

EXPLORING THE IMPLEMENTATION OF ALTERNATIVES TO CORPORAL
PUNISHMENT IN SECONDARY SCHOOLS IN MAHIKENG: A POSITIVE
DISCIPLINE APPROACH

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of Education in Education Management* at the (Mahikeng campus) of the North-
West University

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DECLARATION

I, Michael Lebogang Marumo, declare that the full dissertation titled "Exploring the implementation of alternatives to corporal punishment in Secondary schools in Mahikeng: a positive discipline approach" submitted for the Degree of Bachelor of Education (Masters) in Educational Management at the North-West University (Mahikeng Campus) is my own work and that all materials contained herein have been duly acknowledged.

Michael Lebogang Marumo

Date

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- The Department of Education for allowing me to conduct my research in schools.
- The educators and the principals that took part in all the interviews together with all the learners that filled in the questionnaires.

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DEDICATION

This study is dedicated to the rest of my family members, particularly to my late brother whose passing instilled in me a true sense of commitment in completing my study. May his soul rest in peace.

ABSTRACT

Discipline plays a crucial role in ensuring that there is successful teaching and learning in schools. Without discipline, an environment conducive for teaching and learning in schools will not exist. It is therefore important to ensure that positive discipline is fully encouraged in schools by ensuring that whatever measures are used to discipline learners, do produce a disciplined behaviour out of them. By producing a disciplined behaviour out of learners, learners tend to learn to take responsibility for their own actions and also learn the difference between the behaviour that is acceptable and that which is unacceptable.

The purpose of this study was to determine the extent to which the alternatives to corporal punishment are being utilised in Mahikeng Township Secondary Schools. This study was conducted in the District Ngaka-Modiri Molema of the North West Province, South Africa. Five randomly sampled township secondary schools were visited and educators that have been teaching before corporal punishment was banned together with the principals were purposefully sampled from those schools. The grade 11 and 12 learners were randomly sampled in order to complete the questionnaires.

A mixed method approach was used. The qualitative data was collected through the focus group interview that was held with educators and a semi-structured interview that was held with the principals. The quantitative data was collected through the questionnaire that were completed by the grade 11 and grade 12 learners.

The study revealed that the alternatives to corporal punishment are used when disciplining learners, even though only a selected few alternatives are often used while most are never used. The most often used alternatives in the sampled schools are demerits, additional school work, detention, cleaning the school yard, written warnings, civil prosecution and tidying up of classroom. Based on the findings from this study, even though the alternatives to corporal punishment are used in Mahikeng Township Secondary Schools, the research findings did confirm that corporal punishment is still used as a disciplinary measure despite the fact that it was officially banned in 1996. The findings show that the main grievance raised by most educators is that they were never trained on how to successfully implement the alternatives to corporal punishment and as a result they find them hard to implement when disciplining learners. The educators also complained about the ineffectiveness of the alternatives to corporal punishment as they mentioned that learners still repeated the same offences they were punished for before. The fact that teachers are not well informed on how to implement the alternatives to corporal punishment successfully serves as a contributing factor towards an increasing level of learners' ill-disciplined behaviour in schools. This was revealed by most educators and principals as they complained about the increasing ill-disciplined behaviour by learners in their respective schools.

The recommendations based on the study are that the Department of Education must take real actions in ensuring that educators are well trained on how to successfully implement the alternatives to corporal punishment when disciplining learners. The Department must also

play a crucial role of supporting the schools in enforcing discipline and encouraging parents to be more involved in their children's school work.

KEY WORDS

Positive discipline

Learner discipline

Punishment

Alternatives to corporal punishment

Township Secondary Schools

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CHAPTER ONE

GENERAL ORIENTATION

1.1 INTRODUCTION

One of the major problems that affects teaching and learning in South African schools is lack of discipline. Disturbing reports about learners' ill-disciplined behaviours such as bullying, uncontrollable students and brutality in the classroom throughout the country are often heard in the media. The stated opinion that the majority have is that there is a crisis in schools and educators are losing the fight when it comes to enforcing discipline (Zulu, 2008: 1). As mentioned by the Department of Education (in Morell, 2001: 292), despite the ban of corporal punishment in 1996, the use of corporal punishment in schools is still being reported. An example of this is an article titled: *Corporal punishment still in school*, which was published in Media 24 on 20th of April 2011. According to the Department of Education (2000: 7), some of the arguments that were raised in various research studies against corporal punishment are as follows:

- Corporal punishment erases the culture of respect and tolerance.
- The disruptive learners continue with their bad behaviour even though they are continually punished.
- Instead of encouraging self-discipline, corporal punishment encourages the behaviour that is anti-social as children become more aggressive and start seeing violence and revenge as a way of settling differences.
- Corporal punishment undermines the importance of self-discipline, because children tend to worry more about being caught instead of acting responsibly.

It is also stated by the Department of Education that some of these acts of corporal punishment have resulted in the hospitalization of learners. The Department of Education further states that there is lack of enthusiasm in the South African education system when it comes to acting against the teachers that break that rule.

Motseke (2010: 130) states that learners in township schools experience multiple problems such as physical fights, stealing, disobedience, disruptive behaviour, and swearing. He further states that behaviours such as cheekiness, swearing and disobedience are also directed at

teachers. Marais and Meier (in Moyo *et al.*, 2014: 1) in addition state that this problem of misbehaving learners takes place in other different forms such as violence, rape, vandalism, smoking, intimidation and general violence. According to the Department of Education (2000: 5), organizations such as the Christian National Education, which encouraged corporal punishment, were mainly developed to support apartheid in order to ensure that the education passed on to the black children would make them accept the laws without questioning them. Corporal punishment was also encouraged against misbehaving learners and the whole process of beating learners was taken lightly in violence stricken societies. Zulu (2008: 3) emphasises that even though corporal punishment was banned in 1996, it is still used in many South African schools especially the public schools. Its banning brought mixed emotions as many people, especially in rural African schools, felt it was against their beliefs whereas for educators, corporal punishment was mainly seen as a way of rectifying misbehaviour for example vandalism, late coming, absenteeism and fights amongst learners.

It is against this background that this study is undertaken to investigate the implementation of alternatives to corporal punishment in secondary schools after the official banning of corporal punishment.

1.2 STATEMENT OF THE PROBLEM

The main focus of this study is to determine the extent to which the alternatives to corporal punishment are being used in order to maintain discipline especially in township secondary schools.

As stated by former Education Minister Kader Asmal, after the apartheid era South Africa adopted a democratic constitution which, in co-relation with ensuring the right of equality, dignity and security for all citizens, also led to the abolishing of corporal punishment (Department of Education, 2000: 5). Since the banning of corporal punishment in 1996, disciplining learners has become a problem in schools. Even after the introduction of alternatives to corporal punishment, the problem of disciplining learners is still experienced in schools. This is asserted by Lessing and Dreyer (2007: 1) who mention that from the discussion they held with educators, it is clear that educators struggle to maintain discipline in class because learners do not respect them and they are also disobedient.

Nkabinde (2007: 59) found that though some educators believe that the alternatives to corporal punishment are effective, their continued use of corporal punishment contradicts this belief. It is mentioned by the Department of Education in Lessing and Dreyer (2007: 1) that currently, lack of discipline in South African schools is frequently reported in newspapers and magazines. The question that is mainly asked by journalists is: "What are the causes of disciplinary problems faced in South African schools?" The fact that teachers are still using corporal punishment simply serves as proof that educators are really not well informed about the alternatives to corporal punishment, especially how to use them effectively. This is asserted by Nkabinde (2007: 60) who states that although discipline is enforced in schools, educators are less informed about the alternatives to corporal punishment and some still consider corporal punishment as the best form of discipline.

The alternatives to corporal punishment were introduced in 2000, but corporal punishment is still applied in schools. It is the persistence of corporal punishment in schools that motivated this study to investigate the extent to which alternatives to corporal punishment are being implemented in schools.

1.3 RESEARCH QUESTIONS

1.3.1 Main question

To what extent are alternatives to corporal punishment implemented in township secondary schools?

1.3.2 Sub-questions

- What is the nature and extent of implementation of alternatives to corporal punishment in secondary schools in general?
- What is the nature and extent of implementation of alternatives to corporal punishment in selected township secondary schools of Mahikeng?
- What challenges are encountered in implementing alternatives to corporal punishment in selected township secondary schools of Mahikeng?
- What recommendations can be made for the successful implementation of alternatives to corporal punishment in township secondary schools?

1.4 AIM OF RESEARCH

The aim of the research was to investigate the extent to which alternatives to corporal punishment are implemented in township secondary schools.

1.4.1 Sub-aims

The sub-aims of the research were to:

- investigate the nature and extent of the implementation of alternatives to corporal punishment in secondary schools in general;
- determine the nature and extent of the implementation of alternatives to corporal punishment in selected township secondary schools of Mahikeng;
- examine the challenges encountered in implementing alternatives to corporal punishment in selected township secondary schools of Mahikeng; and
- make recommendations for the successful implementation of alternatives to corporal punishment in township secondary schools.

1.5 LITERATURE STUDY

The introduction of alternatives to corporal punishment in schools has not been debated only in South Africa. It is a topic that has been debated worldwide, as the very same problems encountered in South Africa about the implementation of alternatives to corporal punishment are also encountered in many countries. Based on the findings by Yaworski (2012: 20), corporal punishment is still a problem in the United States as it is still practised in some States but abolished in others. The effects of corporal punishment are still debated and on a yearly basis questions are asked as to whether corporal punishment should be abolished or not.

Wasef (2011: 55) states that even though corporal punishment is officially banned in Egypt, it is still widely practiced throughout the country. He further recommends that measures that other countries took in order to effectively introduce this policy should be considered in relation to Egypt so that total abolishment of corporal punishment in Egypt can be attained.

It is still evident that even though corporal punishment is banned in many African countries, educators still do not believe that the alternatives to corporal punishment are effective methods of disciplining learners. Based on the finding by Busienei (2012: 155), teachers in Kenya do use the alternatives to corporal punishment to enhance discipline, but they still perceive corporal punishment as the best way to enhance discipline in schools. Shumba *et al.*

(2012: 285) state that even though in Zimbabwe the law requires a teacher to seek permission from the school head to use corporal punishment, many educators still did not follow that route. They instead used it at their own discretion. It is evident that the problem of using corporal punishment even though it is abolished, is still experienced throughout the world.

According to a study by Motseke (2010: 130), most educators at township primary schools in the Matjhabeng Municipality depend on the learner disciplinary methods recommended by the Department of Education, whilst others still apply the non-approved methods such as swearing at learners, pinching learners, chasing learners out of class and even corporal punishment. The South African Schools Act (SASA) 1996 Section 10 subsection (1) states that, "no person may administer corporal punishment at a school to a learner. Subsection (2) states that, any person who contravenes subsection (1) is guilty of an offence and liable on conviction to a sentence which could be imposed for assault" (South African School Act: 8). Tungata (2006: 3) states that after the abolition of corporal punishment, educators were faced with a huge challenge of disciplining learners without breaking the law because the alternatives to corporal punishment were not yet made available immediately by the Department of Education. Educators together with parents were left with the huge responsibility of coming up with alternatives to corporal punishment. Tungata (2006: 4) further states that the level of misbehaviour, particularly of learners who used to be disciplined by corporal punishment or by any other physical manner, has increased further since the abolishing of corporal punishment. That served as a clear signal that corporal punishment is the only form of discipline they know.

It was not easy for educators to abandon corporal punishment as a form of learners discipline especially due to the fact that after its banning, the other alternative forms of discipline were not introduced immediately. The official document on alternatives to corporal punishment was introduced approximately five years after the abolishing of corporal punishment, and the main problem about some of them is that they required specialised training to be executed properly (Tungata, 2006: 4).

With reference to the findings of the study by Olivier (2010: xvii), frustrated educators believe that corporal punishment is legal and it is not viewed as a criminal offence. They have a firm believe that in classes with high teacher-learner ratio, corporal punishment is

effective in maintaining order and discipline and it is more effective than the alternatives to corporal punishment on instruction and learning. The main debate by Morell (2001: 292) is that the delayed introduction of alternatives to corporal punishment, together with the beliefs of educators that they hold powers to make orders especially in the classroom and that corporal punishment is needed for proper teaching and learning to take place, serves as the main reason for the continuous and illegal use of corporal punishment. Morell also emphasizes that the fact that parents use corporal punishment at home and they also support its use at school, serve as another reason for its continuous use at schools.

Based on the study by Ferreira, Badenhorst, and Wilkenson (2007: 2), an important challenge confronting educators world-wide relates to effectively managing and supporting learner behaviour. It is further stated in Ferreira *et al.* (2007) that the inability of teachers to maintain discipline in South Africa is mainly as a result of factors such as overcrowded classrooms, lack of appropriate training for teachers, the abolition of corporal punishment and an increasing number of students with special needs in the mainstream. Zulu (2008: 14) states that parents and educators are faced with a huge challenge when it comes to disciplining learners because they were not taught or informed about how to effectively use the alternatives to corporal punishment. All this was also worsened by a sudden change of behaviour by learners because they were not used to these new alternatives and they also found them funny.

Maphosa *et al.* (2010: 297) mention that due to the abolishment of corporal punishment, teachers felt disempowered and as a result it became difficult for them to maintain discipline at schools. Other educators even gave up their powers of maintaining discipline due to their frustrations. This is corroborated by findings from the study by Naong (2007: 297) who found that due to the stiff policy issues such as those on school discipline most teachers are not enjoying their work anymore and this led to educators exiting the profession. As mentioned in Maphosa *et al.* (2010: 389), the South African Schools Act states that “learners should not be punished in a cruel or demeaning manner and should not be detained in solitary confinements or locked out of safe environments”. This implies that when disciplining the learners, teachers must at all means respect, protect and promote learners’ rights. That brings confusion towards educators as they do not know how they can effectively discipline learners without infringing on their rights.

1.6 THEORETICAL FRAMEWORK

The theory that underpins this study is Positive Discipline Theory. Durant (2011: 2) defines positive discipline as “a non-violent method of disciplining children which encourages the development of a child and supporting them through their personal growth”. This is discussed further in Chapter 2.

1.7 RESEARCH DESIGN AND METHODOLOGY

1.7.1 Design



A mixed methods design (qualitative and quantitative) was used in this research in order to determine the extent to which the alternatives to corporal punishment are implemented in township secondary schools of Mahikeng. In this study, a concurrent embedded strategy was used. The design has a primarily qualitative and a supportive quantitative component. Creswell (2009:208) defines a concurrent embedded strategy as one which “has a primary method that guides the project and a secondary database that provides a supporting role in the procedures.” Once the qualitative data were collected and analysed, the findings were compared with findings from the quantitative data in order to determine similarities in the findings obtained by means of the two methods. In this study, focus was on the qualitative approach which was followed by a quantitative approach.

Creswell and Clark (2011: 4) define a mixed method research as a method that involves the collection of qualitative and quantitative data, analysing the data and combining the data in one study. Creswell and Clark (2011: 8) further state that this method provides more concrete understanding of the research problem than when using either quantitative or qualitative method alone.

The main reason for the choice of this method is because both qualitative and quantitative data was collected and as Creswell (2012: 535) points out, this research design is useful when the researcher has both quantitative and qualitative data together both those data can give a better understanding than when using one design. Creswell further states that if the researcher wants to build on the strength of the designs, the mixed method is the best design.

1.7.1.1 Methodology - Qualitative

According to Leedy and Ormrod (2013: 7), research methodology is about the way the researcher is going to complete the research project. It mainly deals with the research tools the researcher will use in order to complete the research project. Newby (2010: 51) states that methodology is about arranging all the research tools that will be used to collect data and also the application of research rules.

1.7.1.1(a) Participant selection

With regard to the selection of participants, the researcher used purposeful sampling method to select the teachers and the principals. Creswell and Plano Clark (2011: 173) define purposeful sampling as the method that the researcher uses to select with intention, the participants that will be able to provide the necessary information because of their experiences. The teachers that started teaching prior to the banning of corporal punishment were mainly selected because they will be able to give detailed information about the changes that occurred since the banning of corporal punishment.

The principals were selected because of their experience in the field of education together with their different experiences when it comes to managing their respective schools. To be a school principal one must understand the educational policies that are used to run the schools. Due to the Principal's demanding work schedule, it is important to point out that in some schools the deputy principal and the Head of Department were interviewed on behalf of their principals. Based on their experiences in the running of the schools together with their understanding of the educational policies, the principal, deputy principal and the head of department were able to give concrete information about the changes that occurred since the introduction of alternatives to corporal punishment and how they help in the running of their respective schools.

1.7.1.1(b) Data collection strategies

The semi structured interview and focus group are instruments that were used to collect qualitative data. Field notes and audio tape were also used to record data.

Maree (2010: 87) defines an interview as a conversation between two parties (the interviewer and the participants) whereby the interviewer asks questions with the aim of collecting data and to also learn things such as beliefs and behaviours of participants. In order to collect concrete data, the semi-structured interview was used when interviewing the principals of the schools whereas the focus group was used when interviewing the educators. The semi structured interview is mainly used to support the data received from other sources of data. Semi structured interview rarely takes long as it requires the participant to answer a set of questions that are predetermined. It is the type of interview that permits the questioning and proper explanation of answers (Maree, 2010: 87).

According to Johnson and Christensen (2012: 204), a focus group interview is an interview that involves the interviewer together with a group of people that will be interviewed for example students and educators. The interviewer will be the one leading the interview with the purpose of finding out the thoughts and feelings of group members about the discussed topic. The main reason why it is called a focused group is because the interviewer must make sure that through the interview, the group members' discussion is focused firmly on the topic. Johnson and Christensen further state that not only is the focused group interview providing full information about the topic in a short space of time, but is also used to support data from other methods of collecting data.

The semi-structured interview was conducted with the principal, deputy principal and the Head of Department of the sampled schools, whereas the focus group interview was held with educators that have been teaching before the banning of corporal punishment.

1.7.1.1(c) Data analysis

According to Matthews and Ross (2010: 317), "data analysis is a process of working with data to describe, discuss, interpret, evaluate and explain the data in terms of the research questions or hypothesis of the research project". In the mixed method design, data analysis is about examining the quantitative data separately using quantitative methods and also examining the qualitative data separately using qualitative methods. With regard to data analysis the data was analysed qualitatively and quantitatively.

With regard to qualitative data analysis, the following process by Creswell (2007: 150) was followed:

- Data management. This involves the breaking down of large bodies of data into smaller units. The researcher organised the data into file folder.
- Reading and writing memos. The researcher read through the data several times to get the general sense of what the data entails. Memos suggesting possible categories were also noted.
- Describing, classifying and interpreting data. At this stage, the researcher explained the common themes (codes) derived from the data, classified those themes separately based on their relation and made an interpretation of the themes from the collected data.
- Representing the data. In this last stage, the researcher presented the data in a simpler way in order to put the data in an easier form to read.

1.7.1.1(d) Trustworthiness

The use of different sources of data assisted in corroborating findings because information from different sources will be compared in order to find commonalities and differences.

With regard to trustworthiness of the collected data, member checking was used. In member checking, the researcher shared his interpretations with the participants in order to determine if they agree with the researcher's interpretation and to also find out if there were any miscommunications. The verifying of results was done by submitting the draft report to the participants for their comments. In order to ensure credibility, the instruments were piloted before final administration. The piloting was done to determine the clarity of the questions.

1.7.1.2 Methodology – Quantitative

The quantitative data is in the form of numbers and to analyse it the analysis process can be in the form of descriptive or inferential statistics. Descriptive statistics is mainly used in order to make sense of the collected data. The inferential statistics goes further into details such as the characteristics and features of the population (Johnson & Christensen, 2012: 451).

1.7.1.2(a) Population and sampling

The target population for the study are all Mahikeng Township Secondary Schools. The sample from those schools was made up of grade 11 and 12 learners. A total that make up 50% of the population was randomly sampled, from which a minimum percentage that justifies the total number of grade 11 and 12 learners was also randomly sampled. The focus is on grade 11 and grade 12 learners because learners in grade 11 and 12 learners are the senior learners who are most likely to have serious cases of ill-discipline when compared to learners in lower grades.

1.7.1.2(b) Data collection strategies

With regard to quantitative research, the questionnaire was used to collect data. Questionnaires were distributed to the Grade 11 and 12 learners, as they are able to give rational information pertaining to the alternatives to corporal punishment. The questionnaires enabled the researcher to get learners' personal survey and the schools' disciplinary measures survey.

1.7.1.2(c) Data analysis

In terms of quantitative data analysis, the study mainly used the Statistical Package for the Social Science (SPSS) software. Punch (2009: 282) defines SPSS as a more advanced software that can analyse data through simple instructions. Punch further mentions that the SPSS software has no limitation when it comes to the reading of data. This is also asserted by Muijs (2004: 85) who explains the SPSS as the most widely used data analysis software in the field of Educational research.

1.7.1.2(d) Reliability and validity

Matthews and Liz Ross (2010: 479) define reliability as a way of determining the quality of a research with the expectation that the same set of results would be found if the research was to be carried out the same way again, or if another researcher was to do the research in the same way. Reliability will be ensured through mechanically recorded data, triangulation strategies and participant reviews.

With regard to the quantitative research, reliability was ensured through internal consistency reliability method by grouping together all questions that are in the questionnaire that determine the same concept. According to Leedy and Ormrod (2005: 28), validity of a measurement instrument is the degree to which the instrument determines what it is supposed to measure. To ensure appropriateness or suitability of questions, the instruments were also piloted and the participants raised relevant concerns and also suggested necessary changes. The whole process of piloting involved testing the effectiveness of the instruments with 15 – 20 learners from the school not forming part of the sample before the instruments were used in the final process of data collection. The aim was to determine any errors that may need to be rectified or any amendments that may be needed.

1.8 SITE SELECTION

The site where the research was done is Mahikeng. The site falls under the Ngaka Modiri Molema District Municipality of the North West Province. There are ten township secondary schools and all these schools form part of the research population. The participants (teachers and the principals) are fully aware of all the changes that have been taking place from the time corporal punishment was the primary form of enforcing discipline to the time when the alternatives to corporal punishment were been formally introduced. These are the people that have adequate experience in the teaching field and they can fully relate how effective the implementation of the alternative forms of discipline has been in their schools since the formal abolishment of corporal punishment.

The learners were able to confirm the extent to which the alternatives to corporal punishment are used when enforcing discipline in their schools.

1.9 RESEARCHER'S ROLE

According to McMillan and Schumacher (in Maree, 2010: 41), in order to create a common understanding especially with the respondents, and to also have the ability to gather and examine data the role played by the researcher should encourage the researcher to have a combined partnership with the respondents. Furthermore, the researcher has to concurrently record the facts and also raise additional questions fairly.

During the data collection process, the researcher played a vital role of conducting interviews with the participants. Other roles I played as the researcher was to distribute the questionnaires amongst the respondents and also work hand in hand with the person allocated by the school to assist in collecting the questionnaires back from the respondents.

1.10 CONTRIBUTION OF THE STUDY

This research will contribute to the field of education as it will demonstrate the extent to which the alternatives to corporal punishment are being implemented. It will also enable the education department to determine as to whether the policy that it introduced which involved the abolishment of corporal punishment is being adhered to and if not, the department can try to introduce measures that will assist in the implementation of alternatives to corporal punishment in schools. The research will also highlight the importance of communication in implementation of any policy, since many studies have demonstrated lack of communication between the education department and various stakeholders in implementing the alternatives to corporal punishment

1.11 PRELIMINARY STRUCTURE

Chapters of the study will be structured as follows:

Chapter 1: General Orientation

The chapter provides the introduction, statement of the problem, aim of the research with sub-aims, literature study, research design and methodology as well as the contribution of the research.

Chapter 2: Literature review

The literature on alternative forms of discipline is reviewed. This chapter discusses the alternative forms of discipline, challenges that educators are faced with in implementing the alternative forms of discipline, the alternative forms implemented in schools and the educators and learners perception of alternative forms of discipline. Implementation of alternative forms of discipline as described in the literature will be reviewed.

Chapter 3: Research design and methodology.

In this chapter, the mixed methods research design employed by the study is explained. It explains step by step type of the research process undertaken. The discussion includes the research method (mixed method) and the reason for using them, format of the research project, and methods of collecting, analysing and interpreting data.



Chapter 4: Data collection, analysis and interpretation

In this chapter quantitative and qualitative data are recorded, analysed and interpreted

Chapter 5 : Summary of study, synthesis of findings, recommendations and conclusion

This is the chapter where the study is summarised, synthesis of the findings given and recommendations made.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

The previous chapter provided the orientation of the study. In this chapter the nature and extent of implementation of alternatives to corporal punishment in secondary schools are discussed. The alternatives to corporal punishment are reviewed in this chapter together with the challenges educators face in implementing alternatives to corporal punishment. Teacher's and learner's perceptions about the alternatives to corporal punishment implemented in schools are discussed. The important difference between discipline and punishment is also explained. The importance of discipline as described in literature is also explored.

2.2 THEORETICAL FRAMEWORK

The basic ideology of positive discipline theory is that a child has positive and bad behaviour, and it is therefore the responsibility of the educator to promote the positive behaviour of the child while reducing the bad behaviour. Naker and Sekitoleko (2009: 27) define positive discipline as a form of discipline that involves guiding children towards good behaviour by mainly paying attention to their psychological needs rather than just punishing them. Naker and Sekitoleko further mention that positive discipline involves helping children to take responsibility when it comes to making positive decisions. This implies that in order to ensure that positive discipline is attained and maintained, there should be an ongoing process of guidance towards a learner on how he or she must behave. This is asserted by Chadsey and McVitte (2006: 2) as they mention that the point whereby positive discipline becomes more influential towards a child is when there is a continuous relationship between an educator and a learner that is primarily based on the same level of respect for each other.

The theory is appropriate for this study because it is an alternative to the use of corporal punishment as a form of learner discipline. The aim of this theory is to teach learners the responsibility to conduct themselves properly without the use of any violence or punishment as a way of disciplining them. Coetzee and Mienie (2013: 93) are in full support of this theory as they specify that by practicing positive discipline, the educators are promoting their

mandate of promoting human rights through the abolishment of violence in schools. Coetzee and Mienie further mention that by implementing positive discipline in schools, it gives children the freedom to express themselves and with such acts human rights are honoured.

Many educators have experienced corporal punishment as a form of discipline during their school days, and as a result, they still possess the notion that corporal punishment is the best way to enforce discipline. This is asserted by Govender and Sookrajh (2014: 13) who in their findings discovered that all the teacher participants were subject to corporal punishment during their school days and they therefore still perceived corporal punishment as a way to discipline learners.

It is therefore best to assert that the positive approach to discipline encourages the preventive approach to discipline and not the punitive approach. The punitive discipline such as corporal punishment has negative effects, especially towards the child's personal development as it restrains the child to express his or her capabilities fully. Not only that, but it is also viewed as an encouragement of violence as children end up perceiving violence as the solution to a problem. This is also mentioned by the Department of Education (2000: 7) that such measures promote violence because children exposed to violence at home and school, end up valuing violence as a solution to problems. Positive discipline is totally against acts of violence, as Naker and Sekitoleko (2009: 28) emphasise that the use of violence is unacceptable in positive discipline. They explain that positive discipline focuses on the child's long term development rather than looking for an immediate solution to a problem. For a child to develop accordingly, violence should be abandoned and there should be a thorough talk that encourages a learner to develop accordingly. Du Preez and Roux (2010: 25) are in full support of a continuous talk with a learner as they mention that positive discipline encourages a need for a dialogue where positive values can be discussed and adhered to in order to maintain discipline in a classroom.

2.3 DIFFERENCE BETWEEN PUNISHMENT AND DISCIPLINE

According to Joubert and Serakwane (2009: 120), the educators' understanding of the term "discipline" is very important because their understanding of the term determines the measures that they use to discipline learners in order to have proper teaching and learning environment. In most cases, most educators perceive the terms punishment and discipline as

synonyms. It is also stated by Gootman (2008: 2) that “most teachers understand discipline to be the same as punishment, even though the two concepts are not the same”. This is also supported by Serekwane (2007: 30) who mentions that punishment together with discipline are understood to be one and the same thing in the schools of South Africa. As a result learners are mostly disciplined in punitive ways which may be classified as corporal punishment.

This implies that it is very important to draw a difference between the terms discipline and punishment. According to Bear (2010: 2), the term “discipline” has usually been used to refer to ways of disciplining learners. These ways are more teacher-centred but also ensuring that learners ultimately become self-disciplined through the use of disciplinary measures that are more learner centred especially when implemented or used. This definition is supported by Morin (2014) who states that “the main aim of discipline is to teach children new skills such as controlling their behaviour and to develop problem solving skills”. UNESCO (2006: 11) defines punishment as corrective actions that are taken against a person who did something that is against the law in order to correct his act or behaviour. UNESCO further mentions that punishment is divided into two types which are verbal punishment and the punishment that involves physical pain.

From the above definitions, one can conclude that the key difference between these two concepts (discipline and punishment) rests on the primary aim of exercising them. Punishment is exercised in order to stop an offensive or unacceptable behaviour whereas discipline is mainly exercised in order to teach self-control and appropriate self-behaviour.

Oosthuizen (2010: 1) states that the way people perceive the importance of discipline in school is still the same compared to the past. Oosthuizen further mentions that these days the ways in which disciplinary measures are undertaken together with the important role played by discipline in schools has changed due to bad disciplinary state in schools. As a result, it is very important to highlight the importance of discipline in the whole process of teaching and learning.

2.3.1 Importance of discipline

Motseke (2010: 117) highlights the fact that discipline plays a very important role in the whole teaching and learning process. Motseke (2010: 117) also mentions that parents and teachers blame the experienced decrease in the discipline level on the ending of corporal punishment in 1996. According to Ahmad (2011), the purpose of discipline is to help the individual to acquire knowledge, habits, interests and ideals which are conducive to his wellbeing, his fellows and society as a whole. It gives realization to the school that it must be reconstructed on the lines of the development and conscious pursuit of common ends in a cooperative spirit, each member contributing to the common good in accordance with special gifts". Ahmad further mentions that discipline allows learners to be able to express themselves freely and with confidence once they have the knowledge together with the understanding of the behaviour that is wanted and the behaviour that is not wanted in their schools. Based on the statement by Ahmad, one can conclude that as a result of discipline, learners end up having a complete understanding of what is expected of them and what is not expected of them during the whole process of teaching and learning. Discipline enables them to develop a character that would enable them to be responsible in their acts.

Gunter (1977: 148-151) highlights the following three main reasons why discipline is important in education:

- A child is in need of help. Once a child comes into this world, that particular child will need someone who will take care of him or her because a child cannot take care of himself or herself;
- A child cannot just grow up knowing the difference between what is right and what is wrong. Every child needs to be taught the difference between what is right and what is wrong because that cannot come naturally; and
- Guidance together with leadership are the key factors that are needed by a child so that a child can be able to discover his or her abilities and eventually use them to attain his or her goals.

Squelch and Lemmer (1994: 40) emphasise that discipline is very important for a school to have proper control of learners together with successful teaching and learning process. They also mention that when there is good discipline in a school, such school is likely to have good academic achievements and even non-academic achievements.

It is however very important to understand that effective discipline cannot just exist without proper guidelines being drawn which can serve as a guiding tools of what is expected and what is not expected of a learner. This is supported by Khuluse (2009: 45) who specifies that for a school to have good discipline it is important for a school to draw up a code of conduct. According to Khuluse (2009: 45), a code of conduct simply direct the school towards its set ambitions and without a school of conduct a school will just be functioning with no direction or specific guideline used to enforce discipline.

It is mentioned by the Western Cape Department of Education (2007: 1) that a school's code of conduct must be drawn by all stakeholders it affects. The drawn code of conduct must be fair and that in drawing the school code of conduct a common agreement of the disciplinary procedure must be reached and it must be fair and consistent. This means that for a school to have a proper disciplinary procedure or for discipline to be really effective, an agreement in terms of code of conduct should be reached. The code of conduct should explain to the parties concerned which type of behaviour is accepted and which one is not accepted at all. This is clearly supported by the Western Cape Department of Education as it mentions that a code of conduct should describe the principles by which learners are expected to live by at school and it should also establish an environment conducive for teaching and learning while instilling the principle of self-discipline within learners.

Objectives of the code of conduct as stated by the Western Cape Department of Education (2007: 1) are as follows:

- To ensure that there is conducive teaching and learning environment in the school through measures that promote discipline and also protect the rights of learners.
- Giving learners a clear explanation of how they are expected to behave at school.
- To provide thorough explanation of actions that will be taken against the learners for any wrong doing. Main aim is for learners to know and understand the results and consequences of their actions.
- To provide guideline of all school activities so that the school activities can run smoothly.
- Ensuring that both teachers and learners are in the safe environment when they are at school.
- To support objectives of the school's mission.

- Code of conduct is also a determinant of the level of fairness when actions are taken at school especially against the disruptive learners.

2.4 ALTERNATIVES TO CORPORAL PUNISHMENT

2.4.1 Definition of alternatives to corporal punishment

According to Chisholm in Khewu (2012: 71), alternatives to corporal punishment are all those measures of discipline that are introduced as a substitute of corporal punishment with the primary aim of ensuring that there is good understanding between learners and teachers in the whole process of teaching and learning. He further states that it is a disciplinary strategy that promotes mutual respect between the teacher and a learner without any use of physical punishment.

2.4.2 Reasons for the introduction of alternatives to corporal punishment

Before South Africa transformed into a democratic country, there was an unfair treatment of children in the black communities when compared to those in the white communities. The education system called Bantu Education was the system meant for the black children and it was not well accepted as it was perceived to be a system that deprives black children a better education. This is corroborated by the Department of Education (2000: 5) when it mentions that during the apartheid era, children especially black children were educated in such a way that they would not question the authority, but just accept any law as it was. Teachers were encouraged to use corporal punishment as a way of keeping control of disruptive learners. As a result, in the 1970s and 1980s children formed different organisations in order to stand against the abuse of learners (Department of Education, 2000: 5). That serves as prove that Bantu Education was not meant to improve education of a black child but simply to deteriorate it and encouraged the use of corporal punishment when disciplining the learners.

Apart from not getting proper education, learners were also exposed to severe beatings in the hands of their teachers. Maphosa and Shumba (2010: 388) state that incidents of learners that are being killed and those that are been injured at school are on a rise in South Africa. They further mention that the rate at which ill-disciplined behaviour is reported somehow leads to unjustifiable disciplinary measures which are undertaken by educators. The presence of cases

of severe beatings is also supported by Naong (2007: 286), who mentions that before the introduction of the South African constitution, Thursdays especially in township schools was a day of revision. Learners were not in favour of that day because that is the day when learners would experience a high level of corporal punishment and that day was characterised by a high level of absenteeism. What aggravates these whole scenes of severe beatings is the fact that female learners were also exposed to corporal punishment just like the male learners. This is attested by Morell (2001: 292) who mentions that Bantu Education introduced the black learners who were in the education system to severe beatings at school and sadly the female black learners were not omitted as compared to the white female learners.

Many researchers have however continued to criticize the use of corporal punishment as a form of discipline and they have further highlighted its negative effects especially towards learners. According to Cicognani (2004: 6), negative effects of corporal punishment include the fact that the learner is more likely to practice the beating experienced in the class on other learners. Not only that, but some learners tend to keep the physical punishment to themselves and that ends up leading to psychological effects such as depression. Cicognani further mentions that due to corporal punishment learners tend to not express themselves fully as they are mainly consumed by the fear of being beaten. Based on the study by Moyo, Khewu and Bayaga (2014: 10), corporal punishment has a negative effect on the relationship between a child and a parent and it also makes children to be more emotional in their thinking rather than being objective.

In order to maintain discipline in schools, the South African education system encouraged the use of corporal punishment, but as a result of continuous criticism of this disciplinary procedure, corporal punishment was officially banned in 1996. However even though after it's banning, it is still being used to enforce discipline in schools (Morell, 2001: 292). The other main reason that led to the abolishment of corporal punishment was the fact that some teachers used to beat learners for reason that were unjust with the aim of getting their own personal satisfaction from the beating. This is emphasised by Zulu (2008: 3) who mentions that in most cases instead of using corporal punishment to enforce discipline, teachers and principals used it in order to settle their personal differences with learners and as a result many learners became victims of such practice. Cicognani (2004: 1) further confirms this by referring to an article in This Day newspaper of the 4th of June 2004 which reported that a learner had passed on as a result of physical complications suffered from physical

punishment. He further highlights the fact that corporal punishment was a very common way of enforcing discipline. Parents together with the school governing bodies encouraged the use of corporal punishment to discipline disruptive learners.

Through the South African constitution, the South African government adopted the ending of corporal punishment in order to protect the rights of the learners (Govender & Sookrajh, 2014: 1). Alternatives to corporal punishment were then mainly introduced in order to correct learners' behaviour in a way that learners would truly learn from such behaviour and never repeat it without being physically punished (Zulu, 2008: 12). This means that the primary reason the alternative to corporal punishment were introduced was to mainly ensure that learners learn and correct their unwanted behaviour on their own through teacher's guidance but without a use of any form of corporal punishment from the teacher's side.

Mwahombela (2004: 24) mentions that there are various approaches in support of alternatives to corporal punishment that give learners the opportunity to think about their wrongful behaviour, the reasons that led them to misbehave together with the positive and negative outcomes of such behaviours. The primary aim of such approaches is to make sure that the learners learn from their misbehaviours with the hope that they shall not repeat it again. Mwahombela further emphasises that teachers together with the School Management Team (SMT) must come up with various alternative disciplinary measures that will encourage learners to behave in a more positive way. Zulu (2008: 3) mentions that according to the alternatives to corporal punishment policy, learner misconduct is divided into three types which are minor misconduct, average misconduct and serious misconduct.

According to Department of Education (2000: 25), the alternatives to corporal punishment are divided into different levels ranging from level 1 to level 5 and the manner in which a learner should be disciplined is mainly determined by the level of the offence. The level of offences and the disciplinary actions that should be taken are as follows:

- Level 1 – misconduct inside the classroom (Failing to be in class on time, bunking classes, failing to finish homework, failing to respond to reasonable instructions, being dishonest with minor consequences).

Examples of disciplinary actions for misconduct inside the classroom – carried out by class educator are: verbal warnings, community service, demerits, additional

constructive work related to the misconduct, small menial tasks like tidying up the classroom and detention.

- Level 2 – misconduct by breaking school rules (frequently repeating Level 1 misconduct and not responding to disciplinary measures taken by the educator, smoking or carrying tobacco, leaving school without permission, using abusive language, interrupting education in the classroom, showing disrespect for another person, engaging in minor vandalism like graffiti and being dishonest with more serious consequences).

Examples of disciplinary actions for misconduct which breaks school rules – carried out by higher authority such as the head of department are: any of disciplinary actions listed in level one, disciplinary talk with the learner, talk/s with learner's parents or guardians, written warnings, signing contract with learner who agrees to improve, daily report taken by learner and signed by all educators and performing duties that improve the school environment such as cleaning, gardening or administrative tasks.

- Level 3 – serious misconduct or serious violation of school codes (where action taken by school authorities is considered ineffective, inflicting minor injury on another person, gambling, being severely disruptive of classes, forging documents or signatures with minor consequences, using racist, sexist or other discriminatory behaviour, possessing or distributing pornographic, racist or sexist materials, dangerous weapons, theft, vandalism, cheating during exams).

Examples of disciplinary actions for serious misconduct carried out by the principal or referred to an outside agency for counselling are: any of the disciplinary actions in level 1 and 2, written warning of the possibility of suspension from the school, referral to a counsellor or social worker and community service, once permission is granted by the provincial education department.

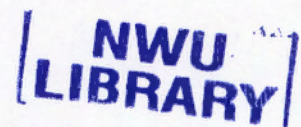
- Level 4 – very serious misconduct or very serious violation of school codes (repetition of level 3 misconduct where disciplinary action has been ineffective, threatening another person with a dangerous weapon, causing intentional limited injury to another person, verbally threatening the safety of another person, engaging in sexual abuse such as grabbing, engaging in sexual activity, selling drugs,

possessing or using alcohol or drugs or being drunk or under the influence of narcotics and disrupting the entire school).

Examples of punishment for very serious misconduct carried out by the principal or the school governing body together with the provincial education department are: any of the disciplinary actions in level 1 to 3, referral of learner to an outside agency for counselling and application to the provincial education department for limited suspension from all school activities.

- Level 5 – criminal act which not only violate school codes but which breach the law (repetition of level 4 acts, intending to inflict major physical injury on another person (assault), intentionally using a dangerous weapon, sexual harassment, sexual abuse and rape, robbery, major theft, breaking and entering locked premises, murder).

Examples of disciplinary actions for criminal misconduct carried out by the principal and the school governing body together with the provincial education department, application to the provincial education department for expulsion or transfer of the learner from the school and allow for criminal or civil prosecutions which may follow, given that the misconduct is of a criminal nature.



It is mentioned by Zulu (2008: 2) that to meet the culture of democracy and to promote human rights, various policies were introduced including that of the ban of corporal punishment. Zulu further states that in order to keep up with the global change of the banning of corporal punishment, the Department of Education also adopted the banning of corporal punishment in order to come up with alternative forms of discipline that would promote child protection and human dignity.

2.5 LAWS OPPOSING CORPORAL PUNISHMENT AND CHILD ABUSE

Corporal punishment is officially banned according to the South African Schools Act. In addition, there are some laws in support of the South African Schools' Act which also oppose the use of corporal punishment for any kind of reason. The safety of children in South Africa is of paramount importance, as a result there are multiple regulations that were introduced to ensure that the safety of children is always considered.

2.5.1 The Bill of rights

According to Section 12 of the Bill of rights as stated in the South African Constitution (Act 108 of 1996), “everyone has a right to freedom and security of the person which includes the right -

- to be free from all forms of violence from public and private sources;
- not to be tortured in any way; and
- not to be treated or punished in a cruel, inhuman or degrading way”.

This implies that the practice of corporal punishment as a way to enforce discipline is illegal by law as it is against the highest law of the country. The physical punishment of a learner amounts to violence, torture and even treatment that is degrading, inhuman and cruel towards the child concerned. The official banning by the South African Schools Act simply aligns itself with the laws set out in the South African Constitution.

2.5.2 Child care Act

Section 11 (1) of the Child care act 74 of 1983 states that “if it appears to any court in the course of any proceedings before that court that any child has no parent or guardian or that it is in the interest of the safety and welfare of any child that he be taken to a place of safety and be brought as soon as may be thereafter before a children’s court”.

This section highlights the fact that it is very important for a child to be taken care of at all times under the supervision of a guardian or a parent. Any child that has no care provided by any of the stated parties will by law be taken to safety.

Section 16 (iv) states that “if a child lives in or is exposed to circumstances which may seriously harm the physical, mental or social well-being of the child” or as subsection (vi) states if the child “has been physically, emotionally or sexually abused or ill-treated by his or her parents or guardian or the person in whose custody he or she is” that particular child will be moved to place of safety.

This serves as proof that when it comes to the Child care act, the safety of the child is of great importance. If the livelihood of a child is threatened in any way, the child will be moved to a place where safety is guaranteed.

2.5.3 Domestic violence Act

According to section 7 (6) (a) of the Domestic violence act 116 of 1998, an individual will be denied contact with the child if the findings by the court proves that it is not in the best interest of the child to have any kind of contact with such individual who poses a threat to the safety of the child. Even according to this act, the safety of the child is of great importance and this is proven by the fact that even if the parent of the child serves as a risk towards the well-being of the child, such a parent will be denied the opportunity to have contact with his or her child.

2.5.4 South African Schools Act

Section 10 subsection 1 of the South African Schools Act states that “no person may administer corporal punishment at a school to a learner”.

This means learners are in no way expected to be physically punished in no way and failure to adhere to this rule will be an illegal act. This is further explained in Subsection 2 of Section 10 as it states that “anyone who contravenes subsection 1 is guilty of an offence, and is liable on conviction for a sentence which could be imposed for assault.

2.5.5 National Education Policy Act

The National Education Policy Act is another legislation that is against the use of corporal punishment in schools when maintaining discipline. Section 3 subsection 3 of the National Education Policy Act states that “the Minister may determine national policy for control and discipline of learners at education institutions: provided no person may administer corporal punishment or subject a student to psychological and physical abuse at any education institution”.

2.5.6 African Charter on the Rights and Welfare of the Child

As part of the member states of the Organisation of African Unity, South Africa must align itself with the laws set out by the Organisation of African Unity. Article 11 states that “parties to the present Charter shall take all appropriate measures to ensure that a child who is

subjected to schools or parental discipline shall be treated with humanity and with respect for the inherent dignity of the child and in conformity with the present charter”.

This means that whatever disciplinary measures taken against a child must at all times take into consideration the dignity of the child and the child should in no way be treated in a way that does not display humanity.

2.6 ALTERNATIVES TO CORPORAL PUNISHMENT IMPLEMENTED IN SCHOOLS

The alternatives to corporal punishment even though they are not supported by some educators as a way of enforcing discipline in learners, they are still used in other schools as a way of enforcing discipline. This is supported by Nkabinde (2007: 41) together with Khewu (2012: 198) and Dufresne *et al.* (2010: 23) whose findings revealed that the following alternative forms of learner discipline are implemented in the three schools where they conducted their studies:

- Verbal warning

This alternative method involves explaining to the learner that his or her behaviour is unacceptable and also explaining the consequences of such behaviour. Having a talk with the learner is one measure that is suggested by Holinger (2009) as he recommends that it is best to speak to the child about the unwanted behaviour rather than hitting the child. Holinger suggests that the whole importance of speaking with the child must be to ensure that the child understand the reason why his or her behaviour is unwanted.

It is all about giving the learner the direction on how to behave and simply leaving a learner with a warning. However when applying this alternative method, it is very important for the teacher to speak to the learner in a more appropriate manner. The primary purpose is to ensure that the learner does not end up being provoked to behave in a more deteriorated manner due to harmful words that may have been said.

- Extra work

Msani (2007: 61) mentions that learners are often given menial work to do around the school yard. Msani however mentions that when it comes to this alternative to corporal punishment, learners seem to enjoy it as they do it without any show of regret. The boys even sing around the school yard when they are given such menial task. According to Nkabinde, this alternative form of discipline mainly involves punishing the learner by ordering the learner to do some manual work that might involve picking up papers or watering the school garden. According to the findings by Nkabinde, extra work in the schools where he conducted his study involved manual work, it is a complete opposite compared to the findings by Khewu (2012). The findings by Khewu (2012: 198) revealed that extra work does not involve manual work but instead it involves giving learners extra work that is more academic. Based on his findings, learners are given extra school work during break time or they are even asked to complete the work they may not have completed during break time. This form of discipline may somehow be closely related to detention, but the key difference between the two is that the primary aim of detention is just to keep the learners in a detaining area for a certain period of time. The primary purpose of extra work is to detain the learner for a certain period of time but at the same time ensuring that he or she is kept busy with some work.

- Calling the parent

The findings by Khewu (2012: 204) revealed that parental involvement is an alternative method used in schools where he conducted his study. Based on his findings, teachers from various schools together with the principals admitted to the active usage of parental involvement. The reason behind the usage of this method was to understand the probable reason behind the child's bad behaviour. This is one disciplinary measure that is also supported by Holinger (2009) whereby he suggests that sometimes the best way to help a learner is to try by all means to address the child's unwanted behaviour and try to find out the reason for such behaviour through the parents. Naker and Sekitoleko (2009: 52) highlight that positive discipline encourages educators to find out the reason behind a child's ill-disciplined behaviour before punishing the child. They emphasize that it is much better to help the child in finding the solution to the encountered problem than punishing the child. The disciplinary measure of calling the parent is also used in the schools where Nkabinde (2007:

41) conducted his study. According to Nkabinde's findings, the school calls the parent of the learner to school in order to discuss the learner's behaviour in with the aim of finding out measures that can be taken to assist the learner. It is further mentioned by Nkabinde that learners are not in favour of this alternative measure because they do not want their parents or guardian to know about their bad behaviour at school. This alternative to corporal punishment is used in various schools because the best way to often assist an unruly learner is to call the parents or guardian of the learner. Dufresne *et al.* (2010: 26) confirm this as another alternative to corporal punishment used in one school where he conducted his study. He explains this method as a method whereby the educator together with the parent of the learner, try to assist the misbehaving learner by trying to find out together the reason for the learner's behaviour.

Even though this alternative is used in different schools, it is one alternative that has proved to be a bit problematic especially due to the fact that most parents do not want to get involved in their children's school matters. Most parents leave the whole responsibility of educating a child solely on the shoulders of the teachers and as a result do not even report to school when asked to come and assist with their child's behaviour. This is supported by Gifford (2010), who mentions that despite the extra measures taken by educators to invite parents for their own children's sake, there are still those parents who still do not show up upon request and they are not supportive at all.

The fact that some parents do not even show up when requested to, also serves as proof that they do not discipline the child at home and as a result such a child ends up being disruptive at school. Based on findings by Marais and Meier (2010: 6), one teacher notes that learners are not taught the whole concept of discipline at home and because of that lack of teaching, they tend to be more disruptive at school because some parents tend to leave the whole process of disciplining the child in the hands of the teachers.

- Being detained during break

This alternative method involves keeping the child in the classroom while other learners are outside playing or eating. Based on the findings by Dufresne *et al.* (2010: 23), this alternative to corporal punishment is also used in Montville High School, where learners are usually detained during the course of the day especially during break time and also on

Saturdays. Teachers are the ones responsible for monitoring those learners and they do so while they rotate. Dufresne *et al.* further mentions that Thompson High School has a weekend programme called the Saturday School whereby detained learners report to school on that day while some can come and read magazines and newspapers.

The findings by Khewu (2012: 198) also revealed that even though teachers admitted that they were still using corporal punishment, they also confirmed that other alternatives to corporal punishment such as detention were used in their schools. The findings by Khewu confirmed that teachers from both suburban and rural schools admitted to the usage of detention, whereby they confirmed that they often keep the child during break or sometimes after school whereby the learners will clean the classrooms. Despite its success, the key problem with this alternative measure is that it requires most of the educator's time. Beside the time, it is also important for the teacher to make use of this alternative measure at a time when it will be conducive, and that is the time when the learner really feels the pain of being deprived off his privileges. This is asserted by Andrews and Taylor in Wolhuter and Oosthuizen (2003: 26) who mention that it is important to apply this alternative measure at a time whereby the learner will really feel the discomfort of being detained. The reason as mentioned by Andrews and Taylor is that if the learner does not feel any discomfort, then the learner's behaviour is more likely not to change.

- Time out

Based on his findings, Nkabinde explains this disciplinary measure as a measure that involves ordering the learner to stay outside for a certain time in the company of unusual people. Purpose is to discomfort the child in order for the child to stop the disruptive behaviour in the classroom. Even though there hasn't been any research that states the success of this measure in enforcing discipline, it is one measure that is used in various schools. According to Williamson-Malloy as cited by Khewu (2012: 201), the whole process of time-out involves ordering the learner to get out of the classroom and take a walk around the school or walk to the office just to deny the learner the attention received from the fellow learners. A principal in one of the schools where he conducted his study confirmed the usage of this measure. The principal explained that learners are afraid of this measure because the minute they are seen outside they have to state the reason why to the teacher they might come across whilst they are outside.

One may argue that the main reason for the alternatives to corporal punishment is to ensure that the learners understand the reason why they are being punished with the hope that upon their understanding of the reason for their punishment, they will mend their ways. However as mentioned by the principal in the findings by Khewu, fear plays an integral role instead of understanding the reason for the punishment. As a result, Williamson-Maloy in Khewu (2012: 202) further mention that this disciplinary measure is not really a punishment because its main purpose is to allow the learner a cool off period.

The findings by Dufresne *et al.* (2010: 25) reveal that as a measure used in one of the schools where he conducted his study, the whole purpose of the cool off period is to allow the learner some time outside the classroom so that he can come to terms with his unwanted behaviour and only come back to the classroom when he is in his normal senses.

- Extra classes

Based on the findings by Nkabinde, in order to enforce discipline this measure is mainly applied to learners that did not have an opportunity to attend classes as a result of late coming, bunking classes or any other reason. Learners that miss classes are kept in the classroom during break or after school and they attend the classes they were not able to attend.

However the question that arises is whether this will not be extra workload for the teacher concerned, because teachers are expected to rest a bit from the whole teaching and learning process during break. Teaching during break time on its own serves as an additional period and teachers are expected to report to their respective classes after break time. The key question then will be, if the teacher attends learners during break time when will that teacher have time to rest?

- Community service

The Thompson School District used this alternative measure against learners who have committed serious offences. Such learners would have to do physical work that benefits the community at large for a specified amount of days. According to the Thompson School

District, this alternative measure was used on a learner that broke into the school premises and was found in possession of alcohol (Dufresne *et al.*, 2010: 26). This alternative form of discipline is closely related to that of physical work. The results by Khewu (2012: 198) reveal that some educators confirmed the usage of physical work as a form of punishment. They confirmed that they would task learners with the work in the school gardens or sometimes order them to clean the school premises.

Even though this may be viewed as an alternative form of learner discipline, disciplining learners by giving them work that will require their physical effort is often disregarded by many teachers and principals. The primary reason behind their disregard of this methods is that some learners are used to do physical work and as a result such punishment does not bring out the expected results because according to the learners that would not feel like a punishment. This is an issue that is raised by a teacher in the results by Khewu (2012: 199) whereby the teacher view this method as an ineffective method because some learners have a lot of energy and that enables them to finish the given task without feeling any pain at all.

- Prohibition rules



This alternative form of discipline helps a lot in avoiding problems before they even occur. By setting certain rules, the school makes it easier for learners to know what kind of behaviour is expected from them in order to avoid unforeseen problems that may occur. The usage of this method is confirmed in the study by Khewu (2012: 205) whereby some principals confirmed that laws such as not allowing learners to stay in the toilets and the banning of mobile phones has helped a lot in enforcing discipline.

- Modelling

It is an alternative form of discipline that speaks directly to the teachers because more often than not, learners tend to view them as their role models. This is one disciplinary method that is recommended by Holinger (2009) whereby he mentions that the way the teachers conduct themselves is very important because learners tend to copy their behaviour and often see them as their role models. This is also asserted in the study by Khewu (2012: 209), in which

a principal specified that a belief is held in his school that teachers are expected to model a good behaviour for the sake of the learners.

Beside the alternatives to corporal punishment used in the study where Nkabinde conducted his study, there are other alternatives to corporal punishment that are implemented in other schools. From the findings by Dufrense *et al.* (2010: 23) other alternative forms of discipline implemented in the schools where he conducted his study involve restitution, reflective essay and responsible thinking, withdrawal of privileges, behavioural monitoring and contracting and in-school suspension.

By comparing the findings from the study by Nkabinde (2007) and that of Dufrense *et al.* (2010), it is evident that there are multiple forms of discipline that are been implemented at schools. From the findings by Khewu (2012: 198), teachers confirmed that they were also using some alternatives to corporal punishment such as, support service involvement, partnership with other stakeholders, encouragement of values and games in order to enforce discipline.

Holinger (2009) suggests that the best way to teach a child to develop some responsibility is to try promoting talking to the child instead of physical action when the child does something wrong. Holinger emphasises that by encouraging the child to express his emotions through talking, delays him or her from being disruptive. For a child to end up taking full responsibility for his actions, Holinger recommends the following alternatives to corporal punishment:

- Talking to the child about the accepted behaviour instead of hitting the child. He also mentions that it is also important to let the child know why his or her behaviour is unacceptable.
- Assist the child to express his/her emotional state in words in order to help the child handle those emotions in a more mature way.
- Trying by all means to enhance the child's self- esteem by giving rewards and praise for every good work done.
- Be exemplary to the child as a teacher or a parent because they want to be like someone else whom they see as a role model.

Even though various alternatives to corporal punishment were implemented in various schools, the study by Cicognani (2004: 31) revealed that teachers used alternatives such as detaining learners, reporting learners' bad behaviour to their parents, having a serious talk with the learners, denying learners the privilege of activities they love as some of the alternatives they often use when enforcing discipline.

Given the fact that the alternatives to corporal punishment are implemented in different schools, the question that one may ask is, "how often are those alternative forms of learner discipline used when enforcing discipline in schools?" With reference to the conclusion by Khewu (2012: 216), participants admitted to the usage of alternatives to corporal punishment when disciplining learners but the main problem was that they were implemented in a way that is more punitive than preventive. The fact that the alternatives to corporal punishment are implemented in a punitive way simply means that the teachers do not have the knowledge of how to implement these alternatives to corporal punishment in a more proper and correct manner. As a result the whole process of implementing these measures in a punitive way simply means that corporal punishment is still in full usage when compared to the alternative forms of learner discipline.

The findings by Nkabinde (2007: 60) also support the above statement. With reference to his findings, Nkabinde concluded that the teachers are still finding it difficult to successfully implement the alternatives to corporal punishment, and as a result they end up using corporal punishment when disciplining learners. According to his findings in the schools where he conducted his study, very few alternatives to corporal punishment are used when disciplining learners and most teachers still believe that corporal punishment is the best way to discipline the learners. These findings are also asserted by Maphosa and Mammen (2011: 220) whose study concluded that teachers still understood disciplining learners to be the same as punishing learners and their way of disciplining learners relied more on punitive ways. Maphosa and Mammen further concluded that the implementation of alternatives to corporal punishment in the schools where they conducted their study was not visible at all. With reference to the above findings from different undertaken studies, it is evident that teachers still support corporal punishment and they do not have a full understanding of how they should successfully implement the alternative forms of learner discipline when enforcing discipline. Due to a lack of proper understanding of the introduced policy on discipline,

teachers tend to resort to the method they deem to be less time consuming and effective which is corporal punishment.

2.7 CHALLENGES ENCOUNTERED IN IMPLEMENTING THE ALTERNATIVES TO CORPORAL PUNISHMENT

Since the banning of corporal punishment teachers are faced with a huge problem of disciplining their children and learners as they were not trained on how to effectively use the alternative to corporal punishment (Zulu, 2008:12). Based on the findings by Zulu (2008: 51), one of the challenges related to the implementation of alternatives to corporal punishment is that learners did not view some alternatives to corporal punishment as correction for wrong doing as they would joke about them. She further mentions that other alternatives such as manual work was not considered as a punishment as most learners in rural areas did manual work at their homes on a daily basis.

What really sparks the problem is that, due to the introduction of alternatives to corporal punishment, teachers had a belief that when implementing those measures, learners would respond accordingly and there would be better discipline in their schools. The fact that learners tend to continue with their bad behaviour even after the usage of alternative measures of discipline, tends to frustrate educators even more. It is stated by Moyo *et al.* (2014: 11) that “there is tension between some measures suggested in the alternatives to corporal punishment strategy built around moral commitment and self-regulation and the punitive measures that schools use in attempting to implement alternatives to corporal punishment. This means that although alternatives to corporal punishment were initiated with a normative objective, the actual implementation is punitive and can yield unintended results, and all of the recommended alternatives seem to be yielding unintended results”.

One of the key challenges encountered with the implementation of alternatives to corporal punishment is the fact that educators more often mistaken some ways of disciplines as those that fall under the alternatives to corporal punishment, whereas in fact they are also part of corporal punishment. This simply serves as proof that teachers are obliged to introduce something that they were not properly informed on or even trained about, and this could be a mammoth task for teachers. It is articulated by Moyo *et al.* (2014: 12) that teachers usually implement alternatives to corporal punishment in a punitive way and that ends up resulting

their ways of disciplining as corporal punishment. This serves as proof that teachers are not fully knowledgeable about the alternatives to corporal punishment. This is attested by the finding by Nkabinde (2007: 44) who discovered that one of the school principals where he conducted his study only knew extra work as the only alternative to corporal punishment.

The study by Joubert and Serakwane (2009: 119) revealed that many educators find it hard to use the alternatives to corporal punishment because they are struggling to find the alternatives that can enable them to have full control of the learners, and as a result they end up being frustrated and even end up considering leaving the profession. Another challenge revealed in this study is that teachers are not getting full support from the parents of the disruptive learners.

As a matter of professional courtesy and as a way to assist continuously disruptive learners, teachers are encouraged by the Department of Education to also involve parents of learners who are involved in serious cases or when learners continue to be troublesome. What makes this exercise more difficult is when parents are not cooperative and even not responsive to the help required by the teachers. Most parents do not come to school when requested to do so by the school and some do not even monitor their children's academic progress.

This is supported by Gifford (2010) who mentions that it is sad to note that even after the steps taken by educators to assist frequently disruptive learners, there are those parents that do not give their support to teachers. They are not willing to assist and they leave all the trouble with the educators. Considering the point mentioned by Gifford, one would wonder why parents are not willing to help the educators when their children are being troublesome. The point that is more often mentioned is that, most of the parents who are not willing to assist are those parents that are not educated. It is mentioned by Mpete in Motseke (2010: 130) that most of the parents that do not have any interest in their children's academic affairs, are those that are not educated. They do not assist educators in anyway and as a result, educators do not rely on them for help as well. This simply shows that to some extent that there is lack of cooperation between the teachers and learners' parents and as a result, the alternative method of involving parents ends up being redundant.

According to the findings by Msani (2007: 60), most of the alternatives to corporal punishment, such as detention for example, are hard to apply in township schools. The reason

being that detention especially after school will require an educator to remain with the learner after school while most of the learners and teachers have already left to their different homes in fear of the violence around the community. The minute the teacher and the learner remain at school, the more they put their lives at risk.

From the study by Nkabinde (2007: 42), when punished by being given extra work, learners did not do the required work properly. By not doing the work as required, that rendered unsuccessful as the main objective of ensuring that learners learn the importance of completing and doing given task accordingly is not attained. Nkabinde also discovered that the whole process of making learners fully aware of their inappropriate behaviour often takes a long period of time, and afterwards learners still commit the same offence they were made fully aware of once again. One can also add that the main contributing factor to such behaviour is the fact that some learners come from homes where they were not taught discipline at all, and as a result they display the very same unacceptable behaviour at school. This proves that it can be very difficult to instil discipline and respect into a child especially when it is something a child is not taught from home.

The issue of time is one aspect that was raised in the findings by Nkabinde, whereby it was declared that some alternative measures such as detaining learners after school were successful but the main problem with them is that learners end up arriving home late and that ends up causing problems for the teacher. With such scenario unfolding, that simply means that teachers are then obliged to carry out such measures during school hours and such measures need time which more often teachers do not have. This is also validated in findings by Nkabinde (2007: 42) that for the alternatives to corporal punishment to be carried through successfully, they require lots of time, and the main disadvantage with that is teachers are going to lose teaching time while monitoring disruptive learners. This is also corroborated by Davids (2013: 535) whom mentions that in poorly resourced schools, detention is seen as a punishment not only to the learners but also to the teachers as they have to remain behind and monitor learners who are in detention. Multiple reasons such as learners not willing to testify especially during the disciplinary hearings, learners enjoying being locked outside during classes so that they can play, joking about the alternative measures used to punish them, teachers not having enough alternatives to corporal punishment that they can use to discipline the learners and negative responses from parents when needed to assist were also discovered

in Nkabinde's findings as reasons that made the whole implementation process more difficult.

The fact that teachers have mixed feelings about the introduction of alternatives to corporal punishment also makes the whole implementation process more difficult. Many educators still have a belief that the alternatives to corporal punishment are less effective in enforcing discipline in schools and as a result even though corporal punishment is banned, they still value it more than the alternatives to corporal punishment when disciplining learners. This is supported by Busienei (2012: 158) who mentions that teachers' varying attitudes towards the banning of corporal punishment will make the implementation of alternatives to corporal punishment difficult as some teachers will continue to use corporal punishment when disciplining learners whilst some will be using the alternatives to corporal punishment.

This clearly shows that even though the alternative forms of discipline have been officially introduced, educators have different views about this policy and it confirms that this policy has not been widely accepted by all educators. This is asserted by the findings from the study by Tungata (2006: 72) which revealed that teachers of the two schools used in his study partially approved the idea of alternatives to corporal punishment whereas they totally object some alternatives.

Save the Children in Busienei (2012: 158) further states that "teachers need to see clearly that there is always an alternative, and this can be found if corporal punishment is no longer considered as a possible tool for meting out discipline". This statement simply confirms that, for as long as teachers still believe that corporal punishment is effective in enforcing discipline, it will continuously be viewed by teachers as a way to enforce discipline in learners regardless of the introduction of alternative to corporal punishment. Based on the statements by Busienei and Save the Children organisation, the main thing that would ensure successful implementation of alternatives to corporal punishment would be to firstly eliminate the mindset of still valuing corporal punishment more than any other measure when enforcing discipline at schools. This is also supported by Cicognani (2004: 36) whom in his findings stipulate that the introduction of new alternatives in school will always be difficult because some teachers are in full support of the banning of corporal punishment whereas some teachers are opposing the ban.

According to Olivier (2010: 30), corporal punishment was mainly used in schools for two main reasons, which are to educate the importance of self-discipline and for physical intimidation as that was the only way teachers could maintain order and control. Olivier further states that “a popular argument why educators administer corporal punishment can be traced to the 150-year-old implementation of the *in loco parentis* principle. *In loco parentis* status is a familiar phrase for educators worldwide and literally means that the educator is in the place of the parent, the parent delegates his or her duty of care to the educator”. The *in loco parentis* principle might be another reason why most teachers find it hard to part with corporal punishment as they end up seeing themselves as the rightful parents of the child as a result end up seeing themselves obliged to discipline the learners in any way possible even if it means the usage of corporal punishment.

With regards to the difficulties experienced with the implementation of alternatives to corporal punishment in schools, one can conclude that the non-training of educator on how to effectively implement these alternatives serves as the main reason why the alternatives to corporal punishment are not successfully implemented in schools. This is also corroborated by Nkabinde (2007: 47) who mentions that the fact that teachers are not well trained on how to successfully implement the alternatives to corporal punishment serves as the key reason why they are experiencing challenges with the implementation.

According to the practical guide to Learner discipline and School management by the Western Cape Department of Education (2007: 1), the school’s code of conduct should be drawn up in conjunction with all the relevant people directly affected by it. That will include the teachers, together with the learners and the parents. It is emphasised by the Western Cape Department of Education that when drawing up a code of conduct, the school as a whole must reach an agreement with regard to the disciplinary procedure and the whole disciplinary process of learners should be fair and consistent, the drawn code of conduct must give the norms and values that regulate the learners’ behaviour at school and a school’s code of conduct must be drawn with an aim of ensuring that it will assist learners to develop self-responsibility.

Even though there are challenges with the application of alternatives to corporal punishment in order to maintain discipline, the findings by Motseke (2010: 130) revealed that most of the

teachers in the studied schools used alternatives to corporal punishment when disciplining learners, and as a result discipline is well managed.

2.8 EDUCATORS AND LEARNERS' PERCEPTION OF ALTERNATIVES TO CORPORAL PUNISHMENT

2.8.1 Learners' perception of alternative to corporal punishment

The findings by Tungata (2006: 71) reveal that even the learners do not prefer some alternatives to corporal punishment, especially when it involves calling their parents to school. His findings further reveal that the alternatives to corporal punishment are rarely used at schools and as a result learners have a limited knowledge about them because they are frequently exposed to corporal punishment. Based on the findings by Sedumedi (1997: 60), expressions by learners simply show that they are in support of the alternatives to corporal punishment. Learners emphasize that the alternatives to corporal punishment should not be used in a way that will humiliate them. They further mention that when teachers punish them through the alternatives to corporal punishment, they should clearly explain the reason for the punishment so that they should not repeat the same mistake again in future.

In contrast to Sedumedi's findings, findings by Msani (2007: 51) have revealed that the alternatives to corporal punishment are implemented in the Kwazulu-Natal secondary school where she was conducting her study. However the concern raised by Msani is that the alternatives do not yield the expected positive outcome for the school. Learners have boldly mentioned that they enjoy the punishment of menial work at school because the same types of work they are expected to do at school is the same as the one they do at home. One learner even mentioned that boys would sometimes sing while serving the punishment just to show that they enjoy the punishment and this leads to the punishment being ineffective. The ineffectiveness of alternatives to corporal punishment is supported by Rossouw (2003: 11) whereby most learners have declared that ever since the ban of corporal punishment, the level of discipline in their schools has deteriorated. That is the main reason learners in the study by Msani have declared that they are against the use of the alternatives to corporal punishment when enforcing discipline.

Even though that may be the case, one can still argue that what is experienced in one school may not be experienced in another school. Alternative forms of learner discipline may be ineffective in other schools but that does not necessarily mean that will be the case in other schools. This is supported by the findings from the study Maphosa and Mammen (2011: 145) which revealed that even though other alternative measures such as manual work, taking away the privileges learners may be entitled to and making learners kneel on the floor were ineffective in enforcing discipline, learners rated other measures as being effective. According to the learners, alternative forms of discipline such as being referred to a psychologist, community service, suspension and having a talk with the offenders were more effective in enforcing discipline.

2.8.2 Educators' perception of alternatives to corporal punishment

According to Ndofirepi, Makaye and Ndofirepi (2012), many teachers still criticize the alternative forms of discipline and as a result they still resort to corporal punishment because they believe it helps better in ensuring that there is proper teaching and learning. This is also asserted by Tungata (2006: 72) who according to his findings, the educators in his studies revealed that they support the alternative forms of learner discipline even though they do not support some alternatives.

One can partially blame the continuous usage of corporal punishment in schools on insufficient knowledge of alternatives to corporal punishment on the side of teachers and this is proven by the study by Ntuli (2012). The study by Ntuli (2012: 93) revealed that educators were not aware of the existence of alternatives to corporal punishment. Some educators mentioned that the alternatives to corporal punishment were not clearly defined for them to fully understand when and how they should be implemented. The teachers that are aware of their existence specified that the effectiveness of the alternatives to corporal punishment mainly depended on the type of learners they had in their school.

In the findings by Olivier (2010: 101), educators have a firm belief that the alternative forms of learner discipline are less effective in enforcing discipline and corporal punishment is more preferred when compared to the alternatives to corporal punishment. This is also corroborated by Busienei (2012: 156) whose findings revealed that teachers still find the alternatives to corporal punishment less effective in enforcing discipline even though they

still use them when enforcing discipline. According to the teachers, alternatives such as positive reinforcement and counselling are more preferable alternatives, but they still do not give better results when compared to corporal punishment.

In Olivier (2010: 93), educators highlight the fact that the ATCP are not effective at all due to reasons such as the socio-economic issues and the lack of support from the Department of Education. The educators emphasized that alternatives such as detention can be more effective after school, but it becomes impossible to implement them at such time because most learners used hired or public transport to get home. It is further mentioned by the educators in Olivier that they do not get enough support from the Department of Education especially about guideline as to how to implement the ATCP successfully. This serves as proof that the alternatives to corporal punishment are not yet fully accepted by educators as a way of disciplining learners in schools.

Research by Serekwane (2007: 95) revealed that some educators are totally not in support of the alternatives to corporal punishment because they are less strict and they give the educators less power. Educators further argue that before the banning of corporal punishment, they used to have complete control of the learners but ever since the banning of corporal punishment there is very little they can do in terms of disciplining the learners. The revelation by Serekwane is similar to that of Maphosa and Shumba (2010: 397), which revealed that most educators find it hard to enforce discipline because they feel that more power has been taken from them and given to the learners as a result of the banning of corporal punishment. It also unveiled that some educators have given up their responsibility of maintaining discipline in school.

More research has demonstrated that the introduction of alternatives to corporal punishment was simply going to be a problem as teachers had a firm believe that corporal punishment was the best way of disciplining learners. The following are educators' displeasure about the banning of corporal punishment (Department of education, 2000: 6):

- Educators believe that children will no longer have respect for them and they will not have the interest to work hard when they are not beaten. Educators also feel that by banning corporal punishment they have been stripped off their powers to enforce discipline.

- Corporal punishment is an easiest form of disciplining learners, and it is also very quick unlike the alternatives to corporal punishment that consume lots of time and they require skills which educators do not have.
- Alternatives to corporal punishment will not have any positive help especially in schools where there are gangsters and thugs.
- Without corporal punishment, children will feel that there is no discipline at school because the alternatives to corporal punishment are lenient and as a result learners will continue to repeat the same misconduct.
- Due to the banning of corporal punishment, learners' undisciplined behaviour has increased and educators have a firm believe that only corporal punishment can remedy the situation.
- Educators believe that there is no other way of disciplining disruptive learners besides using corporal punishment.
- For educators, the introduction of alternatives to corporal punishment is just as much as banning their culture of using corporal punishment.
- Teachers do not see the reason why they should not use corporal punishment especially considering the fact that they were also disciplined in such way and it did not have any negative effect on them

The findings by Naong (2007: 283) revealed that educators have become less discouraged since the banning of corporal punishment. Based on her findings, according to most of the educators in the Free State Province, the level of discipline at schools has detreorated and their love for teaching has declined as a result of the banning of corporal punishment.

Even though some educators are not in support of alternative forms of learner discipline, there are still those teachers that are in full support of alternatives to corporal punishment. In the findings by Nkabinde (2007: 42), a principal and two teachers from two schools where he conducted his study have declared that the alternatives to corporal punishment do work when enforcing discipline at school. Based on the study by Govender and Sookrajh (2014: 8), some teachers revealed that even though corporal punishment was something that was normal during their school days, they are totally opposed to it. One of the teachers preferred care and confrontation as a suitable alternative to corporal punishment whereas another

teacher emphasised that the ability to discipline learners without the use of corporal punishment relies on how you model yourself as an educator.

2.9 SUMMARY

In order to ensure that there is an effective teaching and learning process at school, it is always best to acknowledge the importance of discipline. Without proper discipline, the whole process of teaching and learning can never be effective. With corporal punishment having been officially banned in South Africa, teachers need to acknowledge the need to fully adopt and apply the alternative forms of discipline when enforcing discipline in their respective schools. Even though teachers are required to apply the alternatives forms of discipline when disciplining the learners, it is evident that the change has brought in huge challenges for the teachers as they are not well equipped on how to successfully apply these new methods when enforcing discipline.

Due to the frustration and insufficient support, even though some teachers support the new methods, many teachers are against the alternative forms of learner discipline as they view them to be unsuccessful. Even for the learners, most of these measures according to the literature, do not give any positive outcome in terms of discipline.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

In chapter two, the theoretical content on the implementation of alternatives to corporal punishment was discussed. In this chapter in order to reach the aim of the research which is to investigate the extent to which alternatives to corporal punishment are implemented in township secondary schools, the methodology adopted by the study is presented. This is the chapter where the research paradigm, research design, the participant selection, population and sampling, data collection and data analysis is discussed.

3.2 RESEARCH DESIGN

The concurrent embedded mixed methods design was used. Creswell (2009: 214) defines a concurrent embedded strategy as the strategy that involves the collection of qualitative and quantitative data at the same time whereby one design serves as the primary method and the other as supportive method.

The study utilised an embedded strategy because according to Creswell and Plano Clark (2007: 67), this strategy is important when one set of data is not enough to answer all questions. It is the strategy that is mainly used when research questions need different set of data in order to be answered. As Creswell and Plano Clark further state, "this design is particularly useful when a researcher needs to embed a qualitative component within a quantitative design". However in this study the quantitative design was mainly used to support the qualitative design. The qualitative data was collected through the semi-structured interviews held with principals and the focus group interviews held with purposefully sampled educators. The quantitative data was collected through the questionnaires filled by Grade 11 and Grade 12 learners. Creswell and Plano Clark (2011: 91) further mention that it is relevant to choose this design when there are sets of question that require the usage of both the qualitative and quantitative data in order to answer research question.

Leedy and Ormrod (2013: 258) specify that mixed methods design is not only about the collection of qualitative and quantitative data but it is also about combining findings from both methods into a single meaningful conclusion. As mentioned in McMillan and Schumacher (2010: 397), the advantages of using this method are that it supports limited findings that may be discovered from a single method and it improves the sincerity of the finding obtained when using a single method.

3.2.1 Qualitative approach

Creswell (2012: 626) defines qualitative research as a method of inquiry that involves getting information (data) by questioning the participants. In this study the researcher managed to get the needed information through a focus group interview he had with educators and a semi-structured interview he had with the schools' principals. The primary purpose for having those interviews was to examine the challenges educators are faced with in implementing the alternatives to corporal punishment and to hear the principals' recommendations on what can be done to ensure that the alternatives to corporal punishment are successfully implemented.

3.2.1.1 Participant selection

With regard to the selection of participants, purposeful sampling was used. Johnson and Christensen (2008: 239) define purposeful sampling as a sampling method whereby the researcher identifies the features that the participants must have. Once the researcher has identified those features, the researcher then identified the place where those participants will be found to collect data. In order to collect more concrete data, teachers working in township secondary schools and have been in the teaching field prior and post the introduction of alternatives to corporal punishment were purposefully selected as participants. The primary reason behind this selection is that participants have knowledge about the effectiveness of the alternatives to corporal punishment in enforcing discipline since they were introduced. This is also supported by Creswell and Plano Clark (2011: 173) as they mention that in purposeful sampling the researcher intentionally select participants that know the facts about the topic discussed. The principals were also purposefully selected because they have to oversee the running of the school and as a result they have full knowledge of their school's level of discipline.

The sampling strategy that is used was homogenous sampling. Creswell (2012: 208) explains that in homogeneous sampling the researcher selects a group of people that have similar knowledge. Johnson and Christensen (2008: 244) further mention that in homogeneous sampling the researcher extracts data from the participants through a focus group interview. The researcher had a focus group interview with the educators that have been in the teaching profession prior and post the introduction of alternatives to corporal punishment.

3.2.1.2 Gaining entry into the research sites

Firstly, in order to ensure that the relevant participants were available in all the schools, the researcher visited the schools prior to the collection of data and ensured through the principals and deputy principals that all the relevant participants are indeed available.

With regard to the whole process of collecting data, before collecting data, the researcher firstly received a permission letter from the Director of Postgraduate Studies in the Education Faculty. The letter was the one granting the researcher permission to go into the field and collect data. After receiving that letter, the researcher took the very same letter to the Mafikeng Area Office and Rekopantswe Area Office in order to seek permission to go to the concerned schools for data collection. The researcher then went to the concerned schools for data collection after the Area Office Managers granted permission to go and collect the data.

After receiving permission from the Area Office Managers, the researcher took the permission letters to each concerned school's principal asking for permission to carry on with the collection of data. Once permission was granted by the principals, the researcher made use of the Deputy Principal of each sampled school in approaching relevant participants. Consent forms were issued to the participants in order to assure them that their identity will be concealed and to formally agree to take part in the research. The researcher also explained to the participants that they should participate out of their own willingness and if they do not have the willingness to continue, they are at complete liberty to not continue. After ethical issues had been covered, the researcher had a focus group interview with the teachers. This is where the researcher was trying to understand the challenges that teachers face with the implementation of alternative forms of learner discipline together with their broader understanding of alternatives to corporal punishment.

The researcher then had a semi-structured interview with the principals of the concerned schools. The purpose of the interview was to get an understanding of how well informed the principals are about the alternatives to corporal punishment and to also get their recommendations of what they think needs to be done for them to be successfully implemented in schools. The next section gives a detailed report of all sampled schools whereby School A is the pseudonym used for the school where the piloting was done and it is not included in the sampled schools.

School B

With regard to data collection, the researcher went to School B in order to set up the appointment for the collection of data. Upon arrival the researcher was welcomed and he sat down with the school's Deputy Principal and explained every detail of his research and all the people he will need to meet with for data collection. Due to time constraints the Deputy Principal asked the researcher to leave the Grade 11 and Grade 12 questionnaires with him so that he would ensure that the requested learners completed them. After explaining every detail concerning the questionnaire to him, the final agreement with regard to the questionnaire was for the researcher to come and collect them the following day. The researcher left 40 questionnaires with the Deputy Principal for both Grade 11 and Grade 12 learners. The researcher therefore scheduled the semi-structured interview with the Principal and the focus group interview with educators for the following week. On the second day of visit the researcher went to collect the questionnaires and all 40 questionnaires were completed as requested.

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The following week, the researcher went back to school B to have the focus group interview and a semi-structured interview as scheduled. Upon arrival he met with the Deputy Principal and he arranged the 5 requested educators for the focus group interview. The five requested educators did turn up and before they commenced with the interview it was explained to them that they should not state any names in order to protect their identity. The researcher also explained to them that their identity will not be revealed and everything that they share during the interview will not put them or their work in jeopardy. The focus group interview was held in the school's boardroom and the educators shared their views during the interview.

During the interview, the researcher asked the questions and allowed each educator an opportunity to respond to each question. As the focus group interview proceeded, the researcher noted down the key points or phrases that were mentioned by the educators and also used the audio recorder for reference sake. After having a successful focus group interview with the educators, the scheduled semi-structured interview with the Deputy Principal could not take place due to work commitments. The interview was therefore re-scheduled to the following day.

On the fourth day of visit, the researcher went to school B again in order to have a semi-structured interview with the Deputy Principal on behalf of the Principal. Before beginning with the interview, the researcher explained to the Deputy Principal that he is free to stop anytime he feels like stopping because he is not obliged to take part in the interview. The researcher assured the Deputy Principal that his identity will not be revealed as no name will be mentioned during the interview. The researcher asked the questions and allowed the Deputy Principal to respond to each question before moving to the next one. During the interview the researcher noted down the important points that the Deputy Principal mentioned and also recorded the interview in an audio recorder. The Deputy Principal answered all questions as asked and above all the interview went well.

School C

With regard to School C, the researcher made all arrangements concerning the collection of data with the school's Deputy Principal. On the first day of visit, he explained to him all he needed in order to be able to collect data and after giving all the details the deputy principal kindly asked him to come the following week for he believed by then he would have arranged all the relevant people.

On the second day of visit, the school Principal was not present and the Deputy Principal had some commitments he had to attend to. On the place of the Principal and the Deputy Principal, the researcher had a semi-structured interview with the languages' Head of Department in her office. Before commencing with the interview, the researcher explained to the interviewee that she must not mention any names during the interview in order to protect her identity and any other person's identity. The researcher also explained to the interviewee that her participation in the interview is voluntary and if she felt that she could not continue

with the interview she must feel free to say so. The researcher assured the interviewee that her identity will not be revealed and as a result her job will not be put in jeopardy. In order to be able to record the interview, the researcher asked the interviewee for permission to record the interview into an audio recorder and he also explained to her the reason he needed to record the interview. During the interview the researcher asked the questions and allowed the interviewee some time to respond to each question before they could move on to the next question. While she was busy answering the asked questions, the researcher noted down important points she mentioned. The semi-structured interview went well as the Deputy Principal shared her views concerning all the questions asked.

Upon the completion of the semi-structured interview, the researcher immediately met with the arranged educators for a focus group interview. Only 4 educators turned up for the interview as some mentioned that they did not want to be part of it. The Deputy Principal's office was used as the venue to hold the focus group interview. Before starting with the interview, the researcher explained to the educators that they should not use any names during the interview to protect their identity. The researcher also made it clear to them that their participation in the interview is voluntary and if they feel that they do not want to continue with the interview they should feel free to say so. The educators were also assured that their identity will in no way be revealed and as a result their jobs will not be put in jeopardy. The researcher explained to the educators that he needed to record the interview for reference sake and before he could start recording he asked for their permission to record the interview.

During the interview, the researcher noted down some key points that were mentioned by the educators. The researcher asked the questions and allowed each educator to answer the asked question before he could move on to the next question. The focus group interview went well as educators answered all questions appropriately. After the focus group interview with the educators, twenty Grade 11 and twenty Grade 12 learners were arranged in an appropriate venue where they completed the questionnaires as requested. After completing the questionnaires I thanked them all for their time and cooperation.

School D

With regard to School D, before visiting the school the researcher firstly called in order to make arrangements for the meeting. He was given a date of appointment with the Principal and as agreed the researcher did turn up on the agreed date and time. Upon arrival the researcher waited for the Principal as he was in a meeting with other staff members. The Principal did show up and he asked the researcher to wait a few minutes so that he could attend the senior staff members for a few minutes. The researcher waited for a few minutes and afterwards the Principal did come out after their short meeting had ended.

The researcher followed him to his office and explained to him every detail of my research and the help he needed from him, the educators together with the learners. After explaining everything to him, the principal asked the researcher if he was ready to interview him so that to reduce the workload. The researcher agreed to his request and without any waste of time collected all the resource he needed.

Before starting with the interview, the researcher explained all ethical issues concerning the interview to the principal and he firmly assured him that his identity will not be revealed even after the interview. The researcher explained to the Principal that he needed to record the interview so that he could use it as a source of reference. The Principal granted the researcher permission and the whole interview was recorded in an audio recorder. During the interview the researcher asked the questions and allowed the Principal an opportunity to respond to each question before moving to another question. As the Principal was busy answering questions the researcher noted down the important points that were mentioned by the Principal. All questions were covered and the Principal did give his views. After the interview the researcher thanked the Principal and scheduled the date and time he could come again to issue out questionnaires to the learners and interview the educators.

On the second day of arrival the researcher waited for the Principal in the waiting area so that he could arrange all requested educators and learners. Whilst the researcher was waiting for the Principal he walked around the school and to his surprise the school was extremely clean. There were no pieces of papers lying around and the lessons went on very professionally. After a few minutes the Principal then showed up and took the researcher to one educator who was to help with the organising of other educators. The educator was so kind and she

was very eager to help in any way she could. The educator called twenty Grade 11 learners that were supposed to complete the questionnaire into her classroom and when they arrived the researcher explained all that was expected of them in terms of completing the questionnaire. The researcher also made it clear to them that their identity will not be disclosed and they should fill up the questionnaire honestly. The learners were cooperative and once they were done with the questionnaire the researcher thanked them for their time and contribution.

A few minutes later the researcher met with the educators for a focus group interview in one of the classrooms. Five educators did turn up as requested and they were very willing to be part of the interview. The researcher explained to the educators that they should not mention any names during the interview in order to protect people's identity together with theirs. The researcher also explained to the educators that their participation is voluntary and if they feel that they cannot continue, they should feel free to say so. The researcher assured the educators that their identity will in no way be revealed and as a result their jobs will not be put at risk because of their honesty. Before starting with the interview, the researcher asked for permission to record the interview for reference purpose and the educators granted permission. During the interview the researcher asked the questions and allowed each educator to answer the question before they could move on to the next question. As the interview continued, the researcher noted down the important points that were mentioned by educators. All interview questions were covered and after the interview the researcher thanked the educators for taking part in the interview.

After interviewing the educators, the researcher was taken to another classroom where twenty Grade 12 learners were prepared to complete the questionnaires. The researcher got into the classroom and learners did come few seconds afterwards. The researcher was formally introduced by the educator to the learners and after the introduction he explained to the learners that their honesty is very important and their identity will not be revealed. Learners did co-operate well and they silently completed the questionnaires. After they completed the questionnaires the researcher thanked them for their time and contribution.

School E

With regard to School E, the researcher called in order to make arrangements for data collection. The researcher was given the time and date he could come for collection of data by the Principal and he did show up on the agreed date and time. Upon arrival at the school, the researcher was told that the school Principal is not present and as a result he arranged all with the Deputy Principal. The suitable date for the interviews and completion of questionnaires was agreed upon.

On the second day of visit as arranged, the researcher went there to issue out questionnaires to the Grade 11 and Grade 12 learners. Twenty Grade 11 and twenty Grade 12 learners were gathered and sent to the school's auditorium to complete the questionnaires. The researcher explained to the learners the primary aim of the study and also explained to them that they should not write their names in order to protect their identity. The researcher also assured them that there is no way their identity will be revealed and he therefore needed them to complete the questionnaires honestly. Learners completed the questionnaires silently in my presence and they submitted once they were finished. After completing the questionnaires the researcher thanked them all for their cooperation and time.

On the third day of visit, the researcher was scheduled to meet the educators and the Deputy Principal for a focus group interview and semi-structured interview respectively. As the researcher arrived at the school with assistance of the Deputy Principal he waited for the educators inside the school's boardroom. Five educators did turn up as requested and after they all settled in the researcher explained to them the primary reason they were having the interview. The researcher made it clear to the educators that their participation in this interview is voluntary and whenever they felt like not continuing they are at complete liberty to not continue. He also explained to the educators that no names should be mentioned during the interview in order to protect people's identity and their own identity too. The researcher went on to confirm to them that as they participate in the interview they should feel free to express their views because their identity will not be revealed.

Before commencing with the interview the researcher explained to the educators that he needed to record the interview through the audio recorder for reference purpose and he also asked for their permission to record the interview. After the educators granted permission to

record the interview, the interview started. During the interview the researcher asked the questions and allowed each educator to answer the asked question before moving on to the next question. As the educators were busy answering the questions, the researcher was busy noting down the important points they mentioned in their answers. The interview session went very well as educators fully answered all questions as asked and they shared their views openly. After the interview session the researcher thanked all educators for agreeing to be part of the interview.

After the focus group interview the researcher waited for the Deputy Principal so that they can have a semi-structured interview but sadly they could not meet as he was held up by school matters. The researcher therefore left after they re-scheduled for another day.

On the fourth day of visit the researcher went to School E in order to have a semi-structured interview with the Deputy Principal. As he arrived at the school he met the Deputy Principal and waited for him in the reception area so that he could arrange the Principal. The researcher sat in the reception area for a very long time and he was not attended as planned. The Deputy Principal together with the Principal showed no eagerness to have the interview as they just kept passing by with no word. After waiting for hours, the researcher had to leave as he had to report at another school for data collection. After some attempts to have a semi-structured interview, the deputy principal confirmed that they cannot take part in the interview because they were overloaded with work.

School F

The first visit at School F was primarily for population information. Upon arrival I found the school's receptionist and with permission from the Principal she gave me all the information I needed. School F became one of the sampled schools and as a result I had to go back for data collection. Before heading to school F, I called in order to make arrangements but I could not get hold of the Principal even the Deputy Principal after calling multiple times. I therefore went to school F without having an arrangement so that I could meet the relevant people to make arrangements.

As I arrived on my second visit, I met with the school's Deputy Principal and I explained to him the reason I was in their school and the help I needed from him and the other staff members. He therefore asked me to leave the questionnaires so that he could distribute them

to the learners and as I come again he will arrange educators for a focus group interview. I therefore explained all details he needed to explain to learners before they complete the questionnaires and once he understood everything I left 20 questionnaires for Grade 11 learners and another 20 questionnaires for Grade 12 learners in his possession.

As I arrived on the third day I met the Deputy Principal as arranged and that is when he informed me that none of the educators is willing to take part in the focus group interview and he as well could not help as he had lots of work to do.

3.2.1.3 Interviews

As Punch (2009: 144) mentions, an interview is a very important tool in the collection of data and it is also important to understand people's perceptions and knowledge of a situation. The researcher interviewed the principal of one school (School D), the deputy principal of the other school (School B) and the department head of another school (School C) due to the absence of the principals. He also interviewed the teachers in order to get an understanding of the challenges they faced when implementing the alternatives to corporal punishment. In connection with the interview, the researcher conducted two types of interviews which are semi-structured interview and a focus group interview. He had a semi-structured interview with the principal, deputy principal and head of department of the above mentioned schools. The interviews were recorded in an audio recorder and all major points said were written on a field notes pad.

The researcher was able to conduct a focus group interview in four of the five sampled schools. All interviews were not conducted at a time that is within the formal schooling time was requested by the Area Offices. It is also important to highlight that with regard to the questions asked during the interviews (both semi-structured and focus group), the conceptual framework played an important role as to which questions to include and which to omit. Questions were produced in a way that would enable the researcher to know the extent to which positive discipline is been encouraged at the studied schools.

3.2.1.3(a) Semi-structured interview

The semi-structured interview was used to interview the principals of the five sampled schools, however only one principal was interviewed and in other schools the deputy

principal and the head of department were interviewed on behalf of their respective principals. The principals of the other two schools declined to be interviewed.

The main reason for semi-structured interview was to get as much information as possible from the participants, and this was also useful because a semi-structured interview is usually used to support the existing data which has been collected through other data collecting instruments. The semi-structured interview was very useful in supporting the data collected through the focus group interview. All answers given by the participants were based on the participant's knowledge and understanding.

The first semi-structured interview took place in the principal's office in School D immediately after school. The researcher used the field notes pad and the audio recorder to record all relevant information and the whole interview took 32 minutes. With regard to school B, the Deputy Principal's office was the venue where the semi-structured interview was held. The interview took place after school and during the interview the field notes and audio recorder were also used to record the important points that were mentioned. The whole interview in School B took 13 minutes. In School C the interview with the Head of Department for languages took place in her office during the sports period which was right before after school. The researcher used the field notes pad and the audio recorder to record the relevant information. The whole interview in School C took 15 minutes.

3.2.1.3(b) Focus group interview

McMillan and Schumacher (2010: 487) define a focus group interview as an interview that involves a small group of people whereby a particular subject or problem is discussed and assessed. The primary reason for using this instrument was to get the data from an arrangement that is not intimidating so that the participants can give honest answers. This is also corroborated by Check and Schutt (2012: 206) as they mention that a great focus group interview enables one to get honest answers from the interviewed group. The focus group interview was used in order to collect data from the educators. From each school, five educators took part in the focus group interview and it is in only one school where only four educators took part. According to Creswell (2012: 218), a focus group interview is usually conducted using a small group of people which may consist of four to six participants. The main purpose of involving them was to get an understanding of the challenges they are faced with in implementing the alternatives to corporal punishment.

In order to distinguish the voices of the educators when writing down important points mentioned during the interview, each educator was given a letter which served as his or her pseudonym. Before answering a question during an interview, the researcher would permit an educator to answer by calling out his or her pseudonym before answering.

3.2.1.4 Data analysis

Cohen, Manion and Morrison (2000: 147) define data analysis as a method that involves the arrangement of data in such a way that the participants' responses to the asked questions can make a broader sense. Johnson and Christensen (2008: 96) specify that in order to make sense of the collected data, the data will require some reduction and interpretation.

When analysing the qualitative data, the following procedure by Creswell (2007: 150) was used:

- After collecting the data, the researcher started off by looking for recurring responses with the primary aim of reducing the whole set of collected data. This is where the researcher transcribed the collected data by listening to the participants' recorded responses and noting down them down. The researcher transcribed the data in order to simplify the separation of their responses and to break them down into smaller units so that he could identify the recurring responses.
- The researcher then frequently read through the data in order to make general sense of the participants' responses. That is when the participants' responses were coded and categorised according to their common themes. Some categories had more codes and other categories had fewer codes all depending on the participants' responses.
- After identifying common themes from the participants' responses, the researcher explained the common themes identified, put those themes separately according to their relationship and made an interpretation of how the themes relate.
- The researcher then put the collected data in a simpler state in order to simplify the participants' responses.

From there on, the findings obtained from the qualitative data was compared with those findings obtained from the quantitative data in order to see if the findings from the quantitative data do support those findings from the qualitative data.

3.2.1.5 Trustworthiness

According to Punch (2009: 358), member checking involves the checking of data interpretation with the people that are being studied. In order to ensure trustworthiness of the qualitative data, before finalisation of interpretations, I shared my interpretations with the participants in order to ensure that they fully agreed with how the researcher interpreted the data and to also ensure that there were no misunderstandings. From there on the researcher also gave the final report to the participants in order for them to comment on that final report. In order to ensure credibility of the data, the pilot study was done using the school that was not part of the sampled schools.

3.2.2 Quantitative approach

Maree (2010: 145) defines quantitative research as an organised way of collecting data in numbers from a certain group extracted from a population and analysing that data in order to get the findings that will represent the population that is being studied. In this study, the responses received from the learners as respondents through questionnaires served as quantitative data. The collect data from the respondents was used to determine the extent to which alternatives to corporal punishment are implemented in Mahikeng Township Secondary Schools.

3.2.2.1 Population and sampling

3.2.2.1(a) Population

Punch (2009: 359) defines a population as an aimed large group of people about whom a certain understanding would like to be developed. For this study, the population consisted of ten township secondary schools of Mahikeng. From those ten township secondary schools, seven schools are under the Mafikeng Area Office and the remaining three are under the Rekopantswe Area Office. The schools which are part of the Mahikeng Area Office are Lapologang Secondary School, Mmabatho Secondary School, Kebonang Secondary School, Danville Secondary School, Mahikeng Secondary School, Sol Plaatje Secondary School and Letsatsing Secondary School. Those that are part of Rekopantswe Area Office are Batswana Commercial Secondary School, Kebalepile Secondary School and Boitseanape Secondary

School. The quantitative data mainly focused on Grade 11 and Grade 12 learners as they were the ones to fill in the questionnaires. The total population (N) of Grade 11 and Grade 12 learners from sampled schools is 1561 learners.

3.2.2.1(b) Sampling

According to Punch (2009: 359), a sample is a small group of people that is drawn from the population, from which data is collected. In terms of sampling the schools, the researcher used simple random sampling to select the schools that will be used in the study and in the qualitative study he used purposive sampling to select the educators and the principal. The whole random sampling was done in the presence of the supervisor in order to ensure that there is transparency. Creswell (2012: 143) defines simple random sampling as the kind of sampling whereby the researcher chooses certain participants from the whole population so that all participants may have an equal chance of being selected. In the presence of the supervisor the names of the ten schools were written on small papers that were cut by the same sizes. The small papers were well folded and put into an envelope and the researcher drew out the five schools that served as the sampled schools. The sample was made up of five randomly selected township secondary schools in Mahikeng. The five schools served as 50% of the population and that served as a justifiable number to represent the whole population.

From the sampled schools the total population of learners (N) was 1561. The researcher then used 10% of the population for the sample. The total 10% amounted to 156.1 and the researcher rounded the figure to 200. The reason for rounding the figure is because 200 is an even number and it is easy to work with statistically.

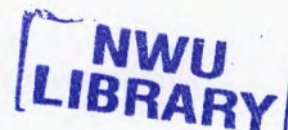
The researcher randomly sampled the grade 11 and grade 12 learners. In each of the five schools 40 learners were needed, which meant 20 grade 11 and 20 grade 12 learners. When sampling the learners, the total number requested from each grade which is 20, was divided by the number of classes for each particular grade. That gave us the total number of learners that would be needed from each class to fill out the questionnaires. Learners' names were represented by their class list numbers all depending on the number of learners in each class. Two envelopes were used in order to divide learners in each class according to their genders. The class list numbers were written down on small pieces of paper and inserted into envelopes, one for boys and the other for girls.

In the presence of the assisting educator, the numbers were randomly drawn from the envelope for each and every class with the aim of ensuring that all learners had the same opportunity of being used in the study.

3.2.2.1(c) Data collection process

With regard to data collection, the focus was primarily on the learners to provide the quantitative data. The researcher used the questionnaire as data collection instrument used to collect data from the grade 11 and grade 12 learners. The researcher went through the whole questionnaire together with the learners so that they can have an understanding of what is expected from them. In School C, School D and School E the researcher explained to the learners to not write their names in order to not reveal their identity. He asked them to complete the questionnaire honestly and gave them an assurance that their identity will not be revealed. In order to ensure that learners do understand all contents of the questionnaire, the researcher stood by while they were busy completing the questionnaires. In School B and School F the researcher explained all important points to the Deputy Principals with an agreement that they will explain those important points to the learners as they issue out the questionnaires to them. After collecting the whole quantitative data, the researcher then took the data for proper analysis in order to have the findings.

3.2.2.2 Questionnaires



McMillan and Schumacher (2010: 489) define a questionnaire as a set of written questions that are used to determine people's belief or attitude about a particular subject. Questionnaires were mainly used in order to collect the quantitative data from the grade 11 and grade 12 learners. With the assistance of the deputy principal in some schools and the educator in another school, 20 grade 11 and 20 grade 12 learners were randomly selected to complete the questionnaires. The researcher gave clarity where it was needed in order to assist the learners in completing the questionnaires.

The questionnaires were used to quantitatively determine the extent to which the alternatives to corporal punishment are used when enforcing learner discipline. The closed-ended questions were used to collect data as they allowed the researcher to scale the responses of the learners with the aim of determining the extent of the usage of alternative forms of learner

discipline in their respective schools. The structuring of the questionnaires was mainly guided by the conceptual framework the aim of which was to quantitatively establish the extent to which positive discipline is being encouraged when disciplining learners.

3.2.2.3 Data analysis

With regard to the analysis of data, the data was analysed using the Statistical Package for the Social Science (SPSS) software. Before capturing the data into the SPSS software, the researcher arranged all questionnaires according to their respective schools. All questionnaires for school B were put separately and other questionnaires from Schools C to School F were also put separately aside. Once the questionnaires were separated according to their respective schools, they were then captured into the SPSS software and analysed.

The findings from the analysed quantitative data were then compared with the findings from qualitative data analysis in order to establish as to whether they yield the same results.

3.2.2.4 Reliability and validity

Creswell (2012: 159) defines reliability as having the instruments scores that are consistent whenever those particular instruments are frequently tested. This is also supported by Maree (2010: 147) who explains reliability as a concept that talks about the repetition of the results obtained from the research instruments. Leedy and Ormrod (2013: 101) define validity as the level at which the results obtained from the research does accurately allow the researcher to draw a conclusion. When ensuring reliability in the study and also validating the research instruments, the quantitative researchers usually test the results of the instrument on different occasions in order to see if the results obtained on those occasions will be similar or not. This is corroborated by Leedy and Ormrod (2013: 91) who mention that researchers often use different forms such as interrater reliability, test-retest reliability, equivalent forms reliability and internal consistency reliability in order to confirm the reliability of the findings. Maree (2010: 80) states that quantitative researchers often use triangulation method in order to validate their findings. A hypothesis is drawn and once it has been drawn different forms of data collecting instruments are tested against each other to see if they will yield similar results.

In this study, reliability and validity were ensured by using the pilot study. The pilot study helped the researcher to determine the extent to which all the data collecting instruments would be able to measure what they were supposed to measure. The issued out questionnaires' reliability was tested using the Cronbach's coefficient alpha. According to Johnson and Christensen (2008: 149) coefficient alpha is the formula that determines the level of consistency of test results when the test is done in different situations. It is further stated by Johnson and Christensen that for the test to be declared valid and acceptable, the end value of the coefficient alpha in a test must be at least 0.70. Using the Cronbach's alpha the questionnaires gave a value of 0.913 which is above the cut-off point of 0.7. That value simply meant that it is acceptable for the researcher to continue with his study.

3.2.2.5 Pilot study

The researcher conducted a pilot study in the school where he is employed. The main objective was to discover questions that may be hard for respondents to answer and those that would make the respondent to feel uncomfortable in answering. The piloting of the instruments was to also assess if the findings discovered from the different schools would be similar to those of the sampled schools. Above all the purpose of the pilot study was to identify all possible impediments that needed clarity. It was also to ensure reliability and validity.

In the pilot study the researcher had a focus group interview with three teachers from his school, because those were the only educators that were willing to participate in the interview after all educators were kindly asked. The focus group interview was held in the school library during break time. Before starting with the focus group interview, the researcher explained to the educators all ethical issues concerning the interview. He however emphasised to them that their identity will not be revealed and they should answer the questions freely. The researcher kindly asked to record the interview in an audio recorder and the educators gave me permission to do so. During the interview he gave each educator an opportunity to answer every asked question before moving to the next question. The educators shared their experiences and knowledge very well.

After having a focus group with the educators, the researcher issued out 15 questionnaires to grade 11 learners and another 15 to grade 12 learners after schools hours. A vacant classroom was used for the learners to be able to complete the questionnaires uninterrupted. The researcher explained to the learners that their identity will not be revealed and they should answer the questionnaires honestly with no fear.

3.2.2.6 Implication of the difference between planned and actual data

With regard to the collection of data, it is important to highlight that not all participants took part in the collection of data. The initial plan was to have a focus group interview with 5 purposefully selected educators in each sampled school and to also have a semi-structured interview with the principal of each sampled school. In one school which is school F, no interview took place. The required participants made it clear that they do not want to be part of the research because they had lots of work to do. The scope of the planned data was also narrowed by the fact that it was only in one school (School D) where the principal of the school was interviewed. In other schools (School B and School C) the school's Deputy Principal and the Head of department were respectively interviewed on behalf of their principal. In school E, the Principal was not interviewed as well due to the heavy workload. Based on the responses from the educators and the principals, the researcher identified heavy workload as the common reason why educators and some of the principals chose not to participate in the interviews.

With all these implications, one can highlight the fact that even though the number of planned participants was lessened, an idea of what really happens in the schools was brought across. The huge implication is that the narrowed figure of participants makes it impossible for the study to be generalised.

3.3 CONCLUSION

This chapter was mainly about the methodology and the research design that was used in this study. It clarified the measures that were undertaken by the researcher in order to be able to collect the data required to answer the research question together with the sub-questions. The next chapter will focus on the analysing and interpretation of data.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

In chapter 3, the focus was on the research design and methodology. In this chapter both the qualitative and the quantitative data are presented, analysed and interpreted in the order of the research objectives presented in chapter one. The qualitative data was collected through focus group interview and semi-structured interview. The quantitative data was collected through the questionnaires.

4.2 PRESENTATION AND ANALYSIS OF DATA

In this chapter data is presented as follows: First attention is given to qualitative data which is presented according to the participants' responses and then interpreted. After the presentation of qualitative data, quantitative data are presented using the pie charts, graphs and tables. The quantitative data are analysed to search for similarities between the qualitative data findings and the quantitative data findings. The qualitative data was derived from the educators and the principals through a focus group interview and a semi-structured interview respectively. The quantitative data was derived from the grade 11 and grade 12 learners through the questionnaires. The next section outlines the presentation, analysis and interpretation of both qualitative and quantitative data. Firstly the qualitative data is presented, analysed and interpreted. From there on the quantitative data will be presented, analysed and interpreted. The first part deals with the presentation, analysis and interpretation of the quantitative data. With regard to the pseudonyms given to the schools, the school used for piloting was named School A and the five sampled schools were named School B, School C, School D, School E and School F.

4.2.1 Qualitative data – Focus group interview

The primary objective of having a focus group interview was to examine the challenges that educators face in implementing the alternatives to corporal punishment when disciplining

learners. The primary objective of having a focus group interview with educators was to understand the challenges that educators face with the implementation of alternatives to corporal punishment. The most common challenges that were stated by educators are as follows:

4.2.1.2 Challenges encountered by educators in the implementation of alternatives to corporal punishment

a. Time consuming

The point that the alternative forms of learner discipline are time consuming was expressed by most of the educators interviewed. This was mentioned by Educator F in School D. Educator F pointed out that when an educator is to detain learners, that particular educator must be in the company of learners to ensure that detention takes place. This in return also consumes the educator's time as she could have been busy with other work activities.

This was also pointed out by Educator C in School C. The educator pointed out that the fact that they have to spend a lot of time ensuring that the disciplinary measure they come up with is done successfully makes the whole implementation difficult. Even in School E, Educator D mentioned that the fact that the alternative forms of learner discipline require some time made makes the whole implementation difficult. Educator E in School E also aligned herself with that point.

b. No change in learners' behaviour

Another point that was mentioned by educators is that the alternative forms of learner discipline do not help in transforming learners' ill-disciplined behaviour. Educator G in School D mentioned that when disciplining learners through these measures, only small number of learners may react positively to the disciplinary measure. According to her experience, other learners continue misbehaving even after they have been punished.

Educator H in the same school (School D) also elaborated on that point mentioning that the same learners continue being punished and still they continue to misbehave. They do not change their behaviour after the punishment to show that they learned something.

At School B, Educator D mentioned that the learners are so used to the alternative forms of learner discipline that they do not even feel that they are been punished. The Educator pointed out that because of that fact, learners just continue to misbehave. This was also corroborated by Educator E in the same school (School B), as she mentioned that the learners seem to enjoy when punished through the alternatives to corporal punishment. Educator B was supported by Educator A as he emphasized that learners indeed enjoy the alternatives to corporal punishment. Educator B and Educator C also mentioned that the fact that learners continue with their ill-disciplined behaviour even after they have been punished tends to make it hard for them to implement the alternative forms of learner discipline.

At School C, Educator B complained about the alternatives to corporal punishment. According to the Educator, they are not effective because learners still repeat the same offences over and over after they have been punished and that makes it hard for them to implement them again as they do not bring out positive results out of the learners. Educator D in the same school (School C) also complained about the lack of positive results. According to the educator the learners are just used to the alternatives to corporal punishment and they do not see them as a punishment.

In School E, Educator C also pointed out that the alternatives to corporal punishment are a challenge because when used to discipline learners, learners just continue with their ill-disciplined behaviour.

c. Not been well trained

In School B, Educator E raised a very critical issue whereby she mentioned that the fact that they were not trained on how to successfully implement the alternative forms of learner discipline may be a contributing factor to their lack of success in changing learners' behaviour. This was confirmed by Educator B as she mentioned that the fact that they do not know how to implement these alternatives to corporal punishment makes the whole disciplining of learners very difficult. This was also supported by Educator C as she mentioned that the whole implementation of alternative forms of learner discipline is difficult because they have no knowledge of how to implement them successfully.

d. Lack of parental support

In School C, Educator A mentioned that lack of parental support is one aspect that makes it difficult for them to implement the alternatives to corporal punishment. According to the Educator D in School E also raised this point as she mentioned that sometimes there is too much external interference. She emphasized that sometimes when parents are supposed to help them in disciplining a learner, a parent defends a learner instead. She further mentioned that sometimes some parents use their political powers against them. Educator A (in School E) mentioned that sometimes they would call a parent to school in order to assist in disciplining a learner and a parent would not come at all. This was also supported by Educator E as she specified that many parents do not help in disciplining the learners.

e. Learner resistance

Educator A in School C mentioned learner resistance as one element that makes the whole implementation of alternative forms of learner discipline to be very difficult. According to the educator some learners would resist when they are been punished. This was also supported by Educator B (in School C) who mentioned that some learners would just refuse to be punished and that poses a huge challenge.

The point of learner resistance was also mentioned by Educator B in School E. The educator pointed out that learners do not corporate well sometimes when they are being punished and as result that makes the whole implementation difficult. He pointed out that most learners do not see the alternatives to corporal punishment as a corrective measure and as a result they refuse to corporate.

f. Creative thinking

In School D, Educator I pointed out that one key challenge she encounters in implementing the alternative forms of discipline is that fact that they require one to come up with creative punishments that would correct learner behaviour. According to the educator, they often require an educator to think deeply before punishing the learners.

This was also supported by Educator G (in School D) as she mentioned that learners have different personalities and because of that fact, a similar disciplinary measure does not bring out similar results towards learners' behaviour. According to the Educator, they are forced to think of disciplinary measures that can help all learners within a short space of time.

4.2.1.3 Semi-structured interview responses from the principal, deputy principal and the head of department

From the interview held with the Principal of School D, the Deputy Principal of School B and the Head of Department of School C, it is evident that discipline is a problem in the sampled schools. The Principal of School D did mention that the problem of discipline is experienced in his school. The Principal's response was *"We do have a problem of discipline in our school and I can also say no. The primary reason been there are those learners that are troublesome in our school and there are those that are not troublesome at all. But above all in general sense the problem of discipline is something that we experience in our school but it is not that bad."* The Deputy Principal of School B did also mention that discipline is a problem in their school and his response was, *"Learner discipline unfortunately is inherent in the system and it is something that we do experience in our school."* The Head of Department for School C also confirmed the existence of discipline problems as she agreed that they experience learner discipline problem in their school.

With regard to the seriousness of the problem, the Head of Department in School C said *"Compared to other schools in the vicinity, the problem is much less."* The Deputy Principal of School B said *"It is a serious challenge, basically it is problems about the basic conduct in class, the respect for educators and class in general together with the attitude towards school work. Those lead to a serious discipline problem in our school."* The Principal of School D responded by saying *"The discipline problem is not that serious. We only have few cases there and there but in general the problem is really not that serious in our school."*

When questioned about their knowledge of the alternatives to corporal punishment, the response from the Principal of school D was *"We usually make some means to acquire as much information as possible about the alternatives to corporal punishment through the research and documents provided by the Department of Education. We someday invited a*

specialist to educate us about the alternatives to corporal punishment and even those we do not have full knowledge we make means to know a little bit at times. The Head of Department of School C's response was "I do not have any papers with me but I know that we must give them alternatives such as cleaning the yard, cleaning their classrooms, picking up the papers and giving them extra school work." The Deputy Principal from School B's response was "Yes, there is information one can get from documents supplied by the department of education and there was a training provided in the 1990s. More to that we gather more information as we attend workshops and so forth."

With regard to a formal training that was offered by the Department of Education, the Deputy Principal of School B said, *"I have never heard of a training organised by the Department of Education and I haven't attended one. All I know is that they often offer advises on how to use them during meetings but there has never been a formal training on how we should implement them."* The Head of Department from School C responded by saying *"I have never heard of any training at all as to how we should implement these alternatives to corporal punishment."* This was also supported by the Principal of School D as he said *"I do not recall the Department of Education offering training ever since I the alternatives to corporal punishment were introduced."*

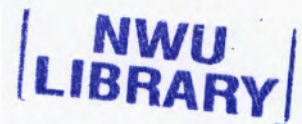
The school heads were then asked if there are documents about the alternatives to corporal punishment in their school, and the response from the Principal of School D was *"Yes there are some documents in the school that we more often refer to for guidance when disciplining the learners. Some are from the Department of Education and some are the ones we have researched about."* The Deputy Principal of School B said *"There are documents that guide us how discipline should be approached which were issued by the Department of Education."* The Head of Department from School C said *"Yes we have disciplinary committee that deals with disciplinary issues and yes we do have the document."*

The school heads did mention that there are common alternatives that they often use to discipline learners and the Department Head of School C said *"More often we ask the learners to pick up papers, to clean their classrooms and in some instances we detain them during break."* The response from the Deputy Principal of School B was *"More often we use the cool-off period whereby the learner will be asked to stay outside for a while so that he can try to come back into the classroom in a more disciplined mood. I also encourage a one-on-one conversation whereby the learner will be asked to explain reasons for his or her*

behaviour. But in serious cases we often invite the parent so that they can intervene when their child is more disruptive."

The Deputy Principal of School B said *"The alternatives to corporal punishment are time consuming and sometimes when using them towards the learners, it is often hard to convince the learners that their ill-disciplined behaviour is wrong because they just continue with their bad behaviour"* when asked about the challenges they encounter when implementing the alternatives to corporal punishment. The response from the Head of Department in School C was *"The alternatives to corporal punishment are really time consuming because when implementing them the educator must monitor the learners."* The Principal of School D responded by saying *"The alternatives to corporal punishment are a bit challenging to implement especially when you look at time consumption. But also what makes the whole implementation difficult is the fact that teachers are not for a change at all. Some are still in favour of corporal punishment."*

With regard to the effectiveness of the alternatives to corporal punishment, the Principal of School D said *"The alternatives to corporal punishment are successful in maintaining discipline but I believe corporal punishment could help there and there especially in exceptional cases."* The Head of Department of School C said *"The alternatives to corporal punishment are somehow working in enforcing discipline but most of them are not working at all."* The response from the Deputy Principal from School B was *"Yes and No because it all depends on the learners' attitude. There are those learners on whom it brings out positive behaviour but for others it does not bring out a positive behaviour."*



The school heads were then asked if they think the re-introduction of alternatives to corporal punishment could help in maintaining discipline and the response from the Deputy Principal of School B was *"Corporal punishment would not help at all. So its re-introduction will not help at all."* The response from the Head of Department of School C was *"Corporal punishment will not help at all. I have been teaching for a very long time and I have never really used corporal punishment and I do not think it should be re-introduced."* The Principal of School D said *"I do not think corporal punishment has a place in a current age and I do not think it will be re-introduced. But above all I feel corporal punishment should not be re-introduced unless in exceptional cases."*

In connection with the recommendation to the Department of Education on what should be done to ensure that there is successful implementation of alternatives to corporal punishment, the Deputy Principal of School B said *"The Department of Education must encourage parents to be more involved in their children's academic affairs. Most of the parents seem not to care and that needs to stop."* The Head of Department of School C said *"Parents need to be educated more about their importance in their children's' education. Most of the parents are not aware of the important role they play in the education of their children and that is because of the lack of education."* The response from the Principal of School D was *"The Department of Education needs to be more supportive. The Department should play a more supportive role to the schools in general so that the schools can run smoothly. Teachers feel that they are on their own and because of that they tend to not work peacefully."*

Based on the responses given by the participants, it is evident that the problem of discipline does exist in all the three schools. The discipline problem is mainly serious in School B whereas it is much less in School C and not that much in School D. The participants did admit that they are aware of the alternatives to corporal punishment. The participants also mentioned that they are not aware of any training provided by the Education Department about the implementation of alternatives to corporal punishment. According to the participants, there are documents on the alternatives to corporal punishment in their respective schools. With regard to the most common disciplinary measures used, different alternatives to corporal punishment were mentioned by the participants. The most common forms of learner discipline that are however used by most of the schools, if not all, are cool off period, involvement of parents and detention. When it comes to the difficulty experienced with the implementation of alternative forms of discipline, participants mentioned they are difficult to implement because they are time consuming and the other participant mentioned that the fact that educators are not willing to adopt to change. With regard to the success of the alternatives to corporal punishment, participants did mention that they are successful even though it is not at a satisfactory level. The participants also mentioned that the re-introduction of corporal punishment would not be helpful in enforcing discipline but one participant however mentioned that it would be helpful in exceptional cases. The recommendations that were stated by the participants are that then involvement of parents should be encouraged and the Department of Education should be more supportive to the schools.

The primary aim of having a semi-structured interview with the school principal or the deputy principal was to get their recommendation to the department of what the Department should do to help in improving discipline in schools. Listed below are the recommendations said.

4.2.1.4 Principals' recommendations on how to help in improving the level of discipline in schools

a) School B's Deputy Principal

According to the deputy principal of School B, the Department of Education should work hard at encouraging the involvement of parents in their children's academic work. The Deputy Principal also mentioned that the authorities should also play a visible role in order to ensure that learners do not continuously misbehave.

b) School C's Department Head

According to the Department Head of School C the Department of Education should educate parents more about their importance in their children's academic work. She also mentioned that uniformity with regard to same disciplinary measures used at school and at home should be encouraged.

c) School D's Principal

The principal of School D mentioned that the Department of Education should support the schools a little bit more. The principal mentioned that more support is given to the learners instead of the school or educators.

Based on the recommendation by the principal, deputy principal and the Department head, it is important to highlight that as part of the school management team, their primary concern was mainly on the role played by the Department of Education and parents. As part of the school management, the interviewee showed no concern about the alternatives to corporal punishment. They perceived them to be good measures that can be used to encourage positive discipline in their respective schools. However based on their responses, their main concern was that for the alternatives to corporal punishment to be used successfully it would be of primary importance for the Department of Education together with the parents to play a more visible and positive role in the schools.

4.2.2 Quantitative data - Questionnaires

The quantitative data presented below was collected through the questionnaires from Schools B, C, D, E and F. The questionnaires were filled in by Grade 11 and Grade 12 learners. These learners were mainly selected because they are the learners with whom serious cases are experienced at schools and they have been in school for a much longer period compared to other learners. The qualitative data is divided into 3 parts being Part A, Part B and Part C. Part A explains the demography of learners, part B focuses on disciplinary problems encountered at schools and part C focuses on disciplinary measures used at schools.

Part A: Demographics

4.2.2.1 Response rate

The total number of questionnaires distributed to respondents was 200. All the questionnaires were administered in the Mahikeng Township Secondary Schools. Out of the total of 200 questionnaires distributed, 200 were completed and returned which is 100% response rate of the respondents.

4.2.2.2 Personal information analysis

This section depicts the personal data of the respondents.

Figure 4.1

Grade of learners

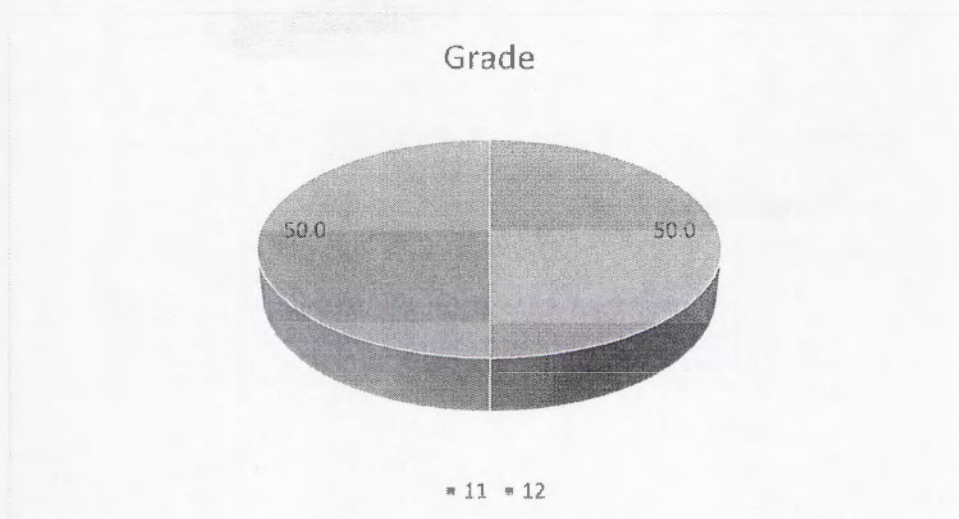


Figure 4.1 depicts that 50% of the respondents are in grade 11 and the remaining 50% are in grade 12. The questionnaire was equally distributed to both grade 11 and 12 learners.

Figure 4.2

Gender of learners

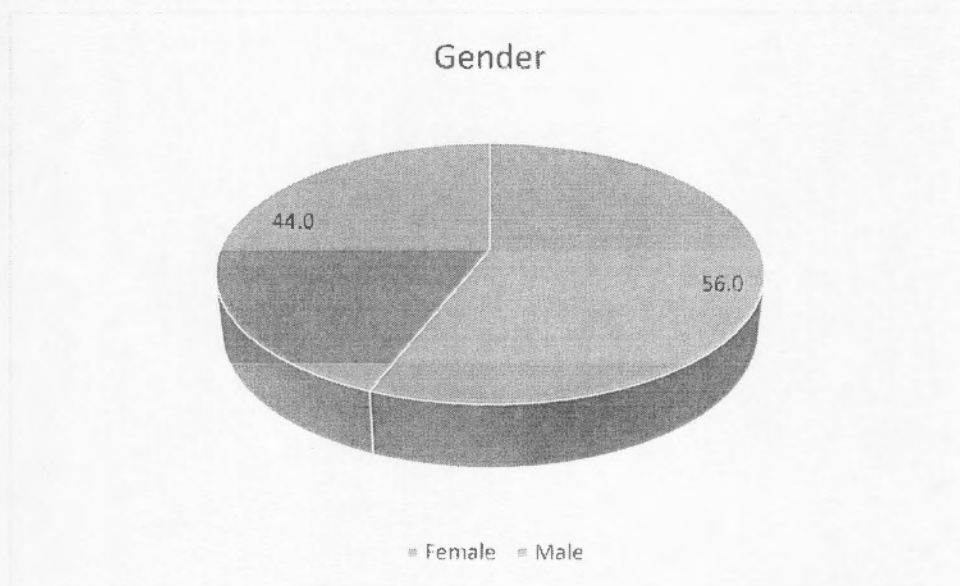


Figure 4.2 above shows that the majority of the respondents were females with 56.0%. The minority was males with 44.0%.

Figure 4.3

Learners' age group

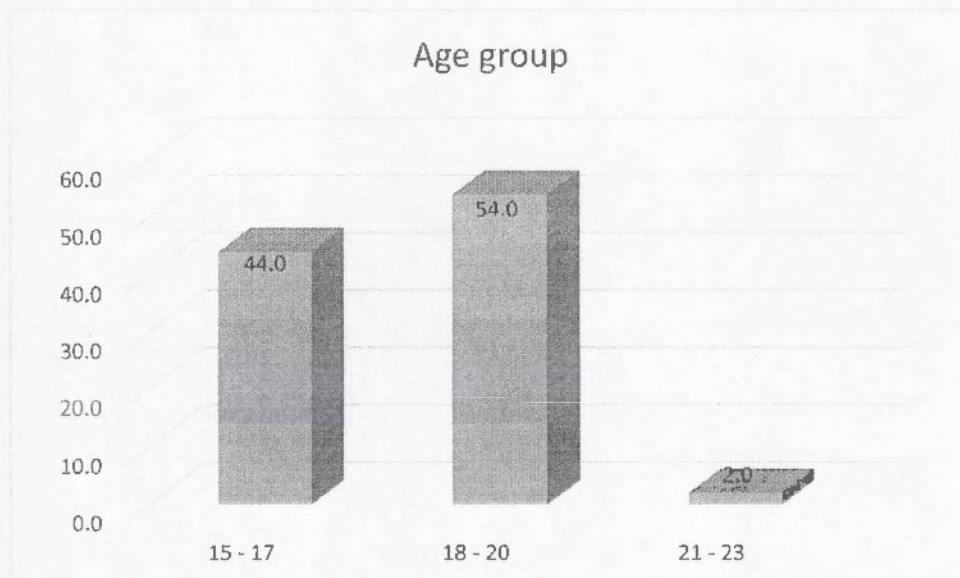


Figure 4.3 depicts the age groups of the respondents in which the majority (54.0%) of the respondents were between the ages of 18-20 category, followed by the 15-17 with 44.0% and the least (2.0%) were in 21-23 category.

Part B

4.2.2.3 Disciplinary problems encountered at school

Table 4.1(a): Learner discipline problems

STATEMENTS	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE	TOTAL
	5	4	3	2	1	
Absenteeism	38(19.4%)	108(55.1%)	24(12.2%)	15(7.7%)	11(5.6%)	196(100)
Late coming	85(42.7%)	91(45.7%)	8(4.0%)	9(4.5%)	6(3.0%)	199(100)
Bunking classes	52(26.1%)	77(38.7%)	40(20.1%)	17(8.5%)	13(6.5%)	199(100)
Noisemaking	82(42.3%)	69(35.6%)	23(11.9%)	11(5.7%)	9(4.6%)	194(100)
Fighting	22(11.3%)	51(26.3%)	59(30.4%)	35(18.0%)	27(13.9%)	194(100)
Stealing	64(33.0%)	74(38.1%)	26(13.4%)	14(7.2%)	16(8.2%)	194(100)
Swearing	67(34.4%)	47(24.1%)	26(21.0%)	26(13.3%)	14(7.2%)	195(100)
Drinking alcohol during school hours	16(8.2%)	15(7.7%)	47(24.0%)	44(22.4%)	74(37.8%)	196(100)
Smoking (cigarettes)	70(35.4%)	59(29.8%)	35(17.7%)	8(4.0%)	26(13.1%)	198(100)
Drug abuse	32(16.1%)	35(17.6%)	56(28.1%)	27(13.6%)	49(24.6%)	199(100)
Rape	6(3.0%)	0(0.0%)	19(9.5%)	23(11.6%)	151(75.9%)	199(100)

Table 4.1(a) presents the responses to the questions relating to Learner discipline problems. The respondents were requested to respond to eleven statements thereof. They were asked to rate each item on a scale of 1 to 5 (1=strongly disagree; 2=disagree; 3=no sure, 4=agree and 5= strongly agree). From the above presented data, it is evident that absenteeism is a problem in Mahikeng Township Secondary Schools. From studying the ratings, the highest percentage is in the item where learners agree that absenteeism is a problem in their schools. 55.1% of the learners do agree that absenteeism is a problem whereas 19.4% strongly agree. Together they give a combined percentage of 74.5%. Beside absenteeism, late coming late coming is

also a problem in those schools as 88.4% (combination of agree and strongly agree items) confirm existence of this problem in their school.

Above all, judging from the learners' responses, it is evident that there is a huge disciplinary problem in Mahikeng Township Secondary Schools. The above presented responses do confirm that except for disciplinary problems such as drinking alcohol during school hours and rape, the other disciplinary problems have a much higher ratings in the agree and strongly agree items. Reference can be made to a disciplinary problem such as swearing. 27% of learners do agree about this problem whilst 34.4% of the learners strongly agree about this problem. Reference can also be made to the disciplinary problem of bunking classes. The overall percentage of 64.8% (combination of agree and strongly agree items) does confirm about the existence of this problem. The above presented responses does prove that there is a huge disciplinary problem in Mahikeng Township Secondary Schools as most of the learners do fight, steal, bunk classes, consume drugs and even come late to school.

Table 4.1(b): Learner discipline problems

STATEMENTS	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE	TOTAL
	5	4	3	2	1	
Not doing assigned work	30(15.2%)	100(50.8%)	34(17.3%)	18(9.1%)	15(7.6%)	197(100)
Possession of dangerous weapons	12(6.1%)	21(10.7%)	61(31.0%)	39(19.8%)	64(32.5%)	197(100)
Disobedience to rules	48(24.6%)	80(41.0%)	38(19.5%)	16(8.2%)	13(6.7%)	195(100)
Littering	93(47.4%)	67(34.2%)	10(5.1%)	16(8.2%)	10(5.1%)	196(100)
Excessive noise	64(33.3%)	68(35.4%)	31(16.1%)	20(10.4%)	9(4.7%)	192(100)
Vandalising of school property	68(34.2%)	57(28.6%)	32(16.1%)	26(13.1%)	16(8.0%)	199(100)
Use of weapons that cause physical injuries (knives etc.)	11(5.6%)	10(5.1%)	53(26.8%)	46(23.2%)	78(39.4%)	198(100)
Gambling	73(37.1%)	62(31.5%)	24(12.2%)	17(8.6%)	21(10.7%)	197(100)
Possession or use of firearm	4(2.0%)	2(1.0%)	41(20.6%)	28(14.1%)	124(62.3%)	199(100)
Entering school premises under the influence	18(9.0%)	39(19.6%)	81(40.7%)	24(12.1%)	37(18.6%)	199(100)
Assault with an intent to do grievous bodily harm	9(4.5%)	21(10.6%)	68(34.3%)	41(20.7%)	59(29.8%)	198(100)
Cheating in an examination	44(22.1%)	67(33.7%)	52(26.1%)	19(9.5%)	17(8.5%)	199(100)

Table 4.1(b) presents the responses to the questions relating to Learner discipline problems. The respondents were requested to respond to twelve statements thereof. They were asked to rate each item on a scale of 1 to 5 (1=strongly disagree; 2=disagree; 3=no sure, 4=agree and 5= strongly agree). According to the above presented responses, most of the learners do not do their assigned work. 50.8% of the learners do agree that this problem exist whilst 15.2% of the learners strongly agree to the existence of this problem. This serves as a clear indication that most of the learners when they are assigned tasks to complete, they do not complete the given task and that can make teaching and learning process to be a bit problematic. The only disciplinary problems with higher percentage under the not sure, disagree and strongly disagree items are cases of possession of firearm, entering school premises under the influence and assault with an intent to do grievous bodily harm.

Beside the above mentioned disciplinary problems, the rest of the disciplinary problems are confirmed to be a problem in Mahikeng Township Secondary Schools. The disciplinary problem with the highest percentage when combining the agree and strongly disagree items is littering with a combined percentage of 81.6%. It is followed by excessive noise and gambling with a percentage of 68.7% and 68.6% respectively. When studying the above table it is also evident that the problem of ill-disciplined behaviour is big as most of the experienced disciplinary problems exceed the 60% mark when agree and strongly agree items are combined. This does confirm that the educators are faced with a huge problem when it comes to disciplining learners in Mahikeng Township Secondary Schools.

Part C

4.2.2.4 Disciplinary measures used at schools

Table 4.2(a): Disciplinary measures

STATEMENTS	ALWAYS	SOMETIMES	NOT SURE	RARELY	NEVER	TOTAL
	5	4	3	2	1	
Beat with an object (cane, ruler, duster, belt)	8(4%)	71 (35.7%)	12(6%)	58(29.1%)	50 (25.1%)	199(100)
Pinching	36(18.1%)	71 (35.7%)	8(4.0%)	42(21.1%)	42 (21.1%)	199(100)
Beat with a fist or slapping	7 (3.5%)	27(13.6%)	25(12.6%)	28(14.1%)	112(56.3%)	199(100)
Swearing at learner	21(10.6%)	52(26.1%)	189.0(%)	44(22.1%)	64 (32.0%)	199(100)
Additional school work	58(29.9%)	82 (42.3%)	26 (13.4%)	17 (8.5%)	11 (5.7%)	194(100)
Stand for the whole duration of the lesson	19(9.6%)	71(35.9%)	22(11.1%)	41(20.7%)	45 (22.7%)	198(100)
Stand on one leg	6(3.1%)	36(18.5%)	19(9.7%)	44(22.6%)	90 (45.0%)	195(100)
Clean the school yard	23(11.9%)	59(30.4%)	17(8.8%)	47 (24.2%)	48(24.7%)	194(100)
Tidying up the classroom	43 (21.5%)	93(47.4%)	9(4.5%)	34(17.3%)	17(8.7%)	196(100)
Chasing out of class	70 (35.9%)	87(44.6%)	6(3.1%)	17(8.7%)	15 (7.7%)	195(100)
Cleaning school toilets	4 (2.1%)	20(10.3%)	17(8.7%)	26(13.3%)	128(65.6%)	195(100)
Refusal of permission to go to the toilet	27(13.5%)	75(37.9%)	14(7.1%)	30(15.2%)	52(26.3%)	198(100)
Kicking	6(3.0%)	15(7.5%)	20(10.0%)	17(8.5%)	142 (71.0%)	200(100)

Spanking	2(1.0%)	7(3.5%)	17 (8.5%)	11(5.5%)	162 (8%)	199(100)
Pulling hair	13(6.6%)	35(17.9%)	10(5.1%)	34(17.3%)	104(53.1%)	196(100)

Table 4.8 presents the responses to the questions relating to disciplinary measures. The respondents were requested to respond to five statements thereof. They were asked to rate each item on a scale of 1 to 5 (1=always; 2=sometimes; 3=not sure, 4=rarely and 5=never).

From the above table, the only disciplinary measures that are considered to be alternatives to corporal punishment are giving learners additional school work, cleaning the school yard and tidying up the classroom. The other disciplinary measures are classified as corporal punishment. From the learners' responses above, it is evident that additional school work as an alternative to corporal punishment is used by most educators to discipline learners. It has a percentage of 72.2% (combination of agree and strongly agree items). The other alternative to corporal punishment such as cleaning the school yard is used by few educators as it has a combined percentage of 42.3%. Tidying up the classroom is one alternative to corporal punishment that most educators use to discipline learners and this is proven by its combined percentage of 68.9%. Responses presented in the above table do prove that the alternatives to corporal punishment are used by educators to discipline learners even though one alternative is not that much used. One key point confirmed by learners is that corporal punishment is still used as a disciplinary measure in Mahikeng Township Secondary Schools. This is confirmed by 39.7% (combination of agree and strongly agree item) who agree and strongly agree that they are beaten with objects such as a cane, ruler, duster and a belt. 53.8% (combination of agree and strongly agree items) of the learners have confirmed that they are pinched. The presented responses on Table 4.2(a) do confirm that corporal punishment is still used even though it was officially banned in 1996.

Table 4.2(b): Disciplinary measures

STATEMENTS	ALWAYS	SOMETIMES	NOT SURE	RARELY	NEVER	TOTAL
	5	4	3	2	1	
Twisting arms or ear	12 (6.2%)	27(13.8%)	18 (9.2%)	32(16.4%)	106(54.4%)	195(100)
Force to take excessive exercise	15(7.7%)	40(20.4%)	30 (15.3%)	25(12.8%)	86(43.9%)	196(100)
Give and receive counselling	9(4.6%)	26 (13.3%)	33(16.8%)	17(8.7%)	111 (56.6%)	196(100)
Community service	10(5.2%)	19(9.8%)	56(28.9%)	25(12.9%)	84(43.3%)	199(100)
Demerits (losing gained credits)	30(15.2%)	77(38.9%)	24(12.1%)	28(14.1%)	32(16.2%)	198(100)
Written warnings	61(30.8%)	69(34.8%)	25(12.6%)	16 (8.1%)	27(13.6%)	198(100)
Verbal warnings	98(49.7%)	75(38.1%)	7(3.6.4%)	7 (3.6%)	10 (5.1%)	197(100)
Inviting parents for a talk	34(17.5%)	42(21.6%)	35(18.0%)	28(14.4%)	55 (28.4%)	194(100)
Daily report by learner and signed by educator	47(23.9%)	40(20.3%)	13(6.6%)	29(14.7%)	68 (34.5%)	197(100)
Detention	47(23.7%)	82(41.4%)	19(9.6%)	26(13.1%)	24(12.1%)	194(100)
Suspension	13 (6.6%)	41(20.9%)	54(27.6%)	27(13.8%)	61(31.1%)	196(100)
Expulsion	8 (4.1%)	23(11.7%)	42(21.4%)	41(20.9%)	82 (41.8%)	196(100)
Transfer to another school	3(1.5%)	17(8.8%)	57(29.4%)	17(8.8%)	100(51.5%)	194(100)
Civil prosecution	48(24.2%)	75(37.9%)	16 (8.1%)	16(18.1%)	43(21.7%)	198(100)
Cool down option(sent outside for a short time so you can return in a better mood)	21(10.7%)	45(23.0%)	40(20.4%)	23(11.7%)	67 (34.2%)	196(100)
Writing a reflective essay	30(15.2%)	46(23.2%)	29(14.6%)	23(11.6%)	70(35.4%)	198(100)
Signing contract with learner who agrees to improve	13(6.6%)	35(17.9%)	10(5.1%)	34(17.3%)	104(53.1%)	200(100)

Table 4.9 presents the responses to the questions relating to disciplinary measures. The participants were requested to respond to five statements thereof. They were asked to rate each item on a scale of 1 to 5 (1= always; 2= sometimes; 3= not sure, 4= rarely and 5= never). From the above table, only disciplinary measures such as twisting arm or ears and

force to take excessive exercises are classified as corporal punishment. The other disciplinary measures are classified as the alternatives to corporal punishment. According to learners' responses, the use of corporal punishment is still confirmed learners. 20% (combination of agree and strongly agree) of the learners do confirm that they are exposed to the twisting of arms and ears. 28.1% (combination of agree and strongly agree items) of learners are forced to take excessive exercises.

Besides confirming the use of corporal punishment, it is also evident that the alternatives to corporal punishment are also used as disciplinary measures. According to the learners' responses, the alternatives to corporal punishment that are mostly used by educators are written warnings with a combined percentage of 65.6%, verbal warnings with a combined percentage of 87.8%, detention with a combined percentage of 65.1% and civil prosecution with a combined percentage of 62.3%. The rest of the disciplinary measures are classified as the alternatives to corporal punishment and even though they are used to discipline learners, they have higher ratings when the rarely and never items are combined. Reference can be made to the giving and receiving of counselling which has a combined percentage (never and rarely items) of 65.3%, inviting of parents which has combined percentage of 42.8%, signing of contracts with the learners agreeing to improve with a combined 70.4%.

The above responses do indicate that even though the alternatives to corporal punishment are used, many of them are either rarely or never used to discipline learners. This serves as a clear indication that educators are not that well informed on how to use the alternatives to corporal punishment and that contributes to the continuous use of corporal punishment when disciplining learners.

4.3 CONCLUSION

Chapter 4 presented empirical data. The data was analysed for ease of presentation and interpretation. The qualitative data was analysed as described in chapter one whereas the raw quantitative data had been processed through the SPSS (Statistical Packaging for Social Science) system. The next chapter discusses the results and concludes with recommendations.

CHAPTER FIVE

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

Chapter 4 dealt with data presentation, analysis and interpretation. Data was collected through the focus group, semi-structured interview and questionnaires. In this chapter, the findings of the study are summarized, recommendations on successful implementation of alternatives to corporal punishment together with a general conclusion are made. This chapter also presents of the study in order to highlight areas that may need further research. Reference to the previous chapters is also made in order to provide a solid conclusion and valuable recommendation.

5.2 RESEARCH SUMMARY

In the first chapter (Chapter 1), the general foundation of the study was laid. It is in that chapter where the research questions and objectives of the study were explained. In chapter two the literature related to the study was reviewed whereby the main focus was on the alternatives to corporal punishment and the elements related to it. In chapter three the research method was explained. In this study the mixed methods approach (QUAL + quan) was used. Chapter three further explained the data collection process. In chapter four the data was presented, analyzed and interpreted.

5.3 RESEARCH FINDINGS

The study's main intention was to investigate the extent to which the alternatives to corporal punishment are implemented in Mahikeng Township Secondary Schools. This study also tried to come up with recommendations on what can be done to ensure that the alternatives to corporal punishment are successfully implemented in secondary schools. In order to attain these aims, the research aims and questions that follow had to be addressed:

Aim of the research

To investigate the extent to which alternative to corporal punishment are implemented in township secondary schools.

Sub-questions

- What is the nature and extent of implementation of alternatives to corporal punishment in secondary schools in general?
- What is the nature and extent of implementation of alternatives to corporal punishment in secondary township schools of Mafikeng?
- What challenges are encountered in implementing alternatives to corporal punishment in township secondary schools of Mafikeng?
- What recommendations can be made for the successful implementation of alternatives to corporal punishment in township secondary schools?

The study was conducted with educators, the principals, grade 11 learners and grade 12 learners in order to answer the above mentioned questions. The questions were mainly responded to through the focus group interview which was held with educators. The semi-structured interview was held with the principal, deputy principal and the head of department whilst the questionnaires were completed by grade 11 and grade 12 learners. The findings to the research questions are as follows:

5.3.1 Research Question 1: What is the nature and extent of implementation of alternatives to corporal punishment in secondary schools in general?

Based on the literature, the alternatives to corporal punishment are introduced in various countries as a replacement of corporal punishment, but corporal punishment is still used as a way of disciplining learners. As stated by Wasef (2012: 55), Yaworski (2012: 20) and Busienei (2012:156), the use of corporal punishment is still used in Egypt, United States and Kenya respectively even though it has been banned.

The findings of the study show that there are some debates on what is best when it comes to disciplining learners. Some teachers still believe corporal punishment is best in disciplining learners while others believe that the alternatives to corporal punishment are best. This is attested by the findings in Msani (2007: 68) where it is revealed that there are those teachers

that still use corporal punishment, there are also those teachers that use it sometimes and there are those teachers that do not use it at all. This serves as clear evidence that there are teachers that support the alternatives to corporal punishment and there are those who do not support it at all.

Even though there are debates about the alternatives to corporal punishment, the fact still remains that there are schools that do use the alternatives to corporal punishment when disciplining learners. The findings by Ntuli (2012: 111) revealed that in some schools alternatives such as the calling in of parents to school, detention and the picking up of papers do work in disciplining learners. The study also revealed that even though some alternative forms are successful, some are not successful.

Above all, the literature has revealed that the alternatives to corporal punishment are implemented in different schools even though some educators are not in favour of them and still support corporal punishment. When it comes to the disciplining of learners, the teachers of different schools have different views and beliefs of how learners must be disciplined and this is corroborated by the findings in Khuluse (2009: 42) as it is discovered that there is huge worry about the different ways in which discipline is enforced in schools.

5.3.2 Research Question 2: What is the nature and extent of implementation of alternatives to corporal punishment in studied township secondary schools of Mafikeng?

Based on the findings from the collected and analysed qualitative data, it is evident that discipline is a problem in schools as the participants complained about the learners' ill-disciplined behaviour in their respective schools. All educators together with the principals did mention that they are aware of the existence of the alternatives to corporal punishment but surprisingly only very few educators did mention that they were trained on how to implement the alternatives to corporal punishment. This is also supported by the findings in Motseke (2010: 130) where it is mentioned that in most of the schools where he conducted his studies, the alternatives to corporal punishment are used and there is proper discipline in those schools.

The interviewed principal and the principal representatives in some schools did mention that they have never been aware of any training on how to implement the alternatives to corporal punishment. The study did reveal that ever since the alternatives to corporal punishment were formally introduced in the year 2000, there has never been a formal combined training of educators or principals on how to successfully implement the alternatives to corporal punishment. The educators that have been trained on the successful implementation of alternatives to corporal punishment did mention that the training they had was a school organized training, and it was not a training that was provided by the Department of Education. This confirms that the Department of Education never gave a formal and uniformed training to all educators and principals of Mahikeng Township Secondary Schools on how they can successfully use the alternatives to corporal punishment in ensuring that there is discipline in their respective schools. Mabasa in Davids (2013: 537) support the above mentioned point by arguing that training in learner discipline is not given the required attention in offered educational programmes and as a result the whole process automatically becomes a challenge to educators.

The interviewed educators and principal did admit that they do use the alternatives to corporal punishment when disciplining learners even though they are not satisfied with the results of learners' behaviour. The lack of satisfaction about the end result of learner behaviour somehow leads teachers to believe that corporal punishment is best when disciplining learners. This is also supported by Busienzi (2012: 158) as she mentions that the fact that educators have different attitudes about the use of alternatives to corporal punishment will always result in the use of corporal punishment when disciplining learners. This proves that the continuous use of corporal punishment will always devalue the importance of positive discipline in schools because according to Coetzee and Mienie (2013: 93) positive discipline promotes the ending of violence through the respect of human rights by each and every individual in the society.

It was only one out of the three interviewed principals who mentioned a variety of alternatives to corporal punishment which they use in his school (School D). The deputy principal of School B did mention the most common strategies such as the picking of papers, the calling in of parents, detention and a one-on-one conversation as the alternatives which they use to discipline learners in their school. The Department Head of School C did mention that in most cases they make learners clean their classrooms and even pick up papers around the school yard when punishing them.

Based on the interviews held with the principals, the principals' representatives and the educators, it has been found out through the study that the alternatives to corporal punishment are implemented in Mahikeng Township Secondary Schools but most of the educators and principals are not well informed on alternatives to corporal punishment and how to use them effectively so that they can get positive results from learners' behaviour.

The findings obtained through the quantitative study fully support the qualitative findings as they revealed that most of the alternatives to corporal punishment are never used. The quantitative findings revealed that most of the teachers use common alternatives such as providing learners with additional school work as a disciplinary measure. Furthermore, the results revealed that learners are sometimes punished by tidying up their classrooms and learners never receive counselling in order to find out reasons behind their ill-disciplined behaviour. This is in total contradiction with the positive discipline theory which encourages finding out the reason behind a child's ill-disciplined behaviour instead of punishing a child as mentioned in Naker and Sekitoleko (2009: 52). The ill-disciplined learners are sometimes given written warnings as a form of a disciplinary measure. The results of the study also revealed that learners always get verbal warnings and sometimes parents are invited to take part in the process of disciplining learners.

Above all, the quantitative findings show that many alternatives to corporal punishment are never used in Mahikeng Township Secondary Schools as indicated by the learners. There are only few alternatives such as the demerits, written warnings, detention, civil prosecution, cleaning school yard, tidying up of classrooms and additional school work, which are used in the studied schools. Those are the alternatives to corporal punishment that had a higher percentage on the always, and sometimes ratings. The other alternatives such as giving counselling, suspension and daily report by a learner had higher percentages on the never rating.



With reference to both qualitative and quantitative findings, it is evident that the quantitative findings do support the qualitative findings. The findings from both research designs has proven that even though the alternatives to corporal punishment are been implemented in Mahikeng Township Secondary Schools, corporal punishment is still used as a way of disciplining learners despite the fact that it has been close to 20 years since it was officially banned in schools. According to the qualitative findings, there are some educators who are

still in support of the use of corporal punishment and most of the educators have declared that the alternatives to corporal punishment are not successful. The quantitative data confirmed the use of corporal punishment as the findings revealed that there are some learners who are still been kicked, pinched, beaten with a belt or any other object, refused to go to the toilet, stand on uncomfortable or humiliating positions, beaten with fists or slapped, forced to do excessive exercises and pulled with hair. Even though the percentages may be a bit lower, the fact still remains that corporal punishment is still used in Mahikeng Township Secondary Schools. Based on the qualitative findings, there are those educators that are in full support of the alternatives to corporal punishment and they implement them when disciplining learners. The quantitative findings did support this as most of the learners through the questionnaires confirmed that alternatives such as detention, written warnings, tidying up the classroom are used as disciplinary measures. The qualitative finding that educators are not well informed or trained on how to implement the alternatives to corporal punishment was clearly confirmed by the quantitative findings as learners did confirm that most of the alternatives which are mainly encouraged by positive discipline theory are rarely or never implemented in their schools. This is also confirmed by Moyo *et al.* (2014: 12) who discovered that educators often mistaken corporal punishment for alternatives to corporal punishment when punishing learners. Both the qualitative and the quantitative findings have revealed that the alternatives to corporal punishment are implemented even though only common alternatives are implemented whereas most of the alternatives that promote positive discipline such as counselling of learners are rarely or never used.

5.3.3 Research Question 3: What challenges are encountered in implementing alternative forms of learner discipline in studied township secondary schools of Mafikeng?

The findings from the study are that most of the educators are simply aware of the existence of the alternatives to corporal punishment, but they do not know how to implement them successfully. This is in accordance with the findings by Zulu (2008: 12) and Nkabinde (2007: 47) as they mention that the lack of training on how educators should implement the alternatives to corporal punishment makes the whole exercise more difficult. This serves as a primary problem that may lead to many problems because maintaining learner discipline is very important for teaching and learning to be successful. According to the findings from the

study only few teachers did mention that they were trained on how to successfully implement the alternatives to corporal punishment even though the whole training was not arranged by the Department of Education but by their respective schools.

Above all, the educators did mention the following points as challenges they encounter in implementing the alternatives to corporal punishment:

- Most educators did mention that the fact that the alternatives to corporal punishment did not lead to a change in learners' behaviour made the whole implementation more problematic. According to the educators, learners are so used to these alternatives to corporal punishment that they do no longer see them as punishment. This is supported by the findings in Zulu (2008: 51) where it is revealed that many learners do not view the alternatives to corporal punishment as measures used to correct their behaviour but as things to joke about instead. The educators further specified that because the learners are used to these alternatives to corporal punishment, even after they have been punished, they still continue with their same ill-disciplined behaviour as if they have never been punished. This is also supported by Nkabinde (2007: 42) as he mentions that as a result of the long duration of trying to correct learners' behaviours, even after they have been punished learners still repeat the same offences they were punished for.
- Other educators did mention that the alternatives to corporal punishment are time consuming because they do not solve the problem instantly but instead they take time before the end result can be seen. The educators mentioned that when disciplining the learners using the alternatives, you are required to monitor the learners and that consumes their time as there would usually be other work they need to attend to. The findings by Msani (2007: 60) also revealed that most educators view detention as being a difficult alternative to corporal punishment as they cannot remain after school with the learners because of lack of safety in their township. The findings by Nkabinde (2007: 43) also revealed that the fact that the alternatives to corporal punishment are time consuming made the whole implementation problematic as teaching and learning time is lost. Davids (2013: 535) also cites this by mentioning that in poorly resourced school, an alternative such as detention is perceived to be a punishment to educators as well as they have to remain with learners after school.

- Not having been well trained is one challenge that the educators did mention. According to the educators, the fact that they have never been trained on how to successfully implement the alternatives to corporal punishment serves as a challenge to them as they would not be knowing whether the way they are disciplining learners is correct or not especially considering the fact that they do not see positive results. This is supported in the study by Moyo *et al.* (2014: 12) as it revealed in the findings that most of the educators implement the alternatives to corporal punishment in a punitive way due to the fact that they are not trained or do not have the knowledge of how to implement them successfully.
- Lack of parental support is another challenge that the educators did mention. The educators did mention that the parents are more supportive of their children than the educators and as a result the learners end up not seeing any fault in their ill-disciplined behaviour. The other educators complained about resistance from the learners when they are being punished. According to the educators the fact that learners do resist sometimes when they are being punished frustrates them and end up making the whole implementation of alternatives to corporal punishment more difficult. The findings by Serekwane (2009: 119) indicated that teachers complain about the lack of parental support in disciplining learners as most parents do not show up when they are requested to come at school and some do not even monitor the learners' school work.

5.3.4 Research Question 4: What recommendations can be made for the successful implementation of alternative forms of learner discipline in township secondary schools?

According to the research findings, the interviewed principal, deputy principal and department head's main complaint was lack of support from the Department of Education. The interviewed individuals' main recommendation was for the Department of Education to play a more supportive role in the disciplining of learners. This recommendation is in line with the recommendation by Ntuli (2012: 151) who recommended that the Government must introduce practical ways in which the Alternatives to Corporal Punishment can be implemented in order to simplify the whole implementation process for the educators.

The deputy principal of School B also recommended that the authorities (such as police) should also be involved in the whole disciplining of learners. This was also recommended by Msani (2007: 72) who recommended that in order for schools to have consistent discipline, other departments such as the Police Department and Child Care Department must be used to help in disciplining learners. The interviewed school leaders recommended that the Department of Education should play an important role in encouraging parents to be more involved in their children's academic demands. They also recommended that the Department should do so by educating the parents about their importance in their children's education. It was also recommended that the Department should be more supportive of the schools than the learners especially in circumstances where there are misunderstandings or clashes between the school and a learner or learners. This is corroborated by Khuluse (2009: 44) who recommended that the Education Department should organise workshops for educators and parents in order to explain to them the important role they must play in ensuring that there is discipline in schools.

5.4. RECOMMENDATIONS

The following are the recommendations, based upon the results of the study:

- Based on the study, it is evident that there is no proper and solid communication between the Education Department and the educators. A proper system needs to be developed whereby the department will ensure that educators are comfortable and conversant with any changes that will affect their work.
- Due to the introduction of new educators every year into the profession, the above mentioned recommendation should be carried out every year in order to accommodate new staff members.
- The study has proven that there is no follow-up that is being done by the Department in order to check if there are problems with the implementation of the new laws. The department must do follow ups in order to check if schools are succeeding with the implementation of the alternatives to corporal punishment. The primary purpose been to give help where it may be due.

- One aspect learned from the study is that in some cases parents do not work hand in hand with the school in order to enhance school discipline. In schools it must be a common practice for codes of conduct to be issued and read out to learners in the presence of their parents. This should be done in order to ensure that parents also form part of all parties agreeing to the rules set by the schools.

5.5 LIMITATIONS

Creswell (2012: 199) defines limitation as those problems that the researcher may come across during the research which may have a negative effect on the study as a whole. In this study multiple factors served as limitations towards the study. Firstly I am based in Rustenburg and I had to collect data in Mafikeng schools. That required lots of travelling, time and also had some huge financial implications in terms of the budget. The fact that I had a limited period to conclude my study also made matters a bit more difficult considering the distance.

Secondly, the fact that I am also an educator made it difficult for me to get enough time to go and collect the data. I was only given a few days to go and collect data due to the fact that my work responsibilities required me to be in the classroom teaching. The fact that I could only see the participants during the normal school days also limited my time for data collection much more.

The third limitation was the fact that educators in one of the five schools (School F) were not willing to take part in the focus group interview. They refused to take part in the interview without giving any reason at all. This reduced the sample of educators that was aimed for the collection of data. In the very same school the deputy principal who assisted with the issuing of questionnaires and the organising of educators also refused to represent his principal take part in the semi-structured interview due to a huge workload. That also reduced the intended number of principals.

In another school (School E), the deputy principals together with the Principal were also not interested to take part in the semi-structured interview. Even after several attempts to have an interview with either one of them, no one could make time.

In School C, gathering educators for the focus group interview was a real hassle. Instead of 5 educators showing up concurrently, only 4 educators showed up for the interview. As a result the intended focus group interview was not that successful due to small number of participants.

All these circumstances were not under my control as I could not force anyone to be part of the study. This is emphasised by Creswell (2014: 94) who mentions that when collecting data, participants should not be forced to sign the consent forms because their participation is not a forced one but a voluntary one. With all these limitations taken into consideration, the researcher used only the data he collected to get the findings of the study

5.6 FURTHER RESEARCH AREAS

This study was mainly about investigating the implementation of alternatives to corporal punishment in Mahikeng Township Secondary Schools. During the whole investigation, some limitations were identified and the following suggestions for further research are made:

- If this study was to be conducted again, the focus must be on a larger sample consisting of all Mahikeng Secondary Schools.
- An investigation needs to be carried out into why it is difficult to implement alternatives to corporal punishment in schools.
- An investigation can be conducted on what role the Department of Education can play in ensuring that alternatives to corporal punishment are successfully implemented in schools.

5.7 CONCLUSION

The main aim of this research was to determine the extent to which the alternatives to corporal punishment are implemented in the selected Mahikeng Township Secondary Schools. The study has revealed that teachers do use the alternatives to corporal punishment when disciplining learners, even though most of the educators do not have enough knowledge of how to implement them successfully. The qualitative findings have proven that more still needs to be done in order to ensure that schools are comfortable and conversant with implementing the alternatives to corporal punishment when disciplining learners. This was

also supported by the quantitative findings as it showed that most of the alternative forms of learner discipline are never used at school and corporal punishment is still used to discipline learners.

The Department of Education needs to play a vital role in ensuring that there is proper teaching and learning in schools by developing a system that will help with the successful implementation of alternatives to corporal punishment in schools. The continuous increase in ill-disciplined behaviour by learners serves as a signal that a new approach needs to be undertaken.

Discipline plays a very important role in management and success of a school. In order to ensure that there is proper discipline, the Department of Education must have a very close relationship with the schools in order to ensure that there is discipline in schools. The responsibility should not just be left with the schools or school managers but parents as well needs to play a fully supportive role so that there can be a solid partnership in enforcing school discipline.

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**NWU
LIBRARY**

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APPENDIX: A

QUESTIONNAIRE FOR GRADE 11 AND 12 LEARNERS

In 1996, corporal punishment was officially banned in South African schools. The alternatives to corporal punishment were later introduced in the year 2000. The main aim of this study is to determine the extent to which the alternatives to corporal punishment are implemented in Mahikeng Township Secondary Schools.

You are therefore kindly requested to be honest when completing this questionnaire. Please remember that you are not forced to complete this questionnaire. If you feel that you cannot be part of this exercise please feel free to mention it.

It is also important to note that you are not supposed to write your name even your school name in order to protect your identity and your school's identity. You are also assured that all you mentioned here will not be known by anyone else as it will be treated with high level of confidentiality.

The questionnaire is divided into 3 parts. Part A focuses on your biographical data. Part B focuses on disciplinary problems experienced at your school and Part C focuses on disciplinary measures used at your school to discipline learners.

PART A – BIOGRAPHICAL DATA

BIOGRAPHICAL DATA

Please read each question carefully and **mark your answer using (X)** in the boxes provided and where there is a line, **write** your response.

1. School _____

2. Grade

11	12
----	----

3. Gender

Male	Female
------	--------

4. Age _____

PART B – LEARNER DISCIPLINE PROBLEMS

Listed below are various disciplinary problems commonly experienced in schools.

Please indicate with an (X) the extent to which you agree that the learner discipline problems listed below occur in your school.

Scale: 5. Strongly agree 4. Agree 3. Not sure 2. Disagree 1. Strongly disagree

Disciplinary problem	Strongly agree 5	Agree 4	Not sure 3	Disagree 2	Strongly disagree 1
Absenteeism					
Late coming					
Bunking classes					
Noisemaking					

Fighting					
Stealing					
Swearing					
Drinking alcohol during school hours					
Smoking (cigarettes)					
Drug abuse					
Rape					
Not doing assigned work					
Possession of dangerous weapons					
Disobedience to rules					
Littering					
Excessive noise					
Vandalising of school property					
Use of weapons that cause physical injuries (knives etc.)					
Gambling					
Possession or use of firearm					
Entering school premises under the influence					
Assault with an intent to do grievous bodily harm					
Cheating in an examination					

PART C - DISCIPLINARY MEASURES

Below are different disciplinary measures commonly used to maintain learner discipline in schools.

Please read each statement and mark with an (X) in the space which best indicates the frequency with which each disciplinary measure is used in your school.

Kindly specify any other disciplinary measure not provided in this list in the appropriate place under 'other' and indicate the frequency of use

Scale: 5. Always 4. Sometimes 3. Not sure 2. Rarely 1. Never

Disciplinary measure	Always 5	Sometimes 4	Not sure 3	Rarely 2	Never 1
Beat with an object (cane, ruler, duster, belt)					
Pinching					
Beat with a fist or slapping					
Swearing at learner					
Additional school work					
Stand for the whole duration of the lesson					
Stand on one leg					
Clean the school yard					
Tidying up the classroom					
Chasing out of class					
Cleaning school toilets					
Refusal of permission to go to the toilet					
Kicking					

Spanking					
Pulling hair					
Twisting arms or ear					
Force to take excessive exercise					
Give and receive counselling					
Community service					
Demerits (losing gained credits)					
Written warnings					
Verbal warnings					
Inviting parents for a talk					
Daily report by learner and signed by educator					
Detention					
Suspension					
Expulsion					
Transfer to another school					
Civil prosecution					
Cool down option(sent outside for a short time so you can return in a better mood)					
Writing a reflective essay					
Signing contract with learner who agrees to improve					

APPENDIX: B

FOCUS GROUP INTERVIEW WITH EDUCATORS

1. How many years have you been teaching?
2. Are you aware of the alternatives to corporal punishment?
3. According to your knowledge, were the alternatives to corporal punishment formally introduced?
4. Since the introduction of alternatives to corporal punishment, was there any training provided by the Department of Education on how to successfully implement the alternative forms of learner discipline?
5. What are the challenges encountered with the implementation of the alternatives to corporal punishment?
6. Based on your experience, how would you rate the level of discipline since the introduction of alternatives to corporal punishment?
7. Would you say the alternatives to corporal punishment have been effective in maintaining discipline?
8. What are your true feelings about corporal punishment? Do you think it should be re-introduced in order to maintain discipline at school?

THANK YOU FOR YOUR CONTRIBUTION

APPENDIX: C

SEMI-STRUCTURED INTERVIEW WITH PRINCIPALS

1. Do you experience problems with learner discipline in your school?
2. How serious is the problem of discipline at this school? Please elaborate
3. Do you have any knowledge of the alternatives to corporal punishment strategy introduced by the Department of Education?
4. Was there any specific training/workshop on how to implement the alternatives to corporal punishment successfully?
5. Is there any document in the school outlining the disciplinary process educators must follow when disciplining learners?
6. What are the most common forms of discipline undertaken to discipline learners at school?
7. What are the challenges encountered in implementing the alternatives to corporal punishment?
8. Would you say the alternatives to corporal punishment are more successful in enforcing discipline when compared to corporal punishment?
9. Do you believe the re-introduction of corporal punishment would be helpful in enforcing discipline?
10. What recommendations can you make to improve the level of discipline in the school?

THANK YOU FOR YOUR CONTRIBUTION

APPENDIX: D

CONSENT FORM

Dear Educator

I Michael LebogangMarumo am a Masters student at the North-West University (Mafikeng Campus) and my student number is **1687 2398**. I am currently conducting a study that focuses on the alternative forms of learner discipline in schools. The primary aim of my research is to determine the extent at which the alternative forms of learner discipline are been implemented in the Mahikeng Township Secondary School.

Please understand that the aim of this research is not to expose anyone for any wrongdoing or anything of a sort. The purpose of this research is to try understand that ever since the banning of corporal punishment, are the introduced alternatives to corporal punishment been successfully used and are they of any positive assistance in disciplining learners. This is done with the hope that whatever findings that might be reached, they could be of assistance towards the Department of Education as a whole especially when it comes to the disciplining of learners in schools.

As the researcher it is my duty to ensure that each and every participant's identity is not revealed in any way. I therefore assure you as a participant that by taking part in this research, your identity will not be exposed.

I fully declare that I understood all matters relating to the un-disclosure of my identity and I took part in this study at my own willingness. All answers I gave are a true reflection of my experiences as an educator and they were not influenced in any way.

Educator signature

APPENDIX: E

PERMISSION LETTER FROM THE DIRECTOR



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
MAFIKENG CAMPUS

Private Bag X2046, Mmabatho
South Africa, 2735

Tel: 018 389-2111
Fax: 018 392-5775
Web: <http://www.nwu.ac.za>

The Principal/District Official : Rekopantswe Area Office and
Mafikeng Area Office

Education Leadership Development
Tel: 018 3892500 (Secretary)
Email: eliza.senne@nwu.ac.za

Date: 04/05/2015

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

This is to confirm that **Mr. M.L. Marumo (Student No: 1687 2398)** is a **Masters** student registered at the North-West University, Mafikeng Campus. The title of the dissertation is: **Exploring the implementation of alternatives to corporal punishment in Mafikeng Township Secondary Schools: a Positive Discipline Approach**

Permission is hereby kindly requested to enter **Mafikeng Secondary School, Letsatsing Secondary School, Sol Plaatje Secondary school, Mmabatho Secondary School and Boitseanape Secondary School of Mafikeng Area Office and Rekopantswe Area Office** to collect data from the **principals, educators and learners**. Data collection will be by way of **focus group interviews, semi-structured interviews and questionnaires**.

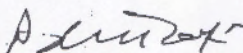
Collection of data will occur outside school contact time so as not to interfere with teaching and assessment processes or office duties. The dates and times of the collections are to be agreed upon by the principal and all other participants.

Participants will participate voluntarily in the data collection. The identity of the participants and the school and district will be kept confidential and 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.

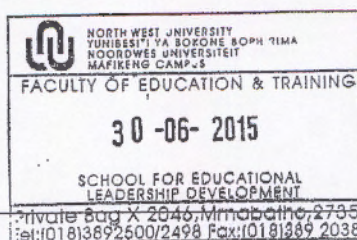
Should you enquire more information about the project, kindly contact the supervisor for this project: **Prof Zulu on 082 680 0057 or 018 389 2435**.

Herewith permission is kindly requested to perform this research in your **cluster**. It would be appreciated if you would kindly grant **written** 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 and PhD programme is registered)
Mafikeng Campus



APPENDIX: F

PERMISSION LETTER FROM THE MAFIKENG AREA OFFICE



Education and Sport Development
Department of Education and Sport Development
Departement van Onderwys en Sport Ontwikkeling
Lefapha la Thuto le Tihabololo ya Metshameko
NORTH WEST PROVINCE

corner Thelesho Tawana and
Modiri Molema Road
Montshioa
Tel.: (018) 384-1798
Tel.: (018) 384-6007
Tel.: (018) 384-6008
e-mail: mkokong@nwpg.gov.za

OFFICE OF THE AREA MANAGER MAFIKENG AREA OFFICE
NGARA MODIRI MOLEMA DISTRICT

Enquiries : Kokong NM
Cell No. : 083 632 6928
Tel No. : 018 384 6007/3233/2828
Email : mkokong@nwpg.gov.za

Date : 01 July 2015

TO WHOM IT MAY CONCERN

Permission is herewith granted to **Mr M.L. Marumo** (student No: 16872398) to conducted research on:

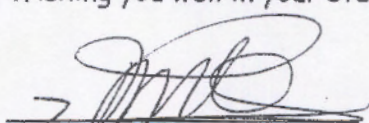
Research Topic

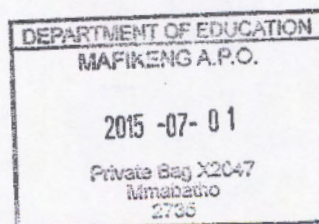
- "Exploring the implementation of alternatives to corporal punishment in Mahikeng Township Secondary Schools: a Positive Discipline Approach" the North West Province.

Disturbing lessons and teaching time must be totally avoided. A copy of the research finding should be made available to the Area Office and the schools that you will be attending to.

THEME: "The Role of educators in managing learner discipline in school."

Wishing you well in your study


Mr N.M. Kokong
Area Manager



"Towards Excellence in Education"

APPENDIX: G

PERMISSION LETTER FROM REKOPANTSWE AREA OFFICE



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
MAFIKENG CAMPUS

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The Principal/District Official : Rekopantswe Area Office and
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Education Leadership Development
Tel: 018 3892500 (Secretary)
Email: eliza.senne@nwu.ac.za

Date: 04/05/2015

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Should you enquire more information about the project, kindly contact the supervisor for this project: **Prof Zulu** on **082 680 0057** or **018 389 2435**.

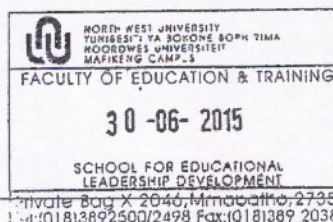
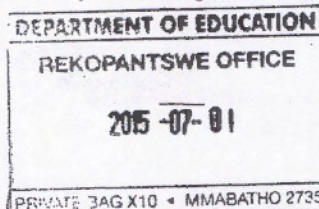
Herewith permission is kindly requested to perform this research in your **cluster**. It would be appreciated if you would kindly grant **written** permission to this student. Any assistance given to the student to perform the research will be appreciated.

Yours sincerely

Prof P du Toit

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

Mafikeng Campus



*Approved
provided that
dealing
not compromise
the process*

APPENDIX: H

CLEARANCE CERTIFICATE



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
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Private Bag X6001, Potchefstroom
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Institutional Research Ethics Regulatory
Committee

Tel: +27 18 299 4849
Email: Ethics@nwu.ac.za

ETHICS APPROVAL CERTIFICATE OF PROJECT

Based on approval by the Human Resource Research Ethics Committee, Mafikeng Campus, the North-West University Institutional Research Ethics Regulatory Committee (NWU-IRERC) hereby approves your project as indicated below. This implies that the NWU-IRERC grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the project may be initiated, using the ethics number below.

Project title: Exploring the implementation of alternatives to corporal punishment in Mafikeng township secondary schools.																
Project Leader:	Prof C Zulu															
Student:	ML Marumo															
Ethics number:	<table border="1"><tr><td>N</td><td>W</td><td>U</td><td>-</td><td>0</td><td>0</td><td>2</td><td>3</td><td>1</td><td>-</td><td>1</td><td>5</td><td>-</td><td>A</td><td>9</td></tr></table>	N	W	U	-	0	0	2	3	1	-	1	5	-	A	9
N	W	U	-	0	0	2	3	1	-	1	5	-	A	9		
Project Number Year Status																
Special: S = Special status; R = Re-Submission; P = Provisional Authorisation; A = Authorisation																
Approval date: 2015-06-01	Expiry date: 2020-05-31	Category:	N/A													

Special conditions of the approval (if any): None

General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following:

- x The project leader (principal investigator) must report in the prescribed format to the NWU-IRERC:
 - annually (or as otherwise requested) on the progress of the project,
 - without any delay in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.
- x The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project, the project leader must apply for approval of these changes at the NWU-IRERC. Would there be deviation from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.
- x The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date, a new application must be made to the NWU-IRERC and new approval received before or on the expiry date.
- x In the interest of ethical responsibility the NWU-IRERC retains the right to:
 - request access to any information or data at any time during the course or after completion of the project;
 - withdraw or postpone approval if:
 - any unethical principles or practices of the project are revealed or suspected,
 - it becomes apparent that any relevant information was withheld from the NWU-IRERC or that information has been false or misrepresented,
 - the required annual report and reporting of adverse events was not done timely and accurately,
 - new institutional rules, national legislation or international conventions deem it necessary.

The IRERC would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the IRERC for any further enquiries or requests for assistance.

Yours sincerely

Linda du Plessis

Digitally signed by Linda du Plessis
DN: cn=Linda du Plessis, o=NWU,
ou=Vaal Triangle Campus,
email=Linda.duplessis@nwu.ac.za,
c=ZA
Date: 2015.08.11 13:07:28 +0200

Prof Linda du Plessis

Chair NWU Institutional Research Ethics Regulatory Committee (IRERC)

APPENDIX: I

STATISTICIAN CONFIRMATION LETTER



NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
MAFIKENG CAMPUS

Faculty of Commerce and Administration
Department of Statistics
North West University (Mafikeng Campus)
Private Bag X 2046
Mmabatho, 2735
Tel: 018 389 2805

To whom it may concern

This letter serves as confirmation that I, Tshepiso Tsoku, oversaw the work of Marumo M.L. student number (1687 2398) in relation to his quantitative data analysis.

Sincerely

Mr J.T Tsoku

APPENDIX: J

TURNITIN REPORT

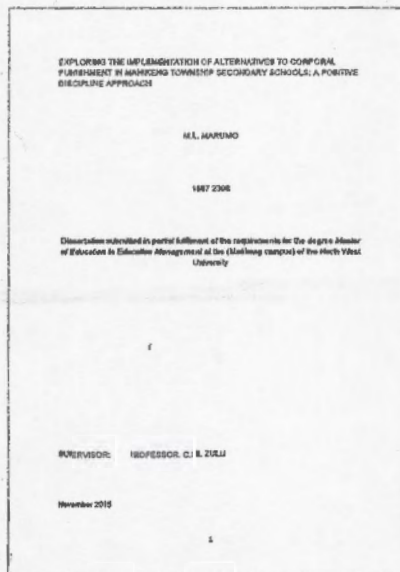


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EDITOR'S CERTIFICATE



NORTH-WEST UNIVERSITY
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NOORDWES-UNIVERSITEIT
MAFIKENG CAMPUS

Department of Academic Literacy

08TH September 2016

Private Bag X2046

Mmabatho

2735

CERTIFICATE OF EDITING THESIS

TO WHOM IT MAY CONCERN

This serves to confirm I have read and edited Mr. M. L. Marumo's dissertation titled:

Exploring the implementation of alternatives to corporal punishment in secondary schools in Mahikeng: A positive discipline approach. The candidate corrected the language errors identified. The document is of an acceptable linguistic standard.

Thank you

Yours Faithfully

A handwritten signature in black ink, appearing to read 'J.R. Moletsane', written over a dotted line.

J.R. Moletsane (Subject Head Academic Literacy)

Accr. No. 1002708

joel.moletsane@nwu.ac.za