitment of the teachers. Do they play a central role in ensuring discipline amongst their learners? There is also the issue of security in cases of serious violence which has resulted in some learners being severely injured. Does the school have a security system to monitor learners in school? It is important for learners to feel safe in school but if there are cases of stabbing and drugs within the school premises it raises concern and questions the safety in schools.

It has been mentioned that learners misbehave because of lack of moral guidance (Mathole, 2011: 26); at times parents fail to give their children proper guidance "as a result they do wrong things." Failing to create a good home for children where they are taught good morals can have a negative impact on children's behaviour and often parents are bad role models, which results in their children copying them and displaying the unwanted behaviour at school (Kgathi & Seganabeng, 2010:51). Supporting the statement on parental involvement, Heavens and Richardson (cited in Gasa, 2012:148) stated that:

The family is regarded as an important support system both to the child and later, the adolescent. Consequently, any disturbance of this support system whether as a result of parental separation or divorce, domestic violence, abusive parents, negative parenting style, substance dependency and low socio- economic status (of the parents).

According to Marais and Meier (2010:47), factors related to the family or homes are referred to as external systems. Parents who fail to offer guidance to their children, who have dysfunctional families, who display aggressive behaviour, expose their children to violent behaviour and their children end up carrying that experience to school (Marais & Meier, 2010:47). Koenig (2008:2) also indicates that lack of parental involvement causes misbehaviour in schools. Parents may become reluctant to actively take part in the education of their children. Some parents have a tendency of shifting their role of instilling good morals in their children onto the educators and this causes problems for the educators (Ndamani, 2008:177). According to Oosthuizen (2010:81), it is very important for parents to know that:

> Their involvement in the school is importance. It has been proven over and over that the parent's participation in school activities plays a positive role in forming the child- and also determines the behaviour of the child at school...it does not necessarily mean that parents have to serve in the governing body. It means *inter alia* that they should attend parent evenings, support school functions, sometimes phone to express appreciation, or sometimes simply sell pancakes at the school fete.

They are a number of suggested activities parents can do or take part in to show they are playing an active role. One way of promoting parental involvement is by ensuring good communication between the school and home. Ndamani (2008:188) indicated that a communications break-down between the school and the home is one of the factors which contributes to a lack of discipline in secondary schools. Schools should develop methods to communicate with parents to exchange information, review learners' conduct and solve disciplinary problems. Educators and parents can help the child by their cooperation and mutual understanding (Dreikurs, Cassel & Ferguson, 2004:57).

Mathole (2011:26) further goes on to explain that peer pressure can have a negative effect. Learners could end up misbehaving as a result of being persuaded by their friends to do wrong things such as smoking, taking drugs or stealing. Oreininger and Mabitla (cited in Gasa, 2012:148) classify peer pressure amongst the school factors and further explain that "peer pressure sometimes leads to norms of risky behaviour and irresponsibility...a learner's

personal moral standard may be violated." At times learner misconduct may be a result of child abuse (Mathole, 2011:26). This is to say neglected or abused children may resort to misbehaving. Domestic violence affects children emotionally, socially, physically and behaviourally (Mabitla, 2006:18). Children exposed to violence do not get to learn good morals, values and pro social behaviour. Poverty has also been associated with misconduct by Mathole (2011: 26) as he explains that learners who often steal at school come from poor families which cannot provide them with basic needs such as food and clothing.

Rossouw (2003:424) mentioned over emphasis on the rights of children to be a major cause of learner misconduct as he stated that:

\   Since human rights became an issue, the situation has changed dramatically. This overemphasis prevails internally in school- as well as externally- in homes and in the community. It manifests in the fact that many learners are very much aware of their rights, but show little responsibility to meet their obligation…Associated problems that an overemphasis of rights may cause, is a "don't care attitude" and lack of insight regarding their role in the learning process.

Overemphasis on rights of learners has created a lot of confusion and uncertainty amongst educators who expressed that they were afraid "to unknowingly infringe upon learners' rights and be accused of misconduct" (Rossouw, 2003:424). According to Rossouw (2003:424), other internal causes of learner misconduct included large numbers in classes and teachers' absence. Having to deal with large numbers of learners in class can be difficult and as a result prevalence of disruptive behaviour may become common. At times teachers are absent from class due to ill health or having to attend workshops. Their absence during school hours may lead to unruly behaviour of learners. There are numbers of workshops conducted during the term which teachers have to attend. In some cases during the term teachers have to undertake trips to attend sports competition. Their classes are left unattended often for over a week at a time. This in a way causes learners to misbehave because they have nothing to do.

In 2011 there was a civil servants' strike which teachers took part in. The strike took place during the school term and most of the teachers took part in the strike. This means the classes of those teachers who were on strike were left unattended. The teachers who did not take part in the strike together with the administrators had a difficult time trying to occupy classes and maintain discipline. The government tried to employ temporary staff and retired teachers to assist but this was not effective and there were suggestions to close down schools temporarily

when the strike was prolonged. The teacher's absence as a result of going on strike indicated that learners when unoccupied can engage in acts of indiscipline.

If the teachers are not satisfied they do not show commitment. Those who are disgruntled show emotions at the work place which can have impact on the teacher learner relationship. It would be interesting to establish how the strike impacted on the learner's behaviour besides affecting their performance. The teachers' male-female ratio according to Rossouw (2003:425) can have "influence on the disciplinary climate in school." It is argued that schools which had higher numbers of male teachers have fewer disciplinary problems when compared to those dominated by female teachers. Rossouw (2003:426) went on to explain that there were also external causes which included bad relations between teachers and learners. In addition to the mentioned causes, Rossouw (2003:416) mentioned that, "in malfunctioning schools, where a culture of learning and teaching is absent, educator misconduct may also have a negative effect on learner's behaviour. Poor and incompetent teachers and a work-to-rule attitude of teachers can exacerbate the problem." According to Oosthuizen (2010:5):

> It is important for learners to regard the educator as the authority figure in the classroom and to accept and respect the role that the educator, as an authority figure has to play. The flipside of the coin is that respect for the educator will not come automatically; in today's milieu of human rights, this respect will have to be earned. An adequate value system on the teacher's part cannot serve as an example for learners. It is not only didactic competence that makes an educator out of a teacher- an educator is also expected to have integrity and to display high moral values. These values should not just be preached but have to be put into practice.

Teachers need to know that how they relate with their learners can influence how they behave. It has been mentioned that learners misbehave because they do not have a good relationship with their teachers. There must be a rapport or relationship between the two and if the learners have respect for their teacher, cases of disrespect between teachers and learners will not exist. "Disciplinary problems in school can be understood better if the attitude of educators (and learners) towards dealing with conflict can be identified" Oosthuizen (2010:7). Oosthuizen (2010:20) also explains what may cause teachers (more especially the beginners) to have problems with disciplining learners. Common mistakes which beginners make may include:

- She sometimes tries to be the learners' friend and sacrifices healthy discipline for the sake of popularity. She tries to be a *"nice"* teacher in the learners' eyes. This does not work and should be avoided.

- The beginner educator- often a soft hearted woman- thinks that she cannot give love if she sets rules and applies them...She must remember: discipline is love. It gives a child a feeling of security.

- The most general mistake made in the area of discipline, according to Dr James Dobson, is the unsuitable "use" of frustration and anger in order to change undesirable behaviour in children...The learner think (knows) that the educator becomes angry because he cannot deal with the situation or does not know what to do.

- Some beginner educators postpone taking action. They wish to avoid the unpleasantness, but they are actually postponing the inevitable. They have to realise that, if they do not take a timely stance against misconduct, the learners will push them further and further in order to see where they are going to draw the line.

Having a soft heart, failing to communicate clearly to learners rules to be observed, or showing your emotions will not get learners to behave but rather they will continue pressing and ensure you fail in maintaining discipline. Other school related factors may include overcrowding in schools, the physical appearance of the school (when not properly maintained) and in general how the school is run (Dewet, 2003:93; McHenry cited in Oosthuizen & Van Staden, 2007:363). In some instances, learners may misbehave as a result of curiosity (Marais & Meier, 2010:46). Oosthuizen (2006:24) explains that, in most cases learners may experiment out of curiosity which is a natural part of growing up and child development, However that can lead to disruptive behaviour. Some learners may misbehave as a result of being "starved for attention" (Marais & Meier, 2010:46). This is to say that learners who feel left out because of their incompetency in academic work may resort to displaying unwanted behaviour.

It is clear there were quite a number of reasons why ill-discipline prevailed. There is therefore a need to closely analyse the problem to have a clearer understanding and be capable of curbing it as Moloi (2002:2) has also mentioned that, "when learners lost a culture of respect and trust towards educators, learners safety, security and success in education is often adversely affected by disruptive behaviour or other forms of misconduct by fellow learners." Rossouw (2003:427) has advised that "children are not naturally inclined to be good and innocent" and they have a "natural inclination to be disobedient". A very interesting

observation has been revealed in study findings conducted by Dilaolo and Debeila (2013: 397) who described that learner indiscipline in Botswana is a result of poor approaches:

> limited discipline management strategies by teachers and unjustified school rules. Furthermore, schools had no member of staff appointed as a liaison officer for learner affairs nor were they involved in the school structure, which made policies that affected them, such as parent-teacher association meetings and disciplinary committees...The results are strained relations with teachers, perpetual riots in schools...teachers being regarded as poor role models...The results revealed that certain aspects of the school lead to learner indiscipline, such as overly restrictive school or classroom rules, inconsistency and unfairness in the application of rules, overuse of certain forms of punishment and inadequate attendance at lessons by teachers...Some teachers were not acting fairly towards all learners and as a result learners retaliated by not giving them respect...The findings confirmed that facilities in the schools were inadequate and poorly maintained and overcrowding was a serious problem... The findings noted lack of teacher discipline, commitment and morale as another cause of poor learner discipline...

The findings reflect that there are many causes of learner discipline. The study has revealed a number of teacher related factors that shows how their attitude greatly impacts on learner conduct. There are also factors beyond the control of school beside family or societally related ones. The government is failing to deliver and as a result, overcrowding in schools together with the poor state of unmaintained facilities has contributed to learner indiscipline. Moloi (cited in Rossouw, 2003:414) mentioned that "the learners lost a culture of respect and trust towards the educators." As a result of the existing forms of misconduct or disruptive behaviour learners do not feel safe and will as a result not do well in their education (Rossouw, 2003:414).

2.5 FORMS OF CORPORAL PUNISHMENT COMMONLY USED TO ADDRESS LEARNER MISCONDUCT

Over the past years a significant number of organizations operating at regional level or a global scale have condemned the use of corporal punishment or physical punishment as it is also called at times. Organizations such as the United Nations and the African Union have regarded the use of corporal punishment together with the other forms of physical punishment on children as a violation of their human rights (Soneson, 2005:8). To some extent, such organizations made progress in their mission to achieve total abolishment of corporal

punishment as Bussman (2004:293) and Newell (2011:1) stated that even more countries continue to adopt the United Nations resolutions of 1989 which call for total abolishment of corporal punishment for children globally.

Over the years an increased number of countries showing compliance has been noticeable, there are still some which have not shown interest in altering their stand on the use of corporal punishment (Georshoff, 2008:10). This is to say that some countries have not yet reformed their laws to ensure total abolishment of corporal punishment. In the United States there are still about 19 states (mostly in the south) where the use of corporal punishment is still allowed and the laws in those states still support the use of this form of discipline on children even at schools. Botswana is also amongst those countries which to date allow the use of corporal punishment in their education system (Gershoff, 2008:10 & Garegae, 2008:50).

Arguments raised by those who continue to support the use of corporal punishment are many and in the case of Botswana the most mentioned reason for supporting the continued use of that measure is the prevalence of learner misconduct in schools (Garegae, 2008:50). Garegae (2008:50) also agrees with Moswela and Matsoga (cited in Garegae 2008:50) who all indicated that there was an increase in cases of learner indiscipline in Botswana schools and this came in numerous forms. Lack of discipline in schools had been described as "having left the nation speechless" because it continues to grow at an alarming rate (Garegae, 2008:50). The government has, as a result of the continuous growth of indiscipline cases in schools, vowed to stick to the use of corporal punishment. This is evident as parents too have undoubtedly supported teachers and the government on the use of corporal punishment. The former president of Botswana also refuted the United Nation's allegations condemning the government's stand as he stated that abolishing corporal punishment has contributed to learners' unruly behaviour (Setshoga, 2008: 1, & End Corporal Punishment of Children, 2013:5).

To best understand forms of corporal punishment and learn of those commonly used to address leaner misconduct, a thorough understanding and the definition of the term need to be done and its legal status, as indicated in the constitution, established. Corporal punishment has been defined as the infliction of pain on the body to correct a child's behaviour (Gershoff 2008:9; The Human Rights Watch, 2006:1). This disciplinary act takes a number of forms. In the United States, corporal punishment can be administered in the form of "paddling" and learners subjected to paddling could be hit with objects such as the whip, paddle, slapped,

pinched, thrown against the wall (The Human Rights Watch, 2006:1). To add to the list, Gershoff (2008:9) state that corporal punishment could be in the form of punching a child with a fist, slapping him/her with a hand or spanking. In South Africa Oosthuizen *et al.* (2004:81) state that educators have applied disciplinary methods to maintain discipline such as:

- Detention after school.
- Suspension,
- Corporal punishment (though its abolished),
- Consultation with the Representative Council of Learners(RCL),
- Consultation with the school governing body (SGB),
- Extra writing-out,
- Referrals to the principal,
- Strenuous acts such as standing on toes,
- Extra homework,
- Isolation

However, the majority of the states in the United State of America have formulated laws governing the administration of corporal punishment which are similar in the sense that they stipulate that learners must be beaten on their buttocks with what is referred to as a "paddle" (Gershoff, 2008:10). The administration of corporal punishment may differ according to school districts however Gershoff (2008:10) state that the law suggests that the principal or any other administrator must ensure it is administered in accordance with the law. This does not restrict the appointment of a teacher to deliver the punishment. Some of the common forms of punishment learners undergo may include made to kneel down on the floor, pinched or being made to stand in the sun for long periods, being thrown around or pulling of the learner's hair or ears (Kimani *et al.*, 2012:272). Teachers may cause humiliation to the learners by shouting or insulting them and doing so is a way of showing they are angered by the behaviour displayed.

In Botswana a similar definition of corporal punishment applies, however there are rules and regulations governing learner discipline. Such laws suggest the form of corporal punishment indicating appropriate methods and procedures to be followed (Republic of Botswana 1967). The rules and regulations emphasize that corporal punishment must be administered moderately and reasonably on either the palm of hand or across the buttocks using a cane

which must not be more than a metre long and not more than one centimetre in diameter (Education Act 1967 Section 23(1)). It is also stated that learners can be beaten with either a cane or a stick with the number of strokes not exceeding five on mentioned body parts. There are reports of learners indicating that teachers at some point become so angry to the extent that they engage in a physical fight with them. This has also led to parents of some of the learners reporting to the police teachers who have brutally beaten their children and at times used abusive language (Tshukudu, 2014). Oosthuizen *et al.* (2004:81) mentioned that suspension is one of the methods that can be used to address leaner indiscipline. The method applies to major or severe cases of misconducts as the Ministry of Education (cited in Garegae, 2008:51) explained that for learners to be suspended from school:

A) A student's conduct and behaviour must habitually or continually be such that the maintenance of a proper standard of discipline or conduct in school is endangered.

B) He must have committed an act of a gravely reprehensible nature;

C) He must have failed to attend school regularly.

There are acts of misbehaviour that can result in learners being suspended. Part A and B suggest that there need to be observations made in order to suspend a learner. Learners must have misbehaved on a number of occasions in a severe manner and if he continues to do so despite attempts to warn him or punish him then suspension can be suggested. The decision to suspend a learner requires a number of steps to be taken by the school head. The learner must have been warned, parents informed of the nature of the offence committed and what actions has been taken to punish him (Ministry of education (cited in Garegae, 2008:50). The decision to suspend does not just end with the head master as thereafter it is expected of him to forward a copy of the letter given to the parents to the Permanent Secretary who also has to inform the Minister. The regulation on suspension allows that learners be suspended for not more than twenty days and it is only the Minister who can suggest that the suspension exceeds that time (Garegae, 2008:50).

2.6 EFFECTS OF CORPORAL PUNISHMENT ON LEARNER CONDUCT

The holy Bible has scriptures which advice Christian parents on how to discipline their children. According to Rossouw (2003:419) what is emphasized by the Bible clearly shows that children are like any other living human being and not "naturally inclined to be good". Acts of misbehaviour or misconduct can be observed among children from their infancy stages and as a result the Bible goes on to express that parents need to ensure their children

are brought up well disciplined. Corporal punishment has been greatly suggested and parents are urged to use it as a way of saving their children (Proverbs 13:24; Proverbs 23:13-14). Corporal punishment has not only being suggested to bring children to order as even those who committed certain crimes were punished (Exodus, 21;23-25, Deuteronomy, 19:18-21). The Bible has supported the use of corporal punishment and when used on children it can educate and train them to be obedient, as instructed by the Lord. The use of corporal punishment on children not only calls for them to show compliance to the Lord's commands as Rossouw (2003:419) expressed that when using the rod to teach discipline children will grow and become well-behaved mature adults.

The use of corporal punishment has become part of human nature. It has played a major role in the upbringing of children and in general for teaching good conduct or punishing wrong doers. Its use has come a long way and it was at one point a global practice incorporated into many nations' education systems. Pollard (2003:605) however questioned the application of the Bible's commands by Christians as she argues that certain passages on punishment have been omitted, and only those found suitable were upheld to support the practice by Christian parents. Nevertheless a question may also be asked. Does the practice of applying corporal punishment on children and learners in schools as has been done from the past have an effect in modifying their conduct? The answer to the question will verify if the Biblical laws and universal practice adopted by many cultures and modern day societies have an effect on learner conduct.

Most schools adopted corporal punishment as a disciplinary measure. These actions were supported by parents perceptions as Naker and Sekitoleko (2009:18) stated that parents supported the use of a stick, indicating that the teachers too are responsible for their children's behaviour and as a result they must apply corporal punishment to teach discipline. The argument clearly indicates that learners need to be disciplined for them to be successful during their education (Kilimci, 2009:242). The presence of disciplinary measures according to Kilimci (2009:242) will ensure learners are obedient to school rules. Georshoff (2008:13) similarly mentioned that physical punishment has been used in school "primarily to reduce undesirable child behavior in future." Numerous studies undertaken on the use of corporal punishment outlined that a positive relationship exists between corporal punishment and child behaviour (Smith, 2006:116). Greydanus (2010:3) had also mentioned that those who support the use of corporal punishment in schools demonstrate that it is an "effective form of correcting child behaviour". It is clear that conflicting arguments on the use of corporal

punishment as a disciplinary measure have been on going. Some educators have supported its use and there have been many who condemn it, advocating for its abolishment.

The Human Rights Watch (2010:2) report indicated that in America each year over a hundred thousand learners from public schools have been subjected to corporal punishment. Similarly, a report by Save The Children (2001:3) mentioned that it is still surprising that corporal punishment is common even amongst those societies where it is legally abolished. Cases of learner indiscipline have been a great concern to many countries and in South Africa the escalation of cases of learner indiscipline have been blamed on the abolishment of corporal punishment (Maphosa & Mammen, 2011:143). It has been mentioned that teachers feel that the abolishment of corporal punishment has left them with non-effective disciplinary measures, as the suggested alternative methods do not yield the much needed results (Maphosa & Shumba, 2010:5). Similarly it is stated by Kimani *et al.* (2012:273) that as a result of the abolishment of corporal punishment, Kenyan teachers were not prepared to try out alternative methods of maintaining discipline of their leaners and that led to disruptive behaviour occurring in schools. Given the arguments raised on the use of corporal punishment the question that may be asked is, does this most preferred method of discipline have an effect on learner conduct?

2.6.1 Positive effects of corporal punishment

It must be clearly noted that a strong belief exist that discipline amongst learners needs to prevail for them to be successful in education (Kilimci, 2009:242). According to Kilimci (2009:242), if discipline exists in schools, obedience to school rules will be observed amongst the learners. The reason why corporal punishment has been greatly preferred to reduce undesirable behaviour and to encourage learners to show desirable behaviour in future (Gershoff, 2008:8) may be a result of Smith's (2006:116) observation that corporal punishment has positive effects on learner behaviour. According to Greydanous (2010:3), "advocates of corporal punishment in schools generally contend that it is an effective form of correcting child behaviour". Supporting his statement, Save the Children (2001:11) lamented that corporal punishment is deemed effective as it results in "immediate compliance... something that is not long term." Similarly the issue of "immediate compliance" has surfaced in Georshoff's (cited in Holden, 2002:590) study and further explained by Save The Children (2001:9).

It is indicated that a number of researches undertaken clearly verified that corporal punishment is effective only in making learners comply immediately. This is to say, if learners are disciplined using corporal punishment they will demonstrate immediate compliance after being hit and will continue to do so only if the threat of being subjected to a beating still exists (Save The Children, 2001:11). Corporally punishing learners as a way of making them behave is only for a short time.

Maphosa and Shumba (2010: 6) in their study reflected that teachers who preferred the use of corporal punishment stated it has "immediate deterrent effects" that ensured learners were well behaved. According to Domjan (cited in Holden, 2002:591) "punishment can be an effective agent of behavioral change, but only under certain conditions." To be effective, "it must occur after every transgression, be immediate, be intense at least for the first transgression, and not be signaled by a discriminative stimulus." It is, however, argued that the effects of corporal punishment are short-term (Save the Children, 2001:11). Gershoff (2008:13) however does not agree on the effectiveness of corporal punishment as his findings revealed mixed results. It is indicated from recent studies that corporal punishment does not promote long term, internalized compliance and Gershoff (2008:13) has further explained that:

> Most (85 percent) of the studies included in a meta- analysis found physical punishment to be associated with less moral internalization of norms for appropriate behaviour and long term compliance. Similarly the more children receive physical punishment, the more defiant they are.

Though learners may show compliance when corporally punished the effects do not last long and Save the Children (2001:11) argue that corporal punishment cannot be used to teach learners to behave or have self-discipline. Supporting his statement Bitensky (2006:11) stated that, "Most child experts agree that spanking does absolutely nothing to further maintain disciplinary goals of developing the child's conscience and inclination towards peaceful conflict resolution. It only halts transgression."

The effectiveness of corporal punishment as a deterrent has been further questioned by Porteus, Vally and Ruth (2001:1) as they mention that experience has shown that the same learners get beaten for the same offences over and over again. This could mean corporal punishment is failing to stop bad behaviour or rather that learners are taught to avoid punishable behaviour especially if the person who normally does the beating is present.

Andero and Stewart (2004:94) also agree that corporal punishment does not reinforce desirable behaviour. No evidence exists that learners who are corporally punished are easier to control in class, have self-control skills, have developed good moral character, show respect for teachers and fellow learners (Greydanus 2010: 4). Miltenberger (cited in Bechuke & Debeila, 2013:375) together with Burden (cited in Bechuke & Debeila, 2013:375) argues that corporal punishment can work provided the following measures are observed when it is administered:

- Immediacy: when a punishing stimulus immediately follows behaviour, the behaviour is more likely to be weakened. That is, for punishment to be most effective, the consequence must follow the behavior immediately.
- Contingency: For punishment to be most effective, the punishing stimulus should occur every time the behavior occurs. This means that punishment is less effective if it is applied inconsistently.
- Establishing operations: An establishing operation is an event or a condition that makes a consequence more effective as a punishment. For example, losing allowance money for misbehaviour may not be a punisher if the child had already received money from other sources. However, losing allowance money may function as a punisher if the child has no other money and plans to buy something important with the allowance.
- Discuss and reward acceptable behaviours.
- Clearly specify the behaviour that will lead to punishment;
- Use punishment only when rewards or non-punitive interventions have not worked, or if the behaviour must be decreased quickly because it is dangerous;
- Administer punishment in a calm, unemotional manner;
- Issue a warning before punishment is applied to any behaviour
- Apply punishment fairly to everyone who exhibits the targeted behaviour;
- Apply punishment consistently after every occurrence of the targeted misbehaviour; and
- Use punishment of sufficient intensity to suppress the unwanted behaviour.

Punishment often fails to give positive results and this is an observation made by Bechuke and Debeila (2013:381) as they explained that:

> Punishments are executed in schools without follow up strategies to enforce modification of learner's behaviour for the lessened likelihood for the behaviour to occur again in the future. The strength of the existing disciplinary policies and records of past sanctions of schools are just to ensure that the challenging behaviour stops on one occasion. Nothing is done to modify the behaviour. No tools are established to check if the behaviour has ceased to occur.

The above citation questions the validity of records kept in schools which cover the administration of corporal punishment. With Botswana's system the rules governing the administration clearly stipulate that there must be a record kept indicating the name, reasons for punishment and the number of strokes. Does the record track the occurance of the behaviour or check if it has been eliminated?

2.6.2 Negative effect of corporal punishment

Kilimci (2009:242) lamented that corporal punishment as a disciplinary measure has brought more harm than good. This is to say corporal punishment has negative side effects and has been found to be failing to change children's behaviour. A number of extensive researches have shown that corporal punishment does not achieve the desired end- a culture of learning and discipline in the classroom (Department of Education, 2000:7). Corporal punishment has negative effects and according to Naker and Sekitoleko (2009:12) the negative effects of corporal punishment can be classified as physical consequences, psychological consequences, behavioural consequences and developmental consequences. On the other hand Newsom, Favel and Rincover (cited in Holden, 2002:592) pointed out that:

> Every punishment technique has four effects: the primary effect (i.e., response suppression), a physical effect (physiological consequences), secondary effects (side effects), and social effects (reactions in persons other than the recipient of the punishment).

In addition to the classifications mentioned of the negative effects of corporal punishment there are mental health problems, indicated as a separate category but classified under psychological consequences in the above categories (Greydanus, 2010:6). The mental health problems resulting from the frequent and severe use of corporal punishment have been

outlined in a number of studies which confirmed that learners who have been corporally punished have "impairments in mental health such as anxiety and depression." To further explain the mental problems associated with the use of corporal Punishment, Greydanus (2010: 4) stated that:

> Approximately one-half of students who are subjected to severe punishment develop an illness called Educationally Induced Post Traumatic Stress Disorder (EIPSD). In this disorder there is symptomatology analogous to the Post-Traumatic Stress Disorder (PTSD). As with PTSD, EIPSD can be identified by a varying combination of symptoms characteristic of depression and anxiety. This mental health imbalance is induced by significant stress...Such victimized students can have... feeling of sadness and worthlessness, deteriorating peer relations, difficulty with concentration, antisocial behavior......

According to Graydanus (2010: 6) these mental health problems not only cause personal distress but may also result in "vicarious learning of maladaptive methods of problem resolution by those students who witness it". Corporal punishment also has negative psychological effects. Naker and Sekitoleko (2009: 12) describe the psychological consequences by stating that:

> When children are beaten, they often feel anger and shame at the same time, which leads to a feeling of humiliation. When we force children to tolerate an injustice we damage their sense of dignity and self-confidence. Children may also stop trusting adults who repeatedly use corporal punishment against them.   These negative experiences can lead to depression, thoughts of suicide, desire for revenge and aggression towards others.

Learners who have been corporally punished are found to be aggressive, angry and lash out in school (Gershoff, 2008:14; The Human Rights Watch, 2007:41). Dlamini (2005:1) has emphasized that such behaviour is a result of bottling up resentment and rage which tends to resurface at a later age. Learners may be observed to be angry at times and ready to lash out at peers or educators. Since corporal punishment causes depression and anger, in the long run that may result in affecting learners' self-image and contribute to disruptive and violent behaviour (The Human Rights Watch, 2010:6).

According to the Human Rights Watch (2010:6), learners who have experienced corporal punishment tend to develop disruptive and violent behaviour which disturbs learning. Learners may have suicidal thoughts, anxiety problems, have feelings of resentment or difficulty in sleeping as a result of corporal punishment (The Human Rights Watch, 2007:42). Corporal punishment can humiliate learners and they often develop low self-esteem. The humiliation and embarrassment which learners experience also leads to the development of anger problems. The anger problem will continue to build up as a result of continuous use of corporal punishment and over time the learners show retaliation. It is also observed that corporal punishment has an impact on one's self-image. Learners can get angry or be emotionally affected to the extent of attempting to get revenge and those who cannot contain their anger may even attempt suicide. In a way corporal punishment makes its victims feel helpless and selfless.

It is important to thoroughly screen as the signs of emotional damage caused by corporal punishment may not all be observed at once. Some may surface at a later stage in life. Learners who have been subjected to corporal punishment have been seen to be violent later on as adults. The behaviour is displayed at a later stage of their development and violent behaviour can be also seen at the work place, when they are amongst peers, or at home. They often abuse their partners and cause family violence. Holden (2002:592) stated that theorists agree that administering punishment can be "accompanied by unintended side effects".

Corporal punishment can be harmful to learners physically and emotionally (Banda, 2006:3). Save the Children (2001:12) explain learners may, as a result of corporal punishment, suffer injuries which could be severe and at times require medical attention. Such injuries may range from extensive bruising, severe muscle injury, ruptured eardrums, brain damage and whiplash damage (The Human Rights Watch, 2007:41; Banda, 2006:1). Corporal punishment may not always just leave marks but can cause permanent bodily harm and even lead to death. There is one reported case of a learner who died from corporal punishment in Botswana. There has been a recent report of a standard four learner from Tsabong in Botswana who was affected by the use of the cane. According to the report (Tshukudu, 2014), the learner, who is said to be a slow learner, was beaten and ended up being paralyzed. Doctors indicated that the effects of the use of the cane will result in his intelligent Quotient (IQ) been permanently affected (Tshukudu, 2014). This disciplinary measure also instills fear and according to Gershoff (2008:18) that can affect the teacher-learner relationship. Bitensky (2006:8) also mentioned that:

Damage done to these individuals represents personal loss and tribulation that may range from living with irksome neuroses to being overtaken by psychological dynamics capable of destroying quality and productivity of one's life.

The above citation indicates that the effects of corporal punishment can be long term. Learners may not immediately show the negative effects of corporal punishment. Besides physical injuries, psychological and mental trauma, corporal punishment may have behavioural consequences. Naker and Sekitoleko (2009: 13) mentioned that learners who are corporally punished often bully others and when they become adults use domestic violence. "They regard violence as an acceptable way of imposing their views on some one less powerful than them," (Naker & Sekitoleko, 2009: 13). From an early stage children get to develop a perception that violence is an appropriate response to conflict resolution and unwanted behaviour (Banda, 2006: 2). It has been also explained by Moyo and Khewu *et al*. (2014:10) that:

Disciplinary approaches that promote violence can socialize learners to be poor problem solvers with poor anger management skills. One of the principles of the normative approach is that learners must acquire self-regulation, so that when they are faced with challenges, they can respond to them in a moral way.

Long term effects of violent behaviour brought about by the use of corporal punishment can negatively affect learners. Later on in their lives learners may continue to display anger when confronted by certain situations and because they have not been equipped with the necessary skills to allow them to deal with such on their own, violence may be seen as the ideal option. According to Gershoff (2008:16) learners that have been corporally punished are more likely to report having beaten their partner. Corporal punishment can also make the condition of learners who are suffering from a disease called sickle cell anemia deteriorate (Human Right Watch, 2009:45). It makes them medically fragile as the severe pain affects their bones, lungs, abdomen and joints. This may lead to hospitalization. Corporal punishment may also result in "negative high risk adolescent behaviour" (The Human Rights Watch, 2010:5). The Department of Education (2000:7) in South Africa published research findings indicating negative effects of corporal punishment which shows that it:

- Does not build a culture of human rights, tolerance and respect.
- Does not stop the bad behaviour of difficult children. Instead these children are punished over and over again for the same offences.

- Does not nature self-discipline in children. Instead, it provokes aggression and feeling of revenge and leads to anti-social behaviour.

- Does not 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. It teaches students to perform the same behaviours that can be performed by a dead person... Because such punishment is external, coming from adults. students learn to either demonstrate compliance or avoid getting caught. Punishment does not teach pro-social behaviours or behaviours that should replace those that led to punishment (Bear, 2010:7).

- Takes the children's focus away from the wrong doing 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 educator 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 educator and the learner and therefore hides the real problems behind misconduct which needs to be tackled, such as trauma, poverty-related problems and conflict at home.

- Is an excuse for educators 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 drop-out rates in South African schools.

- Is usually used by educators in a prejudiced way. Those learners who are usually beaten most tend to be older than their peers, from poor homes, black rather than white, boys rather than girls.

- Help accelerate difficult or rebellious learners down the path of violence and gangsterism.

Corporal punishment fails to serve as an effective disciplinary measure. There are many indicated negative outcomes of its use. Charles (2007:15) has advised that to be deemed effective, discipline must teach learners to take positive charge of their lives. The aims of

discipline should be educative and nurture values of tolerance, respect and self-discipline in the learner rather than victimize them (Department of Education, 2000:24).

2.7 ALTERNATIVES STRATEGIES / METHODS THAT CAN BE USED IN SCHOOLS

According to Maphosa and Mammen (2011: 143) punishment based disciplinary measures that are often used are not highly effective as they fail to make learners understand and appropriately correct their negative behaviour. It is important that learners are developed to have an increased sense of responsibility so they are also able to differentiate between good and bad behaviour. Developing learners also enables them to act confidently and responsibly (Maphosa & Mammen, 2011:143). It is possible to maintain good conduct in schools without the use of corporal punishment according to Maphosa and Mammen (2011:143). Educators and psychologists who oppose the use of corporal punishment (Busienei, 2012:158) emphasized that the use of alternative methods which are non-physical can work when applied correctly by teachers. The statements from Maphosa and Mammen (2011:148) and Busienei (2012:158) supports Greydanus (2010:10) when he mentioned that alternative methods can yield results provided teachers are taken through training to familiarize them with such.

2.7.1 Guidance and counselling

Intervention or alternative strategies for changing learner behaviour include the use of guidance and counselling within the schools and classrooms (National Association of School Psychology 2006: 2). According to Busienei (2012: 158), guidance and counselling is an alternative method to corporal punishment as it teaches learners clear limits on what is wrong and right. Guidance and counselling programs enable teachers to get a better understanding of the situations their learners are facing and can in return offer them assistance accordingly. Busienei (2012:158) mentioned that there may be external factors such as family, social or financial problems influencing learners conduct. Learners who are experiencing such circumstances are often found to be misbehaving and beating them will not necessarily fully address the underlying causes of their misbehaviour.

To resolve the causes of misconduct amongst learners it is suggested guidance and counselling be offered in schools and Adams (2005: 38) mentions it may be necessary to offer individual counselling in some cases. In individual counselling, learners receive help through referrals and they get to discuss with teachers their behaviour and he is given necessary help. The National Association of School Psychology (2006:2) however advises that guidance and

counselling must not end with individual learners. The program must be extended to families, common groups such as communities if the investigations done reveal that there are external factors. For the guidance and counselling program to be effective educators must be taken through detailed training (Busienei, 2012:159). Supporting that statement Kilimci (2009:249) states that in-service training will prepare teachers to deal with a wider range of discipline problems. According to Soneson (2005:28) the method is effective when used on older learners and there are instances where a relative who is closer to the child and has a special bond can be engaged to give guidance. The counselling services offered in schools can assist misbehaving learners who are found to be lacking insight and understanding of their own misbehaviours. In some cases compulsory counselling can be prescribed for learners and the aim of this form of counselling is to "treat the infringement of which the learner has been found guilty. The parents may be requested to submit a written report from the counsellor to the governing body, after which the disciplinary action may be regarded as complete" (Oosthuizen, 2010:86).

To offer counselling in some countries depend on the use of peer counsellors. Peer counsellors, according to Chireshe (2013:352), have been preferred to help tackle learners' social, personal and academic problems which may include substance abuse or sexual abuse. Arudu (cited in Chireshe, 2010:350) further explains that "peer counsellors are para-professionals selected from the group to be served, trained and given on-going supervision to perform some key functions generally performed by a professional." Peer counsellors are important and can act as a supportive mechanism. It must be ensured that peer counsellors are selected on the basis of their characters then given appropriate training so they can be able to educate fellow peers through activities such as drama, poems and presentations (Chireshe, 2013: 351).

Peer counsellors could be of great help to schools and pivotal in addressing issues of learner misconduct, more so because they can easily associate with their colleagues. This approach, according to Chireshe (2013:352) has been successful in reducing disciplinary problems in countries such as Northern Uganda, Kenya and Zambia. It has been suggested that there may be a need to call relatives with whom a child has a special relationship or any other person whom a child respects (Soneson, 2005:28). The identified person can help discuss the negative effects of the child's behaviour with him or her, and give guidance as to what the child's expectations are. Arudu, Lapan and Visser (cited in Chireshe 2013:350) stated the advantages of the use of peer counsellors:

- The presence of peer counsellors results in the school counsellor having more time for students with severe problems.
- Use of peer helpers reaches a wider audience.
- Students do not trust school counsellors enough to talk to them about their personal problems as the teacher counsellor occupy an authoritarian position.
- Students are more likely to approach fellow students.

The guidance teacher with the support of the school management can ensure the existence of peer counsellors. There will be a need to give them adequate training and also ensure the chosen learner possesses certain appealing characteristics that will enable him to reach out to most learners.

2.7.2 School code of conduct

In his study Adams (2005:38) mentions formulating a school code of conduct. Similarly the Education Management and Development Centre (2007:1) suggests schools need to have in place a school code of conduct. The objectives of such a policy, according to the Education Management and Development Centre (2007:1), are:

- To create a culture of teaching and learning within the school through a discipline system that protects all learners' right to effective education, their right to human dignity and their right to security.
- To give a clear , defined explanation of the behaviour and action expected of learners so that they can adapt their behaviours accordingly

The purpose of a school's code of conduct, according to Vally (2005:17), is to outline the commitment of teachers and learners. The code of conduct displays a set of rules formulated by the three bodies and learners are expected to follow them and behave in a certain way. Greydanus (2010:7) also advises on the involvement of learners and their parents in the development and implementation of disciplinary rules. Bray (2005:133) explains that in South Africa, the school governing bodies are legally compelled by the School Act to formulate their schools' code of conduct. It must be ensured that rules are also drafted within the legal frameworks. When adopted, the code of conduct will be observed by learners and its operation will be geared towards promoting, maintaining and enforcing learner discipline in the school (Bray 2005:134). The Government Gazette (no. 18900 of 15 May 1998) outlines a number of guidelines to be considered by all school governing bodies in adopting a code of conduct:

- The code of conduct must inform the learners of the way in which they should conduct themselves at school in preparation for their conduct and safety in civil society. It must set a standard of moral behavior for learners and equip them with expertise, knowledge and skills they would be expected to evince as worthy and responsible citizens. It must promote the civic responsibilities of the school and it must develop leadership. The main focus of the code of conduct must be positive discipline; it must be punitive and punishment- oriented but facilitate constructive learning.

- This document sets out guidelines for consideration of governing bodies of public schools in adopting a code of conduct for learners to ensure that there is order and discipline in schools.

- Each school must develop their own code of conduct. In formulating a code of conduct as a consensus document and before adopting it, the governing body must involve the parents, learners, educators, and non- educators at that school. After the adoption of the code of conduct, each stakeholder must receive a copy thereof. The above stakeholders must also be consulted when the code of conduct is reviewed annually or when any amendments are made.

- The purpose of a code of conduct is to promote positive discipline, self- discipline and exemplary conduct, as learners learn by observation and experience.

- All key stakeholders should be committed to the code of conduct despite its being directed specifically at learners.

- The code of conduct must contain a set of moral values, norms and principles which the school community should uphold. However, the code of conduct is only enforceable against learners- no other person.

The South African school system has set a legal frame work clearly defining the establishment of a school code of conduct. The relevant bodies mandated to compose the school code of conduct need to ensure that it is formulated within the set legal guidelines and must promote fairness and equality. According to Oosthuizen (2010:84):

- school's code of conduct should be characterized by equitability and fairness. This is obviously of great importance in a code of conduct because it applies to children. A few of the aspects that are important as they constitute fairness include the following;

- Consideration should be given to the degree of seriousness of the infringement and the steps that should in fairness be taken against the transgressor.

- The learner's side of the matter (in more serious cases, assisted by his parents) must be heard.
- The educator must pay enough attention to the matter and not make hasty decision.

The code of conduct does not only have to state the rules and regulations to be observed in the school. It is important to also explain procedures to be followed if such are not observed and that must be done in a fair manner. There must be defined procedures for a hearing and both the learner and parent need to know of such.

The school code of conduct serves as an important document which also incorporates a particular community's, values, customs and religious principles (Oosthuizen, 2010:84). There are still issues to be addressed in Botswana with regards to existing forms of legislation. Most of the existing laws and Acts of education need to be refined. In schools we do find rules and regulations stated, but what guidelines are being followed, who is responsible for the structuring of the rules and do they incorporate the values, norms, customs and religious principles of individual communities?

The Ministry of Education has recently called for the development of school policies which must include one on code of conduct. Teachers have been trained, but the general training needs to be accompanied by guidelines. It should be noted too that all relevant stakeholders should be engaged in the exercise. Schools should not just copy or adopt certain rules which are not comprehensively stated to all. Oosthuizen (2010:85) advises that "the code of conduct must be as comprehensive as possible. Gaps in a code of conduct could easily give rise to misunderstanding and/or misinterpretation by learners. At the end of the scale it is equally important to guard against too many rules, as this may result in a situation of overregulation". To ensure a code of conduct is in place and adhered to by all, there should be a disciplinary committee. Issues of misconduct deemed serious can be referred to the disciplinary committee, which has to conduct hearings in a fair and just manner. Botswana's education system acts needs to be reviewed to ensure it empowers schools and involves stakeholders in decision-making matters.

According to Young, (2008:52) there is a need to continuously reinforce the code of conduct. By having the rules and regulating learner behaviour, schools can solve the discipline problems they experience (Ndamani, 2008:183). The code of conduct sets clear boundaries for learner behaviour.

2.7.3 Assigning learners non abusive physical tasks

According to Busienei (2012: 158) assigning learners non-abusive physical tasks can be a substitute for corporal punishment. Such may include requiring learners to perform additional academic work, writing a statement describing the negative effects of their behaviour (Spare the child 2003:4), watering or weeding the garden, fixing what they have broken or sitting on a chair or a mat at the back of the class and reflecting on their mistakes and of ways to improve their behaviour. There are reports which indicate that learners are made to perform manual/ physical or non-abusive tasks that may include cleaning in the school as a way of teaching them good behaviour (Rossouw, 2003:429). However, it is advised that when non abusive task are used they must not be used excessively or to exploit learners (Busienei, 2012: 158). Oosthuizen (2010:87) also advises that:

- The work must not be carried out in the presence of other learners in such a way that the guilty party may become the object of derision. It is not acceptable for the guilty party to have to move around during break among others learners and rake up leaves or pick up papers.

- The task should preferably be carried out outside school hours. It will certainly, in most instances, be necessary for such task to be carried out under supervision.

- The tasks must be clearly defined. The description should go further than "…assist with…"Give clear guidelines for the type of work, when and how long it has to be carried out, and what the result must be. For example: "Report next Saturday (31 October) at 07:00 to the schools athletics track and set out the hurdles for all the hurdles events together with Nel, technical manager and put them away again in the store room at the end of the meeting."

- The tasks to be carried out must be meaningful and should preferably form part of the normal maintenance of the school premises. Thus no additional burden is placed on the caretaker or the educators for supervision. However, it is important that the guilty party report to the educator in charge on his or her progress with the tasks.

The learner punished in this way must not be humiliated in any way. This calls for considerations to be made as already outlined. Kgathi and Seganabeng (2010:57) together with Mathole (2011:33) explain that the alternative measure is referred to as manual labour in Botswana and learners may be asked to cut grass or do any work around the school. Even though it can enable learners to reflect on their bad behaviour and learn from that, it can have a negative effect if learners are given too much demanding work that may take longer to

complete. It would also be bad form if learners miss lessons to complete the task or get hurt while working (Kgathi & Seganabeng, 2010:57). According to Soneson (2005:28) "children learn by doing, therefore give them non-abusive tasks to perform, preferably one that is related to what the child has done wrong...a child will be less likely to repeat the behaviour in future."

2.7.4 Grounding

Grounding as an alternative to corporal punishment is described as having to isolate learners found to be misbehaving from others and either sending them out of class or putting them in a special place (Hanko, 2008:5). The purpose of grounding learners is to take away the opportunity for continuing with the misconduct, according to Hanko (2008:5). Whittaker (2006:12) advises that the severity of the transgression must be considered when learners are grounded as the approach has long term emotional effects. Kgathi and Seganabeng (2010: 58) explain that sending learners out of lessons when they disturb the class or misbehave is a good way of retaining classroom discipline, however, those misbehaving and sent out will miss out on what is taught, which may result in poor performance. There is a similarity between grounding and chasing/ ordering learners to go out of class. The two require learners to have misbehaved prior to the use.

2.7.5 Positive discipline

This is regarded as a child centric approach aimed at helping children to take responsibility for making good decisions and understanding why those decisions are in their best interest (Naker & Sekitolelo 2009:27). The approach, according to Jankouski (2002:15) had been adopted in the United States and its main goal was to empower learners to develop a variety of critical thinking and interpersonal skills thereby encouraging development of competencies needed to cope with problems related to discipline at school. Oosthuizen (2010:19) also indicates that the approach:

> Has great influence on disciplinary approach...Positive discipline is in essence based on a good relationship with the child. The educator works on this relationship and establishes a climate of trust which says "I'll stand by you even if you make mistakes."...Positive discipline is held up as a method best suited to the 21st century's demand for respect for the inalienable rights of humanity...it makes the learner feel important and appreciated. And encourages the learner to participate and cooperate.

How the teacher relates with the learner is important in ensuring positive discipline. This is to say teachers need to first ensure they build a good relationship with the learners so as to get them to work on developing good disciplinary practices on their own. If properly administered, positive discipline will groom a learner who poses and show self-discipline, believes in himself and is able to cooperate. The approach can also develop learners to trust their own judgment, solve problems on their own and be self-motivated (Naker & Sekitolelo, 2009: 30). In this approach, according to Naker and Sekitolelo (2009:30), teachers play a critical role. They act as mentors who throughout offer learners guidance and positive reinforcement with a focus on their emotional and psychological needs.

2.7.6 Positive reinforcement

Wolfgang (2009:19) defines reinforcement as "a behavioural principle that describes a relationship between two real events; a behavior (any observable action…) and a consequence (a result of action)". Reinforcement can be classified into two types, being primary reinforcement (appealing to the five senses e.g. food) and secondary (e.g. stickers). These can be described as rewards given to encourage wanted behaviour. Bear (2010:101) has classified rewards into five types, being social rewards, privileges (asked to assist the teacher), preferred activities (listening to music or playing a game), tangibles (stickers, candy or certificates), tokens that can be exchanged for tangibles, preferred activities, or privileges. According to The Human Rights Watch (2009:54), by using rewards positively the frequency and extent of misbehaviour can be reduced.

Young people are more likely to behave in an orderly manner if the expectations concerning their behaviour are made clear. Learners can be rewarded in many forms and such could be either planned or done spontaneously (Busienei 2012:159). Examples of rewards can be praise, awarding of special certificates, writing positive comments or special activities which class members enjoy. Leaman (2005:38) further indicated that learners who have made an effort to contain their own behaviour should be praised and even included in class awards or certificate. Positive public relations could be created by sharing some positives with the child's parents (Young, 2008:100). School offer a variety of rewards and either one according to Gootman (2008: 53) can effectively encourage learners to behave properly. Bear (2010:103) states a number of reasons why rewarding learners is regarded as effective in controlling behaviour:

- Praise and rewards provide positive feedback and guidance, highlighting behaviours, thoughts and emotions that are desired, important and normative.
- The use of praise and rewards helps to avoid or reduce the use of criticism and other punitive techniques. (They inform learners of the correctness of their behavior which helps maintain a positive-teacher learner relationship).
- They are spontaneous expressions of surprise caring and appreciation.
- They can serve as vicarious reinforcement.

The merits of using rewards have been outlined. A teacher when rewarding learners does not only nourish the teacher-learner relationship as they can learn more about the child being rewarded. It also helps the teacher do away with other methods that can negatively affect the learner's emotions. Oosthuizen (2010:46) associates the merit-demerit system with rewarding. The system calls for the use of points which are awarded every term to individual learners. Teachers will monitor a learner's behaviour and they will deduct points each time the learner misbehaves. If a particular learner continues to misbehave, they continue to lose more points and there will be a point at which the learner will have to be subjected to discipline. The procedures entailed require more time as there must be a system in place where the points will be entered and deducted. Given the large numbers of learners handled by teachers for their subjects the system may not be easy to follow because schools are not fully equipped with computers and other means of technology. Although rewards are effective, if not appropriately used they can fail to manage or reinforce learner behaviour (Bear, 2010:102). Ford (cited in Oosthuizen, 2010:66) expresses his doubts on use of rewards by stating that:

> Trying to control children by rewarding or punishing them does not teach responsible thinking- it teaches children to manipulate others and to "con" the system. The only way to develop self-disciplined children is by teaching them to think responsibly for themselves.

To ensure the approach is effective, teachers need to outline how the reward is to be implemented. It is important to device an approach that will be interesting to learners. This is to say, teachers must think of which behaviours need to be rewarded then think of proper means of rewards which will be appealing to learners. It may be necessary to revise the forms of reward where need be so they continue to motivate good behaviour amongst learners. Teachers need to also consider using the approach together with others.

2.7.7 The caring teacher approach

The approach as described by Gootman (2008:2) focuses on self-control of learners and not external control. The approach aims at teaching learners how to do the right things by way of stimulating their senses of being. Learners are taught how to set limits and develop confidence as the approach allows learners to make sound judgment and rectify their unwanted behaviour (Gootman, 2008:2). The approach calls for teachers to be caring and by showing respect to learners, by simply listening, being a role model, collaborating with them and frequently communicating, learners can be taught to do the right thing (Gootman, 2008: 2). Chris (cited in Bechuke & Debeila, 2013:382) advises that:

> Rather than using the reward and punishment to manage discipline in schools educators should try to understand the internal needs intended to satisfy what is responsible for the challenging behaviour of the learners and try to act upon using the caring habits and not the deadly habits…Educators have to replace the deadly habits with the caring discipline and promote good learner behaviour…learners explore the ideas and understanding of the concept of good behaviour.

Teachers have a role to play in ensuring learners behave well. The input of teachers as instructional leaders can influence the behaviour of their learners. It is important for the teachers to play their role actively and vigilantly at all times. They need to observe, analyze and apply appropriate measures to manage discipline. Teachers must at all times show learners that their intentions are for good will. Their focus needs to be aimed at bringing positive realization amongst learners so they see the significance of having to alter their behaviour. Oosthuizen (2010:3) further emphasize that, "the educator holds the key to disciplinary success- not only in the classroom, but also in the entire school. However, maintaining a healthy disciplinary climate in our contemporary changing dispensation is more easily said than done!" Developing self-control of learners may not be easy and how the teachers decide to approach the learners to ensure they are able to make "sound decision and rectify their unwanted behaviour" depends on their classroom management capabilities. Oosthuizen (2010:4) suggested that teachers need to consider coming up with a plan on how they are to manage their classrooms with the aim of "preventing undisciplined behaviour."

2.7.8 Peer support programs

Peers of all ages, "exert a powerful influence on student behavior" (Bear, 2010:178). According to Greydanus (2010:7), peer support programs can be established within school to encourage accceptable behaviour amongst learners. The support programs are effective as they help change learners behaviour by way of making them feel most needed (Gootman 2008: 90). Both peers can benefit (the one helping and the one being helped to change behaviour). According to Oosthuizen (2010:55) studies conducted regard peer support highly because:

> Research has indicated that in this system the learner's behavioural problem decreased markedly and that most problem and conflict situations on the school premises were dealt with effectively. According to research the positive influence of such a peer helper system often spills over into the classroom because there is much less aggression and conflict between learners. Even teacher-learner conflict can be defused by this mediation if the learners with threatening attitudes are corrected by their friends.

Under this intervention measure, peer tutoring can be considered whereby learners found to be well behaved and achieving academically could be offered training that will enable them to work with their peers (Hocking, 2007:16). The training will enable those enlisted in to be tutors to be taken through a series of planned sessions which will equip them with skills that will enable them to reach out and teach their peers to be well-behaved. The trained mentors can transfer skills, share knowledge, give advice and experience to fellow peers through drama, poems or discussions

2.7.9 Detention

For some learners detention can work (Young, 2008:101). According to Mugabe and Maposa (2013:118), detention can help ward off learner misconduct and it can deal with acts of either minor or serious misconduct. Detention has been defined by Edward, Mousa and Madin (Anon:5) as referring to "supervised retention of students beyond the regular school schedule when a teacher requests a student to show improvement of behaviour resulting from violation of school rules and a discipline code." In most education systems, detention has been legally prescribed as a sanction and promoted to be an alternative method to corporal punishment. (SASA Act, 1996). According to Edward, Mousa and Madin (Anon:3) the primary aim of detention is to "dole out consequences for unacceptable behavior." This is to say it focuses on bringing about behaviour change amongst learners who violate school behavioural standards. Certain measures need to be observed when implementing detention and a clear detailed

policy needs to be in place for all stakeholders to adopt. A detention policy according to Edward, Mousa and Madin (Anon:4) is to:

> Deter inappropriate behavior and have an immediate response to such behavior. The detention policy will also serve as an alternative to suspension, help eliminate disruptive behavior and preserve a high standard of good behavior... The detention policy is administered as a means to address all issues that are disruptive to the teaching and learning environment.

Learners found to be misbehaving could be kept after school to attend a "structured supervised class" (Adams, 2005:43). An existing detention policy according to Seeley and Mac Gillivary (2006:3) would allow learners to behave and progress in the school setting under close supervision. If the detention policy is implemented all teachers need to interpret it in the same way, as inconsistency in policy interpretation can in most cases affect learners' behaviour (Reid, 2002:101). Even though some observe the approach to be very effective, Wolhuter and Russo (2013:9) argue that it is ineffective because it is "retroactive instead of being retributive in nature". Though learner get to pay for the time wasted, detention could be bad if learners get to miss a meal or arrive home late alone which could be dangerous as criminals could attack them (Kgathi & Seganabeng, 2010:58).

2.7.10 Zero tolerance approach

This is an approach designed and used in the United States of America and Canada in the 1980's (Trujillo, 2006:71). According to Gaudiano (2011:5) the zero tolerance approach policy was adopted from the 1980's to "treat major and minor violation with the same severity so as to send a message to violators. These policies most frequently address violation of drugs, weapons, violence, smoking and school disruption by students." Atkinson (2005:2) also indicate that the zero tolerance approach was initially developed for criminal justice but from the 1980's was adopted in the education system and continued to grow as many states adopted it to deal with serious misconduct. It became more of a school discipline policy which used "harsh discipline methods" that resulted in the suspension and expulsion of many learners (Gaudiano, 2011:3). It was an approach applied in schools as a means of curbing disruptive behaviour amongst learners by sending a stiff message to perpetrators that their behaviour could not be tolerated under any circumstances. For example if a learner was found in possession of drugs he might be expelled from school. Bear (2010:5) explained how the zero tolerance approach works in the USA by stating that:

In schools with a zero tolerance approach, student behavior is closely monitored and managed by teachers, administrators, and school resource officers, typically assisted by surveillance cameras, metal detectors, identification badges, and locker searches. Rule violations are dealt with swiftly and harshly...Students are removed from shool only for serious rule violation, such as possession of drugs or weapons and fighting, but also for relatively minor acts of misbehavior such as not completing homework, not complying with a teacher's request...

Clear expectation needs to be established and learners must know what is expected of them. As already stated, the approach requires a lot of manpower which means routine activities by almost all staff to ensure all learners behave accordingly. Those who supported the approach argue that "it is a strict policy that sends a clear message and are designed to protect students" (Atkinson, 2005:2). De voe *et al.* (cited in Atkinson, 2005:2) further explains that collected data has verified that the approach has reduced reports of serious misconducts by learners in schools which have adopted it. McAndrews (2001:4) however advise that when implementing a zero tolerance policy, schools must consider their local needs and the policy must specify clearly the consequences for misbehaviour. Not all people support the approach but some of the organizations such as the National School Board Association (NSBA) (cited in Atkinson, 2005:4) do as they explain that:

A zero tolerance policy must be integrated into a comprehensive school safety plan that focuses on positive school climate and is balanced with prevention, intervention and enforcement strategies. Discipline policies, in general, are an opportunity to teach students about their rights and responsibilities to themselves and others. It is important that all school rules are reasonable and are part of the learning process. Reasonable zero-tolerance policies specify what types of conduct will result in the automatic penalty of suspension or expulsion. For lesser violations, outlined aggravating and mitigating circumstances should be taken into consideration. Finally, all due process procedures must be followed, and statutory and constitutional rights protected. Schools should establish reasonable zero tolerance policies for students who present a danger to others. Students who pose a threat must be dealt with under school policies and this information should be communicated to local law enforcement to assist in preventing violence in the community. It is also important to establish an assistance program to teach students how to handle substance abuse, violence, anger management, and bullying.

Jankouski (2002:15) also advises that it would be appropriate for individual schools to choose disciplinary approaches found to be most suitable to their particular situation. This is to say to ensure the methods selected yield results, thorough analysis of causes of indiscipline must be undertaken and comparison of alternative methods done and the best method be selected. The essence of the alternative methods to corporal punishment is to reflect a non-violent, non-abusive respectful and constructive approach to discipline learners (Whittaker, 2006:16). The discussed techniques, if well implemented, are suitable substitutions to corporal punishment and can address undesirable behaviour of learners. The National Association of Psychologists (2008:6) lamented that the strategies, programs or techniques can support teachers and parents in changing learners behaviour and maintaining discipline. However this may be a challenge even to more experienced teachers who do not know appropriate responses to misbehaviour as the National Association of School Psychologists (2006:3) stated that there is great need to provide teachers with in-service training in addressing classroom management and alternative ways for dealing with misbehaviour.

2.7.11 Using mentors

Mentors provide more than empathetic support that helps activate self-development. Mentors act as role models and can help get learners to behave well. This approach has been found to be very effective as Teasley (2004:5) elaborated that learners build good relationships with their mentors which is something that enables them to open up. Mentoring strive to instill confidence trust, willingness to cooperate and good behaviour. Mentorship programs can be drawn for the whole school or individual classes. The mentors could be identified and areas of discipline they are to cover given so they make preparation. The mentors could be peers identified within the school or stakeholders. Currently there is a call for the appointment of mentors by the ministry. The mentors should not just be focused on offering educational related assistance to school but must also try and develop the behaviour of the learners.

2.7.12 School Wide Positive Behavioural Support

The school wide positive behavioural support approach (SWPBS) was designed to address the problem of learners' disruptive behaviour and antisocial behaviour. When designed it was argued that the available forms of corporal punishment being suspension, expulsion together with the use of the stick or beating were not effective as they only offered "a short-term fix to what often is a chronic and long-term problem" (Osher, Bear, Spragne & Doyle, 2010: 48). This universal approach is comprehensive and preventative in the sense that it aims at

reducing learners behaviour problems in school and in the class room. Osher *et al.* (2010:50) further explained that:

> SWPBS is not a wholly original approach. Multiple branded programs some of which involve social and emotional learning strategies, describe similar approaches to reducing problem behavior and increasing positive behavior...SWPBS is organized around three main themes: prevention, multi tier support and data based decisions.

The approach is teacher centered in the sense that the three main themes stated call for the teacher to be fully engaged. To manage either classrooms or the school in general using this approach means the teacher has to teach learners rules, structure intervention measures, give learners appropriate support and continuously collect relevant data on behaviour problem patterns which will form the basis of decision-making. The approach will enable the teacher to achieve class room management.

2.7.13 Value driven approach
According to Rossouw (2003:430) a value-driven approach can address the issue of ill-discipline in school. One way of doing so is to teach and promote Christian values. Oosthuizen (2010:17) also thinks the religious approach can yield results because, "from an empirical research survey on learner misconduct conducted by members of the research team, the respondents (who were Christian educators) indicated that dependence on the Lord and prayer to do the Lord's will is effective in dealing with discipline at school." According to Rossouw (2003:430) schools not using the approach should consider its merits because:

- It can promote Christian values and life ideals in their schools by building them into their year planning. A specific value is chosen for every term, and the different facets of this value are discussed in hall meetings, Life orientation classes and through strategically placed posters.

- Many learners that took part in focus-groups sessions are convinced, like educators, that striving for Christian values and a positive relationship with their creator are essential for positive interpersonal relationship on which sound discipline can be built. They maintain that no values like respect and a future oriented life approach can be established outside a Christian commitment.

Schools need to plan and decide on activities which they can undertake for learners to be taught Christian values. Besides the two suggested activities, in Botswana there are often

scripture union clubs established in schools. Learners who are members of those groups meet regularly and at times conduct assembly to teach their peers. There may also be prayer groups conducted by parents as "prayer changes things" (Oosthuizen, 2010:65). Parents can visit schools and in such gathering offer prayers and teach learners about discipline with reference to the Bible. They also conduct visits to individuals and classes and such could be used to address issues of misconduct. There could be life orientation classes and informative posters placed at strategic points within a school which will promote sound discipline. Rossouw (2003:431) has also mentioned that "an extremely important element of any value-driven educational approach is that learners should experience that the values are demonstrated in the lives and attitudes of their educators and in the approach of the school towards, among others, discipline." Wolhuter and Russo (2013:2) further explain that:

> According to the Bible, it is preferable to concentrate on the positive facets of discipline, on efforts to convince learners to emulate the actions of the educator, and to apply a value and norm system that would be socially and scripturally more acceptable…Children must be taught and educated to understand that, when the spirit governs their lives, they will reap the fruits of love, happiness, peace, patience, friendliness, goodness, faithfulness, gentleness, kindness and self-control.

There are Biblical concepts which can be used and some of the elements are well related to discipline. Certain components can be used to encourage learners to display good behaviour. By making learners see the positive outcomes of being well-behaved, teachers can succeed in maintaining good behaviour as the learners who are taught religious values would also learn to appreciate and accept punishment.

2.7.14 Other alternatives

The South African government Department of Education in 2000 published a manual titled "The alternatives to corporal punishment." The manual outlines guidelines on alternative; disciplinary measures and procedures. It is also aimed at assisting educators to find ways of managing discipline in schools. Educators have been urged to implement it to reduce problems with discipline in the classroom. The Department of Education (2000:12) suggested the following strategies:

- Preparing for lessons;
- Ensuring that teaching and learning happen consistently;
- Ensuring that learners are stimulated;

- Making a space for time out or a conflict resolution corner;
- Affirm learners; and
- Build positive relationships with learners.

The guidelines are aimed at setting the stage for a positive learning environment. On the other hand, Soneson (2005:28) suggests other alternatives to corporal punishment and other forms of humiliating and degrading punishment:

- Practice what you preach. If your child is not allowed to use dirty language or to swear, neither should you.
- Be realistic in what you expect from children at different ages...
- Encourage children to solve their own problems, as they can provide answers that will result in an acceptable behaviour. For instance, a useful technique with older children is to use 'restorative justice' practices, which are well known in African culture. 'Restorative justice' aims to involve both 'victim' and 'offender' in meeting together to devise a plan on how to repair the harm caused...At the same time, plans to prevent future misbehaviour can also be developed by concerned parties.
- Do not use threats or shout at children. It is better if children do as you ask because they understand the reasons why, rather than because they are frightened or bullied.
- Try and use good words about your child. Name calling, bad-mouthing and humiliation have been shown to lead to a lower self-esteem, and can become self-fulfilling prophecies.

Teachers need to be role models to their learners. By being exemplary, teachers can teach their learners acceptable behaviour. It is important also not to set high expectations as learners may take time to adjust their behaviour. A problem-solving approach is practical in the sense that it allows learners to use their own experience to adjust their behaviour and adapt well to what is expected under on their terms. Teachers ought also to eliminate use of threats to be able to reach out to the learners. How you talk to the learners is important too as use of vulgar language and humiliation does not portray you well amongst learners.

2.8 CONCLUSION

Modifying behaviour of children is not an easy task. Skinner a behaviourist, developed operant condition to suggest that behaviour can be changed. According to Mc Leod (2007) operant conditioning refers to changing of behavior by the use of reinforcement which is given after the desired response." Maag (2004:50) further explains that, "whether operant

behaviours are modified depends on what happens immediately after each instance...Operant conditioning in simplest terms means reinforcing desired behaviors in ways that will cause a student to repeat the desired behavior." Skinner's experiment led to the discovery that reinforcement can be used to change behaviour and encourage the occurrence of it in future.

For a child to continue repeating the desired behaviour or for the behaviour to be eliminated it depends on the type of reinforcement given. Since operant conditioning is regarded to be applicable to school setting, there are other stimuli which can be used besides corporal punishment. Skinner outlined four ways of changing behaviour as using positive reinforcement, negative reinforcement, positive punishment and negative punishment (Woolfolk, 2004:204). As much as it has been argued by those who support corporal punishment that you can change the behaviour of children by beating them, you can also alter it by using other approaches. Educators should consider other alternative stimuli to modify the behaviour of learners. The primary goal of operant conditioning is to increase the occurrence of behaviour by reinforcing or punishing it (Mc Leod, 2007:4). The discussed alternatives must be considered and they can be ideal approaches to address the problem of learner misconduct in schools.

Jankouski (2002:15) advises that it would be appropriate for individual schools to choose disciplinary approaches found to be most suitable to their particular situation. This is to say that to ensure the methods selected yields results, thorough analysis of causes of indiscipline must be undertaken and the best method selected after careful comparison. The essence of the alternative methods to corporal punishment is to reflect a non-violent, non-abusive, respectful and constructive approach to discipline learners (Whittaker, 2006:16).

The discussed techniques if correctly implemented are a suitable substitute for corporal punishment and can address problems of undesirable behaviour of learners. The National Association of Psychologists (2008:6) stated that the strategies, programmes or techniques can support teachers and parents in changing learners' behaviour and maintaining discipline. There may however be challenges that could be faced by even the experienced teachers. Teachers may lack knowledge and skills to respond appropriately to some cases of misbehaviour which is why The National Association of School Psychology (2006:3) advises that there is a great need to provide teachers with in-service training addressing classroom management, communication and alternative ways of dealing with misbehaviour. On the other hand, Moyo *et al.* (2014:9) indicate that there is no guarantee the suggested alternative can

work as they too "have a potential to have a detrimental effect on the learners' mental, spiritual and moral development". It has also been recommended by Moyo *et al.* (2014:13) that to ensure that the alternatives work, in addition to engaging both the parents and learners the following must be established:

- Review and crafting of feasible and behaviour-altering disciplinary measures.
- Availability of normative disciplinary policies in schools.
- Introduction of monitoring strategy for implementation of alternatives to corporal punishment.
- Design of normative assessment tools for the review of the effects of the disciplinary measures of learner behaviour.
- Community engagement/social facilitation on issues of discipline, the ban of corporal punishment and the alternative to corporal punishment strategy;
- Incorporation of learner discipline to other DoE advocacy programmes and lastly
- Benchmarking with other schools, provinces or countries.

There is a need to ensure the alternative methods to corporal punishment are reviewed on a continuous basis. References can be made to other schools and countries. How issues of discipline are being handled in other countries can help refine the methods and ensure effectiveness. This will not be an easy task as teachers are sidelined and are not engaged fully in policy-making. Though it is the teachers in the fore front of implementing the alternatives, they are not engaged in policy reviews where they can give their experiences (Maphosa & Shumba cited in Moyo *et al.*, 2014:9). There is need to regard the input teachers can make in ensuring that their learners are disciplined.

If teachers ensure they adopt skills suggested which could be achieved by giving them more in-service training, they can think broadly and be able to identify misconduct at an early stage, be able to identify the root cause of each and apply the relevant/appropriate measure to curb it for good. Oosthuizen (2010:3) further commented that "The educator holds the key to disciplinary success- not only in the classroom but also in the entire school. However, maintaining a healthy disciplinary climate in our contemporary changing dispensation is more easily said than done!... it is important to realize that things constantly change. Nothing remains the same...as educators we have to learn to accept change and adapt to it, and we have to start looking for new solutions. We therefore have to think innovatively: we have to reflect on new ways of dealing with learner discipline..."

The most important aim when disciplining learners is to ensure total behaviour change that will also build learners with good character and learners who are able to relate to past experiences for making informed decisions. Learners who are disciplined have positive control of their own life, are able to solve problems on their own and will have their dignity intact (Charles, 2007:15). The Department of Education (2000:24) further advises that discipline must strive to educate/train learners to have respect and self-discipline and not victimize them. Learners must not, as a result of being punished, try to get revenge or feel belittled but rather show accountability in their actions, have tolerance, be cooperative and comply. These qualities, if displayed, will prove that learners have discipline.

2.9 SUMMARY

Literature reviewed indicated that corporal punishment had been in existence from ancient civilizations. It has been part of many nations' culture and religion. The disciplinary practice was also adopted into the education system and has been in existence till the early 20th century when many countries responded to the call to ban it in their education systems. The literature review also revealed that corporal punishment is lawfully accepted in Botswana and there have been regulations guiding its administration which have not been amended since 1967. Forms of corporal punishment were also discussed and the literature outlined the two classifications of misconduct, being minor and major misconduct. Minor misconduct refers to late coming, making noise in class or using abusive language whereas major misconduct involves alcohol or drug abuse, rape, vandalism or theft.

People have different views on the effects of corporal punishment. There are those who are in favour of its use in the education system as they argue that it has been part of their religious and cultural practices and has worked for years to instill and maintain discipline in the education system. Arguments raised calling for the total abolishment of corporal punishment regard it as a short termed disciplinary measure that fails to bring about leaner behaviour change. This is to say the effects of corporal punishment works only for a short time. However teachers argue that its abolishment has deprived them of a simple method of maintaining discipline in school.

The literature review also outlined that corporal punishment does not have long term effects on learner behaviour as those who experience it show immediate compliance which does not guarantee change in their behaviour. Quite a number of negative effects of corporal punishment were also discussed. It is mentioned that corporal punishment can cause physical

harm to the body, psychological and emotional harm which may result in mental problems, and developmental harm. From the discussion the numerous negative effects are not just short-term as learners may show violent behaviour later on in life. Alternative methods to corporal punishment were described and they included guidance and counselling, code of conduct, zero tolerance, grounding, positive discipline, peer support groups. There is a need to ensure proper implementation of the alternatives mentioned. Advocates of the use of corporal punishment however argue that the alternative methods suggested do not yield results, unlike corporal punishment.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The purpose of this study is to seek teachers' and learners' views on the effects of corporal punishment on learner conduct in government schools in Kanye, Botswana. The aim of this chapter is to explain the research methodology which was used to achieve the objectives of the study. In other words the chapter presents the research methodology used in the study and how the research process unfolded. The description and the discussion of the methodology are done under the following topics: Research paradigm, research design, research method, triangulation, population and sampling, instruments for data collection, reliability and validity, data collection process and lastly data analysis techniques.

3.2 RESEARCH PARADIGM

A number of authors have offered closely related definitions of worldviews and according to Lincoln and Guba (2000) (cited in Creswell, 2009:6), "worldview is a set of beliefs that guide action" in a research. Worldview has also been referred to as a "lens for seeing and making sense of the world" (Sparkes in Arthur *et al.*, 2012:17). The terms 'worldview' and 'paradigms' can be used interchangeably and, according to Arthur *et al.* (2012:17), "paradigms represent a person's conception of the world, its nature and their position in it, as well as a multitude of potential relationships with that world and its constituent parts." A much elaborated definition of what paradigm or worldview means has been stated in Foundation of Qualitative (2007) as they explained that:

> A paradigm is a comprehensive belief system, worldviews, or frame work that guides research and practice in a field of science. Paradigms consists of general theoretical assumptions, laws and techniques for their application which members of a particular scientific community may adopt

The worldview acts as a base for the study to be undertaken and directs the researcher, which is why it is important that a researcher choses the most appropriate one to provide a view of the nature of reality (Blaxter, Hughes & Tight, 2010:59). A number of paradigms exist however it must be noted that it is not easy to choose the best and that each different approach yields a different kind of knowledge about the phenomenon under study (Blaxter *et al.*, 2010: 59). Punch (2009:16) has stated that paradigms help explain reality as it is, also try to explain the relationship that exists between the researcher and that reality as well as prescribe

methods that can be helpful for studying the reality. The three questions addressed by paradigms are interrelated and "illustrate the connection between methods and the deeper underlying philosophical issue" (Punch, 2009:16).

For this study, the pragmatic worldview was identified as relevant. The pragmatic approach according to Creswell (2009:11) can offer to the study a philosophical base as it is described to be flexible in the sense that researchers can freely choose methods, techniques or procedures that best meet the needs and purpose of the research. Cameron (2011:102) has also pointed out that pragmatism is closely associated with the mixed method which was used for the study. The mixed method is a combination of the qualitative and quantitative approaches. Pragmatics opine that using multiple approaches help bring an understanding of the problem (Creswell, 2009:10).

Johnson and Onwuegbuzie (2004:17) emphasize that:

> Pragmatism is productive as it offers an immediate and useful middle position philosophically, and methodologically it offers a practical and outcome oriented method of inquiry that is based on action, and leads iteratively to further action and elimination of doubt and offers a method for selecting methodological mixes that can help researchers better answer many of their research questions.

This worldview is practical in the sense that it is a problem solving, action-oriented inquiry process. This was essential in getting to understand what really works to improve learner conduct. In addition the approach was perceived as relevant as it opened up questions of "what and how" and also accommodated the use of theory showing either social justice or political aims (Creswell, 2009:11). The points discussed support the relevance of the pragmatic worldview to the study of perceptions of teachers and learners on the effects of corporal punishment on learner conduct. This was because qualitative and quantitative data collected provided a clear picture and understanding of the research problem.

3.3 RESEARCH DESIGN

A research design refers to a plan and structure of the investigation used to obtain evidence to answer the research question (Johnson & Christensen, 2008:305). Creswell (2009:3) has described it to be a plan which "spans the decision from broad assumptions to detailed methods of data collection and analysis. This is to say a research design narrates the plan and steps to be followed when the researcher collects and analyses data. It describes procedures

for conducting the study. Punch (2009:112) also explains that "a research design situates the researcher in the empirical world and connects the research question to data." It is important for a researcher to describe procedures he or she is to follow to obtain data needed to answer the research question.

White (2005:42) and Punch (2009:113) both agree that a series of questions need to be addressed by the design and these include when, from whom, under what conditions data will be collected. It is important that the researcher breaks down the plan of action of the investigation to explain which strategy is to be followed, within which framework, states clearly who and what will be studied as well as mentioning the tools and how they are to be used to collect the data leading to the analysis of the "empirical material" (Punch, 2009:113). The research design must offer a logical plan showing how the researcher will move from point A to ensure the research questions are answered and conclusions drawn based on the collected data.

In this study the mixed methodology design was adopted. The design systematically combines the qualitative and quantitative approaches (Johnson & Christensen, 2008:35). Mixed methodology has grown popular since 1990 and has been used in conducting researches in the fields of social science and education (Arthur, Warning, Coe & Hedges, 2012:147). The combinations of the qualitative and quantitative approaches adopted for this study were conceptualized from a pragmatic theoretical paradigm. Supporting this statement Arthur *et al.* (2012:147) have indicated that those in favour of the mixed method approach "advocate that decisions about design and methods should be driven by the aims, objectives and research questions". It is important for the researcher to choose the method and procedures that can work best to answer research questions (Johnson & Onwuegbuzie, 2004:17).

According to Johnson and Christensen (2008:35), the mixed method has been observed by many researchers as having positive values when studying human behaviour as it gathers both qualitative and quantitative views and by so doing a detailed understanding of the world can be fully achieved. Drew, Hardman and Hosp (2008:21) commented that, using the mixed method to investigate entails the researcher having to "count participant's correct responses (quantitative) and also collect narrative descriptions of some behaviors or information (qualitative) in order to construct a data set that more completely answers the research question."

The mixed method is described as a research paradigm characterised by combining qualitative and quantitative methods, applications, concepts or any other paradigm characteristics in a single study (Johnson & Christensen, 2008:34& 51). This explains that there are a number of reasons for mixing the two approaches in a single research project, however the most common is to take advantage of "the unique strengths of each methodological approach when engaged in different stages of the research process" (Check & Schutt, 2012:239). Denscombe (2008:272) further explains that using the mixed method is highly beneficial as it increases data accuracy and a more complete picture of the phenomenon under study is given, something which cannot be achieved by a single approach. It was regarded as a perfect approach that "overcomes the biases of a single study" (Denscombe, 2008:272). This is further explained by Johnson and Christensen (2008:51) when they state that by combining two or more research methods that have individual strengths and weaknesses in a single study, mistakes are minimised. This means the two methods complemented each other and for this particular study mixing them added a unique insight which could not be easily obtained when one primary method was used (Check & Schutt, 2012:239).

The mixed methodology design was characterised by collecting data which will then be analysed and the findings integrated to draw inferences in a single study (Punch, 2009:298). According to Gray (2004:33) it is the most appreciated approach as it accommodates data triangulation which he believes is a valuable research strategy. The triangulation design was used for the study as Fraenkel and Wallen (2008: 561) describe it to be a design whereby both quantitative and qualitative methods are merged to study the same phenomenon and to establish if the two will merge upon a single understanding of the research problem being investigated. There are different ways of mixing the qualitative and quantitative methods and for this study both methods were given equal priority, and data collected simultaneously and used to complement each other. The system selected to distinguish the priority given to one method over the other and the sequence in which they were used shall be Qual+ Quan meaning the two approaches had equal importance and used concurrently (Check & Schutt, 2012:239).

By combining both the qualitative and quantitative method in a single study, the researcher was able to triangulate data collected. This research strategy is defined as "the use of two or more methods of data collection in the study of some aspect of human behaviour" (Cohen, Manion & Morrison, 2011:195). The two research methods were used to test the same findings. This was more of a filtration process of the findings meant to reduce distortion of

what was being investigated (Babbie, 2007:113). The quantitative data was used to corroborate and support the qualitative data and this helped to confirm and validate data collected.

3.4 RESEARCH METHODS: QUANTITATIVE AND QUALITATIVE

Two methods of data collection were used in the study and they are questionnaires and interviews. Quantitative Data was collected from learners and they were randomly sampled to complete close ended questionnaires which the researcher handed out. Participants being the teachers were purposively sampled and interviewed by the researcher.

3.5 TRIANGULATION

Yeasmin and Rahman (2010:13) defines triangulation to be a "a process of verification that increase validity by incorporating several view points and methods. Triangulation can also be referred to as a multi- method approach which tries to map out or give a detailed explanation of the phenomenon understudy from more than one stand point (Cohen *et al.*, 2008:141). The technique advocates for "more than one approach to be used to investigate research questions to enhance confidence in the ensuing findings" (Bryman, 2011:1142). To help facilitate deeper understanding of the phenomenon understudy, researcher can combine different methods or approaches. By so doing it, may be possible to achieve the best of each method or approach used since Creswell (2003:217) contends that the process helps overcome the weakness and biases that characterize a single method.

There are different forms of triangulation. According to Rocco, Bliss, Gallagher and Perez-Prado (2003:20), triangulation can be achieved by "using multiple data collection and data analysis methods, multiple data sources, multiple analysis methods and multiple theories or perspective." For this study, the methodological triangulation approach was adopted. The approach involves using "multiple methods such as interviews, observations and recordings which will lead to more valid, reliable and diverse constructions of realities" (Golafshani, 2003:604). Polit and Hungler (cited in Ziyani, King and Ehlers, 2004:13) support the use of methodological triangulation by explaining that, "the blending of qualitative and quantitative data in a single project is advantageous because they are complementary and represent the two fundamental laws of human communication: words and numbers. Methodological triangulation increase support and validity." Bearing in mind that no single research method is capable of capturing all the aspects of a phenomenon under investigation, the researcher decided to use more than one method for gathering data. Two methods for collecting data being questionnaires and interviews were selected to help the researcher gain an in-depth

understanding of the effects of corporal punishment on learner conduct from both learners and teachers. Questionnaires were used to collect data from the learners sampled. A semi structured interview guide was also used to interview teachers and learners sampled. This type of interview allowed the researcher an opportunity to ask similar set of questions to both participants and spend sufficient time listening to what they have to say whilst recording and taking notes. The interviews enabled the researcher to probe and capture the participant's perceptions on the effects of corporal punishment on learner conduct in their respective schools.

3.6 POPULATION

According to Punch (2009:359) population refers to "the target group, usually larger about whom we want to develop knowledge, but which we cannot study directly therefore we sample from that population". The target population could also refer to the actual larger group of elements or cases whether individuals, objects or events that conform to specific criteria and to which the results of the information gathered was applied or generalized (Fraenkel & Wallen, 2008:90, McMillan & Schumacher, 2001:169). The population is referred to as a target group which must comprise of individuals having some common characteristics that the researcher is interested in studying (2005:13).

For this study the target population consisted of form three learners and teachers from all the junior schools in Kanye, which is in the South region of Botswana. Learners currently doing form three in the Kanye south region of the country and all teaching staff from the six junior secondary schools were identified. Though narrowing the population limits generalizability, the researcher sampled both teachers and learners due to time, and financial constraints (Fraenkel & Wallen, 2008:91). The study involved 100 learners who were cluster randomly sampled from the six schools. A total of six teachers and three learners were also purposively selected from the three schools. The total population added up to 109 (Both the respondents and participants).

3.7 SAMPLING PROCEDURE

According to McMillan and Schumacher (2006:119), a sample refers to the group of participants from whom the data is collected. On the other hand sampling can be described to be a process of selecting a sample from the population. Johnson and Christensen (2008:222) further explain that, "when we sample, we study the characteristics of a subset (called the sample) selected from a larger group (called population) to understand the characteristics of the larger group." When the researcher has identified a research question as well as

established the design for the study, it is important that he indicates how the representative sample of the population will be drawn. The sample can provide the researcher with needed information and in choosing the sample from the population to focus on, the most appropriate sampling approach must be applied. Mertens (2010:309) has also explained that "the strategy for selecting your sample influences the quality of your data and the inferences that you can make from it...Sampling is one area in which great divergence can be witnessed when comparing the various research paradigms."

Quite a number of sampling techniques exist which "tell us how to select cases that can lead to valid generalization about a population or the entire group you wish to study" (Check & Schutt, 2012:91). Different methods were used to sample the participants and respondents. For this study, simple random sampling without replacement was used to select the three schools to focus on and stratified sampling with propotional allocation was adopted to determine the number of respondents per school and select the 100 respondent learners from the three junior secondary schools.

Purposive sampling was applied in the selection of participants. A total of 6 teachers and three learners were identified as participants for this study. Payne and Judy (2004: 210) state that, under this strategy key informants were directly selected because they are found interesting or suitable rather than being representative. Similarly Gay, Mills and Airasian (2006:114) describe the strategy as allowing the researcher to deliberately select participants who are "judged to be thoughtful, informative, articulate and experienced with the researchers' topic and setting." Teachers who have taught for a longer period in the school were more reliable in giving a better picture of the school, and their experience on the use of corporal punishment also enabled the researcher to determine how they felt. Learners who had spent many years in the school enabled the researcher to learn more from them and since they have been subjected to corporal punishment the researcher managed to learn from their experience to determine if it is effective.

3.7.1 Selection of respondents

The researcher had to first select three schools to focus his study then proceed to determine the number of respondents in each one of the three and identify a given number of learners from each. The school roll for term two was used to identify the number of learners from each school.

School	number per school	sample per school
Mathiba	140	25
Mookami	206	37
Ntebogang	217	39
TOTAL	**563**	**100**

The above 3 schools were selected by simple random sampling without replacement, six cards were listed with the school names and three were picked after blind folding. For each school, the researcher used the method of stratified sampling with proportional allocation to decide on the number of individuals to be surveyed per school. The following formula was used:

$$n_i = \frac{N_i}{N} \times n$$

Where n_i is the number of individuals to be sampled per school I, N_i is the total number of form three's per school I, N is the total number of form three's for all schools combined, and n is the sample required.

$$n_1 = \frac{140}{563} \times 100 = 25$$

$$n_2 = \frac{206}{563} \times 100 = 37$$

$$n_3 = \frac{217}{563} \times 100 = 39$$

The approach enabled the researcher to identify learners from the three schools to complete the questionnaire. According to Johnson and Christensen (2008):

> The proportion in the sample (can be) made to be the same as the proportion in the total population on certain characteristics...Proportional stratified sampling is an equal probability selection method which means that every individual has an equal chance of being included in the sample. It requires that you know certain information before drawing a sample. If you have the required information you can randomly select the

right numbers of people, so that the sample will be proportional to the population on the stratification variable and random in any other way.

The researcher had to use this approach as the regional schools roll reflects that for each school learner's numbers differ. It was important to begin by collecting the roll to be able to calculate how many learners will be selected from each school. The allocation of learners to be sampled was determined by the total, which is why fewer learners were selected from school with a lower roll.

3.7.2 Selection of participants

Purposive sampling was adopted to choose the participants. Payne and Judy (2004: 210) had indicated that by using purposive sampling to select participants the researcher can directly identify participants mostly found to be suitable and interesting rather than being representative. For the qualitative part which deals with smaller sample sizes, purposive sampling was more ideal than random, as a detailed understanding and clear meaning to the problem under study was reached (Fox, Hun & Mathers, 2009:11).

The approach enabled the researcher to identify participants who made a significant contribution to the study. The sampling technique was used as the researcher was looking to identify only teachers who have administered corporal punishment and have been in the teaching profession for quite some time with not less than three years in the current school. The selection was done on the basis of characteristics of the participants. A total of six teachers were selected. In each school the researcher obtained information of the teacher's years of experiences from the school administration and then made a choice based on the number of years one has in the current school. Two teachers in each of the three schools having many years teaching in the particular school were selected.

Purposive sampling was also used to identify three learners from the selected school to be interviewed. The researcher preferred learners who have been reported on numerous occasions to be misbehaving. Only one of the most misbehaving learners from each of the three schools was interviewed. The researcher consulted both the principal and the guidance teacher to assist in identifying them. Learners who have a track record of misconduct can shed more light on how they perceive corporal punishment and also their experience on its use helped to determine if it is effective in curbing learner misbehaviour. The researcher got a clear insight from all concerned parties. A total of six teachers and three learners were interviewed.

3.8 INSTRUMENTS FOR DATA COLLECTION

Bernard (2002:24) has described data collection as the steps that involve setting boundaries for the study, collecting information which could be done through interviews, questionnaires or observations and establishing the protocol for recording the information collected. For this study the researcher used the following instruments to collect data.

- Questionnaire

- Interview

The researcher used the above instruments in the following manner-:

- Learners were sampled and requested to complete questionnaires.
- Sampled teachers were interviewed individually.
- Three learners were also sampled and interviewed individually from only three school.

Both the questionnaire and interview guide were piloted.

3.8.1 Questionnaires

A questionnaire, according to Johnson and Christensen (2008:170), is "a self-reporting data collection instrument that each research participant fills out as part of a research study". Questionnaires were used to collect quantitative data from the 100 learners to help the researcher understand the problem and answer the research question. A closed ended questionnaire was administered to collect data from 100 learners who were randomly sampled. Part A sought the respondent's personal information and Part B to H consisted of statements structured according to the research questions and objectives. The researcher hand delivered the questionnaires having piloted and validated them. The purpose of the study was communicated to the learners and to ensure their completion the researcher collected them.

After obtaining permission from the Ministry of Education Skill and Development to conduct the research and informing the concerned region, the researcher consulted the selected school and requested for time from the school head to get the respondents to answer the questionnaires. Permission was granted and the researcher delivered the questionnaires to each school in the afternoon and the required numbers of learners were taken through the whole process of completing the questionnaire which has a five point scale. The questionnaires were handed out for completion on different days as the researcher was only

granted an hour during the afternoon study period in all schools. The researcher got the learners into the classrooms, introduced himself and stated the purpose of the study and there after allowed learners to complete the questionnaires, which took an average of fifteen minutes.

3.8.2 Interviews

An interview has been defined as a process whereby the interviewer and the interviewee engage in a personal exchange of information (Ruane, 2008:147). This is to say that it is a two-way conversation initiated by the interviewer with the aim of getting information relevant to the study undertaken. According to Fraenkel and Wallen (2005:455), interviewing is the most important data collection method for gathering qualitative data. The aim of the interview is to discover what teachers think, feel and know (Henning, 2004:9). Bell (2005:157) also lists a number of advantages of interviewing.

- Interviews can yield more rich in-depth knowledge;
- Gestures, tone and facial expressions can be observed which contribute significantly to the interview process;
- Interviews are adaptable, allowing the interviewer to follow up ideas, probe responses and investigate feelings and emotions; and
- Responses can be developed and clarified during the interview process.

Kvale (cited in Cohen *et al.*, 2008:355) gives a number of measures to be observed when conducting interviews. The following need to be observed:

- Engage, understand and interpret the key feature of the life world of the participant.
- Use natural language to gather and understand qualitative knowledge.
- Be able to reveal and explore the nuanced descriptions of the life world of the participant.
- Elicit descriptions of specific situations and actions, rather than generalities.
- Adopt a deliberate openness to new data and phenomena, rather than being too pre-structured.
- Focus on specific ideas and themes, i.e. have direction, but avoid being too tightly structured.
- Accept that the interview may provoke new insights and changes in the participants themselves.

To collect qualitative data, a semi structured interview guide was developed. The technique entails conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, or situation (Boyce & Neale, 2006:3) The semi-structured interview guide was used to collect data from the six teachers purposively sampled as well as from the three learners. The researcher personally conducted the interviews face-to-face having made appointments and their responses were recorded. The interviews were conducted in the afternoons and the researcher took notes during each. The participants had to answer a set of similar questions. However, wording was altered and probing done depending on the participants' response. According to McMillan and Schumacher (2006:350) individual interviews are open-response questions to obtain data about participants meanings-how individuals conceive of their world and how they explain or make sense of the important events in their lives.

The researcher interviewed both the six teachers and three learners selected from the sampled junior secondary schools to understand their perspectives on the effects of corporal punishment on learner conduct, as expressed in their own words. Besides taking notes during each interview, a cell phone was also used to capture the proceeding of the interview. A Nokia cell phone with a voice recording feature was used. Each recording was given a label and the audio files were transferred to the laptop and stored as audio in mp3 format. The participants audio files were labelled (t1, for teacher one) then separately put in the file labelled teachers' interviews. A similar process was repeated for the learners' interviews and data transcribed thereafter. Audio recording has advantages as the researcher gets to keep an accurate account of what was said and can listen to it several times when transcribing the data.

The length of the interview depended on each respondent. At the start of the interview introductory remarks and explanation of the procedures to be followed was done. The teachers were provided with a copy of the interview schedule in order for them to have knowledge of the areas to be explored during the course of the interview. It took the researcher an average of twenty minutes to complete a single interview which is why it was not possible to cover many in a day. About three interviews were conducted in a day. It was not easy to secure a quiet and exclusive environment for some of the interviews however the recordings were much clearer and enabled the researcher to capture more. The use of an audio recorder was an added advantage as recording ensured an accurate account of all that was said. The researcher was able to go through the recordings of the interviews when transcribing the data. The participants were given pseudonyms to protect their identity. The researcher

read his own notes and played the audio files using the media player when transcribing the data. There was a need to play and replay the recordings to capture the themes clearly. However, there are disadvantages to the use of the recorder such as malfunctioning, files getting corrupt or deleted which is why the researcher took notes in addition.

3.9 RELIABILITY AND VALIDITY OF INSTRUMENTS

Gray (2004:405) define reliability and validity by stating that reliability refers to the degree to which an instrument will produce similar results at different periods and validity means the level at which data in a research study is accurate and credible. Muijis (2004:71) mentions that it is important to determine if the instruments to be used are reliable. The same author also went on to point out that in educational research it is important that measurement instruments are validated. Procedures of ensuring the instruments are both reliable and valid were performed so as to ensure they measure accurately what they are intended to measure. Heaton (2004:91) has similarly indicated that the instruments to be used to collect data needed to be thoroughly searched to ensure they are relevant to the study and they should be looked at closely to see if they are re-usable for the purpose of the proposed study.

3.9.1 Reliability of instruments

Reliability refers to "... a measure of consistency over time". It is associated with the stability, accuracy, consistency over and repeatability of the research (Niemann, 2000:203). In order to cater for reliability of instruments to be used to collect data from learners and teachers, the researcher conducted a pilot test. The pilot test was aimed at checking the content, wording and length of the instruments (being the questionnaire and interview guide). Through a pilot test the contents of the questionnaire and interview guide were tested to see if the instructions and questions/statements would be well understood by the respondents as well as the participants and as a result bring forth the intended data. Where necessary, the instruments' content were refined. By pilot testing instruments it was established how long it would take to complete the questionnaire or conduct an interview (Bell, 2005:147). The pilot study was conducted at a nearby junior school using learners and teachers who were not to be part of the study. The researcher's supervisor also played an important role in helping to refine the instruments. The researcher also considered reliability procedures described by Gibbs (cited in Creswell, 2009) which state that one should:

- Check transcripts to make sure that they do not contain obvious mistakes made during transcription.
- Make sure that there is not a drift in the definition of codes, a shift in the meaning of the codes during the process of coding...
- Cross-check codes developed by different researchers by comparing results that are independently derived.

3.9.2 Validity of instruments

As Bell (2005:117) mentions, this is a more complex concept which aims at ensuring if the instrument measures or describes what it is intended for. Messick (cited in Mertens, 2010:384) is also of the view that validity is "nothing less than an evaluative summary of both evidence for and the actual-as well as potential –consequences of score interpretation and use. An overarching concern related to validity is the extent to which the instrument measures the attributes it was intended to measure rather than bias." To find out if the instruments measured what the researcher intended to measure pre testing of questions was done. Five learners (to complete questionnaires), two learners and two teachers (participants) from a nearby junior school were requested to assist. The selected learners and teachers were in close proximity to the researcher. The number suggested was a manageable one too and it must be noted they were not part of the study. Pre-testing helped the researcher to revise the questions and statements in the instruments.

3.10 DATA ANALYSIS

Marshal *et al.* (cited in White, 2005: 256) point out that data analysis is characterised by bringing order, structure and meaning to the mass of collected data, which is a time consuming, creative and fascinating process. The data collected was analysed qualitatively and quantitatively within the frame of reference of the research objectives.

3.10.1 Quantitative Data Analysis

Data collected from the questionnaires was analysed statistically. The Statistical Package for the Social Science (SPSS) software was used. The data was entered into a developed template before being analysed. The software was able to then analyse the data. Tables and graphs were structured using the software. Descriptive statistics were applied. The association between any two factors were tested using chi- square test association (Suter, 2006:354). The data analysed from questionnaires was then reconciled with that from the interviews and a conclusion drawn.

3.10.2 Qualitative Data Analysis

According to McMillan and Schumacher (2006:364) qualitative data analysis is primarily an inductive process of having to organise the data into categories then identify patterns or relationships among the categories. With qualitative data words were examined rather than numbers used as it is done in the quantitative studies. The process is systematic in the sense that coding, categorising and data interpretation are done sequentially to provide an explanation of a single phenomenon of interest (McMillan & Schumacher, 2006:364). Qualitative data collected using the semi-structured interview guide was analysed using the content analysis approach in order to answer the research questions.

Data analysis in qualitative research involves the researcher beginning with a large body of information and, through inductive reasoning, sort and categorize it and gradually bring it down to a set of underlying themes (Leedy & Ormrod, 2001:150). Gay *et al.* (2006:468) together with Chilisa and Preece (2005: 172) state that "qualitative research begins with data analysis from the initial interaction with participants and continues that interaction and analysis throughout the entire study." The three basic procedures mentioned by Johnson and Christensen (2008: 556) will be followed when analysing data. The three are transcribing the data, reading and re-reading the transcript. The researcher immersed himself in the data collected, coded the data, categorised it to identify relationships and potential themes. The data collected from the respondents being the teachers and learners, was analysed separately to identify patterns, similar themes and regularities which helped to provide a detailed explanation of the phenomenon of interest.

In this study qualitative data was collected from the six teachers and the three learners and the information gathered analysed with an aim to gain a new understanding of the situation and process being investigated (Creswell, 2002:132). De Vos (2003:339) explains that data analysis entails "having to bring order, structure and meaning to the mass of the collected data."

3.11 SUMMARY

In this chapter a detailed discussion verifying the research paradigm, research design and research methodology was covered in depth. Why it was relevant to select the pragmatic worldview was mentioned. The pragmatic worldview was chosen to act as the base for this study because of its close association with the mixed method being used in this particular research. The mixed method was also discussed as the research design selected for this particular study. It was adopted because it has positive values that can enrich the study

undertaken. The method allows for qualitative and quantitative views to be combined in a single study to increase data accuracy.

The methodologies used to collect data in this study have also been discussed. The advantages of each method were stated. In addition, the population and how both the respondents and participants were selected have been discussed. In addition, procedures for collecting and analysing data were also outlined under separate sub-headings.

The next chapter will present the findings of the research as well as data analysis and interpretation.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

The purpose of this chapter is to present, analyse, and categorize the data gathered from the questionnaires completed by the learners and interviews with both educators and learners. The emphasis here was on presenting the respondents' and the participant's views. A detailed description and analysis of the data and its interpretation will be given. The respondents' responses are presented in tables and graphs after having used the SPSS software for statistical analysis. The participants responses collected had been analysed using the content analysis approach. The data collected through interviews was coded, sorted under themes analysed then presented in matrices tables to enable helicopter viewing of the data. The two sets of data were comprehensively discussed under given themes.

4.2 RETURN RATE OF QUESTIONNAIRES

The one hundred questionnaires distributed to the learners were all returned and a 100% return rate was achieved. They were no damaged questionnaire as the researcher ensured that learners completed them fully before handing them in. The researcher managed to interview all the six teachers and three learners. Initially the researcher had thought he could interview more teachers and learners but the number was reduced as a result of time constraints, caused by learners having to prepare for their final examination practicals and the delay caused by having to process a request for a research permit from the Ministry of Education and Skills Development.

4.3 PRESENTATION OF QUANTITATIVE DATA
SECTION A:

4.3.1 Respondents' demographic characteristic

Figure 4.1 Respondents' age distribution

Age group of respondent

Figure 4.2

Sex of Respondent
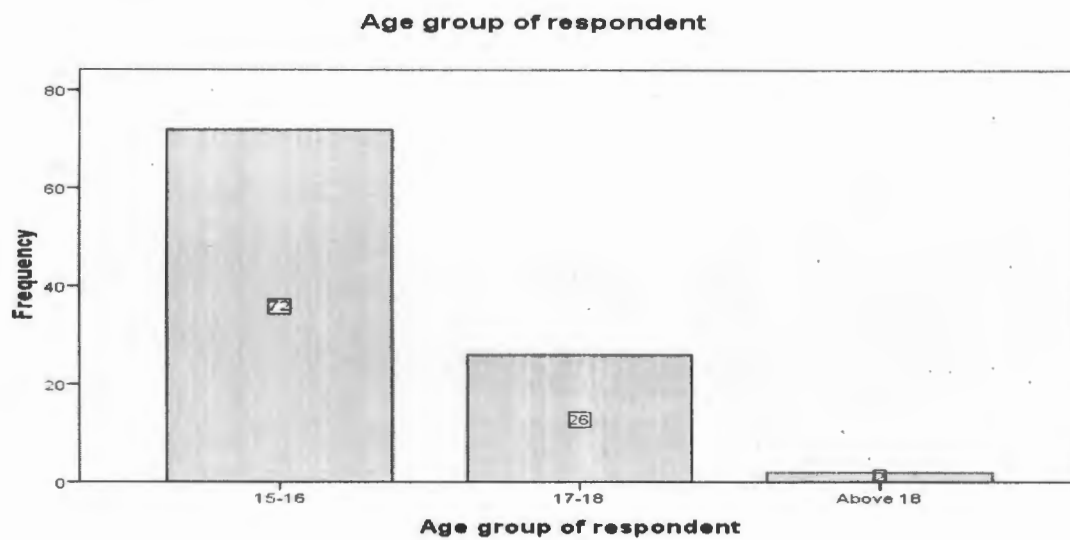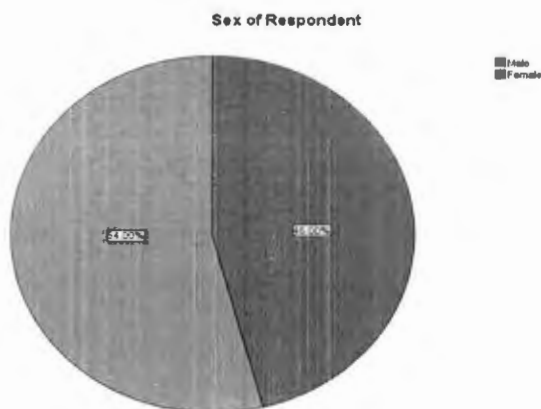
For this study the researcher planned to enumerate 100 respondents of which all 100 were successfully enrolled in the survey, yielding a response rate of 100 %. The respondents were asked to indicate their demographic characteristics and the sample consisted of 46 males and 54 females, the majority (72%) were in the age group 15-16 years followed by 17-18 years (26%) and lastly above 18 years (2%) respectively (see figure 4.1).

SECTION B

4.3.2 Responses from research questions
4.3.2.1 Common forms of learner misconduct

Table 4.1 Common forms of learner misconduct for which corporal punishment is used

Note: All cell entries are in (%)

| Factors | Learners Response | | | | | |
---	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Late coming	49	39	7	2	3	100
Beating others	40	44	8	4	4	100
Using bad language	41	35	15	5	4	100
Noise making	44	38	14	2	2	100
Not doing home work	35	34	20	7	4	100
Untidiness	6	4	41	26	23	100
Not coming to school	11	20	18	30	21	100
Disrespecting teachers	54	25	13	3	5	100
Vandalism	45	28	18	6	3	100
Theft	46	33	12	6	3	100
Telling lies	11	25	30	13	21	100
Drug abuse	47	25	9	8	11	100
Disrupting classes & learning	36	33	14	13	4	100
Using cell phones in school/class	36	29	10	14	11	100
Gang activities	28	22	25	14	11	100
Sexual harassment	38	30	14	4	14	100
Pornography	39	14	19	6	22	100
Provocative	36	19	25	10	10	100

Table 4.1 presents the distribution of the learners' responses towards the aforesaid common forms of learner misconduct for which corporal punishment is used. For all the forms of learner misconduct except untidiness, not coming to school and telling lies, more than half of the respondents affirmed that corporal punishment is used for this bad behaviour. Just over half (54%) of the respondents had also indicated that lack of respect for teachers is amongst the highest forms of learner misconduct. About 73% of the respondents had also stated that vandalism is a problem. A significantly higher number of the respondents agreed that many forms of misconduct exist in their schools. According to Moyo *et al.* (2014:1) the problem of

learner indiscipline can "manifest itself in a variety of ways." This may explain why there is no consistency in the respondents' views on some of the forms of misconduct. The indications of the findings however support the Minister's comments when she reported that there are numerous reports of learner misconduct (Baputaki, 2009). There are many reports which verify that learner misconduct is a problem in junior secondary schools of Botswana and the reports show learners' misbehaviour differs from one school to the other (Baraedi, 2011:2 & Garegae, 2008:50).

Most of the respondents who mentioned that vandalism is one of the forms of learner misconduct common in their school are supported by the findings of a study by Masunga (2009:1) and a statement given by Nkate (2008:3). Vandalism is a serious problem as learners are "maliciously and deliberately destroying school property which is a costly act as the government spends a lot of money to maintain the facilities (World Corporal Punishment Report, 2008:4). The majority of learners indicated that it is common for learners to disrespect the teachers and this shows why there are reports of serious misconduct where by teachers were injured by learners (Baraedi, 2011:2).

4.3.2.2 Forms of corporal punishment commonly used to address learner misconduct

Table 4.2 Forms of corporal punishment used to address learner misconduct

Forms of corporal punishment	Learners Response					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Caning/beating with a stick	76	18	1	1	4	100
Hitting with objects e.g. ruler	41	24	10	12	13	100
Made to do manual work	25	37	9	16	13	100
Detention	23	24	16	17	20	100
Humiliation	25	31	17	15	12	100
Made to stand on one leg or kneel down on the floor	43	22	13	8	14	100
Being shaken or thrown around	15	17	17	24	27	100
Pulling ears/hair	35	20	11	14	20	100
Pinching	40	21	12	9	18	100

Given additional school work	17	25	21	12	25	100
Verbal violence	16	20	25	25	14	100
Removed from class	53	19	10	3	15	100
Removal of privileges	19	14	29	20	18	100
Name calling	48	19	13	8	12	100

The Majority (76%) of the learners strongly indicated that caning/beating with stick is mostly used to address learner misconduct at their schools. Only a mere 5% of the respondent disputed this, and only 1% of them could neither agree nor disagree. Over half of the respondents (51%) also strongly agreed that removal from class is used to punish learners who misbehave. The sample also showed that more than half of the respondents (51%) reported that being shaken or thrown around is not commonly used to address learner's misconduct however 41% strongly agreed and 21% agreed that hitting with an object is done to discipline learners who misbehave (table 4.2). The significantly high number of the respondents who indicated that caning is mostly used verifies that Botswana's education system still endorses the use of corporal punishment.

4.3.2.3 Frequent use of forms of corporal punishment

Table 4.3 Frequent use of forms of corporal punishment used to address learner misconduct

Frequent use of forms of corporal punishment	Learners Response					
	Very Often	Often	Neutral	Not Often	Not at all	Total
Caning/beating with a stick	82	12	3	1	2	100
Hitting with objects e.g. ruler	29	37	8	16	10	100
Made to do manual work	24	28	24	12	12	100
Detention	15	23	22	18	22	100
Humiliation	26	18	30	12	14	100
Made to stand on one leg or kneel down on the floor	33	24	16	11	16	100
Being shaken or thrown around	7	19	21	22	31	100
Pulling ears/hair	28	28	14	15	15	100

Pinching	36	24	15	15	10	100
Given additional school work	23	22	18	15	22	100
Verbal violence	18	22	19	24	17	100
Removed from class	41	33	5	9	12	100
Removal of privileges	17	25	24	18	16	100
Name calling	42	23	14	2	19	100

During the survey, the respondents were asked to comment based on their past experience on the frequent use of forms of corporal punishment used to address learner misconduct in their respective schools. A significant majority, 82% felt strongly that caning or beating with a stick is the most frequently used at their school (table 4.3) and on the table above (4.2), the respondents strongly agreed that caning/beating was used to address student bad behaviour in their respective schools. Over half of the respondents (42% who strongly agree and the 23% who agree) stated that name calling is frequently used. Detention, verbal violence and being shaken or thrown around are among the least frequently used forms of corporal punishment. Supporting the respondents, Jutia and Boikhutso (2008:145) mentioned that, "teachers in Botswana schools are often armed with sticks, sjamboks (whips), and board dusters during their teaching and even outside the class room. It appears as though corporally punishing learners even for minor offences is a tradition."

4.3.2.4 Effectiveness of the forms of punishment in addressing learner misconduct

Table 4.4 Effectiveness of the forms of punishment in addressing learner misconduct

Factors	Learners Response					Total
	Very Effective	Somewhat Effective	Neutral	Less Effective	Not at all	
Caning/beating with a stick	63	12	6	4	15	100
Hitting with objects e.g. ruler	29	24	12	9	26	100
Made to do manual work	19	30	18	8	25	100
Detention	23	18	22	12	25	100
Humiliation	16	15	22	16	31	100
Made to stand on one leg or	28	14	17	11	30	100

kneel down on the floor						
Being shaken or thrown around	10	16	23	14	37	100
Pulling ears/hair	28	15	10	16	31	100
Pinching	24	19	19	10	28	100
Given additional school work	27	20	16	16	21	100
Verbal violence	13	14	16	16	41	100
Removed from class	32	15	11	9	33	100
Removal of privileges	15	17	20	13	35	100
Name calling	36	7	14	12	31	100

Furthermore, the effectiveness of these forms of punishment that are practiced to address learner misconduct are discussed and the majority, (63%), of the respondents indicated that caning/beating with stick is very effective in addressing learner misconduct. Test of hypothesis was used below to check the association between frequent use of caning/beating with a stick and its effectiveness under the null hypothesis there is no association between the two. Pearson chi-square test of association reveals that there is strong association between frequent use of caning/beating with a stick and its effectiveness so we can conclude that caning/beating with a stick is very effective in addressing learner misconduct in the opinion of the respondents.

(Calculated value of test statistics = $\chi^2 = 53.005, p-value = \Pr\left(\chi^2_{16} \geq 53.005 | H_0\right) < 0.001$).

Moreover, 41% of the respondents strongly affirmed that verbal violence is not at all effective in addressing learners' bad behaviour (table 4.4). Fewer respondents also indicated that humiliation, being shaken or thrown around and removal of privileges are less effective forms of corporal punishment.

4.3.2.5 Learners' perceptions on the effects of corporal punishment on learner conduct

Figure 4.3: Learners' opinions on whether corporal punishment can cause serious injuries to the body.

The majority (61%) of the respondents (see figure 4.2) strongly affirmed that indeed corporal punishment can cause serious injuries to the body. Only a few, (16%), of the respondents disputed this, and 10% of them neither agreed nor disagreed. We further discussed the effects of corporal punishment on learner behaviour and the sample indicated that more than half of the respondents (52%) disagreed that corporal punishment is the only way to maintain discipline. Just over half (52%) of the learners strongly affirmed that corporal punishment can have an impact on teacher-learner relationship (see table 4.5 below).

4.3.2.5.2 Learners' perception of the effects of corporal punishment on learner conduct

Table 4.5 Effects of the forms of punishment on learner conduct

Effects of corporal punishment	Learners Response					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Corporal punishment can change learner's behavior	39	20	9	14	18	100
Learners who are often corporally punished are well behaved.	18	16	17	22	27	100
Corporal punishment has long term effects	35	20	27	9	9	100
Corporal punishment is only effective for a short time	29	32	17	12	10	100

When corporal punishment is applied learners cooperate	22	20	18	19	21	100
Learners self-esteem can be affected by the administration of corporal punishment	44	19	15	14	8	100
Corporal punishment can have impact on teacher learner relationship	52	25	10	10	3	100
Corporal punishment teaches learners that violence is acceptable	20	15	18	18	29	100
Learners who are often corporally punished develop anger problems	31	25	23	10	11	100
Severe pains caused by corporal punishment can cause mental problems	34	13	21	17	15	100
Corporal punishment can teach learners how to resolve conflicts	22	19	13	19	27	100
Corporal punishment is necessary to maintain discipline	39	26	9	8	8	100
Corporal punishment is the only way to maintain discipline	19	18	11	24	28	100
Corporal punishment is helpful in decreasing discipline problems	23	19	20	17	21	100
Corporal punishment embarrasses the learners	34	14	17	15	20	100
Corporal punishment encourages hatred in learners	37	15	25	17	6	100

About 44% of the respondents strongly affirmed that corporal punishment lowers learners' self- esteem. More respondents (52%) also agreed that corporal punishment encourages hatred in learners. About 39% strongly affirmed, and a total of 65% of the respondents agreed that corporal punishment is necessary to maintain discipline, however over half of the respondents do not think it is the only way to maintain discipline. This is a significantly high number. When asked if they think learners who are often given corporal punishment are well behaved many respondents disagreed (22% disagreed and 27% strongly disagreed). Over half of the respondents also affirmed that corporal punishment has long term effects and it is effective for a short period of time. Many respondents also agreed that corporal punishment encourages hatred and results in learners developing anger problems. The respondents views reflect mixed perceptions on the effects of corporal punishment.

4.3.2.6 Perception on alternative to corporal punishment

Table 4.6 Alternative methods of learner discipline

Alternative methods of corporal punishment	Learners Response					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Guidance and counselling	55	28	9	4	4	100
Having a school code of conduct	33	38	18	6	5	100
Teaching learners to take responsibility for their behaviour	44	33	17	3	3	100
Grounding of learners	12	23	34	16	15	100
Punishing learners by giving them non abusive tasks e.g. weeding, sweeping classroom	31	27	15	12	15	100
Positive reinforcement e.g. rewarding with certificate/medals	42	16	21	8	13	100
Peer support programs	41	26	18	10	5	100
Detention	16	13	28	18	25	100
Using mentors	26	21	25	14	14	100

Respondents were also asked to indicate their extent of agreement with the alternative methods of learner discipline. The majority, 55%, of the respondents strongly affirmed that guidance and counselling can be used as an alternative to corporal punishment and when it is added to the 28% who agree, the percentage becomes 83% which is very high. 43% of the students tend to be against the use of detention as an alternative to corporal punishment. Overall, I can say that looking at the aforementioned alternative to corporal punishment for all the methods (except (detention, using mentors and grounding of learners,), more than half of the respondents were affirming that they can be used in school to curb learner misconduct (see table 4.6).

4.3.2.7 Learners' perception on the effectiveness of the alternative methods to corporal punishment

Table 4.7 Effectiveness of the alternative methods of learner discipline

Effectiveness of Alternative methods of corporal punishment	Learners Response					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Guidance and counselling	62	22	5	5	6	100
Having a school code of conduct	38	28	24	4	6	100
Teaching learners to take responsibility for their behaviour	44	30	14	5	7	100
Grounding of learners	14	27	31	16	12	100
Punishing learners by giving them non abusive tasks e.g. weeding, sweeping classroom	27	26	12	15	20	100
Positive reinforcement e.g. rewarding with certificate/medals	42	23	15	7	13	100
Peer support programs	32	24	28	10	6	100
Detention	22	13	18	15	32	100
Using mentors	29	21	24	17	9	100

The effectiveness of the alternative methods of learner discipline has been indicated by the respondents and for all these alternative methods but two (detention and grounding of learners), at least half of the respondents supported that these methods will be effective. The majority of the students (62%) indicated that guidance and counselling was very effective in addressing learner misconduct (see table 4.7). Test of hypothesis was used below to check the association between use of guidance and counselling and its effectiveness.

H_0 : Guidance and counselling will be not effective in addressing learner misconduct

H_1 : Guidance and counselling will be effective in addressing learner misconduct

Pearson chi-square test of association reveals that there is strong evidence that the use of guidance and counselling will be effective in addressing learners misconduct (Calculated value of test statistics $= \chi^2 = 48.924, p-value = \Pr\left(\chi^2_{16} \geq 48.924 | H_0\right) < 0.001$).

About 71% of the respondents think having a code of conduct is effective. The majority of the respondents also indicated teaching learners to take responsibility for their behaviour (77%), peer support programs (67%), using non abusive tasks and positive reinforcement (58%) would be effective. It has been emphasized that the use of alternative methods which are non-physical can work when applied correctly by teachers. The statements from Maphosa and Mammen (2011:148) and Busienei (2012:158) support Greydanus (2010:10) when he mentions that alternative methods can yield results provided teachers are taken through training to familiarize them with such.

4.4 QUALITATIVE DATA PRESENTATION (TEACHERS)
SECTION A

4.4.1 Demographic data from teachers interviewed

Table 4.8 Participants' demographic characteristics

Participants	Age	Sex	Position/post held	Qualification	Years of experience
T1	45	Male	Senior teacher	Diploma	19
T2	33	Female	Teacher	Bed Degree	10
T3	40	Female	Deputy	Med	19
T4	35	Male	Senior teacher	Diploma	12
T5	46	Female	Senior teacher	Bed Degree	22
T6	42	Female	HOD	Diploma	26

A total of six teachers were interviewed and four of them were female the rest being males. The participant's ages ranged between 33 and 46. The youngest participant was 33 and most were between the ages of 35 and 45 with only one aged 46. Only one of the participants does not have a post of responsibility. Half of them are senior teachers, one is holding the post of head of department and the other is a deputy. All the participants had more than ten years of teaching experience. Two of them had more than twenty years of teaching experience with the highest being twenty six years.

4.4.2 Participants' responses to interview questions
4.4.2.1 Common forms of learner misconduct

Table 4.9 Teachers' response on learner misconduct

Participant	Learners' misbehavior	Different forms of learner misbehavior	Common forms of learner misconduct
T1	Yes	Bullying, stealing, truancy, use of drugs Dating at a young age	Truancy, bullying and use of drugs
T2	Yes	Disrespecting teachers, vandalism, drug abuse, truancy	Vandalism, truancy, drugs
T3	Yes	Truancy, using bad language, vandalism, not wearing school uniform, fighting,	Truancy, not wearing school uniform
T4	Yes	Late coming, disrespecting teachers, vandalism, not wearing school uniform, drug abuse	Late coming, vandalism
T5	Yes	Theft, truancy, drug abuse, using bad language, disrespecting teacher	Theft, vandalism, disrespecting teachers
T6	Yes	Making noise, fighting, using bad language, bullying, vandalism	Making noise, vandalism, fighting

All the participants agreed that learner misconduct exists in their school. A number of forms of misconduct were mentioned by the participants. Most participants stated that truancy, use of drugs, vandalism, disrespecting teachers and using bad language are the common forms of misbehaviour displayed by learners in their school. Amongst the forms of misconduct mentioned, 67% of the participants indicated that vandalism is the most common form of misconduct, followed by truancy. The other forms do exist but are not regarded as common by the participants. All the teachers answered by saying yes, that learner misconduct is a problem in schools. The different forms of learner misconduct according to the South African Schools Act (1996: Section 9) can be classified as minor or serious. Kimani *et al.* (2012:268) has given examples of minor misconduct which include, noise making, vandalism, coming

late. Serious learner misconduct includes theft, gangsterism, drug abuse and sexual harassment or rape. The findings show that the most common forms of misconduct in the schools under study are minor. However, drug and alcohol abuse also stand out to be very common and according to the Minister of Education "learners are getting involved in the use of habit-forming drugs" (Daily News, 2001:1). There were some learners who broke into the school science laboratory and consumed ethanol which caused the death of some of them (Garegae, 2008:50).

4.4.2.2 Types of corporal punishment

Table 4.10 Teachers' response on types of corporal punishment and their effectiveness

	Types of corporal punishment used in school	Common types of corporal punishment used	Effective forms of punishment
T1	Made to do manual work, giving additional school work, cane/stick	Detention, cane/stick, made to do manual work	Detention, cane/stick
T2	Cane/stick, pinching, humiliation, made to stand on one leg	Cane/stick	Cane/stick, chasing out of class
T3	Cane/stick, chasing out of class, detention	Cane/stick	Cane/stick
T4	Cane/stick, detention, made to do manual work, chasing out of class	Cane/stick	Cane/stick
T5	Cane/stick, name calling, slapping, chasing out of class	Cane/ stick, chasing out of class	Cane/stick, Detention, manual work, calling parents
T6	Cane/stick, chasing out of class, made to do manual work, referrals to the principal	Cane/stick, made to do manual work,	Chasing out of class, giving additional school work, made to do manual work

All the participants mentioned the use of the stick as a form of corporal punishment. Four out of the six participants also mentioned that chasing out of class is one of the types of corporal punishment used in their schools. Half of the participants included being made to do manual work as the other form. Fewer participants mentioned referrals, detention and being given additional school work to be types of corporal punishment. When asked to state the common forms from the types already mentioned, all the six participants mentioned that use of the stick is common in their schools, and the rest are less common. Four out of the six participants also stated that caning or use of the stick is very effective and less than half indicated learners

were made to do manual work, detention and involving parents. The teachers indicated similar forms of corporal punishment mentioned by Oosthuizen *et al.* (2004:81).

4.4.2.3 Effects of corporal punishment

Table 4.11 Teachers' responses on the effects of corporal punishment in improving learner behaviour

	Effect of corporal punishment on improving learner behavior	Explanation why corporal punishment improves learner behaviour	Explanation why corporal punishment does not improve learner behaviour
T1	Yes, it has effect	It can change learner behaviour for a short time. Learners behave when it is administered	It contributes to truancy and bullying
T2	No effect		Affects learner teacher relationship, causes injuries to the body, makes students more stubborn,
T3	Yes, it has effect	It can change learner behaviour	It causes injuries to the body, affects learner teacher relationship, contributes to truancy
T4	Yes, it has effect	It make learners to cooperate, learners show respect	It causes injuries to the body, contributes to truancy
T5	No effect		It causes injuries to the body,
T6	Yes, to some	Learners become obedient, learners cooperate	It causes injuries to the body, contributes to truancy

When asked if corporal punishment has an effect on learner behaviour four out of six of the participants answered by saying yes and it is only 33% of the participants who said it does not have an effect. The participants gave different explanations to support their response to the questions on the effects of corporal punishment. They regard it as effective since it can make learners become obedient and cooperate though only one of the participants think it is only for a short period of time. The participant's responses are supported by Greydanus (2001:3) and Save the Children (2001:11) who state that those who support the use of corporal punishment argue it is an effective form of correcting behaviour amongst children as they comply

immediately. Learners will demonstrate immediate compliance after being hit for misbehaving and will not repeat the misbehaviour for some time if the threat still exists (Save The Children, 2001:11). The effects of corporal punishment only last for a short while which is why it is indicated that teachers prefer using it because it has "immediate deterrent effects." This could also support why four out of six of the teachers expressed that they think it has an effect in changing learner misconduct. The two of the six participants who do not think it has effect stated that, "learners change behaviour only for that time after being lashed. Some learners do not take the stick seriously. They get used to it if it is done on a regular basis." "It does not give the much needed results. I doubt it has any effect. The way our students are beaten and yet they are still out of order."

The majority of the participants stated the negative effects of corporal punishment. Only one of the participants did not state that corporal punishment can cause injuries to the body and 67% stated that it contributes to learner truancy. Less than half of the participants mentioned that corporal punishment affects the teacher learner relationship, causes learners to become stubborn and causes learners to become bullies. The findings on the negative effects of corporal punishment are supported by Kilimci (2009:242) when he said "corporal punishment has brought more harm than good." It has failed to achieve the desired end results and maintain discipline in the classroom (Department of Education, 2007:7). Naker and Sekitoleko (2009:12) also mentioned that corporal punishment has negative effects which can be classified as physical consequences, psychological consequences, behavioural consequences and developmental consequences. On the other hand, Newsom, Favel and Rincover (cited in Holden, 2002:592) point out that, "Every punishment technique has four effects: the primary effect (i.e., response suppression), a physical effect (physiological consequences), secondary effects (side effects), and social effects (reactions in persons other than the recipient of the punishment)." The participants mentioned effects under each. The Department of Education (2000:7) also mentions that they are many negative effects of corporal punishment. Corporal punishment is therefore regarded to be incapable of changing learner behaviour given the many negative effects it has.

4.4.2.4 Alternative to corporal punishment

Table 4.12 Teachers' responses on alternative to corporal punishment and their effectiveness

	Alternative methods of corporal punishment	Effective alternative methods
T1	Guidance, school code of conduct and counselling, positive reinforcement	Peer support programs, using mentors and stakeholder participation, guidance and counselling
T2	Manual labour, mentorship programs, detention, Suspension, having disciplinary committees, guidance and counselling	Guidance and counselling
T3	Mentorship programs, involving stake holders(parental and stake holder participation), referrals, guidance and counselling	Parent/stakeholder participation, mentorship programs and code of conduct
T4	Guidance and counselling, school code of conduct positive reinforcement e.g. rewarding	Positive reinforcement e.g. rewarding, guidance and counselling, code of conduct
T5	Positive reinforcement e.g. rewarding, guidance and counselling, school code of conduct, giving additional school work	Positive reinforcement e.g. rewarding, school code of conduct, guidance and counselling
T6	Guidance and counselling, positive reinforcement e.g. reward, suspension, peer mentors and using role models	Guidance and counselling, positive reinforcement e.g. rewarding

When asked to state the alternative methods of punishment all the teachers stated that guidance and counselling is an alternative method. Four out of six participants stated that positive reinforcement is the other common alternative method and only half mentioned having a school code of conduct to be the other alternative. Fewer participants mentioned other alternatives which include, Made to do manual work, giving additional school work, suspension, using mentors, role models and involving parents. Only one participant did not indicate guidance and counselling as an effective alternative. Half of the participants also mentioned that a school code of conduct and positive reinforcement are effective alternatives.

Fewer participants stated peer support programs and involving parents amongst effective alternative methods.

One interesting alternative mentioned by the participants is the involvement of parents and stakeholders. The approach is regarded as effective and used by some schools. Rossouw (2003:428) highly recommends the method when he states that, "The direct involvement of different role players is one measure that has been proved effective...The community may also become involved in contributing to the maintenance of discipline by supporting the positive behaviour of learners." The reason why most teachers regard guidance and counselling to be an effective alternative method may be similar to Soneson (2005:8) who mentions that the approach is ideal when used on older learners. Guidance and counselling is broad in the sense that it deals with groups or individuals using various approaches to resolve causes of misconduct (Adam, 2005:38).

4.5 DATA FROM LEARNERS INTERVIEWED
SECTION A

4.5.1 Learners' demographic characteristics
Table 4.13 Learners' demographic characteristics

Participants'	Age	Sex	Standard/Form
L1	16	Male	Form 3
L2	17	Male	Form 3
L3	16	Male	Form 3

All the three learners interviewed were males doing form three. Two out of three participants were aged sixteen and one was aged seventeen.

SECTION B

4.5.2 Learners' response to interview questions

4.5.2.1 Common forms of learner misconduct

Table 4.14 Learners' response on the forms of misconduct

Participant	Learners misbehavior	Different forms of learner misbehaviour	Common forms of learner misconduct
L1	Yes	Vandalism, disrespecting teachers, Drug and alcohol abuse, Fighting and bullying	Vandalism Disrespecting teachers
L2	Yes	Disrespecting teachers, drug and alcohol abuse, making noise, theft, bullying	Disrespecting teachers, making noise
L3	Yes	Vandalism, drug and alcohol abuse, fighting and bullying, theft, disrespecting teachers, making noise, use of bad language	Vandalism Disrespecting teachers making noise Using bad language

When asked if learners do misbehave in their respective schools all the three participants said yes. Two out of the three participants mentioned vandalism, drugs and alcohol abuse, theft, bullying and disrespecting teachers as forms of learner misconduct. From the mentioned forms most participants indicated disrespecting teachers, noise making and vandalism as the most common forms of misconduct. The findings are supported by Maphosa and Shumba (2010:397) together with Matoti (2010:577) who also observed that, there are numerous cases of learner indiscipline in schools. Teachers have reported being attacked by learners who have also injured them with dangerous weapons (Garegae, 2008:51). This is a serious problem as one of the learners had also mentioned that they are some older boys who are not afraid of the teachers and have at times threatened and disobeyed teachers on duty. In addition, newspaper articles also verify that learner misconduct exists in Botswana junior secondary schools and amongst the most common is vandalism to school property, truancy, drug and alcohol abuse

(Baraedi, 2011:2; Nkate, 2008:3; Masunga, 2009:1; Kgati & Segabaneng, 2010:50; Maleke cited in Garegae, 2008:50).

4.5.2.2 Types of corporal punishment

Table 4.15 Learners' response on the types of corporal punishment and their effectiveness

	Types of corporal punishment used in school	Common types of corporal punishment used	Effective forms of punishment
L1	Cane/stick, hitting with object, removal from class, made to do manual work	cane/stick, made to do manual work, removal from class	Made to do manual work
L2	Cane/stick, made to do manual work, removal from class	Cane/stick, made to do manual work	Made to do manual work, removal from class
L3	Cane/stick, pinching, removal from class	Cane/stick, pinching, removal from class	Made to do manual work,

All the three learners stated that use of the stick/cane and removal from class are types of corporal punishment. Only two out of three participants mentioned being made to do manual work. Amongst the mentioned types of corporal punishment, use of the stick/cane is the most common as all three participants mentioned it and only two stated that removal from class and being made to do manual work are common in their schools. All the participants do not regard the types of corporal punishment to be effective except for manual work and only one of them stated that removal from class is effective.

4.5.2.3 Effects of corporal punishment

Table 4.16 Learners' response on the effects of corporal punishment

	Effect of corporal punishment on improving learner behavior	Explanation why corporal punishment improves learner behaviour	Explanation why corporal punishment does not improve learner behaviour
L1	No effect		Contributes to truancy, It affects learner teacher relationship, causes injuries to the body, embarrass learners
L2	No effect		Embarrasses learners, Causes injuries, makes learners stubborn, affects learner teacher relationship
L3	No effect	Only behave for a short while	Contributes to truancy, makes learners stubborn, encourage hatred, causes injuries to the body

About 67% of the learners mentioned that corporal punishment is not effective on improving learner conduct. Only one out of three stated that it is effective as it makes them behave temporarily. The participants gave many reasons why they think corporal punishment is not an effective approach to improving learner conduct. All the three participants explained that it causes injuries to the body. About two out of three learners mentioned that corporal punishment contributes to truancy, affects the teacher-learner relationship, embarrasses them and makes them stubborn. Save the Children (2001:12) explains that learners may, as a result of corporal punishment, suffer injuries which could be severe and at times require medical attention. The injuries caused by the administration of corporal punishment may range from

extensive bruising, severe muscle injury, ruptured eardrums, brain damage and whiplash damage (The Human Rights Watch 2007:41; Banda, 2006:1). Corporal punishment may not always just leave marks but can cause permanent body harm and even lead to death. Already there is a reported case of a learner who died and one who has been paralysed because of being beaten (Garegae, 2008:50; & Tshukudu, 2014).

4.5.2.4 Alternative to corporal punishment

Table 4.17 Learners' response on the alternatives to corporal punishment and their effectiveness

	Alternatives to corporal punishment	Effective alternative methods
L1	Guidance and counselling, referrals, positive reinforcement, detention	Guidance and counselling, positive reinforcement
L2	Manual labour, guidance and counselling, positive reinforcement, teaching learners self-discipline	Guidance and counselling, positive reinforcement, teaching learners self-discipline
L3	Guidance and counselling, positive reinforcement, mentorship programs	Guidance and counselling,

When asked to list alternatives to corporal punishment all the three stated positive reinforcement as well as guidance and counselling. Fewer respondents stated mentorship programs, detention and teaching learners self-discipline as other alternatives. Amongst the listed alternatives, all the participants stated that guidance and counselling is the most effective form and two out of the three mentioned positive reinforcement.

4.6 CHAPTER SUMMARY

The findings presented from the participants and respondents have reflected that corporal punishment is prevalent in Kanye junior secondary schools. Both the respondents and participants agreed that corporal punishment is used frequently. Most learners and teachers indicated that common forms of learner misconduct include fighting/bullying, use of bad

language, noise making, failure to do homework, disrespecting teachers, vandalism, theft, drug abuse and sexual harassment. The findings however show that prevalence of misconduct varies from school to school. This is to say, there are some forms not mentioned in all schools. Fewer learners agree that telling lies is common and only a single teacher mentioned not wearing a school uniform and late coming to be amongst forms of misconduct. There is a great difference between the respondents and participants view on late coming as a form of misconduct. This is to say, more learners say it is common but few teachers stated it to be common.

The respondents and participants also concur that in their school, the use of the stick is common and frequently used to address learner misconduct. Most learners mentioned removal from classes, hitting with objects, being made to do manual work, made to stand on one leg and name calling as common forms of corporal punishment. Besides caning, removal from classes, pinching and name calling were stated by most learners to be frequent. Over half of the participants had mentioned too that corporal punishment, being made to do manual work and detention are common and frequently used. Both the participants agree that detention may exist but it is not frequently used and also not effective. When asked on the effectiveness of the forms of punishment, most of the respondents indicated in large numbers that caning or beating is effective. One of the participants went on to explain that when learners are beaten they comply. Most learners disagreed that verbal violence and being shaken or thrown around are effective.

The findings on the perceptions of learners and teachers on the effects of corporal punishment on learner conduct showed that the majority agree that it has an effect on learner conduct. Most teachers agree that it has effects and can curb learner misconduct because when it is applied learners comply and cooperate. Both the respondents and participants indicated the positive and negative effects of corporal punishment. Many of the respondents agreed that corporal punishment causes serious damage to the body which is a similar observation given by the participant who said it causes injuries to the body. Most of the respondents also mentioned that corporal punishment can impact on the teacher learner relationship. When commenting on the effects, half of the teachers also mentioned that learners turn to hate or develop a sour relationship with teachers who beat them. More than half of the respondents agreed with the statements that corporal punishment lowers learner's self-esteem, embarrasses them, encourages hatred and develops anger problems. The participants on the other hand mentioned that it contributes to truancy (learners fear being punished), it has made some

learners more stubborn and disrespectful towards the teachers. As for the learners interviewed they agree that it injures them, instills fear, makes them sad and lose interest in schooling.

When asked about the alternative methods to corporal punishment all the participants' mentioned guidance and counselling is used in their schools. 83% of the respondents agreed that guidance can be an alternative method. Many of the respondents and participants are also of the view that guidance is effective as an alternative method. The findings clearly indicate that it is used in their schools. Teachers think guidance can mould learners' discipline, teach learners good morals, help address issues of misconduct and act as a yard stick for the school. A school code of conduct, if in place, can also address problems of learner misconduct as well as give positive reinforcement. Teachers suggested that if learners are rewarded for behaving well they will be motivated to be on their best behaviour and their interest aroused. Learners explained that rewards encourage them to be on their best behaviour and can significantly reduce indiscipline. Peer support programs which may include PACT groups together with teaching learners to take responsibility for their behaviour are amongst the alternative methods which both the respondents' and participants' think are very effective. The participants also included parental and stakeholder involvement amongst the effective alternatives. Fewer learner or teachers think detention is effective. Participants also mentioned having a disciplinary committee and mentors.

CHAPTER 5

SUMMARY, SYNTHESIS OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

This chapter presents the summary of the study, summary of findings, recommendations and conclusions reached on the basis of the findings.

5.2 SUMMARY OF STUDY

Chapter 1 provided background to the study, statement of the problem, aim of the study and the research questions that guided the study. The chapter further highlighted the research methodology employed in the study and the limitation of the study. The chapter concluded with definition of terms and a chapter summary.

Chapter two presented the literature review on the effects of corporal punishment on learner conduct. In the literature review the status of corporal punishment was discussed also a detailed historical background showing how the method of punishment was adopted in the education system. The literature also discussed the legal status of corporal punishment showing that in Botswana corporal punishment is still legally used in schools though there are international calls initiated by the United Nation to abolish it. The forms of learner misconducts, types of corporal punishment as well as its effects were discussed. Lastly, alternative methods to corporal punishment were also discussed.

Chapter three outlined the research methodology used in the study. The chapter described the research design, selection of participants, research instruments used in the study and the data analysis method used to analyse the gathered data. The chapter further described how the trust worthiness of study was ensured and stated the ethical considerations that were taken into account in the study.

Chapter four presented the data gathered and analysed. The data was presented in graphs, tables and narrative format by quoting the words of the interviewees. The data presentation was followed by discussions and literature used to support. Extracts from the chapter were structured according to the research questions.

Chapter five provided the summary of the research, summary of findings, recommendation and concluding remarks related to this study derived from the findings.

5.3 SYNTHESIS OF FINDINGS

The investigation into perceptions of teachers and learners on the effects of corporal punishment on learner conduct in Kanye government junior secondary schools served to obtain the views of both parties (teachers and learners) so as to establish the common forms of learner misconduct, types of corporal punishment used and their effectiveness. The study was also focused on obtaining views of both teachers and learners on the effects of corporal punishment. The findings are discussed under the following analytic categories that emerged from the research questions and the aims of the study. All findings were discussed based on comparison between the data collected from interviews and questionnaires then compared with findings of the literature review to determine whether it confirms or disconfirms the findings. The following questions guided the researcher:

The main research question:

What are the perceptions of teachers and learners on the effects of corporal punishment on learner conduct in Kanye secondary schools?

Sub-questions:

- What is the status of corporal punishment in Botswana's education system?
- What are the most common forms of learner misconduct in Botswana schools?
- What forms of corporal punishment are commonly used to address learner misconduct in schools?
- What do teachers and learners think about the effectiveness of strategies used to address learner misconduct?
- What are the effects of corporal punishment on learners?
- What do teachers and learners think are the effects of corporal punishment on learner conduct?
- What can be recommended as alternative methods to corporal punishment for schools in Botswana and for Kanye JSS schools in particular?

The research study was conducted with both learners and teachers in an attempt to answer the above stated questions.

5.3.1 Status of corporal punishment in Botswana's education system

All the participants and the majority of the respondents indicated that corporal punishment is still used in schools. The literature review indicated that corporal punishment has been an integral part of the Tswana culture and the customary law (Sharma, 2004:8). The Tswana society has

retained the use of corporal punishment and the practice was later incorporated into Botswana's education system. The use of the stick in Botswana has been around for a long time now and the laws allowing the use of the stick have been enforced from 1967 with minimum changes made. The government has not altered its stand on the use of corporal punishment to comply with the United Nation Convention resolutions calling for the abolishment of corporal punishment. International organisation such as the Global Initiative to End Corporal Punishment of children has not succeeded in bringing about legislative changes in Botswana to promote the abolishment of corporal punishment. Most of the participants indicated knowledge of the regulations on the use of corporal punishment.

5.3.2 Forms of learner misconduct

Both respondents and participants agree that learner misconduct is prevalent in schools. The forms of misconduct which both the respondents and participants agree to be common are; vandalism, noise making (disrupting classes), use of drugs, bullying/fighting, showing disrespect towards teachers and use of bad language. Untidiness, telling lies and absenteeism are the least common forms of misconduct. The findings indicate that the most common forms of misconduct are those classified as minor. A statement by the Minister of Education further verifies that learner misconduct is prevalent. The Minister stated that, "there have been instances where students stabbed, assaulted, sodomised school mates or assaulted teachers. These are all actions not allowed in the school premises. There is proof of intentional vandalism" (Baputaki, 2009:1).

5.3.3 Types of corporal punishment used to address learner misconduct

The findings revealed that there are some forms of corporal punishment used to address learner misconduct. Both the respondents and participants stated use of the stick/beating or caning. All the teachers and 94% of the respondents proved that caning or use of the stick is the most preferred method in their schools. Most of the respondents and the participants also mentioned that it is common to chase children out of class and make them do manual work. Name calling is the other common method of corporal punishment. Since both teachers and learners who took part in the study stated that the cane or stick is the most common form of corporal punishment used to address learner misconduct, it proves that indeed the law permits the use of the stick in school. Botswana is still amongst the countries which permits the administration of corporal punishment. The former Minister of Education supported the use of corporal punishment in school as she stated that, "our responsibility is to fix minds that are at mischief" (Baputaki, 2009:1). Similarly the Daily News (2015:1) quoted the former ambassador of Botswana who mentioned in her speech that, "punishment should be done by teachers. It has to be applied with

love, not hatred but applied so that a child is guided." There is still no intention to amend the constitution to abolish corporal punishment and this means it is still used in schools (Daily News, 2015:1).Though the country supports the use of corporal punishment, it must however be noted that there are rules which must be observed. One of the teachers went on to explain that they "most often use the stick whereby five strokes are administered on the buttocks at the maximum. This is indications that rules exist which regulate the administration of corporal punishment. The former minister who supports the use of corporal punishment mentioned that she does not support expulsion of learners from school because, that does not help since they are only released into society without getting help that could benefit them (Baputaki, 2009:1)

The regulations stated in the Education Act explain what has to be used when beating learners, and who has the authority to do so. Both respondents and participants agree that caning/beating, and removals from class are effective.

5.3.4 Effects of corporal punishment

Holden (2002:590) mentions that corporal punishment has been a controversial topic in existence for quite some time now. There are those who consider corporal punishment to be effective and those who do not think it is able to address learner misbehaviour problems. The multiple perceptions people hold may have been influenced by factors such as religious beliefs or cultural practices. The findings have indicated participants' and respondents' views which to some degree vary. Most participants, when asked if they think corporal punishment is effective in addressing learner misconduct said yes. Corporal punishment tries to correct learner behaviour and when learners are beaten they become obedient or comply. Many of the respondents think corporal punishment can change learner behaviour and indicated that they regard it as necessary to maintain discipline which is why it is preferred by many.

However, the findings have also outlined the negative effects of corporal punishment. The over whelming majority of both participants and respondents mentioned that corporal punishment can cause injuries, contribute to truancy and has an impact on teacher-learner relationships. It is not the only method to use to maintain discipline. According to some teachers, if corporal punishment is not properly administered it can have negative psychological and emotional effects too. Molefhe (2009:1) stated that:

> Issues contention is that corporal punishment as the chosen method of discipline constitutes a form of "hidden curriculum". Children are learning about the abuse of power. Even more risky is that children will graduate into the job markets and want to

be closely supervised, having gotten used to having an external punishment as a tool towards deterring their unwanted behaviour.

Many authors argue that corporal punishment is not effective. Numerous negative effects have been discussed to suggest that nations must consider the practice to be legally abolished. This study is based on Skinner's operant conditioning which suggests that, increasing the occurrence of behaviour can be achieved by using reinforcement or punishment (Macleod, 2007). Skinner (2005:65) explained that, operant conditioning is characterized by having to "strengthen an operant in the sense of making a response more probable or in actual fact, more frequent." Skinner (cited in Bechuke & Dibeila, 2013:372) has suggested that:

> behaviours that we call right or wrong are not due to any real goodness or badness in a situation nor due to any innate knowledge of right or wrong but are simply due to contingencies involving many kinds of positive and negative reinforce, rewards and punishment.

Behaviour can be changed by using reinforcement or punishment and Maag (2004:50) has expressed that operant behaviours when reinforced has a tendency to be repeated. If behaviours can be changed by use of stimulus, is corporal punishment an appropriate stimulus? Can corporal punishment be regarded to be effective and capable of altering behaviour? Though many respondents stated that corporal punishment can change learner's behaviour, there are those who think it fails to make learners to be well behaved. Many respondents think it is effective only for a short time which is a similar observation made by teachers interviewed. Both respondents and participants have suggested it is not an appropriate mode of discipline as they have mentioned many of its negative effects. This suggests corporal punishment is not an effective reinforcement capable of changing behaviour. Though it is legal, learners continue to misbehave.

5.3.5 Alternative strategies/ methods to corporal punishment

The findings indicated that guidance and counselling is the most effective alternative. The other alternatives mentioned by most of the respondents and participants include having a school code of conduct, punishing learners by giving them non-abusive/manual work, positive reinforcement/rewards and peer support programs. From the mentioned alternatives, guidance and counselling, positive reinforcement and the school code of conduct are regarded to be the most effective forms by both respondents and participants. Fewer participants and respondents

mentioned mentorship programs and some of the teachers regard referrals and stakeholder participation to be amongst the effective alternatives.

Both the participants and the respondents indicated a diverse understanding of the alternative methods. Some of the discussed alternatives were not mentioned by the participants and that includes the zero tolerance approach, the caring teacher approach, grounding and the school wide behavioural approach.

5.4 RECOMMENDATIONS

1. The Botswana Ministry of Education and Skills Development needs to have guidelines formulated for schools to refer to when composing their own school code of conduct. The guidelines need to be clear and easy to follow. There must be legal bodies availed which the schools can consult to ensure the code of conduct is within the legal frame work. There must also be officers deployed to ensure the exercise is a success and all measures are followed including the involvement of other stakeholders. Molefhe (2005:1) has advised that, "Botswana must consider strategizing policies, draft and put in place checks and balances."

2. The Ministry of Education should conduct workshops for teachers to educate them on alternative methods to corporal punishment. Mhanti and Mncube (2014:80) strongly recommended training stating that, "there is need to train teachers on why corporal punishment is ineffective educationally and has negative consequences as well as what are constructive alternatives to corporal punishment." Similarly the National Association of School Psychology (2014:13) mentioned that, it is important to support teachers by way of organizing in-service programs to equip them with knowledge and skills on "alternative ways of dealing with misbehavior." According to Greydanus (2010:13), alternative methods can yield results provided teachers are taken through rigorous training to familiarize them with such. The training must be detailed and teachers given hands on practice by professionals to ensure they obtain relevant knowledge and skills to apply the alternatives. Revival training needs to be scheduled to ensure progress and rectification where need be.

3. The Ministry of Education needs to come up with a manual of alternative methods to corporal punishment. In South Africa where corporal punishment is legally abolished, a manual has been published outlining guidelines on alternaitives. Educators are urged to implement it to reduce problems with discipline in the classroom as they are a number of suggested strategies listed which are aimed at building positive relationship with learners (The Department of

Education,2000:12). Thorough studies should be made prior to the testing and adoption of the manual. Teachers must not just be consulted but they need to be engaged as their input will assist.

4. There is a need to ensure that guidance teachers are given proper training that will enable them to do their work more efficiently. The findings indicated that guidance and counselling is the most effective alternative. Adams (2005:38) similarly suggested schools must offer guidance and counselling to resolve causes of misconduct among learners. As an alternative strategy, guidance and counselling can teach learners clear limits of what is wrong and right (Busienei, 2012:158). The guidance and counselling program can be effective provided educators are taken through detailed training to prepare them to deal with a wider range of discipline problems (Busienei, 2012:159 & Kilimci, 2009:249). All teachers promoted to the post of guidance teacher must be trained and equipped with skills that will allow them to deal with indiscipline and identify causes of learner misconduct at an earlier stage. It will be more efficient to give preference to qualified teachers to be considered for promotion to the post but if there are still a shortage, those newly-appointed must be nominated for further studies. In-service training must be given by professionals and impart relevant skills to the guidance teachers. There must also be forums allowing guidance teachers to meet and share experiences to enable them to widen their understanding of learner behaviour.

5. There must be school wide activities aimed at promoting discipline. Skinner who developed the operant condition mentioned that reinforcement can change behavior (Woolfolk, 2004:205). School wide activities can be a form of reinforcement as Maag (2004:50) stated that the law of operant conditioning declares that operant behaviour when reinforced has a tendency to be repeated. A number of activities can be considered by individual school. The programs must convey messages that promote good conduct. The guidance teacher could be the ideal person to drive the initiative and generate energy around the program. Presentations during assembly, having themed art or drama contests and debates can help convey the message. Such activities must be scheduled to run for the whole year to help reinforce good behaviour.

6. Parental involvement must be promoted. Besides attending the parents teachers meeting (PTA), attending school open days, registration and report collections parents must be engaged in school activities. There must be teams formed by parents which will be assigned to classes they can care for to ensure learners are disciplined. Parents can assist with conducting home visits to help with misconduct emanating from home. Parents must also play

an active role in teaching their children good morals and must work collaboratively with teachers and from time to time visit schools to check on their children. A number of authors have mentioned that parental involvement is important. Similarly, participants in this study included parental involvement amongst the effective alternatives. Koenig (2008:2) has indicated that, misbehavior problems experienced in school emanates from lack of parental involvement. Educators and parents can help the child by their cooperation and mutual understanding (Dreikurs, Cassel & Ferguson, 2004:57).

7. The national academic achievement awards, school or cluster awards must not only promote academic excellence. They must also be used to reward good behaviour. Learners should be developed to become future leaders who have good morals and character. Participants and respondents agree that positive reinforcement which can be in the form of rewarding learners with medals or certificates is effective. A number of authors have similarly suggested that by rewarding learners who make an effort to contain their behavior can be effective (Leaman, 2005:38 & Gootman, 2008:53).

5.5 LIMITATIONS

Botswana is a vast country with approximately two hundred and forty secondary schools. It will not be possible to cover all of them given the limited time and financial constraints. Naturally, despite efforts to control the research setting, the presence of a researcher is likely to have some impact on the setting and the people; this study is no exception in this regard. The study target was some secondary schools in the Southern Region, therefore conclusions from this study may not be generalized and used to cover primary schools.

5.6 CONCLUDING REMARKS

Learner indiscipline is a problem in schools. Forms of learner misconduct vary from school to school. Teachers are faced with a complex task to ensure learners are behaved and this has not been easy. Through this research I have learnt that schools in Kanye use corporal punishment to address the problem of learner misconduct. This verifies that corporal punishment is still legal in Botswana's education system even though there is an international appeal calling for its abolishment. There are also other forms of corporal punishment applied in schools and they can cause physical, emotional or psychological pain to learners. Both teachers and learners believe that corporal punishment can address the problem of learner misconduct. To some degree corporal punishment can make learners behave but learners will not totally change their behaviour when beaten.

Teachers have often resorted to using corporal punishment as they felt it gave immediate results unlike the other alternative forms. The study has reflected why corporal punishment is referred to as a "temporary deterrent." It can fail to teach learners to behave well at all times. The aim of punishment is to bring about behaviour change. The study has also outlined why corporal punishment is regarded an ineffective approach to teaching discipline. It can be used effectively if certain measures are observed. Corporal punishment has many negative effects. The literature discussion outlined the physical, psychological and emotional effects of corporal punishment.

The data collected from both teachers and learners verified that it contributes to problems of truancy, affects the teacher learner relationship and makes learners even more stubborn. The research has also discovered a number of alternative methods to corporal punishment. Mostly the schools use the guidance and counselling approach to teach learners good behaviour. Instead of being beaten, teachers can use rewards, manual labour and teach learners self-discipline. The study has also revealed that it is often important to work collaboratively with parents and other stakeholders in teaching learners discipline. Teachers need to be familiarized with the alternative methods as they can change learner behaviour better than corporal punishment.

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APPENDIX A

QUESTIONNAIRE FOR LEARNERS

The purpose of this study is to identify perception of teachers and learners on the effects of corporal punishment on learner conduct in Kanye government schools and what alternative measures can be applied to replace it.

Please respond to all statements from section A to H by placing a cross(X) in the appropriate space to indicate your level of agreement.

SECTION A: PERSONAL INFORMATION

1. **Age:** 11-12   13-14   15-16   17-18   Above 18

2. **Sex:**   Male : Female

3. **Standard**: Form 1   Form 2   Form 3

SECTION B:

4. COMMON FORMS OF LEARNER MISCONDUCT FOR WHICH CORPORAL PUNISHMENT IS USED.

Indicate by your extent of agreement with the forms of misconduct listed below for which corporal punishment is used by placing a cross(x) in the appropriate box.

Learners are normally corporally punished for:	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
4.1 Late coming.					
4.2 Beating others.					
4.3 Using bad language.					
4.4 Noise making.					
4.5 Not doing homework.					
4.6 Untidiness.					
4.7 Not coming to school					
4.8 Disrespecting teachers.					
4.9 Vandalism.					
4.10 Theft.					
4.11 Telling lies.					
4.12 Drug abuse.					
4.13 Disrupting classes and learning.					
4.14 Using cell phones in school/ class.					
4.15 Gang activities.					

4.16 Sexual harassment.					
4.17 Pornography.					
4.18 Provocative language.					

SECTION C:

5. FORMS OF CORPORAL PUNISHMENT USED TO ADDRESS LEARNER MISCONDUCT.

Indicate your extent of agreement with the use of forms of punishment in your school by placing a cross(x) in the appropriate box.

FORMS OF PUNISHMENT USED IN OUR SCHOOL	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
5.1 Caning/beating with a stick.					
5.2 Hitting with objects e.g. ruler, duster.					
5.3 Made to do manual work.					
5.4 Detention.					
5.5 Humiliation.					
5.6 Made to stand on one leg or kneel down on the floor.					
5.7 Being shaken or thrown around.					
5.8 Pulling ears/ hair.					
5.9 Pinching.					
5.10 Given additional school work.					
5.11 Verbal violence.					
5.12 Removed from class.					
5.13 Removal of privileges.					
5.14 Name calling.					

SECTION D:

6. FREQUENT USE OF FORMS OF CORPORAL PUNISHMENT IN THE SCHOOL.

Indicate how frequent are the forms of punishment used to address learner misconduct by placing a cross(x) in the appropriate box.

FREQUENT USE OF THE FORMS OF PUNISHMENT IN OUR SCHOOL	VERY OFTEN	OFTEN	NEUTRAL	NOT OFTEN	NOT AT ALL
6.1 Caning/beating with a stick.					
6.2 Hitting with objects e.g. ruler, duster.					
6.3 Made to do manual work.					
6.4 Detention.					
6.5 Humiliation.					
6.6 Made to stand on one leg or kneel down on the floor.					
6.7 Being shaken or thrown around.					
6.8 Pulling ears/ hair.					
6.9 Pinching.					
6.10 Given additional school work.					
6.11 Verbal violence.					
6.12 Removed from class.					
6.13 Removal of privileges.					
6.14 Name calling.					

SECTION E:

7. EFFECTIVENESS OF THE FORMS OF PUNISHMENT IN ADDRESSING LEARNER MISCONDUCT.

Indicate your extent of agreement with the effectiveness of methods of punishment by placing a cross (x) in the appropriate box.

EFFECTIVENESS OF THE FORMS OF PUNISHMENT IN OUR SCHOOL	VERY EFFECTIVE	SOMEWHAT EFFECTIVE	NEUTRAL	LESS EFFECTIVE	NOT AT ALL
7.1 Caning/beating with a stick.					
7.2 Hitting with objects e.g. ruler, duster.					
7.3 Made to do manual work.					
7.4 Detention.					
7.5 Humiliation.					
7.6 Made to stand on one leg or kneel down on the floor.					
7.7 Being shaken or thrown around.					
7.8 Pulling ears/ hair.					
7.9 Pinching.					
7.10 Given additional school work.					
7.11 Verbal violence.					
7.12 Removed from class.					
7.13 Removal of privileges.					
7.14 Name calling.					

SECTION F:

8. EFFECTS OF CORPORAL PUNISHMENT ON LEARNER BEHAVIOUR.

Indicate your extent of agreement with the effects of corporal punishment by placing a cross (x) in the appropriate box.

Effects of corporal punishment	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
8.1 Corporal punishment can change learner's behaviour.					
8.2 Learners who are often corporally punished are well behaved.					
8.3 Corporal punishment has long term effects.					
8.4 Corporal punishment is only effective for a short time.					
8.5 When corporal punishment is applied learners cooperate.					
8.6 Corporal punishment can cause serious injuries to the body.					
8.7 Learners self-esteem can be affected by the administration of corporal punishment					
8.8 Corporal punishment can have impact on teacher learner relationship.					
8.9 Corporal punishment teaches learners that violence is acceptable.					
8.10 Learners who are often corporally punished develop anger problems.					
8.11 Severe pains caused by corporal punishment can cause mental health problems.					
8.12 Corporal punishment can teach learners how to resolve conflicts.					
8.13 Corporal punishment					

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
is necessary to maintain discipline.					
8.14 Corporal punishment is the only way to maintain discipline.					
8.15 Corporal punishment is helpful in decreasing discipline problems.					
8.16 Corporal punishment embarrasses the learners.					
8.17 Corporal punishment encourages hatred in learners.					

SECTION G:

9. ALTERNATIVE METHODS OF LEARNER DISCIPLINE.

Indicate your extent of agreement with the alternative methods of corporal punishment by placing a cross(x) in the appropriate space.

Alternative methods of corporal punishment	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
9.1 Guidance and counselling.					
9.2 Having a school code of conduct.					
9.3 Teaching learners to take responsibility for their behaviour.					
9.4 Grounding of learners.					
9.5 Punishing learners by giving them non-abusive tasks e.g. weeding, sweeping class room.(light chores).					
9.6 Positive reinforcement e.g. rewarding with certificate/medals.					
9.7 Peer support programs					
9.8 Detention					
9.9 Using mentors					

SECTION H:

10. EFFECTIVENESS OF THE ALTERNATIVE METHODS OF LEARNER DISCIPLINE

Indicate your extent of agreement with the effectiveness of the alternative methods by placing a cross (x) in the appropriate box.

Effectiveness of the alternative methods of corporal punishment	VERY EFFECTIVE	SOMEWHAT EFFECTIVE	NEUTRAL	LESS EFFECTIVE	NOT AT ALL EFFECTIVE
10.1 Guidance and counselling					
10.2 Having a school code of conduct					
10.3 Teaching learners to take responsibility for their behaviour.					
10.4 Grounding of learners.					
10.5 Punishing learners by giving them non abusive tasks e.g. weeding, sweeping class room.(light chores).					
10.6 Positive reinforcement e.g. rewarding with certificate/medals.					
10.7 Peer support programs					
10.8 Detention					
10.9 Using mentors					

LEARNERS INTERVIEW GUIDE

Perceptions of learners on the effects of corporal punishment on learner conduct in Kanye government secondary schools of Botswana.

SECTION A:

Gender:

Age:

Form:

SECTION B: INTERVIEW QUESTIONS

1. **Forms of learner misconduct.**

   1.1 Do learners in your school misbehave?

   1.2 Can you mention the different ways in which learners in your school misbehave?

   1.3 From what you have said, which forms of learner misconduct occur most frequently?

2. **Types of learner punishment**

   2.1 Please describe types of punishment that are used in your school to curb learner misconduct.

   2.2 Kindly list the different types of corporal punishment commonly used in your school to curb learner indiscipline.

   2.3 Which types of punishment do you think are very effective in reducing learner misconduct?

3. **Effects of corporal punishment**

   3.1 Do you think corporal punishment has any effect on improving learner behaviour?

   3.2 If you think corporal punishment improves learner misconduct, can you briefly explain why you think so.

   3.3 If you do not think corporal punishment improves learner misconduct, briefly explain why you think so.

4. **Alternative methods of learner discipline**

   4.1 Besides corporal punishment, which other methods of punishment are used in your school? Give as many examples as you can think of.

4.2 In your opinion, do you think these other methods of punishment you have mentioned are effective in addressing learner misconduct? Please explain clearly.

APPENDIX C

TEACHERS INTERVIEW GUIDE

Perceptions of teachers on the effects of corporal punishment on learner conduct in Kanye government secondary schools of Botswana.

SECTION A:

Gender:

Age:

Years of experience:

Qualification:

SECTION B: INTERVIEW QUESTIONS

1. Forms of learner misconduct.

1.1 Do learners in your school misbehave?

1.2 Can you mention the different ways in which learners in your school misbehave?

1.3 From what you have said, which forms of learner misconduct occur most frequently?

2. Types of learner punishment

2.1 Please describe types of punishment that are used in your school to curb learner misconduct.

2.2 Kindly list the different types of corporal punishment commonly used in your school to curb learner indiscipline.

2.3 Which types of punishment do you think are very effective in reducing learner misconduct?

3. Effects of corporal punishment

3.1 Do you think corporal punishment has any effect on improving learner behaviour?

3.2 If you think corporal punishment improves learner misconduct, can you briefly explain why you think so.

3.3 If you do not think corporal punishment improves learner misconduct, briefly explain why you think so.

4. Alternative methods of learner discipline

4.1 Besides corporal punishment, which other methods of punishment are used in your school? Give as many examples as you can think of.

4.2 In your opinion, do you think these other methods of punishment you have mentioned are effective in addressing learner misconduct? Please explain clearly.

APPENDIX D

INFORMED CONSENT
CONSENT TO PARTICIPATE IN RESEARCH

PERCEPTIONS OF TEACHERS AND LEARNERS ON THE EFFECTS OF CORPORAL PUNISHMENT ON LEARNER CONDUCT IN KANYE GOVERNMENT SECONDARY SCHOOLS OF BOTSWANA

I Amos Tlhomamo Thebenyane (student number 22536639) a masters student at the North West university (NWU) Mafikeng campus is engaged in a research project supervised by professor C. B. Zulu. The purpose of this research is to investigate perception of teachers and learners on the effects of corporal punishment on learner conduct. Two teachers and one learner from each of the three junior secondary schools identified will participate in the research. You are hereby requested to participate in a research interview.

Before you decide to take part you are informed about the purpose, nature and expected time range for the research interview. Confidentiality through the interview process will also be maintained. You will also be informed of your right to discontinue your participation before the actual procedure of the interview. If you decide to participate, you will be given a signed copy of this document.

may contact me Amos Thebenyane at any time you have some questions regarding the research. Prof C. Zulu of the North West faculty of Education can also be contacted if you have questions about your right as an interviewee as your participation is voluntary and should you happen to refuse to participate or decide to stop, you will not be penalised.

Signing this document means that the research interview including the above mentioned information has been described to you.

Signature of participant..................................... Date...

Signature of witness.. Date...

APPENDIX E

The School Head
South Region
Kanye

31 July 201

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

This is to confirm that **Mr A.T. Thebenyane (Student No: 22536639)** is a Master's student registered at the North West University, Mafikeng Campus   The student is currently in the process of doing fieldwork

The topic of his study is **Perceptions of teachers and learners on the effects of corporal punishment on learner conduct in Kanye Government schools.**

Permission is requested to enter Kanye Junior Secondary schools to collect data from teachers and learners

Data collection will be by way of questionnaires and interviews.

Collection of data will occur outside school contact time so as not to interfere with teaching and assessment processes or office duties
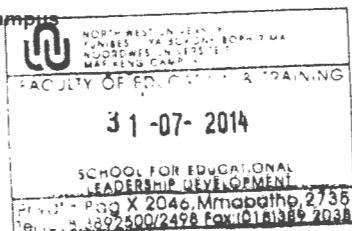
Participants will participate voluntarily in the data collection. The identity of the participants and the school and district will be kept anonymous. The information collected therefore cannot and will not be used to evaluate the District/school in terms of its performance in comparison with others, because the information collected will not be about academic results or teachers' teaching performance in specific schools

Should you enquire more information about the project, kindly contact the supervisor for this study Prof Zulu on 018 389 2435. Herewith permission is requested to perform this research in your region. It would be appreciated if you would kindly grant permission to this student. Any assistance given to the student to perform the research will be appreciated

Yours sincerely

Prof P du Toit

Director: School for Education Leadership Development (School in which the Masters is registered)

Mafikeng Campus

APPENDIX F

REPUBLIC OF BOTSWANA

REFERENCE: DEPRS 7/1/5 XIV (44)   26th August 2014

Amos Tlhomamo Thebenyane
PO Box 57
Manthethe

Dear Madam/Sir

RE: REQUEST FOR A PERMIT TO CONDUCT A RESEARCH STUDY

This serves to grant you permission to conduct your study in the sampled areas in Botswana to address the following research objectives/questions/topic:

Perceptions of Teachers and learners on the effects of Corporal Punishment on learner conduct in Kanye Government Schools.

It is of paramount importance to seek **Assent** and **Consent** from the Department of Basic Education, Southern region Regional Director, School Heads, teachers and students of three (3) selected Junior Secondary Schools that you are going to collect data from. Interviews/questionnaires to students should be done in the afternoon to avoid interruptions to their lessons. We hope that you will conduct your study as stated in your proposal and that you will adhere to research ethics. Failure to comply with the above stated, will result in immediate termination of the research permit. The validity of the permit is from **26th August 2014 to 25th August 2015.**

You are requested to submit a copy of your final report of the study to the Ministry of Education and Skills Development, in the Department of Educational Planning and Research Services, Botswana.

Thank you.

A.Galeboe
For/Permanent Secretary

APPENDIX G

Lotlhakane Primary School

P Bag Mk 5

Kanye

20 August 2011

The Permanent Secretary

Ministry of Education & Skills Development

P Bag 005

Gaborone

REQUEST TO CONDUCT RESEARCH IN YOUR SCHOOLS

Please find attached a letter requesting that I Amos Thomamo Thebenyane (TSM NO 83806) conduct a research in your reputable schools. The research is part of my master's studies which I am doing in the North West University of Mafikeng.

I hope to get a positive response soon as I handed my letter to the South region without knowledge that it must be routed through your office.

Thank you

Yours faithfully

Amos T Thebenyane