



**University of
Zululand**

**ALTERNATIVES TO CORPORAL PUNISHMENT IN MAINTAINING DISCIPLINE
IN RURAL PRIMARY SCHOOLS**

BY

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DECLARATION

I, **Avhashoni Molly Sekhwama** hereby declare that this dissertation for Master of Education with the title: Alternatives to corporal punishment in maintaining discipline in rural primary schools, submitted by me, is my own original work and has not been previously submitted for degree work at this or any other University and that all reference material contained therein has been duly acknowledged.

Signature.....

Date

DEDICATION

I hereby dedicate this study to my dear husband, Mr L.J. Sekhwama, my children Thabang, Mpho, Tshinakaho and my little angel Lerato. My mother, Tshinakaho Engelina Nyathela, my late mother-in-law, Dimakatso Catherine Sekhwama and my late brother, Mr A.G. Nyathela, whom I loved so dearly.

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ABSTRACT

The abolishment of corporal punishment has left many teachers with high stress on how to deal with undisciplined learners. Teachers in both public and independent rural primary schools find it difficult to maintain discipline resulting in the number of criminal activities and ill-discipline of learners. In South Africa, the department does not seem to be assisting educators in dealing with abusive and disruptive learners. The aim of this study was to investigate the application of alternatives to corporal punishment for maintaining discipline in rural primary schools. Both qualitative and quantitative research approaches were used to collect data. The results of this study indicate that alternatives to corporal punishment are effectively applied in primary schools and are effective. However, some do not encourage those alternatives, they think these result in misconduct. Some educators suggest that learners need to be punished corporally in order to maintain discipline in them, which is why the majority of teachers are still practicing corporal punishment. They think it is effective in maintaining discipline. All schools using alternative methods have reported positive response to their methods in dealing with misbehaviour of learners in classroom and outdoors. It can be concluded that teachers are still applying corporal punishment in maintaining discipline and therefore need training in dealing with disruptive learners in maintaining discipline in schools as corporal punishment is lawfully banned in schools.

LIST OF ABBREVIATIONS

| | |
|--------------|--|
| SASA | South African Schools act |
| NEPA | National Education Policy Act |
| UNC | United Nations Convention |
| ATCP | Alternatives to corporal punishment |
| SADTU | South African Democratic Teachers' Union |
| SPSS | Statistical Package for Social Sciences |
| DHET | Department of Higher Education and Training |
| SGB | School Governing Bodies |
| NAPTOSA..... | National Professional Teachers Organization of South Africa |
| PDoe | Provincial Department of Education |
| HOD | Head of Department |
| JAMET..... | Journal of Administrative Management, Education and Training |
| MOEVT | Ministry of Education and Vocational Training |
| DoE | Department of Education |
| CESA | Christian Education South Africa |

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CHAPTER 1

INTRODUCTION

1.1 BACKGROUND

The South African Government through Regulations and Acts, (Act 33 of 1997) abolished corporal punishment. Corporal punishment involves beating the learners either across the buttocks or on the hands, with an implement such as a rattan cane, wooden paddle, slipper, leather strap or wooden yardstick. It could also include spanking or smacking the learners with an open hand, especially at the elementary school level. The punishment of learners through corporal punishment has received attention through the world with people calling for its abolition (Asmal, 2000; Lapperts, 2012; Morrel, 2001; Moyo, Khewu & Bayaga, 2014). Corporal punishment is a serious concern and needs urgent attention because most educators feel not comfortable on teaching profession without alternatives to corporal punishment.

The teachers in South Africa were increasingly distressed about disciplinary problems in schools (Marais & Meier, 2010). These teachers resorted to corporal punishment in maintaining discipline despite the arguments against its application in the public and private schools. The use of corporal punishment in managing school discipline, despite having ancient and religious roots, has attracted much criticism from human rights advocates, child and educational psychologists (Human Rights Watch, 1999). The implementation of the SASA changed the education system in South Africa dramatically regarding the use of corporal punishment in maintaining discipline (Lapperts, 2012). The SASA prohibited the use of corporal punishment. It stated that no person may administer corporal punishment at a school to a learner and that any person who contravenes is guilty of an offence and liable on conviction to a sentence, which could be imposed for assault. However, teachers could not cope with the new transformation because of perception that their rights had

somehow been taken away (Lapperts, 2012). Teachers linked the growing problem of indiscipline in schools to the banning of corporal punishment (Marais & Meier, 2010).

Teachers also complained that their cultural, religious and personal experiences were ignored when the alternative to punishment strategy was initiated as it is in conflict with what they stand for and what they would like their children to become (Matsitsa, 2008 & Senosi, 2006). Several critical role players in education were against the ban of corporal punishment. Some structures including the Christian Organization took the Department of Education to court after the ban of corporal punishment. Teacher Unions including the South African Democratic Teachers Union (SADTU) defended their members when they were charged for administering corporal punishment to learners. Traditional leaders almost unanimously insisted that corporal punishment was a traditional practice and a cultural right (Asmal, 2000). Those who are in favour of the school corporal punishment argue that it provides an immediate response to indiscipline and that the learners quickly go back into the classroom and continue with learning as opposed to being suspended from school activities.

Teachers felt helpless and hopeless because they could not handle the disciplinary situation in their classrooms as their only hope had been now taken away, this changes to the issue on discipline resulted in teacher's dissatisfaction. Lapperts (2012) concludes that the introduction of the SASA might be one of the reasons why thousands of teachers left the profession, either quitting or retiring early.

The Department of Education introduced alternatives to corporal punishment in 2000 (Maphosa & Shumba, 2010). Despite the introduction of alternatives to corporal punishment, the indiscipline in schools has continued to grow (Maphosa & Shumba, 2010). Furthermore, it has been stressful and challenging for teachers such that many teachers are reported to be demotivated and hopeless (Mtsweni, 2008).

Teachers in South Africa expressed their displeasure by stating that the alternatives to punishment is ineffective, inadequate and a waste of time (Moyo, 2014). Due to the perception that the former Minister of Basic Education, Kadar Asmal, imposed the alternative to corporal punishment on other stakeholders, and this met some resistance in South Africa. Teachers, parents, cultural and religious groups felt that the government undermined their rights to be consulted as they were key role players in the education of their children (Du Preez & Roux, 2010).

1.2 PROBLEM STATEMENT

One of the major problems faced by teachers in both public and independent rural primary schools is the misconduct and ill-discipline of learners. Teachers did not know how to deal with indiscipline made by learners. The abolishment of corporal punishment has left many teachers believing that corporal punishment was the only effective way they can use in maintaining good discipline in schools and leave educators with high stress on how to maintain the status quo. Despite the introduction of alternatives to corporal punishment (Maphosa & Shumba, 2010), there seem to be little or no improvement in learner discipline. Teachers also continued to apply corporal punishment despite its abolition and continued discharge of those who were found guilty of applying it (Mweru, 2010). SA Council of Educators reported that the latest statistics indicated that corporal punishment topped the list of 593 complaints nationally in 2018. KwaZulu-Natal has been heavily hit by corporal punishment incidents in schools in recent times (The Citizen, 2018). Furthermore, Durban teacher suspended after was caught on camera metering corporal punishment (Daily News, 2018). Teachers hitting learners was so extensive that the education department in that province had to intervene. The department of basic education (DBE) has denounced corporal punishment in schools following episodes of illegal administering of such punishment that have been reported across various provinces (The Citizen. 2018). The question I am asking in this study is: why are alternatives to corporal punishment still not being followed in maintaining discipline of learners in schools, particularly rural primary schools?

1.3 AIM OF THE STUDY

The aim of this study was to investigate the application of alternative measures to corporal punishment for maintaining discipline in rural primary schools.

1.4 OBJECTIVES OF THE STUDY

This study was guided by the following research objectives:

- To explore the application of the alternatives to corporal punishment in maintaining discipline in rural primary schools.
- To identify measures that can be used to maintain learner discipline despite availability of alternatives to corporal punishment;
- To explore the continued use of corporal punishment despite the available alternatives to corporal punishment in rural primary schools.
- To identify effects of alternatives to corporal punishment in maintaining discipline in rural primary schools.

1.5 RESEARCH QUESTIONS

The following research questions guided this study:

- How are alternatives to corporal punishment being applied in maintaining discipline in rural primary schools?
- What measures are teachers using to maintain learner discipline in the place of available alternatives to corporal punishment?
- Why are teachers continuing to use of corporal punishment despite the available alternative measures to corporal punishment in the primary schools?

- What are the effects of alternatives to corporal punishment in maintaining discipline in rural primary schools?

1.6 INTENDED CONTRIBUTION TO THE BODY OF KNOWLEDGE

The application of corporal punishment in primary schools is continuing despite being abolished and alternatives to corporal punishment being introduced. The study will contribute to the body of knowledge on the measures that can be effectively used to maintain discipline instead of corporal punishment in rural primary schools. The community, teachers and principals of rural primary schools can benefit from this study since this study will provide means and ways that can be used to curtail learner indiscipline. Reasons for continued application of corporal punishment despite its abolishment will add to what researchers may have started investigating.

1.7 ETHICAL AND SAFETY ISSUES

I requested for permission to conduct the research from the Department of Basic Education (Appendix B). I informed the circuit manager about the permission granted to conduct and distribute questionnaires to teachers. The following were required from participants:

- Participants were asked to sign a consent form (Appendix D).
- Participants were also assured that all the information they are giving would be kept confidential.

1.8 KNOWLEDGE DISSEMINATION

Results will be sent to all schools at Tshinane Circuit. These findings and results will be used by educators, principals of schools together with parents and other

educational authorities as reference. The results of the study will be communicated to Higher Education Sectors including Circuit office, primary schools and learners at sampled schools only. However, handouts of results will be given to school principals, educators, learners and other participants of this particular research.

The results will further be discussed with the school governing bodies of sampled primary schools. Public participation on the findings of the study will be conducted in all primary schools where necessary. Members/people who will contribute on public participation include school principals, school governing bodies (SGB) committee and educators. I will also present the findings of the study at appropriate seminars organized by the institution of higher learning and in national and international conferences. I will have published on DHET accredited national and international journals and also presented in national and international conferences.

1.9 CHAPTER DIVISION

Chapter 1: Introduction

This chapter focused on introduction that covers the problem statement, aim of the study, research questions, purpose of the study, methodology, ethical and safety issues and contribution to the body of knowledge.

Chapter 2: Literature Review

This chapter focused on literature review where relevant sources on alternatives to corporal punishment in managing discipline in primary schools were presented.

Chapter 3: Research Design and Methodology

In this chapter, I discussed methods and design used when conducting the study. This chapter also outlined the data collection methods.

Chapter 4: Data Collection, Presentation, Analysis and Interpretation

This chapter contain data presentation, data analysis and interpretation. Data collected through interview and questionnaires were analysed. The information results were presented in a systematic manner.

Chapter 5: Findings of the Study

This chapter concludes the whole study. It will also provide findings that emerge from the objectives and the research questions outlined in Chapter 1.

Chapter 6: Conclusion and recommendations

This chapter gives the final conclusion and recommendations to the study.

CHAPTER 2

LITERATURE REVIEW

2.1. INTRODUCTION

The first chapter gave the introduction of the study, the problem statement, aim and objectives of the study, research questions, the purpose of the study, research methodology, ethical and safety issues and contribution to the body of knowledge. This chapter presents literature reviewed on the alternatives to corporal punishment in maintaining discipline.

The review of literature was guided by the following research objectives:

- To explore the application of the alternatives to corporal punishment in maintaining discipline in rural primary schools.
- To identify measures that can be used to maintain learner discipline despite availability of alternatives to corporal punishment;
- To explore the continued use of corporal punishment despite the available alternatives to corporal punishment in rural primary schools.
- To identify the effects of alternatives to corporal punishment in maintaining discipline in rural primary schools.

2.2 THEORETICAL FRAMEWORK

The study was guided by the Theory of Planned Behaviour as proposed by Ajzen (1991). This theory suggests that “behaviour is dependent on an individual’s intention towards his or her performance which is determined by one’s attitude

referring to beliefs and values about an outcome, and subjective norms which refers to beliefs about what other people think the person should do or general social pressure.

The theory further attests that character is also determined by an individual's perceived behavioural control, defined as an individual's perceptions of their ability or feeling of self-efficacy to behave. Intention is the most important variable in predicting behaviour change, suggesting that behaviour is often linked with one's personal motivation (Ajzen, 1991).

This suggests that it may be important to present information to help shape positive attitudes like discipline of learners by stressing subjective norms based on opinions learners have which may not be based on facts but supports discipline. For perceived behaviour control to influence behaviour change, much like self-efficacy a person must have, a realization, willing and have the ability to perform the behaviour. When repeated severally it becomes a habit, hence learning a new skill. Teachers need resources and skills for the change process of use of corporal punishment to deal with indiscipline to use of alternative methods (Kagoiya, 2017).

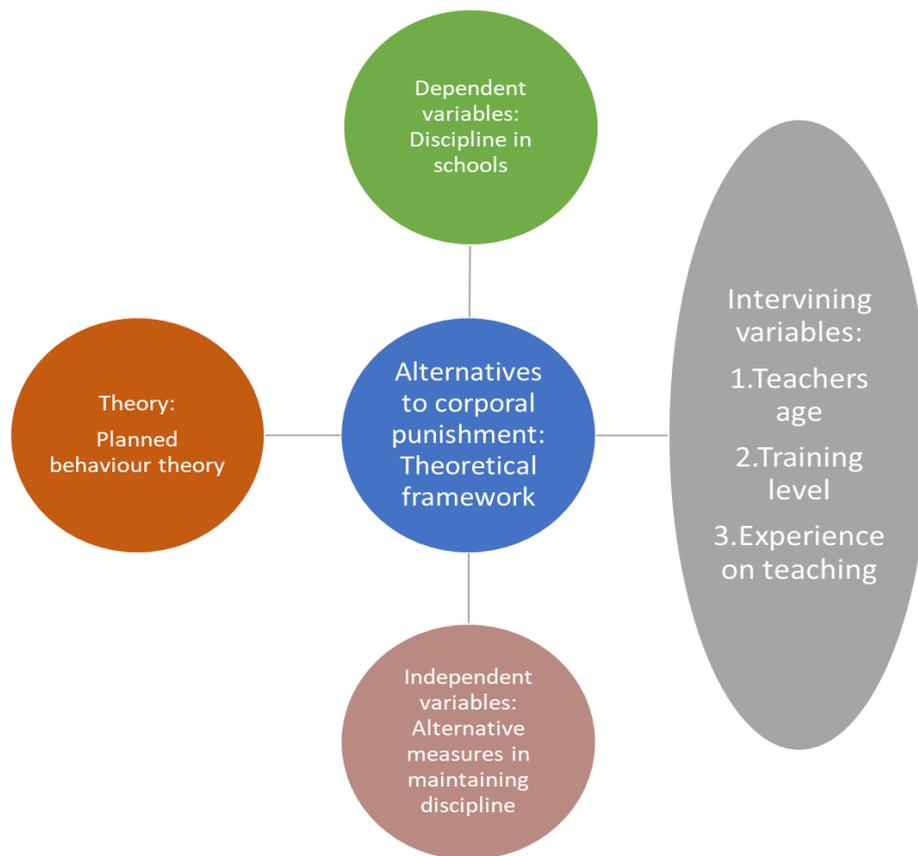


Figure 1.1 Planned Behavioural Theory

There are various factors contributing to indiscipline in schools like use of drugs by learners, absenteeism by teachers, lack of social orders at home and broken homes and learners take advantage of these situations to be indiscipline. The methods used by teachers to curb indiscipline like corporal punishment just harden the learners and hence continue perpetuating the indiscipline.

Alternative methods hence need to be applied and learners made to understand why they should be disciplined. The learners will feel appreciated and may change their attitude towards the bad behaviour. When involved in making school rules and regulations, they will own them and will have the burden to follow them. Media influence and religious beliefs may intervene and affect the desired results in terms of discipline and this will affect social and education progress (Kagoiya et al. 2017). Disciplined learners in return will promote social and education progress and will

enhance people's culture and religious beliefs and a responsible media (Ajzen, 1985). Learners imitate advertisements related to drugs, condoms, kissing and alcohol. They are also influenced by pornographic literature available on the streets advocating immoral behaviour (Kagoiya et al. 2017)

From figure 1, discipline in schools depend on alternatives to corporal punishment being applied to learners who engage in misconducts. There are intervening variables or factors that also plays an important role in maintaining discipline in schools, i.e. teacher's age, teacher's training level and experience in teaching. Learners has a habit of respecting teachers depending on their age. A good discipline strategy may also depend on the training that teachers had gone through. Teaching experience influences one on how to handle learners with misconduct. All these factors affect the discipline of learners.

2.3 INTRODUCTION OF ALTERNATIVES TO CORPORAL PUNISHMENT

Many countries globally have taken steps to prohibit or limit the use of corporal punishment in all context, schools or homes in response to global advocacies and research suggestions (Human Rights Watch, 1999). Disciplinary measures for learners through corporal punishment were abolished (Maphosa & Shumba, 2010). Some of these restrictions on corporal punishment have taken a form of statutes or court decisions that outlawed all forms of corporal punishment among children in schools or at home. Several African states such as Kenya, Ethiopia, Namibia, Burkina Faso and South Africa have outlawed the use of corporal punishment in schools as a means of discipline (Busienei, 2012). Children who were subjected to corporal punishment which included paddling, hitting or other harsh disciplinary practices have experienced frequent withdrawal from academic activities affecting the promotion of teaching and learning negatively, with schools experiencing high dropout rate.

Discipline must be maintained in the school and classroom for the learners' education to flourish well without disruptive behaviour and offences (Republic of South Africa, 1996).

2.4 Alternatives to corporal punishment

Before 1994, teachers relied heavily on the use of corporal punishment to maintain discipline in schools, and discipline was used as punishment (Porteus et al., 2001). The abolition of corporal punishment resulted in alternatives to corporal punishment being introduced for teachers to maintain discipline in the schools. Comprehensive alternatives to corporal punishment were designed showing how disciplinary measures can be taken in South African schools (Maphosa & Shumba, 2010). While some educators have found them creative, non-violent ways of approaching classroom indiscipline, others have struggled to find effective solutions to the problem (Porteus et al. 2001).

This strategy is aimed at protecting children's rights as enshrined in Section 28 (d) of the Bill of Rights in the Constitution of the Republic of South Africa (Act 108 of 1996). Different approaches to handle offences and misconduct have been suggested in South Africa. For minor offences the following tools were recommended, i.e. verbal warnings; demerits; additional work; physical work; community work and detention (Tungata, 2006; Chisholm, 2007). For serious misconduct like gambling, theft, vandalism, selling drugs or being drunk at school, the Provincial Department of Education (PDoE) must be contacted so that the culprits can be given limited suspension, if appropriate, and, lastly, criminal acts like rape, robbery or break-ins must also be referred to the PDoE for possible expulsion or transfer of the culprit (Masitsa, 2008). However, little was being done to train teachers in alternative methods or discipline so that they could be in control of the learners they taught. Incidents wherein children were humiliated and hurt emotionally and psychologically because lack of knowledge of alternative methods of discipline has been reported (Tungata, 2006).

According to Zulu et al. (2004), cases of learner indiscipline were still being reported, and these have influenced negatively on teaching and learning in schools. There were continued reports the sharp rise of cases of learners suspended or expelled and of teachers still applying corporal punishment despite its abolition (Aziza, 2001). Morrell (2001) posits that even after the banning of corporal punishment at school, teachers still used it as a strategy to discipline learners. The question remains on the usefulness of the application of alternatives to corporal punishment measures in curbing future occurrences of indiscipline in learners.

2.5 BANNING OF CORPORAL PUNISHMENT

Punishment involves a sanction or a penalty as a result of a child's behaviour that is unacceptable and is used to extinguish such behaviour (Children's Aid Foundation, 2009). The forms of indiscipline experienced in schools range from minor forms such as noise making and late-coming to major forms like bullying, assault and possession and use of dangerous weapons (Maphosa & Shumba, 2010). Punishment does not promote self-discipline as it stops misbehaviour for that moment, whereas punishment may fulfil a short-term goal, but it actually interferes with the accomplishment of long-term goal of self-control (Vally, 1999). However, disciplinary measures that are used have to comply with constitutional requirements of upholding the rights of the child (Republic of South Africa, 1996).

Vally (1999) stated that people mistakenly equate 'punishment' with 'discipline'. According to Asmal (2000), Christian National Education was designed to support the apartheid system by schooling children to become passive citizens who would accept authority unquestioningly. Teachers used cane during apartheid era as a way of keeping control and dealing with those who stepped out of line. Asmal (2000) further stated that during 1970s, when resistance to apartheid shelled, student organizations began to demand an end to corporal punishment in the classroom.

2.6 SOUTH AFRICAN LEGISLATIONS ON THE ABOLISHING OF CORPORAL PUNISHMENT

2.6.1. The South African Constitution

The constitution of any country is regarded as the supreme law of that particular country from which all other legislations are drawn (The Constitution of South Africa, 1996). It shapes socio-political and economic view of the country. South Africa also has its own democratic constitution that was written and implemented after the birth of democracy (Maphosa & Shumba, 2010). The South African Constitution of 1996 protects and guarantees human rights in general and children's rights in particular. The section 12(1) of the constitution states that everyone has the right to freedom and security, which includes the right not to be tortured in any way, and not to be treated or punished in a cruel, inhuman or degrading way (Republic of South Africa, 1996; Maphosa & Shumba, 2010). As South Africans, we have to abide by the Constitution of our country as the supreme law of the country by not applying corporal punishment to learners.

2.6.2. The National Education Policy Act (NEPA) 27 of 1996

The NEPA defines the specific roles of education on South African schools and one of the roles is community, citizenship and pastoral role wherein the educator is required and expected to uphold the constitution and promote democratic values and practices in schools (Republic of South Africa, 1996a).

Whatever educators do, they should not violate the constitution when disciplining learners. The policy intended in Section 3 shall be directed towards the advancement and protection of the fundamental rights of every person guaranteed in terms of Chapter 2 of the Constitution. This is also in terms of international conventions approved by Parliament, and in particular, the right of every person to be protected against unfair discrimination within or by an education department or

education institution on any ground. The National Education Policy Act (27 of 1996) abolished corporal punishment and any psychological or physical abuse of learners at any educational institution.

2.6.3. The United Nation Convention (UNC) and the rights of children

South Africa followed other democracies by passing legislation to outlaw corporal punishment in schools after the phasing in of new democracy in 1994 when South Africa stepped out of isolation and adopted a new democratic constitution guaranteeing the right to dignity, equality, freedom and security for all citizens (Asmal, 2000).

The Convention of the rights of the child, which South Africa is part of, protects children against injury. They are also protected from being hurt, even in the name of discipline because they have the right to protection from any kind of harm. It also stated that hurting them slows down their development (Asmal, 2000). The convention was signed by several countries.

Children's development depends on the good upbringing because learners in this phase are in a developmental stage where they need to seriously master the laws of society and learn to abide by rules and behave in appropriate ways (Marais & Meier, 2010). Learners need to have discipline. Alternatives to corporal punishment can be applied to curb indiscipline among learners. School discipline ensures safety to the staff and the students and create an environment conducive to learning (Busienei, 2012).

The Charter (Article 9, section 2) also states that parents and, where applicable, legal guardians have a duty to provide guidance and direction for the best interests of the child. It also declares that the state respect the duties of parents, and where

applicable, the legal guardians to provide guidance and direction in the enjoyment of these rights subject to the national laws and policies (Article 9, section 3). This emphasizes that parents and legal guardians guide their children respectfully taking care of their rights, national laws and policies that stresses responsibility on those rights.

2.7 Legal challenge on the banning of corporal punishment and application of alternatives to corporal punishment.

Through the South African Schools Act (84 of 1996) and the Constitution of South Africa (Republic of South Africa, 1996), corporal punishment was abolished in South Africa and in its place, alternatives to corporal punishment were introduced (Asmal, 2000). Disciplinary measures were introduced to deal with learners who were found guilty of misconduct in a school. However, there were associations that did not agree with the decision. The Christian Education South African (CESA), had two unsuccessful court challenges against the state, arguing that the SA Schools Act 84 of 1996 contravenes the constitution by outlawing corporal punishment in independent schools as well as public schools (Asmal, 2000). They wanted teachers in independent schools to be allowed to apply corporal punishment if granted by the parents (Asmal, 2000).

Christian Education South Africa's view was that corporal punishment is necessary for their religion. They also argued that many biblical text speaks about the `corrective` role of corporal punishment. There are well known tracts from the book of proverbs quoted in support of the view, "spare the rod and spoil the child". The court found no religious grounds for the belief that teachers have the right to use corporal punishment. The court in its judgment ruled against corporal punishment as being anti-constitutional and a violation of the basic human rights upheld in the South African Bill of Rights (Asmal, 2000).

Teacher unions supported the banning of corporal punishment in schools (Asmal, 2000). The prohibition of corporal punishment effected to align conditions in schools with the Constitution of South Africa, which protected the rights of people.

2.8 The effects of corporal punishment

Corporal punishment tends to develop aggressive hostility, as opposed to self-discipline; in many young boys in a particular, such punishment tends to lead to feelings of revenge, anti-social aggression and increase in vandalism (Vally, 1999). Cown et al. (1996) indicate that there are possible side effects of corporal punishment, which include running away or truancy from school. Learners who received corporal punishment in lower grades reported higher aggression, delinquency, depression and anxiety (Bryan & Freed, 1982).

2.9. Documentation on the application of the alternatives to corporal punishment in maintaining discipline.

The abolition of corporal punishment in South African schools is one of the policy change that teachers had to cope with since the inception of democratic government. According to Maphosa and Shumba (2010), in order to help educators come up with alternatives to corporal punishment, the Minister of Education, Professor Kader Asmal then designed a comprehensive document entitled 'Alternatives to Corporal Punishment' wherein disciplinary measures to be taken in South African schools are clearly documented in different levels.

2.10.1 Departmental recommended alternatives to corporal punishment

According to Asmal (2000) and Maphosa and Shumba (2010), disciplinary measures to be taken in South Africa when dealing with misconduct of learners in different levels from level 1 until level 4 are tabulated.

Level 1- Misconduct inside the classroom

When learners fail to conduct themselves in class, fail to respond to reasonable instructions and are dishonest, such behaviour is not acceptable and is misconduct that warrants punishment (Asmal, 2000). These are offenses that happen in class and must be handled by the teacher (Asmal, 2000; Maphosa & Shumba (2010) as they are regarded as minor. The educator can punish following several options which include verbal warning or assign community service or tidying up the classroom or detaining learners in class where they can even use their time constructively but within the confines of the classroom; they cannot participate in extra-mural activities or go home for a specified period.

Although an educator has been given those alternative disciplinary actions, they are reluctant to apply them and feel that they are not effective as some parents are protective of their children. Some parents accuse the teacher of violating their children's rights. To other children, detention is time to play. Educators also differ in their disciplinary actions; they use verbal warning, community service, demerits, additional work, small menial tasks and detention (Naong, 2007).

Level 2 - Misconduct by breaking school rules

Disciplinary actions for level 2 misconduct which include breaking school rules are carried out by higher authority such as the head of department (Asmal, 2000). The disciplinary actions will be carried out through any of the above actions listed above for level 1, disciplinary talk with the learner, talks with the learner's parents or guardian and written warnings. Signing a contract with learner who agrees to improve, a daily report taken by learner and signed by all educators, performing duties that improve the school environment such as cleaning, gardening and other administrative duties (Asmal, 2000) are some of the recommendations.

Level 3 – Serious misconduct or serious violation of school codes

Learners are deemed to have committed serious offences when found guilty of misconduct deemed to be serious by the Alternatives to corporal punishment document (Asmal, 2000). Disciplinary action for serious misconduct is carried out by the principal or referred to an outside agency for counselling. These include application of any of the disciplinary actions listed 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 (Ngidi, 2007).

Level 4 – Very serious misconduct or serious violations of school codes

Misconduct is regarded as serious when there is repetition of level 3 misconduct as stipulated in the alternatives to corporal punishment (Asmal, 2000; Ngidi 2007). These are carried out by the principal or the school governing body, together with the provincial education department.

Level 5 – Criminal acts which not only violate the school codes but which breach law.

Should a learner be found guilty of misconduct through repetition of Level 4 actions, these become level 5 and disciplinary action is carried out by the principal and the school governing body together with the provincial education department.

2.11 Suspension and expulsion

A learner may be suspended or expelled from school after a fair disciplinary hearing for no longer than one week or pending a decision made by the head of department as to whether the learner should be expelled from school or not (Asmal (2000). Suspension can only be done by the SGB. However, parents may appeal against expulsion to the provincial MEC of education.

2.12 Disciplinary hearing or tribunal as a form of maintaining discipline to learners

A hearing for a learner is heard at school when a serious misconduct occurs (Asmal, 2000). The school governing body makes arrangements for such a disciplinary hearing for it to be fair. From the above, members of the tribunal are not given the details of the problem so that they may not draw conclusions on the basis on the investigation on the evidence of the learner's misconduct. The recommendations they make to the SGB include disciplinary or corrective steps to help the learner stop the learner's unacceptable behaviour. Suspension and expulsion of learners as recommended in both levels seem to be not deterrent enough and not serving the desired purpose of curbing learner indiscipline (Maphosa & Shumba, 2010).

From the above explanations, it is clear that level 1 disciplinary actions are carried out by educators, while heads of departments carry out those related to level 2. Level 3 to 5 are serious misconducts beyond the educator's capacity to carry out in the school (Ngidi, 2007). Although different approaches to handle offences have been suggested above, escalations of learners' indiscipline behaviour is still reported timeously in South Africa (Masitsa, 2008).

According to Maphosa and Shumba (2010), Level 4 is for very serious misconduct or very serious violation of school codes, and level 5 cases for criminal acts that not only violate school codes but which breach the law. Level 4 and 5, follow due processes for hearing and putting a disciplinary procedure in place. In both levels, suspension and expulsion are recommended, and it is always a concern on whether suspension and expulsion really serve the desired purpose of limiting learner indiscipline.

2.13 The effect brought by alternative to corporal punishment

Naong (2007) postulated that the abolition of corporal punishment remains an argued issue within South African schools. It was recently reported that 269 teachers were fired by the government for committing serious offenses. Many teachers were found guilty on 620 charges of misconduct, which included assault, corporal punishment and misappropriation of school funds.

The lack of support for teachers in maintaining discipline to learners is not peculiar to the South African situation only but a common world-wide phenomenon. In Zimbabwe, schools have turned to be lawless institutions because of many cases of learner indiscipline that is prevailing as learners went unpunished for drinking and smoking at school (<http://www.thezimmail.co.zw>). Simuforosa and Rosemary (2014) also confirmed that teachers are failing to control learners because their authority has been undermined since the abolishment of corporal punishment has been put in place.

Maphosa & Shumba (2010) states that educators acknowledged that alternatives to corporal punishment were not effective in curbing learner indiscipline in schools because of their uselessness and time consuming, Belvel & Jordan (2002) added that there is still an alarming need for teachers to be aware of effective alternative measures to corporal punishment and how to embrace them.

2.14 Causes of learners' in disciplinary behaviours in schools

Kambuga (2017) postulated that in examining the root causes of pupils' disciplinary problems in Tanzanian schools, there are contributing factors that were identified, i.e. parenting style, environment surrounding the child, overcrowded classrooms; teachers' behaviours, peers/friends and poor school administration.

2.14.1 Parenting style

The hardship and poverty that is facing the majority of the Tanzanian parents or caregivers resulted in having a little time to interact with their children as they leave their houses early in the morning when their children are still asleep and return in the late hours of the nights when the children are already in bed (Kambuga, 2017). Lack of parents' or caregivers' interaction and guidance and care has forced the majority of the children to seek inappropriate social experiences elsewhere; thus making many of them engage in substance use and other risky behaviours.

Parents have a major role in promoting good behaviour for their children; and that liaison between parents and teachers can promote learners' behaviours in rural primary schools. Driving this point home one can have a clear voice and a contribution to what is already known on the effects of parenting style to learner behaviours in schools that call for these alternatives to corporal punishment (Kambuga, 2017).

2.14.2. Environment surrounding the learners

The community play a major role in influencing children's behaviour. They also show that behavioural problems like substance abuse and violence is acquired by pupils

from where they come and take them into schools (Du Monde report, 2011). Schools are microcosm of the society; and as the problem of substance use, violence and crime increases in the society, the schools are also affected by whatever transpires around them.

This concurs with the medicine Du Monde report (2011) which shows that the majority of the pupils' substance users in Tanzanian schools were from slums and shanty areas where substance/drug is easily accessed. Kambuga (2013) also found that learners' discipline was poor because of poor teacher supervision which was caused by high teacher-learner ratio in primary schools (Kambuga, 2017). Likewise, in South Africa primary school educators are struggling with overcrowded classrooms because learners take advantage that they are not seen and involve themselves in indiscipline behaviour.

2.14.3 Teachers' behaviours

Some learners' indiscipline problems are caused by teachers themselves (Kambuga, 2017). They reported that teachers' harshness, harassment and frequent use of corporal punishment even for minor issues which can be cleared through verbal warning tend to affect learners' behaviour. This leads to skipping classes, incomplete assignments, lack of respect to teachers and learners' anxiety (Kambuga,2017).

2.14.4 Pressure from peers/friends

Sometimes learners make a poor choice of friends, finding themselves doing certain things to satisfy their friends even when they know that it is wrong; this includes substance use like alcohol, cigarette, marijuana, theft and skipping classes (Kambuga, 2017). This may also lead to learner displaying misconducts.

2.14.5 Media influence

Results show that media is another factor for learners' discipline problems. Respondents reported that media such as TV and Radio have been promoting alcohol, spirit and cigarettes as it provides fashion life, and successful life for youth and extra energy to users. The study further shows that through the use of social media, learner see4violence and aggression behaviours in addition to their sex, age and social background which influences their behaviour; hence falling victims of the unexpected behaviours or indiscipline actions (JAMET, 30).

2.14.6. Poor school administration

Results showed that poor management in schools was the main source of learners' disciplinary behaviours. This finding is in line with the report by the Ministry of Education and Vocational Training (MOEVT, 2008) which showed that poor administrative skills of school heads, teachers befriending the school girls, shortage of teaching and learning resources, incompetent teachers in solving learners' problems, lack of regular meetings between school heads and learners where they can express their problems and get responses were the main root causes of strikes and violence in schools (Kambuga, 2017).

2.15 Measures that can be used to maintain learner discipline despite availability of alternatives to corporal punishment.

According to Busienei (2012) educators and psychologists who oppose the use of corporal punishment states that educators should impose non-physical disciplinary measures as an alternative to beating. Moyo (2014) states that the use of other punitive objects to meet out corporal punishment is widespread in South African schools. Research also states that corporal punishment is not an effective means of

discipline and has many harmful effects on its recipient both physical and psychological.

Teachers may also discipline a learner by assigning non abusive physical tasks like to perform light chores, to water, weed a school farm or fix what they have broken. It was also emphasized that learners who build chairs are not suitable to break them and those who wash walls are not to make them dirty on purpose. If learners are reinforced for keeping their school yard neat and clean, they are less likely to throw rubbish on it.

However, the punishment should be administered thoughtfully and not in an excessive or exploitative way (Save the Children, 2001). Giving up corporal punishment does not mean giving up discipline as children need clear limits and guidance on what is right and wrong (Save the Children, 2001). School discipline entails two main goals, ensuring the safety of both the staff and the learners and creating an environment conducive to learning (Busienei, 2012). Moles (1989) added that serious misconduct involving violent or criminal behaviour does not promote teaching and learning in a school environment.

In spite of this manual or document designed by the government, Human Rights Watch (1999) found that Kenyans who train teachers also encourage instructors to use alternative methods of discipline other than physical sanctions. These are punishments which include denying the child what the child wants, rebuking or parading the child, or sending the child home to collect the parents. Teachers may also discipline a child by assigning non abusive physical tasks where learners light chores, to water and weed the school farm or fix what they have broken.

Learners who are reinforced for keeping their school surrounding neat and clean, they are less likely to throw rubbish on it. The same with learners who wash the

walls, they are less likely to make them dirty in purpose. All these punishments must be administered in thoughtfully and not in an exploitative or excessive way (Save the Children, 2001). Minor forms of indiscipline measures which include verbal reprimands, demotion, manual tasks, sending learners out of class, kneeling on the floor and denial of privileges were found to be the most common disciplinary measures (Zaibert, 2006). These measures are in line with the retributive theories of punishment.

Even though educators are aware of alternative to disciplinary measures, they still view them as ineffective and time consuming (Maphosa & Shumba, 2010). Educators also stated that learners do not fear or respect fellow educators since they are aware that no punishment will be given to them as a result of misconduct. Maphosa & Shumba (2010) also had an interview with a teacher wherein he emphasised that the child has more rights than a teacher. A teacher can be taken to the courts for just threatening a learner. Department of Education (DoE, 2000) revealed that there are full of contestations in the recommendations they suggested for different cases of learner indiscipline. It is Level 4 and 5 cases that faces contestations as it had to bring safety and security in our rural primary schools.

2.16 Continued use of corporal punishment despite the available alternatives

Educators feel that they are disempowered in their ability to maintain discipline in schools in the absence of corporal punishment. The issue of Children's rights has ushered an era of freedom to learners who no longer have respect for their educators. Although corporal punishment is not always used, just in cases where educators want to help learners in order to correct mistakes (Maphosa & Shumba, 2010).

Corporal punishment is useful for educators as it helps them to ensure discipline in school and learners fear to be punished and makes them to perform well (Mweru, 2010). The use of corporal punishment by educators is reinforced by its use in their homes by parents and educators use it as the parents expect it as it is the method they themselves use to maintain discipline (Makewa et al., 2017; Kimani et al, 2012).

2.17 Countries in support of corporal punishment

2.17.1 Corporal punishment supported in Egypt

Corporal punishment was found to be still practiced at unacceptable rates in Egyptian rural primary schools (Wasef, 2011). This suggests that despite the policies which abolished it, teachers were still practicing it. Wasef attributed this to family-based or school-based factors. Families accepted corporal punishment as they were not aware of policies and what course of action to be taken to protect their children and lack of knowledge that their input would not make any difference with the school practices. Lack of communication with parents, and inability to find alternatives for teachers and to activate the role of social workers in reforming students (Wasef, 2011) was found to be one of the factors that contributed to teachers still applying corporal punishment.

One of the research question still stands that why corporal punishment is being practiced in rural primary schools in spite of its legal ban and the alternatives that have been provided for. Answer to this question would allow us judge to what extent does family and school administration are responsible for these practices. An investigation of the attitudes of principals, teachers as parents and learners themselves about the use of corporal punishment as a tool for discipline indicated the causes and consequences of corporal punishment.

2.17.2 Corporal punishment supported in America

Corporal punishment is still being administered in schools in the United States (Wasef, 2011). While some states abolish corporal punishment, other states still allow school officials to use this form of discipline (Wasef, 2011). Many parents still liberally use it and believe that it is necessary for good order (Strauss, 1994). The American Academy of Paediatrics believes that corporal punishment may affect adversely a learner's self-image and school achievement and that it may contribute to disruptive and violent student behaviour.

Alternative methods of behavioural management have proved more effective than corporal punishment and are encouraged. Physical force or constraint by a school official may be required in a limited number of carefully selected circumstances to protect students and staff from physical injury, to disarm a student, or to prevent property damage (Wasef, 2011).

2.17.3 Corporal punishment supported in Kenya

The Kenyan government banned corporal punishment in Kenyan schools in 2001 and enacted the Children's Act (Government of Kenya, 2001) through Legal Notice No. 56 of 2001 from abuse through corporal punishment. Kenya is also a signatory to the Convention on the Rights of the Child (United Nations, 1990) which states that discipline involving violence is unacceptable. Teachers and other stakeholders encountered behavioural problems in the field of education. In spite of this, the use of corporal punishment continues in Kenyan schools. Their reasons for using corporal punishment included the belief that it was the most effective way to discipline children and that parents had authorized its use. The Kenyan government has introduced laws to protect children, another reason for continuous use of corporal punishment, teachers believe it is for the children's good (Mweru, 2010).

2.17.4 Corporal punishment in Africa

Morrell (2001) articulates that corporal punishment in Africa is seen as a cultural practice and it is taken as an important tool in the educational process. Parents and educators who don't practice it are taken as negligent. Some parents, learners and educators tend to say that if learners are not beaten when they make mistakes, they do not grow to be well mannered adults. Some even say that banning of corporal punishment is a Western concept and it also leading to havoc in our African culture and moral decay (Banda, 2006).

2.17.5. Corporal punishment in South Africa

The South African education system historically has used corporal punishment to maintain discipline. Criticism of its effects led in 1996, to the banning of this form of punishment. But this legislative intervention did not end the use of corporal punishment in schools and thereof. Corporal punishment has effectively disappeared from middle-class, formerly white, schools, but is still relatively common in township schools. Reasons for the persistent and illegal use of corporal punishment include the absence of alternatives, the legacy of Italian education practices and the belief that corporal punishment is necessary for orderly education to take place (Morrell, 2001).

2.18 Parental involvement and corporal punishment

A neglected explanation is that corporal punishment persists because parents use it in the home and support its use in school. There is a tension between the prohibition of corporal punishment in schools and the increase in parent involvement in the affairs of schools (Morrell, 2001). Holdstock (1990) emphasized the study for South Africa wherein evidence suggests that corporal punishment is also widely used by parents. Wood & Jewkes (2001) added that corporal punishment is common in many families where violence is often the 'first-line tactic' in resolving conflict. Parents

strongly believed that corporal punishment is effective, there is a tendency to continue with this type of disciplining (Mposula, 2000). And it is a short step from the use of corporal punishment at home to the use of it in schools.

Maphosa and Mammen (2011) outlined that every effort should be made in order to help the learner understand that whatever sanctions, is a result of serious inappropriate behaviour and encourages the learner to learn from his or her behaviour. It is only when the learners understand and appreciate their wrong doing and that they would also accept the disciplinary measures given and avoid future occurrence of the same behaviour. It is therefore the responsibility of educators to determine the measures to be taken when learners must face the consequences of their inappropriate or disruptive conduct.

Morrell (2001) states that most of the people believe that if corporal punishment is administered justly with love, is necessary and right. Gilbert & Gilbert (1998) found out that in Australian schools, learners considered punishment acceptable if it was given fairly and if warning was given before. However, many educators condemn uncontrolled, malicious and cruel beatings. Even recent reports have found that educators do not condone a variety types of physical punishment like throwing books or chalks at children, pulling hair or ears and pinching as it belittles or humiliates a learner.

The General Household Survey of 2011 on schooling by Statistics South Africa indicates that 92% of children have experienced school violence in the form of corporal punishment by the teachers, while the remaining percentage is distributed verbal and physical violence by peers, and verbal and physical violence by teachers (Department of Basic Education, 2013).

The researcher identified that some previous researchers concentrated on urban or township schools like Kubeka (2018) and Tungata (2006) who included both rural

and urban areas rather than deep rural areas. The researcher also did this study at Limpopo Province as most studies was done in other provinces like Morrell (2001) in Kwazulu-Natal, Maphosa & Shumba (2010) in Eastern Cape and Mtsweni (2008) in Mpumalanga. The researcher also concentrated on primary school learners as it is better to discipline a child at an early age than to wait for secondary level, as the saying "You spare the rod, you spoil the child". This will also contribute in developing the learners into responsible and disciplined adults.

2.19 Summary of the chapter

It is clear that disruptive classroom behaviour causes a great confusion as there will be a huge damage in the classroom activities. When learners misbehave, they learn less and at the same time disturbs their peers from learning too. Teaching time is also reduced as more time is devoted in maintaining discipline rather than teaching. As such it is therefore very critical to apply alternatives to corporal punishment since the corporal punishment was banned by the government.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter presents the research methodology that was utilized in this study. It includes a description of the qualitative and quantitative research approach, population and sampling, data collection instruments, how data was analysed, measures to ensure trustworthiness and ethical considerations.

3.2 THE AIM OF THE STUDY

The aim of the study was to investigate alternatives to corporal punishment for maintaining discipline in rural primary schools.

3.3 OBJECTIVES OF THE STUDY

This study was guided by the following research objectives:

- To explore the application of the alternatives to corporal punishment in maintaining discipline in rural primary schools.
- To identify measures that can be used to maintain learner discipline despite availability of alternatives to corporal punishment;
- To explore continued use of corporal punishment despite available alternatives to corporal punishment in rural primary schools.
- To identify effects of alternatives to corporal punishment in maintaining discipline in rural primary schools.

3.4 RESEARCH QUESTIONS

This study was guided by the following research questions:

- How are alternatives to corporal punishment applied in maintaining discipline in rural primary schools?
- What measures are teachers using to maintain learner discipline in the place of available alternatives to corporal punishment?
- Why are teachers continuing to use of corporal punishment despite the available alternative measures to corporal punishment in the primary schools
- What are the effects of alternatives to corporal punishment in maintaining discipline in rural primary schools?

3.5. RESEARCH DESIGN AND METHODOLOGY

Research methodology refers to a description of the procedures used to conduct the research (Kallet, 2004). In this study, the following procedure was carried out to answer the research questions and achieve the research objectives. In this study, mixed methods research design was applied. I used both qualitative and quantitative research approaches to triangulate collected data. Triangulation is the application of multiple methods or the multi-method approach that characterizes research in social sciences. It uses two or more methods in order to collect data. The research is supported out by researchers to increase the validity of their research (Refer to chapter 1).

This study applied the pragmatic paradigm that relates to use of both the quantitative and qualitative research approaches. The mixed methods design allowed the researcher to triangulate the quantitative and qualitative methods and data sources as well as providing a convergence and corroboration of results from the different

methods and designs within the same phenomenon (Johnson & Onwuegbuzie, 2004). The mixed methods design was preferred because it enabled the researcher to use both qualitative and quantitative approaches in a complementary manner and provided interaction rather than a dichotomy between these approaches (Gelo, Braakmann & Benetka, 2008). Quantitative research uses quantitative measures in the form of numbers to test hypothetical generalizations.

3.5.2. Qualitative research approach

Qualitative research is a research approach that seeks to understand a phenomenon that occurs in the real world and emphasizes the provision of a comprehensive or holistic understanding of the social setting in which the research is conducted (McMillan & Schumacher, 2010). Creswell (2005) states, “qualitative research is a type of educational research in which the researcher relies on the views of participants, asks broad, general questions, collects data consisting largely of words from participants, describes and analyses the words for themes, and conducts the inquiry in a subjective, biased manner”.

3.6.1 Quantitative research method

A quantitative research generates numerical data that can be transformed into usable statistics (Wyse, 2011). It is also used to quantify attitudes, opinions, behaviours, and other defined variables and generalize results from a larger sample population. Quantitative process uses detailed questionnaires distributed to a large number of people; questions are typically multiple choice wherein participants choose the most appropriate responses among those listed for each question.

3.6.2 Sampling procedure

Tshinane circuit has seventeen public primary schools. This circuit is located in the rural area in Vhembe-East district in Limpopo Province. In this study, schools at Tshinane circuit were selected randomly using a software called ARCGIS 10.5 (Extension tool named: Sampling design). The software normally selects all school under Tshinane circuit and archive them in attribute table. The extension will then select the specified number of schools in the circuit randomly. From the above process, the software gives an output of schools which are on the list of all the schools in the circuit. The randomly samples schools were then visited for interviews session and questionnaires were distributed on those respective schools.

3.6.3 Questionnaires

I prepared a set of questions based on the research objectives wherein I had four research objectives. Questionnaires were structured. The biographical questions were asked at the start of the questionnaire where the participants had to make a mark regarding their personal information. It consisted of gender, age, years of teaching experience and teaching phase. From the options given, respondents chose what applies to them. Respondents had to indicate what applies to them by making a mark in the appropriate block. The items were on a five-point scale that ranged from *Strongly agree* to *Strongly disagree* with *Not sure* as the central choice. This section consisted of fourteen (14) questions based on the application and effects of alternatives to corporal punishment in rural primary schools. The responses indicated the participants' level of agreement with each statement on a five-point scale that was scored.

The other section consisted of fourteen (14) questions where respondents had to choose from a three-point scale, rating from yes, no and not sure. Respondents had to indicate from the statement the extent to which they agree based on the continuous use of corporal punishment to rural primary schools.

3.6.4 Pre-testing of the questionnaires for validation

Pre-testing of the instrument was done in two primary schools in Tshinane Circuit. The purpose of the pilot study was to ascertain the reliability of the questionnaire as an instrument before it was distributed to the actual study. Fifteen (15) educators participated in the pre-test. The results were not analysed, as I wanted to check whether the questionnaires were usable to collect credible data. The questionnaires I distributed were returned to principal's office from where I collected them.

3.6.5 Data collection procedure

I received contact details for all primary school principals to secure appointment dates and time through the circuit office. Some principals were not available where continuous follow-ups were made. I gave the principals permission letters from the department to engage educators in the research. Permission to enter the school was sought from the principal (refer to Appendix D). In most primary schools, I left the envelopes with the principals and promised to collect them after five days. I administered 150 questionnaires and managed to collect 138.

3.6.6 Data analysis procedure

The crux of data analysis is to explicate the cultural meaning out of the data with a purpose to answer research questions. (McMillan & Schumacher, 2001). After collecting one hundred and thirty-eight (138) questionnaires, I took them to the statistician who analysed the data through the Statistical Package for Social Sciences (SPSS) Version 24. Tables were computed wherein percentages and frequencies were clearly displayed for better interpretation based on the research objectives.

3.7 QUALITATIVE RESEARCH METHOD

Qualitative researchers collect data in the natural settings and make use of interviews (Durrheim, Painter & Terre Blanch, 2007).

3.7.1 Sampling procedure and sample size

Asika (2006) states that a population is conceived as all conceivable elements, subjects or observation relating to a particular phenomenon of interests to the researcher. It is a well-defined collection of individuals or objects known to have similar characteristics (Mashau, 2017). A group of individuals who have the same characteristics, for example, all educators, would make up the population of educators. All high school administrators in a school district would comprise the population, also regarded as the entire set of individuals having common characteristics; it is sometimes referred to as the universe (McMillan & Schumacher, 2010). The first step in the process of collecting qualitative data is to identify the population of the study. In this study, the target population consisted of educators, principals and learners in rural primary schools around Tshinane Circuit in Vhembe-East District.

From the seventeen primary schools in Tshinane circuit, five educators were purposively sampled. I had eight participants made up of one educator, two heads of departments, two principals and three learners each from grades 5, 6 and 7. For the purposes of an inclusive representation, both male and female educators with varying teaching experiences were included in the sample. With learners, I had two girls and one boy.

3.7.2 Data collection procedure: Interview schedule

3.7.2.1 Pre-testing the interview schedule

I started by piloting the instrument to check its validity and reliability. I wanted to check the time that would be spent for the whole interview session as I planned not to exceed 30 minutes. I made appointments with three participants and arranged to meet at their respective schools in order to avoid disturbances. They were cooperative and the interviews were successful.

I started by introducing myself and detailing ethical considerations, and this helped me to reduce my probing or follow up questions. I also did very well with the second educator who was a male principal. The session lasted 23 minutes 15 seconds. I sent data to my supervisor for opinion and some inputs. Results were not analysed as this was just for testing reliability and validity.

I also pre-tested the instrument with two learners and conducted interviews at their homes after signing the consent forms. Semi-structured interview questions were set out in an interview schedule before the actual interview began. Five semi-structured interview sessions were conducted. I sent the audio to my Supervisor for assistance wherein I had to redo the questionnaires so that they answer the research questions. I did the process until it the supervisor allowed me to administer.

3.7.3 Interview schedule: collection of data through interviews

Lichtman (2013) states that semi-structured interviews involve developing a general set of questions and format followed and used for all participants. Denscombe (2009) regards the semi-structured interview as the best method when the researcher needs to gain insight into participants' opinions, feelings, emotions and experience. I

used a set of open-ended questions in simple English for teachers to gather data through unstructured interviews.

An interview is a conversation between two people using simple everyday language, wherein one is making an inquiry and the other is responding (Cohen & Manion, 1980). I used a Samsung GrandNeo Plus cell phone to record all interviews. Interviews were transcribed *verbatim* (unedited to capture the essence of the participant's reality). For learners, interview schedule was in Tshivenda as they could not express themselves well in English. They were also recorded and transcribed *verbatim*. I remember during one of the interviews, the respondents' phone rang and interrupted our interview. I allowed her to answer it although the respondent was not free to have a long conversation with the caller.

A well-ventilated classroom free from disruption was prepared for the interview sessions of individual participants. Individual participants and I sat facing each other for better communication, productivity and comfort in the sharing of information. I introduced myself and stated the purpose of the interview session, which was about alternatives to corporal punishment in maintaining discipline in rural primary schools. The participants were given enough time to voice their lived experiences on alternatives to corporal punishment in maintaining discipline in rural primary schools. I kept on probing in order to get rich in-depth information. I requested permission from the participants for recording the discussion and interviews took not more than 30 minutes. All the interview sessions were audio-taped and thereafter transcribed *verbatim*.

3.7.4 Measures to ensure trustworthiness

In order to ensure trustworthiness, the researcher personally visited the study area. I distributed all the questionnaires and conducted interviews where all the respondents were recorded accurately and the recorded data were interpreted fairly.

Mamabolo (2009), maintain that the trustworthiness is the extent to which a study is worth paying attention to, worth taking note of, and the extent to which others are convinced that the findings can be trusted. Qualitative research is trustworthy when it accurately represents the experiences of the study participant. Trustworthiness of qualitative research can be ensured by attending to four strategies, namely credibility, confirmability, dependability, and transferability. These are briefly discussed below (Gasson, 2004).

- Credibility

Gasson (2004) states that other techniques for addressing credibility include making segments of the raw data available for others to analyse (peer debriefing), prolonged engagement of the researchers in substantial immersion in the research process and the use of “member checks,” in which respondents are asked to corroborate findings.

- Confirmability

Confirmability refers to the degree to which the researcher can demonstrate the neutrality of the research interpretations, through a “confirmability audit” (Gasson, 2004). This entailed confirming the collected data through the participants’ analysis notes, reconstruction, synthesis products and process notes, ensuring that all data was recorded. To meet the criteria for confirmability, the gathered data was about what data the researcher had seen, understood and interpreted. In the current study, the conclusion outlined was only based on the findings of analysed interviews and questionnaires and not influenced by other factors.

- Dependability

Dependability is an assessment of the quality of the integrated processes of data collection, data analysis, and theory generation (Gasson, 2004). Dependability ensures that the research findings are consistent and could be repeated. This is measured by the standard at which the research is conducted, analysed and presented. Each process in the study should be reported in detail to enable an external researcher to repeat the inquiry and achieve similar results. This also enables researchers to understand the methods and their effectiveness (Gasson, 2004).

Therefore, in this study the participants were interviewed in their workplace, which enhanced their articulation of the phenomenon under study. The semi-structured interview data was collected and that enhanced similar conditions for the participants. Data collected appeared to release more or less the same information. It is likely that the study might yield similar results even if it were conducted with other participants in a similar context.

- Transferability

According to Gasson (2004), transferability is the degree to which the findings of this inquiry can apply or transfer beyond the bounds of the project. This study was used mixed methods. The findings in the study will be sent to education district offices and circuit offices for distribution to different schools.

3.7.5 Data analysis techniques

This study adopts the use of interview, where learners and educators in respective schools were interviewed. The interview results were analysed thoroughly by comparing the results and the existing literature related to corporal punishment in

schools. Results from Interviews conducted for both educators and learners were integrated together to achieve the outlined objectives.

3.8 Ethical consideration

When planning for a data collection process, the first aspect that plays a vital role in research is ethical considerations. According to Wysocki (2008), ethics are guidelines for research that enable a researcher to ensure that all participants take part voluntarily and are not harmed. Before the collection of data, required ethical factors were put into practice. Ethical issues, inclusive of participants' permission to conduct research, confidentiality, anonymity and the voluntary nature of participation were explained to the participants.

3.9 Permission to conduct research

The planning process involved gaining permission to enter the research site, sampling of the participants and signing of the informed consent forms by the participants. The researcher visited the Tshinane Circuit Manager to submit Ethical Clearance from the University of Zululand together with the permission letter from the District Manager of Vhembe East District. I also got contact details for all primary school principals to secure appointment dates and time. For schools around Tshinane Circuit, I sought permission from the principals to use the educators in the research. Permission to enter the school was sought by writing a letter to the principal to request the involvement of educators in the study (refer to Appendix 2).

Permission to conduct the research was also requested from University of Zululand Research and Ethics Committee through completion of an ethical clearance application form. The researcher produced the ethical clearance certificate to the principal as evidence that permission was granted by the University of Zululand Research and Ethics Committee to conduct the study (refer to Appendix E).

I also requested permission to conduct research from the Circuit Manager of Tshinane Circuit, Vhembe East District in Limpopo Province by writing a letter (refer to Appendix B). After being allowed to use the site by the school's principal, I arranged the day, time and venue to conduct interview sessions. I reminded the individual participants a day before the semi-structured interview sessions telephonically about the appointment. The following research ethics were taken into account in my study:

3.9.1 Informed consent

Consent was requested from the participants through completing an informed consent form (refer to Appendix D). The informed consent letter emphasized the voluntary nature of participation and absence of punishment for withdrawing from the study before and during the process of collecting data. The participants were also informed about their role in the research study, which was to participate as interviewees during interview sessions. The data collection instruments, namely, semi-structured interview and document analysis, were explained as part of the informed consent letters. In addition, the researcher informed the participants about the purpose of this study, which was to investigate alternatives to corporal punishment in maintaining discipline in rural primary schools, and explained how the results would be used. The participants signed the informed consent letter upon mutual agreement to participate in the study.

3.9.2 Confidentiality

All the participants were assured that the information provided would be treated in confidence by not disclosing information or publishing it in any way in order to maintain participants' confidentiality. To safeguard confidentiality, only codes were used. The participants were assured that no data would be linked to their names. No

secret information was divulged as the right of confidentiality of participants was to be respected.

3.9.3 Anonymity

Cohen, Manion and Morrison (2011) say the essence of anonymity is that information provided by the participants should not reveal their identity. In this study, anonymity was maintained by assigning codes to the research participants when collecting, analysing and reporting data. Codes were used for anonymity, i.e. E1 refers to educator number 1, HOD1 refers to Head of Department number 1, HOD2 refers to Head of Department number 2, P1 refers to Principal number 1, P2 refers to Principal number 2, L1 refers to Learner number 1, L2 refers to Learner number 2 and L3 refers to Learner number 3.

3.9.4 Voluntary participation

All the participants had to sign the informed consent form to indicate participation in the study upon mutual agreement. The consent forms emphasized the voluntary nature of participation and the absence of punishment for withdrawing from the study prior to completion (refer to Appendix D).

3.10 Summary of the chapter

This chapter has provided a detailed report on the research methodology of the study, that embraced the mixed method, qualitative research approach and quantitative research approach and research design, data collection instruments, pre-testing the instrument, population and sampling and ethical considerations. All the above-mentioned aspects were discussed to show the route taken to achieve the aim and the objectives of the study and answer the research questions.

CHAPTER 4

PRESENTATION, ANALYSIS AND DISCUSSION OF THE DATA

4.1 INTRODUCTION

Chapter 3 presented the research design and methodology of this study. This chapter presents and discusses the results of the empirical investigation conducted to establish the application of alternative measures to corporal punishment for maintaining discipline in rural primary schools. First, the demographic profile is presented and discussed; thereafter, the main trends and patterns in the data are presented. The data is then analysed in the context of the research operation and literature review. The study was guided by the following research objectives:

- To explore the application of the alternatives to corporal punishment in maintaining discipline in rural primary schools.
- To identify measures that can be used to maintain learner discipline despite availability of alternatives to corporal punishment;
- To explore the continued use of corporal punishment despite the available alternatives to corporal punishment in rural primary schools.
- To identify effects of alternatives to corporal punishment in maintaining discipline in rural primary schools.

4.2 Demographic results

The demographic characteristics of the participants who completed the questionnaire and those interviewed regarding the alternative measures to corporal punishment for maintaining discipline in rural primary schools are presented in this section (gender, age and academic qualifications). Each variable is discussed separately, with the aim of giving a clear picture of the profiles of the participants.

4.2.1 Gender

Table 4. 1 presents gender distribution of the participants who took part in the study.

| Gender | Frequency | Percent |
|--------|-----------|---------|
| Male | 41 | 29.3 |
| Female | 97 | 70.3 |
| Total | 138 | 100.0 |

The results on the gender of the respondents in Table 4.1 show that 70.3% were females compared to males who constituted 29.7%. The majority of staff in primary schools are females.

4.2.2 Age of respondents

Respondents were requested to indicate their age. I wanted to establish whether age has effect on issues related to learner discipline. Results are presented in Table 4.2.

Table 4. 2 Age of respondents

| Age | Frequency | Percent |
|--------------------|-----------|---------|
| 21 – 29 years | 18 | 13.0 |
| 30 - 39 years | 59 | 42.8 |
| 40 – 49 years | 27 | 19.6 |
| 50 years and older | 34 | 24.6 |
| Total | 138 | 100.0 |

Results show that the majority (42.8%) of respondents are those teachers aged between 30 and 39 years, so these teachers are relatively young. During their training as educators, they were told about the consequences of applying corporal punishment to learners. The first educator was a female between 40 and 50 years of age. Some teachers are more than 50 years of age and have been teaching before the abolition of corporal punishment. These teachers started working before the country received its democracy wherein corporal punishment was the only way to maintain discipline in rural primary schools. Therefore, the expectation is that the higher the age we have in our respondents, the higher the rigidity in the application of ATCP.

4.2.3 Teaching experience of teachers who took part in the study.

The respondents were requested to show the number of years while teaching. The results are shown in Table 4.3

Table 4. 3 Teaching experience in years

| Teaching experience in years | Frequency | Percent |
|------------------------------|-----------|---------|
| 0 – 10 years | 8 | 5.8 |
| 11 – 20 years | 13 | 9.4 |
| 21--30 years | 51 | 37.0 |
| 31– 40 years | 66 | 47.8 |
| Total | 138 | 100.0 |

Results show that nearly half (47.8%) of the teachers have been teaching for a long time (31 to 40 years teaching experience). From my point of view, from 1994, South

Africa had its own constitution with a Bill of rights that must be followed. A huge number of respondents are between 21-30 years (37%) and 31-40 years (47.8%) of teaching experience, which constitutes 84.8%.

The majority of teachers in this study started teaching before South Africa received its democracy when corporal punishment was the only way to bring discipline to learners at school. They have some experience on the use of corporal punishment. When the Alternatives to corporal punishment were introduced by the department in 2000 (Republic of South Africa, 1996) they were used to applying corporal punishing when learners were found guilty of misconduct. Alternatives to corporal punishment as a disciplinary procedure was prescribed and recommended by the department and prevented teachers to apply corporal punishment.

4.2.4 Teaching phase of the teachers who took part in the interview

Respondents were requested to indicate the phase they are teaching. I wanted to establish whether teaching phase has effect on issues related to learner discipline. Results are presented in Table 4.4.

Table 4. 4 Teaching phase of teachers

| Teaching phase | Frequency | Percent |
|--------------------|-----------|---------|
| Foundation phase | 38 | 27.5 |
| Intermediate phase | 50 | 36.2 |
| Senior phase | 50 | 36.2 |
| Total | 138 | 100.0 |

In relation to teaching phase, 27.5% of the respondents are in the foundation phase, 36.2% respondents in the intermediate phase whereas 36.2% are in the senior phase which gives 100% of the respondents. Intermediate and senior have the equal number of respondents.

From the above results we can understand that the 36.2% on both intermediate and senior phase could mean that the majority are males. Traditionally women are the ones who are always next to the young ones as from birth and have that rearing spirit, so, with that in mind one can say that 27.5% of the foundation phase are female dominated.

4.3. Application of the alternatives to corporal punishment

I identified several themes from the data collected on teachers' perceptions on the alternatives to corporal punishment. These are discussed in the sections that follow:

4.3.1 Keeping learners as detention in classroom after school

One of the alternatives to corporal punishment that was recommended was to keep learners detained in class when others go home. They would be allowed to do their school work or be engaged on other activities as determined by the supervising teachers. I wanted to find out if this was an effective way of punishing learners. Results are presented in Table 4.5.

Table 4.5, shows that 56.6% respondents agree that learners who are charged with misconduct are kept in the class for an hour after school whereas 37% respondents disagree. The respondents who agree might be associating this alternative to corporal punishment with some benefits while others think it has problems. This

detention raises a problem with learners who stays far away from school or uses transport as the consequences can be unbearable where the teacher can be reported by their parents for negligence if these learners get lost or abused on their way.

Table 4. 5 Keeping learners as detention in classroom after school.

| Learners charged with misconduct are kept in class for an hour after school | Frequency | Percent |
|---|-----------|---------|
| Strongly agree | 39 | 28.3 |
| Agree | 39 | 28.3 |
| Not sure | 9 | 6.5 |
| Disagree | 35 | 25.4 |
| Strongly disagree | 16 | 11.6 |
| Total | 138 | 100.0 |

Detention is being used to maintain discipline in rural primary schools. It is reasonable that this is being used and seem effective as most learners may not want to be detained. These could be learners who stay away from their schools who need company of other older children to travel with. Learners from grade R to grade 2 are still very young to walk alone as rural areas have scattered villages where some learners may be compelled to walk long distances. As these primary school learners cannot be trusted to be alone, instead, their parents are the ones who may find the application of this alternative to corporal punishment risky for their children's security. They may therefore encourage their children to behave well while at school. Some of interviewees in support of its disadvantage confirmed that while it may be good as a disciplinary measure, it is risky. One of the learners interviewed remarked as follows,

L3: “No, because learners make use of monthly transport services, and when you report that your transport has left you behind at the school office, they get angry at the learner whereas it happened because of the teacher who detained the learner.”

Similarly, L2 supported and said,

” It does not work as other learners make use of monthly transports and the teacher will then be required to call the learners parents using their own airtime to come fetch the learner” They are then forced to stop with what they were busy with and go fetch their child which then results in them complaining”.

If detention is applied during school hours like when offenders are denied time to play extramural activities like games or play during break time, it comes to be better felt as learners like to play. Detention also need the educator’s supervision as many cases can erupt where learners fight one another and that result in not maintaining discipline. There are however, some who think that detention of learners is not an effective way of disciplining learners who are guilty of misconduct. Some teachers think they are too busy during breaks to monitor learners who are being detained. This results in learners not being supervised and thus seem to be a waste of time. Following is a remark to confirm this:

With E1, if detention is applied during break, it is seen as time wasting.

“.... The second one is detaining learners during break time. Sometimes during break you may be busy with something that requires you to go out and

the learner may decide to also go out as you are not checking on the learner, for me it is time wasting”.

This is what HOD2 said when supporting its application after school:

“I use detention. That is the method that I am using as an alternative to corporal punishment. I prefer it because it works.... We all know that learners are very fond of playing, and there is a saying that says “if ever you want a child to listen to you, you deny him that which he likes best”, so instead of going to play after school, I detain them for an hour doing school work or whatever I want him to do. That is the method which works for me.”

Therefore, results from quantitative suggesting that detention is successful in maintaining discipline are inconsistent because there are those who thought it does not work and those who are not sure of its success. This concludes with the results from qualitative which does not support the application of detention as an alternative to corporal punishment in maintaining discipline in rural primary school.

4.3.2. Manual work given to learners found guilty of misconduct.

Manual work is one of the strategies recommended as an alternative to corporal punishment. Learners found guilty of misconduct are given manual work. The results showing teachers’ perception regarding this are presented in Table 4.6.

Table 4. 6 Manual work given to learners found guilty of misconduct.

| Learners who are found guilty of misconduct are given manual work which they enjoy doing. | Frequency | Percent |
|---|-----------|---------|
| Strongly agree | 14 | 10.1 |
| Agree | 42 | 30.4 |
| Not sure | 12 | 8.7 |

| | | |
|-------------------|-----|-------|
| Disagree | 44 | 31.9 |
| Strongly disagree | 26 | 18.8 |
| Total | 138 | 100.0 |

Results from Table 4.6. shows that 31.9% disagree 18.8% strongly disagree that learners are who are given manual work as punishment that they have been found guilty like that. Only 8.7% respondents are not sure if this alternative is effective. A little number of respondents (30,4% agree 10.1% strongly agree) support that they enjoy working while others are in the classroom busy with their studies.

Some respondents agree that giving manual work to learners found guilty is effective for maintaining discipline. However, when learners are kept outside the learning environment while others are busy with school work, they may feel isolated and try to avoid being involved in misconduct.

However, some think that this strategy is not effective as other learners punished in this manner seem to be enjoying it. If learners enjoy playing outside whilst others are busy learning, it means that manual work cannot maintain discipline. It also proves that they can engage themselves in another misconduct again and again so that they be punished and go and play. There are some who do not like this type of punishment, and these may avoid being punished. This is what one of the interviewees said during interview:

“It depends on the learner. Some learners enjoy these other alternatives. For example, if you ask a learner to go outside to pick up some papers as punishment there are those who really enjoy being outside of the class. But to others, they do not want it. Some you will see that they do not want to be outside of the class though they did not do the work or they have misbehaved. But most of them do enjoy being outside, playing and calling others through the window and those who are passing by as our school is in the deep rural areas, we do experience that.”

It was also supported by HOD2 that it only depends on the learners' focus,

“Learners misbehave because they know very well that even if they do otherwise they are not going to be punished, and some learners enjoy punishment, so they react differently depending on whether the child is focused or not focused on their school work. Those that are not focused will enjoy the punishment but the one who is not focused will never enjoy it”.

On the other hand, others seem to be not enjoying that, like what L1 said that not all learners who are charged for misconduct enjoy that by giving this supporting statement,

“I do not think it works because the learner still behaves in the same manner even after that punishment. It is best that teachers just keep quiet about it and just inform the learner that he/she reap the result of his/her misconduct at the end of the year when they fail...these offenders don't enjoy being outside, that is why they work very fast so that they can finish their punishment and come back to the class to continue learning with us. “

L2 furthermore added that it does not work as some learners' report to their parents and most parents get upset, this is what she said,

: “It does not work because some learners report that to their parents and most parents get upset because of that as they did not take their children to school to do manual work but to learn”.

P1 supported that they don't enjoy as learning and teaching will be in progress in their absence.

" It puts learners at a disadvantage because there is not enough time to do such work and when learners are doing such punishments, teaching and learning will be going on and this will disadvantage the learners. And at the end learners sometimes become exhausted especially when given manual work to do."

P2 suggest that giving these offenders manual work to do does not serve the purpose that is intended to,

"To my understanding that does not work. Some opt to do the work even if it is not a punishment. So how can such work deter the learner from doing the very same thing? What I can say is that the best thing is to sit down with the learner. If the learners do not understand that the manual work is used as a corrective measure, it is of no use."

These results are consistent with what Ngidi (2007) further revealed that educators differ in the extent to which they use community service for learners' misconduct inside the classroom and at school. With these deliberations made, it is reasonable to suggest that giving manual work to learners found guilty of misconducts can be beneficial to those who understand what they need to do for learning to be effective.

4.3.3. Teachers are trained on how to apply demerits to learners charged with misconduct.

Demerits is one of the strategies recommended as an alternative to corporal punishment. The department suggested it to be applied to learners who are found guilty of misconduct, however the problem is with its training on how to apply it. The results showing teachers' training on the application regarding this are presented in Table 4.7.

Table 4. 7 Teachers training on the application of demerits as an alternative

| Teachers are trained on how to apply demerits to learners charged with misconduct. | Frequency | Percent |
|--|-----------|---------|
| Strongly agree | 10 | 7.2 |
| Agree | 33 | 23.9 |
| Not sure | 10 | 7.2 |
| Disagree | 41 | 29.7 |
| Strongly disagree | 44 | 31.9 |
| Total | 138 | 100.0 |

Table 4.7 show 61.6% disagree to strongly disagree that teachers were trained on how to apply demerits to learners who are charged with misconduct as an alternative. In fact, more than half of the respondents which shows a high percentage don't know how to apply demerits as an alternative. This marks the importance of training to these alternatives to corporal punishment. Only 31.1% respondents agree to strongly agree to being trained on its use which shows a limited number and 7.2% respondents who are not sure of their training on application of demerits on learner's misconduct, as an alternative to corporal punishment.

As a researcher I believe that the 31.1% who says they were trained, it could be during their training as educators or they have been developed at their respective schools by their seniors, or even observed it being applied by experienced educators. The main point is that training was not enough or no formal training at all.

Even a, HODs and principals who have been interviewed, they responded that they were never trained on the use of Alternatives to corporal punishment. The department didn't take the initiative of training its teachers. On the question of training, this is what they said,

E1 "No, I wasn't trained. "

HOD 2 "No, we were never trained as teachers" and P1 "I was not trained".

When HOD2 was asked how it came to his attention, this is what he said,

"When we have workshops, we gather as teachers, and maybe when we are exchanging our problems that we have in our schools, some of the teachers may come up with solutions to these problems. So I got this from other colleagues when we were discussing."

P2 said in support of the absence of training in ATCP,

"Unfortunately, we have not been trained. It is not I only; most of my colleagues have not been trained. One is to use their own ideas; you use your own discretion as to how you will come up with the alternatives. The department is claiming to say we need not to use the corporal punishment; the principals and educator should come up with whatever ways in order to

discipline the little ones. Unfortunately, there is no formal workshop on training of ATCP which we have been offered so far.”

These results are consistent with Le Roux (2005) who said one of the main contributing factors towards disciplinary problems in schools is that educators were not equipped or prepared with alternative methods to corporal punishment even after 1996 when corporal punishment in schools was abolished. Star (2006) also upholds that not enough has been done to train educators in the alternative methods of discipline introduced by the Department of Education.

These results are still consistent with Soneson (2005) who supports that a large number of educators have not been reached by the training on alternatives to corporal punishment and they are not equipped with skills to manage discipline in the classroom or schools through non-violent means.

From the responses that were received, one suggests that demerits as most of the respondents have never heard or been trained about, are not reliable in maintaining discipline in rural primary schools.

4.3.4. Teachers prefer to use verbal warning as an alternative to corporal punishing the learner found guilty of misconduct.

One of the alternatives to corporal punishment that was recommended was to engage in verbal warning with the learner. I wanted to find out if this was an effective way of punishing learners. Results are presented in Table 4.8.

The application of verbal warning shows that 51.4% respondents prefer to use verbal warning as an alternative to corporal punishment for learners who are found guilty of

misconduct. Therefore 17.4% and 10.9% disagree to strongly disagree which gives the total of 28.3%. This means the majority which is 51.4% constituted by respondents who prefer to apply verbal warning and continue its use as they see its benefits. Only 20.3% are not sure of what they are doing and as such does not benefit on its application.

Table 4. 8 Application of verbal warning.

| Teachers prefer to use verbal warning as an alternative to corporal punishing the learner found guilty of misconduct. | Frequency | Percent |
|---|-----------|---------|
| Strongly agree | 29 | 21.0 |
| Agree | 42 | 30.4 |
| Not sure | 28 | 20.3 |
| Disagree | 24 | 17.4 |
| Strongly disagree | 15 | 10.9 |
| Total | 138 | 100.0 |

Ngidi (2007) indicates that verbal warning was ranked high for all the learners' misconducts. That gave an indication and support that, of all the disciplinary actions included in the study, verbal warning was mostly used by educators for learners' misconducts in the classroom as an alternative to corporal punishment.

In support of that, all learners agree that verbal warning is the first step that is applied to maintain discipline in their respective schools, L1 mentioned that,

“They use verbal warning, and if ever we do the same mistake again they use corporal punishment”

L2 supported its preference by teachers and said,

“They first give them verbal warnings, and then the second time they ask them to get out of class or require them to pick up papers outside.”

Teachers themselves are also confessing that they spend more time giving warning to these learners even in their parents or guardians ‘presence. HOD1 also supported that they give their precious time instead of teaching all other devoted learners,

“By speaking with our learners, reminding them their goals and why they are at school, reminding them about their future and how without education they cannot make. Sometimes we used corporal punishment and sometimes we just think that another way to promote positive behaviour is to give verbal warnings.”

Educators, HODs and principals invest their time with one learner giving verbal warning. Although it is time consuming, it turns to be working in maintaining discipline. Primary schools where verbal warning is implemented are functional and doing well. Therefore, based on the majority of respondents together with the qualitative data that was collected, application of verbal warning is consistent in maintaining discipline in rural primary schools as an alternative to corporal punishment.

4.3.5. Learners found guilty of misconduct are suspended for a week from school that result in missing out all activities done.

Suspending learners due to their misconduct was also recommended as an alternative to corporal punishment. The researcher wanted to find out if suspension of learners is an effective way to maintain discipline. Results are presented in Table 4.9.

Table 4. 9 Suspension of learners for a week.

| Learners found guilty of misconduct are suspended for a week from school that result in missing out all activities done. | Frequency | Percent |
|--|-----------|---------|
| Strongly agree | 22 | 15.9 |
| Agree | 33 | 23.9 |
| Not sure | 12 | 8.7 |
| Disagree | 48 | 34.8 |
| Strongly disagree | 23 | 16.7 |
| Total | 138 | 100.0 |

Table 4.9 results,51.5%% of the respondents disagree to strongly disagree that learners found guilty of misconduct are suspended for a week from school that result in missing out all activities that other learners are doing. Only 39.8% respondents agree which marks a small number of its application. More than half of the respondents does not support it which means it is less practised as an alternative to punishment.by educators. Only 8.7% of the respondents are not sure of its application. This could also mean that they are not using it as an alternative.

This is supported by what L2 responded when asked about the application of suspension,

“No it does not work because sometimes the learner may have to be suspended at a period closer to tests and or exams and that learner will have difficulties during those tests and/ or exams”.

Likewise, L3 added,

“I find it painful for the learner who is required to bring along their parent or suspended from school. It also hurts the parent and it is embarrassing to the learner and parent”

This shows that suspension for a week is less practised as learners will be missing a lot of lessons that will be covered in a week’s time. Remember that for a learner to be taught is a golden right which cannot be changed nor replaced by anything.

From P1’s experience, this could be the reason why there is a minimal use or application of suspension.

“Suspension is a boring way because it takes a long time to implement and learners do not want to be isolated by nature because they like associating themselves with other learners”.

There is evidence of its support of 39.8% respondents, like how P2 responded on the issue of suspension, this shows us that some principals and SGB members still prefer it as an alternative.

“We sat down with the school governing body. And for instances where the learners are not doing their school work we should call their respective parents. What we normally do is we give the parents an incident register where they write down a promise that the learner will not repeat the very same mistake, and the learner and parent will both sign the register and if ever they do the same thing twice or thrice, we then call the SGB to suspend the learner for not more than five days, and this is very useful as most of the learners do not repeat the very same mistake. We use our discretion for suspending them if ever they repeat the very same mistake”.

Although suspending learners for a week seems to be time wasting on the side of the educator and learner missing out some lessons, it is twofold as other learners benefit from its usage by not repeating the same mistake or misconduct again. Based on these results, one suggests that detention is consistent depending on the level of misconduct displayed by the learner as an alternative in maintaining discipline in rural primary schools.

4.3.6. Learners found guilty are kept outside doing manual work like picking up papers.

Manual work is another alternative to corporal punishment that is recommended that can be applied in order to maintain discipline. Picking up papers around the school yard can be one of them. The researcher wanted to find out if this can be effective enough to maintain discipline in learners. Results are presented below in Table 4.10.

Table 4. 10 Manual work given to learners.

| Learners found guilty are kept outside doing manual work like picking up papers. | Frequency | Percent |
|--|-----------|---------|
| | | |

| | | |
|-------------------|-----|-------|
| Strongly agree | 8 | 5.8 |
| Agree | 33 | 23.9 |
| Not sure | 15 | 10.9 |
| Disagree | 53 | 38.4 |
| Strongly disagree | 29 | 21.0 |
| Total | 138 | 100.0 |

Table 4.10 results shows that 38.4% and 21.0% to the total of 59.4% disagree to strongly disagree that learners that are found guilty are kept outside doing manual work in maintaining discipline. More than half of the respondents do not keep learners outside doing manual work as they value education as a priority, not punishment. Only 23.9% and 5.8% which gives us 29.7% agree that learners are kept outside doing manual work as another way of maintaining discipline.

HOD1 supports the point that manual works are not given to learners as an alternative because other learners will be busy learning inside the classroom:

“The biggest effect is that if a child did not do their homework and I as a teacher give the child work to do outside perhaps like digging in the garden or picking up papers outside, the problem will not be solved. Secondly, the other effect is that when that child is outside, the teacher inside will not repeat the work done when those learners were outside. So I think manual work does not help us gain anything. So I think it results in bad effects because if it was good, when the learner comes back from outside the teacher should then give the learner what the other learners were taught. So these are the two big effects which make me say that it is not good for me.

Mostly I realise that the very same children who did not do the work today will be the same children who will not do their work tomorrow or the whole week, so it also affects the performance of the class, because if five, ten or half of the class did not do the work they will be outside digging and when they come back nothing is being reported to them, it means those children will remain behind, which will then affect the performance of the class and the school. Everything will be affected by this”.

Similarly, HOD2 added that:

“The effects are positive but sometimes negative. If you want positive effects, it is better to give the learner the manual work after school, because if you give him during school hours, he would miss some classes and lessons”.

In addition, P2 said,

“To my understanding that does not work. Some opt to do the work even if it is not a punishment. So how can such work deter the learner from doing the very same thing? What I can say is that the best thing is to sit down with the learner. If the learners do not understand that the manual work is used as a corrective measure, it is of no use”.

L3 also confirmed that it is not practised in their school,

“Teachers at my school do not make use of manual work as an alternative to corporal punishment.... The only time they are required to do that is if they are late for school..... It works for other learners but it doesn't for others because

other learners are not late by choice but because their parents make them late”

There may be several reasons why a higher percentage of educators reported a moderate level of using community service, demerits, additional work, small menial tasks and detention for learners' misconduct inside the classroom or at school (Ngidi, 2007). One of the reasons may be that these alternative disciplinary actions were less emphasised in historically black schools, therefore, some educators do not know how to apply them. Another reason may be that in spite of guidelines provided by the Department of Education, educators do not know how to implement them effectively (Ngidi, 2007).

That is why manual work is not practised as an alternative that can root out indiscipline or help in maintaining discipline in learners as itself has lots of loopholes that results to be not user friendly. The respondents who agrees on keeping learners outside doing manual work shows a limited number on its support. Based on these results, manual work is inconsistent and it is practiced minimally in maintaining discipline in learners in rural primary schools.

4.3.7. Gender of learners has an influence on teacher’s usage of community service which needs extra time for monitoring learner’s found guilty of misconduct.

One of the alternatives to corporal punishment is giving learners community service duties. Gender of learners has a great effect when learners engage in those services assigned by their educators This also needed an extra monitoring by the educators. I wanted to find out if this was an effective way of punishing learners. Results are presented in Table 4. 11.

Table 4. 11 Gender of learners on community services.

| Gender of learners has an influence on teacher's usage of community service | Frequency | Percent |
|---|-----------|---------|
| Strongly agree | 13 | 9.4 |
| Agree | 47 | 34.1 |
| Not sure | 27 | 19.6 |
| Disagree | 31 | 22.5 |
| Strongly disagree | 20 | 14.5 |
| Total | 138 | 100.0 |

Table 4.11 shows us that 34.1% and 9.4% which gives the total of 43.5% respondents agree to strongly agree that gender of learners has influence in teacher's usage of community service and it needs extra time for monitoring learners who are found guilty of misconduct. The total of 37% respondents disagree to strongly disagree that gender of learners has an influence on teacher's usage of community service which needs extra time. The other 19.6% respondents are not sure or could also mean that they have never experienced or practiced or applied it.

Ngidi (2007) reveals that gender has a significant influence on the usage of community services. A teacher cannot assign female learners punishment to dig a hole which can be used for throwing rubbish which can be assigned to males and more importantly must be done while there is monitoring by the educator.

In contrary to the above, Gender Equity Act (Act 39 of 1996) emphasises that everyone is equal before the court of law irrespective of gender or what. This only means that both males or females must be given equal opportunity. As a researcher one can say that learners must also be given equal opportunity as we do not know what the future holds for them.

Long before our country obtains its democracy, girls were not allowed to take subjects like Agricultural Science because it was like it is specified for boys only. Girls would rather go for Needlework or Housecraft as their subjects. But now after 1994 when our Constitution, Republic of South Africa (108 of 1996) Chapter 2, Bill of Rights wherein everyone is allowed freedom of choice, there are female Agriculturalist, female bus drivers, male chefs, male clothing designers, etc. Sometimes a learner can have passion in a service which started or which was meant as a punishment and take that as his or her future career.

Based on these reasons in mind, one suggests that learners must be given equal or same opportunity to do community services as a punishment irrespective of gender in order to maintain discipline in rural primary school.

4.3.8. Verbal warning is used by teachers on learner’s found guilty of misconduct as it is less demanding.

Verbal warning is one of the recommended alternative to corporal punishment. It remains the first step in regard to disciplinary action in order to maintain discipline. I also wanted to find out the effect of verbal warning as an alternative to corporal punishment. The results are presented below in Table 4.12.

Table 4. 12 Verbal warning as less demanding practice.

| Verbal warning is used by teachers on learner’s found guilty of misconduct as it is less demanding. | Frequency | Percent |
|---|-----------|---------|
| | | |

| | | |
|-------------------|-----|-------|
| Strongly agree | 27 | 19.6 |
| Agree | 30 | 21.7 |
| Not sure | 27 | 19.6 |
| Disagree | 45 | 32.6 |
| Strongly disagree | 9 | 6.5 |
| Total | 138 | 100.0 |

Table 4.12 results shows that 21.7% and 19.6% to the total of 41.3% respondents agree to strongly agree that teachers use verbal warning to learners who are found guilty as it is less demanding compared to 32.6% and 6.5% which gives us a total of 38.1% respondents who disagree to strongly disagree to the use verbal warning on learners. that are found guilty of misconduct because it is less demanding. The other 19.6% respondents are not sure of the benefits of verbal warning on its application to learners who are found guilty or else they are still observing its application.

This is supported by some respondents like E1 said

“Verbal warning is good for me..... I think a verbal warning is better than a written warning because when you talk to a child, you are trying to make him/her realize that whatever he is doing in the class or misbehaving is not accepted”.

Verbal warning on itself does not save time as it depends on how it is applied. This confirms that verbal warning is used by teachers to maintain discipline as it takes learners time.

P2 also confirmed that it is fast and less demanding and said,

“Verbal is effective because whenever they commit a mistake, they come to the office and plead with me to say they will never repeat the same mistake, and whenever I see fit, I suggest that if ever they repeat the same mistake, we are going to double the punishment. They seem to be understanding that they are liable to be punished, and whenever I give them a verbal warning it would help because they never committed the very same mistake. It helps to make them be accountable and responsible because they will realise that since they are pardoned, it is important for them not to commit the very same mistake. They themselves are now the ones that report each other when the other has trespassed”.

Ngidi (2007) states that the majority of educators highly use verbal warning for learners' misconduct inside the classroom. There may be several reasons for educators' high level of using verbal warning for learners' misconduct inside the classroom and one of these reasons may be that it is the easier and less demanding disciplinary action to use.

The use of verbal warning as an alternative to corporal punishment is recommended as it is less demanding and does not take long time to implement. Based on the consistency of these results, they suggest that educators and principals implement verbal warning in maintaining discipline as an alternative to corporal punishment in rural primary schools.

4.3.9. Teachers in rural schools prefer to use demerits as a way of punishing learners found guilty of misconduct as they are accustomed to it.

Application of demerits is another form or way to maintain discipline in learners. Learners are given equal points or merits at the beginning of the year. After each misconduct, learners are merited as a punishment. As one of the recommended alternative to corporal punishment, credits are taken out immediately after being found guilty resulting in losing them. I want to find out what effect demerits has in maintaining discipline in rural primary school. The results are in Table 4 13.

Table 4.13 shows that 30.4% and 11.6% to the total of 42% respondents agree to strongly agree that educators in rural primary schools prefer to use demerits as a way of punishing learners that are found guilty of misconduct. As compared to 21.7% and 15.9% to the total of 37.6% respondents who disagree to strongly disagree that educators uses demerits in rural primary schools to learners who are found guilty as an alternative to corporal punishment. The remaining 20.3% respondents who are not sure may be not knowing even what it means.

Table 4. 13 Knowledge of the application of demerits.

| Teachers in rural schools prefer to use demerits as a way of punishing learners found guilty of misconduct as they are accustomed to it. | Frequency | Percent |
|--|-----------|---------|
| Strongly agree | 16 | 11.6 |
| Agree | 42 | 30.4 |
| Not sure | 28 | 20.3 |
| Disagree | 30 | 21.7 |
| Strongly disagree | 22 | 15.9 |

| | | |
|-------|-----|-------|
| Total | 138 | 100.0 |
|-------|-----|-------|

There is evidence of absence of training on the application of ATCP by educators at rural primary schools. This is because L3 also said demerits has never been applied at school as an alternative to corporal punishment in order to maintain discipline. This is what L3 answered as a respond to its application at school,

Ngidi (2007) emphasised that “One of the reasons may be that these disciplinary actions were less emphasised in historically black schools, therefore, some educators are not accustomed to them. Another reason may be that although guidelines were provided by the Department of Education, educators do not know how to implement them effectively”. This is also supported in Table 4.7 wherein absence of training is also emphasised.

This results suggests that demerits are not reliable nor effective as an alternative to corporal punishment in maintaining discipline in learners in rural primary schools.

4.3.10. Extensive use of suspension actually contributes to increase misbehaviour.

Suspension as another recommended alternative to corporal punishment. However, it must be applied in a responsible way not as an abusive manner. I want to see if excessive use of suspension can be effective in managing discipline in learners. Results are presented in Table 4.14.

Table 4. 14 The use of suspension.

| Extensive use of suspension actually contributes to increase | Frequency | Percent |
|--|-----------|---------|
|--|-----------|---------|

| | | |
|-------------------|-----|-------|
| misbehaviour. | | |
| Strongly agree | 17 | 12.3 |
| Agree | 39 | 28.3 |
| Not sure | 33 | 23.9 |
| Disagree | 35 | 25.4 |
| Strongly disagree | 14 | 10.1 |
| Total | 138 | 100.0 |

Table 4.14 shows that 28.3% and 12.3% to the total of 40.6% of respondents agrees that extensive use of suspension contributes to the increase in misbehaviour of learners. Only 35.5% of respondents disagree that extensive use of suspension contributes to the increase in misbehaviour of learners. However, 23,9% respondents are not sure whether suspension lead to increased number of learners with misconducts or not.

The same sentiment is illustrated by Henderson & Friedland (1996) who said that suspended learners perceive suspension as “an officially sanctioned school holiday”. This results are consistent with what Children's Defense Fund (1985); Comerford & Jacobson (1987) attributed that there is little evidence that suspension and expulsion are effective in bringing about changes in learners’ behaviour. In spite of the lack of evidence to assert that suspension and expulsion are effective, there is evidence that its use has increased in schools across the nation.

The Children's Defense Fund declared that the suspension of children from all levels of school has become a problem nationally and as a disciplinary procedure. Suspension is often abused and its use deprives learners of the school services they urgently need and prerequisite for good and future life (Children's Defense Fund, 1985).

Based on these results, there is consistency in the extensive use of suspension contributing to the increased misconduct of learners as an alternative to maintain discipline in rural primary schools.

4.3.11. Exposing learners or confessing in front of other learners in the assembly helps to eradicate misbehaviour in learners.

Learners with misconducts disturbs other learners in the learning and teaching environment. The researcher wanted to investigate these learners by exposing them to confess in front of other learners can be effective in maintain discipline in rural primary schools. Results will be shown in Table 4.15.

Table 4. 15 Exposing learners or confession of learners in front of others.

| Exposing learners or confessing in front of other learners in the assembly helps to eradicate misbehaviour in learners. | Frequency | Percent |
|---|-----------|---------|
| Strongly agree | 28 | 20.3 |
| Agree | 51 | 37.0 |
| Not sure | 16 | 11.6 |
| Disagree | 33 | 23.9 |
| Strongly disagree | 10 | 7.2 |
| Total | 138 | 100.0 |

Table 4.15 shows that 37.0% and 20.3% to the total of 57.3% respondents agree to strongly agree that exposing a learner or confessing in front of other learners in the assembly helps to eradicate misbehaviour in learners. We believe that the 11.6% respondents who are not sure it is because they have not yet applied that as an alternative to discipline learners. Only 31.1% respondents disagree to strongly disagree that to expose a learner or confessing in front of other children helps in eradicating misbehaviour.

This is evident when L1 and L2 supported that it is so embarrassing to confess in front of other learners and educators as others can also call you names following that misconduct. This is what L1 said,

“It was only done once”.

Similarly, L2 added in support of its application in maintaining discipline and said,

“Requiring learners to stand in front of the whole school and explaining what they did and that they will never do the same thing again as well as the use of corporal punishment”.

Therefore, based on the results both from qualitative and quantitative data, exposing learners or letting them to confess in front of other learners in the assembly helps to eradicate misbehaviour and it is reliable and effective as an alternative to corporal punishment in maintaining discipline.

4.3.12. Referring learners found guilty of misconduct to a counsellor or social worker for discipline helps the learner who is influenced by peer pressure.

Referring learners with misconducts to counsellors and social workers is not popular in rural areas. As a researcher I wanted to investigate whether it is an effective way to maintain discipline in learners. Results will be shown in Table 4.16.

Table 14.16 results shows that 43.5% agree and 21.0% strongly agrees to the total of 64.5% respondents that referring learners who are found guilty to the counsellor or social worker for discipline helps the learner who are influenced by peer pressure. However, this should be noted that whether corporal punishment or alternative to corporal punishment, this is an isolated case, as peer pressure is not influenced by the effective application of the either of the two. It is crucial therefore to understand the underlying factors that influence learner behaviours leading to certain misconduct.

Table 4. 16 Referring learners found guilty of misconduct to a counsellor or social worker for discipline

| Referring learners found guilty of misconduct to a counsellor or social worker for discipline helps the learner who is influenced by peer pressure. | Frequency | Percent |
|---|-----------|---------|
| Strongly agree | 29 | 21.0 |
| Agree | 60 | 43.5 |
| Not sure | 20 | 14.5 |
| Disagree | 21 | 15.2 |

| | | |
|-------------------|-----|-------|
| Strongly disagree | 8 | 5.8 |
| Total | 138 | 100.0 |

Lochan (2010) in Simuforosa and Rosemary (2014) asserts that in order to deal with the problem effectively, it is essential to understand the underlying reasons behind the problem. There is no teaching and learning that can be restored without respect for one another. The foundation when attempting to probe misconduct amongst learners is to understand the root causes. Causes of indiscipline are as diverse as individuals involved. Some of them could be social, economic, psychological, peer influence and learners' environment (Simuforosa & Rosemary, 2014).

Furthermore, Morrell (2001) added that educators are expected to act as law enforcers and also as counsellors and mediators. Educators are expected to handle more teaching, more administration, larger classes as well as to cope with factors beyond their control.

Some learners do take advices from adults as they know that they give advices as parents who always have good and best wishes for their children's' future. These results suggest that counsellors and social workers play an important role in maintaining discipline in learners.

4.3.13. Daily report taken by learners and signed by all educators make the learner to cooperate well with every educator.

Table 4. 17 Daily report taken by learners and signed by all educators.

| Daily report taken by learners and signed by | Frequency | Percent |
|--|-----------|---------|
|--|-----------|---------|

| | | |
|---|-----|-------|
| all educators make the learner to cooperate well with every educator. | | |
| Strongly agree | 26 | 18.8 |
| Agree | 59 | 42.8 |
| Not sure | 27 | 19.6 |
| Disagree | 19 | 13.8 |
| Strongly disagree | 7 | 5.1 |
| Total | 138 | 100.0 |

The majority of respondents (42.8%) agree and again (18.8%) strongly agree that daily report that are taken by the learner and signed by all educators helps the learner to cooperate well with every educator whereas only 19.6% respondents are not sure if they can help the learner to cooperate well with every educator. This shows that the issue of daily report works to their advantage and helps to make a difference when it comes to maintaining discipline in learners in rural primary schools.

These results are in agreement with the objective on effects of alternative to corporal punishment as learners are committing to be responsible and accountable. This report will also serve as a mechanism to manage their availability during school or lessons if the register will have to be controlled in all classes.

Therefore, daily report taken by a learner and signed by all educators suggests very high level of effectiveness in maintaining discipline in rural primary schools.

4.3.14. Learners don't like to be suspended or expelled from school as they also like to prosper in life and to live independently.

Suspension of learners due to misconduct is done by the Head of Department after the learner has gone through all disciplinary steps. This could mean that all the steps have been exhausted. I wanted to explore whether suspension or expulsion is an effective way of maintaining discipline as learners also know that education is the key to better life. Results will be shown in Table 4.18.

Table 4. 18 Learners' dislike over suspension.

| Learners don't like to be suspended or expelled from school as they also like to prosper in life and to live independently. | Frequency | Percent |
|---|-----------|---------|
| Strongly agree | 38 | 27.5 |
| Agree | 58 | 42.0 |
| Not sure | 19 | 13.8 |
| Disagree | 22 | 15.9 |
| Strongly disagree | 1 | .7 |
| Total | 138 | 100.0 |

Table 4.18 shows that 42.0% and 27.5% respondents agree and strongly agree that learners don't like to be suspended or expelled from school as they also like to prosper in life and to live independently whereas 16.6% respondents disagree and strongly disagree as if they do not think of their future at all. Educators also come to a point of advising these learners about their future. This is also supported by HOD 2 when asked about how do they promote positive behaviour In learners.

“By speaking with our learners, reminding them their goals and why they are at school, reminding them about their future and how without education they cannot make it”.

Learners do not like to be suspended but still they engage in activities leading to expansion and suspension. They also display bad behaviours for attention seeking or nuisance to teachers.

Henderson & Friedland (1996) confirms that suspension hinders the educational process. Furthermore, practitioners and educators report that often those learners who are suspended are already academically behind their peers, and that they fall further behind due to loss of instructional time. These learners who are suspended are disconnected from supports developed within the school environment.

It also affects teachers as they have to double-step to facilitate their make-up work although some activities missed are impossible to make up, particularly vocational and social skill building activities. This suspension cannot be differentiated to suspension explained in table 4.9. The results are consistent with the objective as suspension have effects when applied as an alternative to corporal punishment in maintaining discipline in learners.

4.4. Continuous application of corporal punishment despite the available alternatives and effects of alternatives to corporal punishment.

4.4.1. Corporal punishment is fast as it produces immediate response on learner's behaviour.

Even though corporal punishment is abolished, it is still recognised as the fastest method of maintaining discipline in learners. It produces immediate response on learner's behaviour. It is very fast to apply. As a researcher I wanted to investigate whether corporal punishment is effective in maintaining discipline in rural primary school. Results will be shown in Table 4.19.

Table 4.19 shows that 59.4% respondents agree that corporal punishment is still perceived as a fast discipline as it produces immediate response on learner's behaviour, whereas 26.1% respondents are not sure of its fastness in producing immediate response in learner's behaviour. However, the 14.5% respondents who do not support it seems to be comfortable and not caring for the nuisance the learners will be causing.

Table 4. 19 Corporal punishment is fast and produces immediate response.

| Corporal punishment is fast as it produces immediate response on learner's behaviour. | Frequency | Percent |
|---|-----------|---------|
| Yes | 82 | 59.4 |
| Not sure | 36 | 26.1 |
| No | 20 | 14.5 |
| Total | 138 | 100.0 |

This is also supported by L3 when asked:

“Because if they do not use corporal punishment we still continue misbehaving”

So, this means that as we need attention to be given to the teacher inside the classroom, teachers opt for something that will give immediate response. This corporal punishment is applied there without wasting more time or wait for parents to come. That is why even L2 supported the use of it when asked the best method of punishment.

“Corporal punishment”

Morrell (2001) asserted that for many educator’s corporal punishment remains a disciplinary option. From the interviews another researcher conducted, most of the interviewees were just reluctant to point out that they apply corporal punishment in most cases as last option. Docking (1986) assert that although corporal punishment was abolished in British public schools in 1986, it was found that more than 50% of educators in that country still supported the use of corporal punishment as a last option. Wa Kivilu and Wandai (2009) who supported continuous use of corporal punishment and said that educators are still in favour of it as an effective method of disciplining learners with misconduct.

The findings suggest that continuous use of corporal punishment is a reliable and is fast as it produces immediate response on learner’s behaviour. This support the point that if is effective way in maintain discipline in rural primary school.

4.4.2. Parents support use of corporal punishment because they use it in their homes to reinforce respect for adult authority.

Although corporal punishment is abolished, continuous use of it is supported by parents as they use it at home. Learners need clear limits and guidance on what is right and wrong. I needed to find more if corporal punishment is effective in maintaining discipline in learners. Results are shown in Table 4.20.

Table 4.20 shows that 67.4% respondents agree that parents support the use of corporal punishment because they use it in their homes to reinforce respect for adult authority. Only 20.3% respondents are not sure if parents support the use of corporal punishment as they use it in their homes to reinforce respect for adult authority. The remaining 12.3% denies its support by parents.

Table 4. 20 Parents support use of corporal punishment as it is in their homes.

| Parents support use of corporal punishment because they use it in their homes to reinforce respect for adult authority. | Frequency | Percent |
|---|-----------|---------|
| Yes | 93 | 67.4 |
| Not sure | 28 | 20.3 |
| No | 17 | 12.3 |
| Total | 138 | 100.0 |

This results suggests that the support for corporal punishment in school as 'the most effective' punishment that reflects the domestic patterns of discipline. Children are taught at home to know the difference between right and wrong and to have respectful. The way in which this is practised, influences attitudes amongst learners towards corporal punishment. Where corporal punishment is frequently used domestically, it is likely to be accepted in a school context by those receiving it at home (Morrell ,2001)

There is a recent Pietermaritzburg case, wherein a father was given a two year suspended jail sentence for hitting his six-year-old son where the case highlighted the unclear line between assault and punishment. A spokesperson for the SAPS child protection unit said that although the line was very thin dividing what the law called assault and what parents saw as appropriate punishment, parents should be very careful when they discipline their children at home (Morrell, 2001).

Similarly, Kubeka (2004) also supports that corporal punishment would restore a culture of learning in schools; it is the only way to deal with difficult or disruptive learners. Educators had not experienced any harmful effects when it was administered to them as learners, so there was no reason why they should not administer it to their learners as well (Kubeka, 2004).

This is evident when L1 said,

“They use verbal warning, and if ever we do the same mistake again they use corporal punishment..... They sit and talk and the parents suggest that they should punish us corporally if ever we make the same mistake and if they continue doing the same thing, they should tell them so that they come to the school again and punish the child corporally in front of other learners”.

L2 furthermore added this,

“At home my parents use corporal punishment”.

L3 supported by saying,

“My dad uses corporal punishment and sometimes he would just let me go to bed without having supper”

However, the results are consistent with Save the Children (2001) which states that giving up corporal punishment does not mean giving up discipline as children need clear limits and guidance on what is right and wrong and abandoning the shortcut of violence is likely to produce better disciplined children.

4.4.3. There is a tension between the prohibition of corporal punishment in schools and the increase in parental involvement in the affairs of schools.

This tension is causing confusion between the prohibition of corporal punishment in schools and the increase in parental involvement in the affairs of schools in the teaching and learning environment. As a researcher I wanted to study its effectiveness in maintaining discipline in rural primary schools. Results will be shown in Table 4.21.

Table 4. 21 Tension between the prohibition of corporal punishment in schools and the increase in parental involvement

| There is a tension between the prohibition of corporal punishment in schools and the increase in | Frequency | Percent |
|--|-----------|---------|
|--|-----------|---------|

| | | |
|---|-----|-------|
| parental involvement in the affairs of schools. | | |
| Yes | 90 | 65.2 |
| Not sure | 30 | 21.7 |
| No | 18 | 13.0 |
| Total | 138 | 100.0 |

Results of table 4.21, 65.2% respondents agree that there is a tension between the prohibition of corporal punishment in schools and the increase parental involvement in the affairs of the school, whereas 21,7% are not sure of this tension. While the Constitution of South Africa (Republic of South Africa, 1996) which is the law of the country, SASA (Act 84 of 1996) has banned corporal punishment in schools, in another way, the increase in parental involvement in the affairs of the school is needed through the formation of School Governing Bodies wherein parents form part of the committee.

Koenig (2008) and Ndamani (2005) confirms that lack of parental involvement and support in and for the schools, are the main causes of misbehaviours in schools. Parents become reluctant to participate in the education of their children and they have a tendency of shifting their role of instilling good morals in their children to the educators consequently, this causes problems for the educators as they need parental support in dealing with disciplinary problems.

Because of these tension, a report stating that teachers constantly have to deal with learners engaging in disruptive behaviour confirms the obvious conditions that make the teaching profession so stressful, resulting in low morale and high dropout rate among educators (Squelch & Lemmer, 1994). Marais & Meier (2010) states that a school, families and society as a system are not just not simply a collection of people but consist of people and their relationships. Social systems that are dependent on

each other are influenced by each other, and have a responsibility to assist another system to keep healthy.

Furthermore, the learner is inherently dependent on other systems for his or her own health and survival, other systems like the family and society need to exercise and promote positive behaviour in that learner. The school is an extension of the family. It is futile, however, if one system, (e.g. the parents) models good behaviour but learners are exposed to immoral. Therefore, each system needs to maintain its own health and must be able to change in order to positively shape a learner's life (Marais & Meier, 2010).

These results are consistent with the objective on the effects on application of corporal punishment. This tension lead to confusion between the parent and the demands of the school and it cannot be effective in maintaining discipline in learners in rural primary school.

4.4.4. Corporal punishment helps the learner to realize his or her own potential.

When corporal punishment is applied, learners are eager to study hard in order to succeed in whatever area of learning and teaching. The researcher wanted to study its effectiveness in maintaining discipline in learners. Results will be shown in Table 4.22.

Table 4. 22 Corporal punishment helps the learner to realize his or her own potential.

| Corporal punishment helps the learner to realize his or her own potential. | Frequency | Percent |
|--|-----------|---------|
| | | |

| | | |
|----------|-----|-------|
| Yes | 101 | 73.2 |
| Not sure | 16 | 11.6 |
| No | 21 | 15.2 |
| Total | 138 | 100.0 |

Table 4.22 shows that 73.2% respondents agree that corporal punishment helps the learner to realize his or her own potential, whereas 15.2% disagree that corporal punishment helps the learner to realize his or her own potential. In relation to my objective, Mokhele (2006) sustains that discipline assists learners to develop self-discipline (intrinsic discipline) and accountability in their actions. Department of Education (2000) furthermore maintains that discipline assists learners to experience educative, corrective approaches in which they learn to exercise self-control, respect others and accept the consequences of their actions.

4.4.5. Learners continue to misbehave as they know that they are protected by the law.

The law of the country says that corporal punishment is abolished. Learners also know that even if they misbehave, as educators we are just going to talk to them without inflicting pain. That is the reason why they continue to misbehave. As a researcher I wanted to explore its effectiveness in maintaining discipline when they know that the law has protected them. Results are shown in Table 4.23.

Table 4. 23 Learners continue to misbehave as they know that they are protected by the law.

| Learners continue to misbehave as they know that they are protected by the law. | Frequency | Percent |
|---|-----------|---------|
| | | |

| | | |
|----------|-----|-------|
| Yes | 107 | 77.5 |
| Not sure | 17 | 12.3 |
| No | 14 | 10.1 |
| Total | 138 | 100.0 |

Table 4.23 shows that 77.5% respondents agree that learners continue to misbehave as they know that they are protected by the law, whereas 12.3% responded that they are not sure if learners continue to misbehave claiming that they have their rights although they are not responsible for them.

On the issue of children’s rights, one teacher commented that the issue of rights has been taken too far. Children now feel completely liberated and teachers feel powerless because the children we teach have rights and they know. It is humiliating when you want to discipline a child and he or she tells you in the face that you are abusing him or her. In the eyes of our children we are weak as far as maintaining discipline is concerned (Mayisela, 2017).

This is what L1 said about their continuous misconducts of learners,

“We continue misbehaving because we now know that the constitution does not allow corporal punishment and some of some follow what is in the bible that a child should not be spared the rod”.

L3 also added that although these teachers know the state of the law, they still apply corporal punishment with the reason of assisting the learners.

“They are wrong in terms of the new law in the constitution but at the same time they are trying to help us as learners. The other thing I see wrong is when a learner is falsely accused of misbehaving by other learners and is then punished corporally by the teacher”.

This statement confirms that these learners know that they have the law of the country which protects them. They engage themselves knowingly just to test patience of their educators. There are more teachers’ cases which are being reported and some end up being expelled as they have assaulted learners, and this is more experienced in local police satellites’ offices.

Based on the results, it is consistent that learners continue to misbehave as they know that they are protected by the law, and this has more effect in maintaining discipline in rural primary school.

4.4.6 Some parents insist that educators must apply corporal punishment to their children as they do at home to learners who are found guilty.

There are some parents who still insists educators on the application of corporal punishment to their children when they are found guilty of misbehaving. As a researcher I want to explore its effectiveness in maintaining discipline in learners. The results will be shown in Table 4.24.

Table 4. 24 Parents insisting that educators apply corporal punishment to their children as they do at their homes.

| | | |
|---|-----------|---------|
| Some parents insist that educators must apply corporal punishment to their children as they do at | Frequency | Percent |
|---|-----------|---------|

| | | |
|--|-----|-------|
| home to learners who are found guilty. | | |
| Yes | 123 | 89.1 |
| Not sure | 7 | 5.1 |
| No | 8 | 5.8 |
| Total | 138 | 100.0 |

Table 4.24 shows that 89.1% respondents agree that some parents insist that educators must apply corporal punishment to their children as they do at home to learners who are found guilty, whereas 5.8% respondents disagree that educators must apply corporal punishment to their children. This 89.9% which is high percentage number of respondents confirms that indeed parents do approve the use of corporal punishment as a corrective measure to their children as they also received it during their childhood. This confirms that there is still a gap between the legislation and the parents which need to be addressed.

Kubeka (2004) asserts that educators argue that without corporal punishment, it is impossible to maintain discipline. Corporal punishment is quick and easy to administer while other methods requires time, patience and skill which educators lacked.

Furthermore, Mposula (2000) supports that most African parents themselves received strong corporal punishment as children from their own parents, so, there is a tendency to continue with this type of disciplining. And it is a short step from the use of corporal punishment at home to the use of it in schools. Indeed, a study in Botswana found that many parents asked for its use in their schools. One mother "believes that schooling reinforces teaching respect for adult authority. She believes that teachers should have the right to beat children as it makes children listen and respect the teacher" (Fuller, Singer & Keiley, 1999).

However, some researchers noted that the more corporal punishment is used in schools, the higher is the rate of children violence and homicide (Strauss, 1996). Vally (1999) added that corporal punishment tends to develop aggressive hostility, as opposed to self-discipline in many young boys in a particular; such punishment tends to lead to feelings of revenge, anti-social aggression and increase in vandalism.

4.4.7. Educators must teach parents to observe the law of the country as they are not the ones who will be charged with after the act.

Parents and educators must work hand in hand for the development of a good and disciplined learner. Parents must know what the law says in accordance to teaching. I wanted to find out whether educators after teaching parents the law of the country, will help in maintain discipline in learners. The results will be shown in Table 4.25.

Table 4. 25 Educators must teach parents to observe the law of the country.

| Educators must teach parents to observe the law of the country as they are not the ones who will be charged with after the act. | Frequency | Percent |
|---|-----------|---------|
| Yes | 110 | 79.7 |
| Not sure | 13 | 9.4 |
| No | 15 | 10.9 |
| Total | 138 | 100.0 |

Table 4.25 shows that 79.7% agree that educators must teach parents to observe the law of the country on how to involve themselves in school affairs, whereas 10.9% respondents disagree that educators must teach parents to observe the law of the country as they are not the ones who will be charged with after the act. Only 9.4% respondents are not sure. This refers to South African policy documents explain why the involvement of parents is vital in order to "correct past injustices by promoting education for all." (Department of Education, Northern Cape, 1997). It is claimed that "Without the active involvement of all stakeholders in education the vision of quality education cannot be realised." (Department of Education, Northern Cape, 1997)

The position of parents as stakeholders is shown out: "Parents, learners, teachers and members of the school community will be part of transforming education in their schools and have an important role to play" (Department of Education, Northern Cape, 1997). This also means that they must advise one another in order to achieve a desirable goal by working as a system or a team.

In an official 1999 Gauteng Department of Education report it is stated that "the SGB is expected to take the initiative in formulating school policies such as language policy, admission policy, code of conduct for students," (Department of Education, Gauteng, 1999).

Parents must also be advised about the South African Schools Act No. 84 of 1996 (SASA) 10 (1) and (2) which stipulates that educators are not allowed to apply corporal punishment. Any educator who applies it commits an offence and can be charged in a court of law and punished.

In addition, schools need to participate in educating parents by communicating ethical values regularly to parents because the message learners receive about what

is good, right and proper conduct should be consistent between schools and home. Most importantly it ensures the same level of respect for authority, persons and property throughout the learner's life.

Based on the results, the findings suggest that educators must teach parents to observe the law of the country as they are not the ones who will be charged after they applied it and this is effective in maintaining discipline in rural primary schools.

4.4.8. Learners cooperate very well after talking with the learner's parents or guardian especially in the learner's presence.

Talking to learners in the presence of their parents or guardian seem to have a great impact on the learner's discipline. I want to inspect its effectiveness in maintaining discipline in learners. Results are shown in Table 4.26.

Table 4. 26 Talking to learners in the presence of their parents or guardians.

| Learners cooperate very well after talking with the learner's parents or guardian especially in the learner's presence. | Frequency | Percent |
|---|-----------|---------|
| Yes | 110 | 79.7 |
| Not sure | 17 | 12.3 |
| No | 11 | 8.0 |
| Total | 138 | 100.0 |

Table 4.26 shows that 79.7% respondents agree that learners cooperate very well after talking with the learner's parents or guardian especially in the learner's presence, whereas 12.3% respondents are not sure if learners cooperate very well after talking with the learner's parents or guardian especially in the learner's presence. Only 8.0% respondents deny that it helps to have a direct contact with the learner's parents.

This is what HOD1 responded in involving parents,

"The consequences may be that some parents do not accept it at all and some respond by saying that if my child is troublesome, let me take him/her to another school. Some parents feel offended and they may even take their children to other schools. But there are those who accept that the teacher is involving them so that they can help the learner to change the bad behaviour. Sometimes how educated the parents are also plays a role and how positive they are to the school"

This is what P2 added on the benefit of parental involvement in the misconducts of their children at school,

"..... Calling the parent works, although we have a problem with some of the parents. When we call some of them, they become reluctant, but in most cases when we call them, it helps. We as educators and the parents we try to show the way to the learner and tell the parent if ever they repeat the same mistake, the SGB will be called and suspension will be implemented".

"It helps to make our punishment effective as it will be a joint effort, and learners will know that whenever they commit a mistake there will be no one

standing on their side. Meaning to say whenever the parents are involved, it helps to cap the extent of the misconduct because at home whenever they are misbehaving the parents will be with them and will tell them that what they are doing is not permissible. This is one of the most effective ways rather than giving them manual work. Involving parents is the most effective way as it is like we are trying to help them collectively and whenever we do things collectively it is obvious that we will be the winners.”

“Whenever we call them if ever they have committed a problem they feel that it really helps because we let the respective parents to know their hidden behaviour. But if they have done something good, then whenever they come, they feel that it is good as the good work which they have done is also witnessed by their parents. So it depends on what the parent is coming for”.

Involving parents in the education their children helps during good times when the learner has good performance and also bad times when they are to be rebuked of misconducts. Maphosa and Shumba (2010) mentioned another teacher’s disregard to the ATCP where the teacher stated that most of these alternative methods are actually time wasting. The teacher would spend weeks just trying to deal with the case of a child who is not doing his or her work at school. Finally, it takes a lot of teacher’s time and also disturbs serious children as the teacher may not attend classes while attending to disciplinary hearings or talking to parents summoned to the school.

This is what L2 said,

“They sit and talk and the parents suggest that they should punish us corporally if ever we make the same mistake and if they continue doing the same thing, they should tell them so that they come to the school again and punish the child corporally in front of other learners.... Others do change their

behaviour but some don't because they know that even though they are punished corporally by their parents, they will heal".

Lack of parental involvement and support in and for the schools are the main causes of misbehaviours in schools (Koenig, 2008). Some parents become hesitant to participate in the education of their children. The parents have a tendency of shifting their role of instilling good morals in their children to the educators and this causes problems for the educators as they need parental support in dealing with disciplinary problems (Ndamani, 2005).

It is evident that parents who play little or no role in their children's homework and study programme add to the poor performance of their children in the classroom (Singh, Mbokodi & Msila, 2004). If schools truly want parents to be partners in education, they must allow parents the enough opportunity to voice their opinions, concerns and views in a co-equal relationship with educators (Lemmer & Van Wyk, 2004).

The findings suggest that parental involvement or talking to learners in the presence of their parents or guardians is effective as it maintains discipline in rural primary schools.

4.4.9. For many educators, corporal punishment remains the disciplinary option that gives immediate response as long as there is no physical harm.

Corporal punishment is still viewed as the fastest in giving response, that is why some educators support its continuous use. Physical abuse comes with abuse of power. Safety remains the main important objective in the process of discipline. I wanted to examine the effectiveness of continuous use of corporal punishment when applied without any harm to the learner. Results are shown in Table 4.27.

Table 4. 27 Corporal punishment remains the disciplinary option that gives immediate response as long as there is no physical harm.

| For many educators, corporal punishment remains the disciplinary option that gives immediate response as long as there is no physical harm. | Frequency | Percent |
|---|-----------|---------|
| Yes | 104 | 75.4 |
| Not sure | 20 | 14.5 |
| No | 14 | 10.1 |
| Total | 138 | 100.0 |

Table 4.27 shows that 75.4% respondents agree that many educators take corporal punishment as the remaining disciplinary option that gives immediate response as long as there is no physical harm, whereas 14.5% are not sure if corporal punishment remains the disciplinary option that gives immediate response as long as there is no physical harm. This is what L2 responded about corporal punishment, whether it is working or not after its application,

“Yes, it is because the learners do stop misbehaving”.

In order to maintain order in an academically focused classroom or environment for teaching and learning some standard of behaviour must be encouraged. Zubaida (2009) asserts that the purpose of discipline is to provide conditions which promote learning and to discourage disorderly conduct that may threaten safety in the classroom. Safety is still the main important objective in the process of discipline.

Advocates of corporal punishment note that it should be balanced out in limited doses especially based on the offence and without attempt to physically harm the offender. This shows that in case of parents and teachers, corporal punishment may have more to do with the parental and teachers' mood than their children's misconducts (Holden, et al, 1995). This concludes that children that are subject to other corporal punishment in their homes may arrive at school already programmed to be aggressive (Eron, 1996).

The Kenyan government banned corporal punishment in Kenyan schools in 2001 and enacted the Children's Act (Government of Kenya, 2001) which entitles children to protection from all forms of abuse and violence as Kenya is also a signatory to the Convention on the Rights of the Child (United Nations, 1990) which states that discipline involving violence is unacceptable.

The findings suggest that the high percentage in corporal punishment being taken as the remaining option for immediate response, it must be applied with high caution in order that educators mustn't be held responsible for any harm incurred by such an act. It must be done in the name of discipline.

4.4.10. Children learn effectively when they receive corporal punishment in an acceptable way.

Corporal punishment is practised in a continuous base although alternatives are in place, but learners are punished in an acceptable way. As a researcher I want to explore the effectiveness of continuous use of corporal punishment in this acceptable way. Results are shown in Table 4.28.

Table 4. 28 Children learn effectively when they receive corporal punishment in an acceptable way.

| Children learn effectively when they receive corporal punishment in an acceptable way. | Frequency | Percent |
|--|-----------|---------|
| Yes | 98 | 71.0 |
| Not sure | 19 | 13.8 |
| No | 21 | 15.2 |
| Total | 138 | 100.0 |

Table 4.28 shows that 71.0% children learn effectively when they receive corporal punishment in an acceptable way, whereas 15.2% respondents disagree that children learn effectively when they receive corporal punishment in an acceptable way. Although 13.8% are not sure of its effectiveness, high number still remains with those who supports its application in an acceptable way.

This is also supported by Morrell (2001) who stated that recent reports found that teachers do not condone a variety types of physical punishment like throwing of books or chalks at children, pulling hair or ears and pinching them as they were found to be unacceptable in the HSRC in 1997 report. It is also found that it belittles or humiliates a child.

Holdstock (1990) also claimed that "hitting someone else, especially someone younger, smaller, and utterly defenceless, constitutes a violent act. This is true even in those instances where people claim that they came 'in love' ".

In the same vein, Morrell (2001) deliberated that teachers and parents commonly distinguish between assault and beating, the former leading to physical injury. In a primary school in Kwazulu-Natal, a parent noted on a case of corporal punishment where her seven-year-old daughter's arm was broken during a beating, being worried how could a teacher do that to a seven-year-old child. She did not

have a problem with corporal punishment but the way how that teacher did was unforgivable. It was not the educator's intention to hurt the learner, but correcting the learner.

This proves to us that this parent wants her child to be corrected in a respectable way if need be but, for that day it was excessively done. It also supports the point of humanity in every action that we may take. Every parent's wish is that their children be responsible adults and be independent to be able to face all the consequences of their actions. Based on the results, the findings suggest that continuous use of corporal punishment to learners helps them learn effectively and is able to maintain discipline in rural primary schools.

4.4.11 Mentorship plays an important role in the development of good behaving learners.

Being an advisor or a mentor is a great responsibility that one must fight in all aspects in order not to lead others mentees astray. Learners look at educators and parents and leaders in the society as their advisors in order to live as disciplined learners. I wanted to find out if mentoring plays an effective part in the development of good behaving learners. Results are shown in Table 4.29.

Table 4. 29 Mentorship in the development of good behaving learners.

| Mentorship plays an important role in the development of good behaving learners. | Frequency | Percent |
|--|-----------|---------|
| Yes | 107 | 77.5 |
| Not sure | 20 | 14.5 |
| No | 11 | 8.0 |
| Total | 138 | 100.0 |

Table 4.29 shows that 77.5% respondents agree that mentorship plays an important role in the development of good behaving learners, whereas 14.5% respondents are not sure if mentorship plays an important role in the development of good behaving learners. Only 8% do not believe that mentorship plays an important role in the development of learners. Lack of parental care, lack of parental involvement, and lack of role models is a significant cause of indiscipline behaviour. Parents should be examples of pure values and convictions. Learners pattern their responses after adult behaviour and parents, teachers and caregivers (Marais & Meier, 2010).

The behaviour of an educator is the most important determining factor in the learner's development. When educators perform aggressively or incompetently during the learner's presence, learners in return will not respond in a constructive way. Sonesson (2005) maintains that good discipline which results in self-discipline, depends on adults modelling and displaying positive behaviour.

Where differences between different groups are accepted and valued, and the damaging influence of discrimination and prejudice is realised, there is less likely to be violence and bullying either by educators or learners towards each other. It also promotes equity and respect for others. Rogers (2002) also maintains that educators should show respect for their learners, by treating them in a polite and courteous manner, and not resorting to making unfair and hurtful comments based on sarcasm or belittling the learner. Research further claims that poor parental discipline and lack of parental warmth, sensitivity and attention due to factors such as divorce or job commitments are some of the contributing factors in the misconducts of learners during middle childhood and adolescence (Pienaar, 2003).

Marais & Meier (2010) claims that learner's misconduct is a call for help and also a serious challenge to the survival of the school, family and society as a system as it

consists of people and their relationships. They are dependent on each other and are influenced by each other for survival, and have a responsibility to assist one another to keep healthy. As the learner is inherently dependent on other systems for his or her own health and survival, other systems like the family and society need to exercise and promote positive behaviour in the learner.

When parents' models good behaviour, but learners are exposed to immoral and corrupt behaviour like political leaders who are suspended from office or not, because of dishonesty, teachers who come to school unprepared or drunk, showing excessive violence and aggressive behaviour, there is no benefit on the learner. That results in copying what is not good for a healthy life. Each system therefore needs to maintain its own health and must be able to change in order to positively shape a learner's life (Marais & Meier, 2010).

Based on the results, the findings suggest that mentorship plays an important role in the development of good behaving learners and it is an effective way in maintaining discipline in rural primary school.

4.4.12. Corporal punishment is effective in reprimanding children.

Although corporal punishment is lawfully abolished, some still acknowledge as the most effective way in reprimanding learners in maintaining discipline in rural primary school. I wanted to find out if continuous use of corporal punishment is an effective way to maintain discipline. Results are shown in Table 4.30.

Table 4. 30 Corporal punishment is effective in reprimanding children.

| Corporal punishment is effective in reprimanding children. | Frequency | Percent |
|--|-----------|---------|
| Yes | 91 | 65.9 |

| | | |
|----------|-----|-------|
| Not sure | 23 | 16.7 |
| No | 24 | 17.4 |
| Total | 138 | 100.0 |

Results for table 4.30, 65.9% respondents agreed that corporal punishment is an effective tool in reprimanding the children, whereas 17.4% respondents disagree that corporal punishment remains an effective tool in reprimanding the children. Most of the respondents prefers corporal punishment in reprimanding the children. Despite the prohibition on the use of corporal punishment in schools, the practice persists.

The General Household Survey of 2011 on schooling by Statistics South Africa directs that 92% of children have experienced school violence in the form of corporal punishment by the teachers, while the remaining percentage is distributed verbal and physical violence by peers, and verbal and physical violence by teachers. (Department of Basic Education, 2013).

Although P1 said that:

“I reprimand them during assembly by educating them about good behaviour and good morals”.

During interview P2 added that:

“Most of the time whenever they misbehave, they are keen to be disciplined. Now that corporal punishment is not allowed some also want to request that they be punished in a corporal manner. Whenever we give them manual work

and sit down with them, they seem to be receptive, and they understand that we are giving them the punishment as a corrective measure and at the end of the day they must be a responsible person in future. They seem not to be negative, they are positive; they accept whatever punishment we give them. There some learners however that try to be truant, if ever you give them manual work to do in your absence, they call their friends to come and help them. But most of them seem to be receptive and once their given the punishment they do not repeat the very same mistake”

The Kenyan government banned corporal punishment in Kenyan schools in 2001 and passed the Children's Act (Government of Kenya, 2001) which entitles children to protection from all forms of abuse and violence as Kenya is also a signatory to the Convention on the Rights of the Child (United Nations, 1990) which states that discipline involving violence is unacceptable.

In spite of this, the use of corporal punishment continues in Kenyan schools. Their reasons for using corporal punishment included the belief that it was the most effective way to discipline children and parents had authorised its use. Although the Kenyan government has introduced laws to protect children, teachers are readily to break them if they believe it is for the children's good (Mweru, 2010).

These results suggest that reprimanding learners by applying corporal punishment seems to be effective in maintaining discipline in rural primary schools.

4.4.13 When detention is applied in the confines of the classroom, parents complains that the safety of their children is at risk when they are released to come home alone.

Safety of learners seem to be the most important aspect when coming to the application of detention. Even though detention is one of the recommended alternative to corporal punishment, learner’s safety mustn’t be compromised. The researcher wanted to study its effectiveness in maintaining discipline. Results are shown in Table 4.31

Table 4. 31 Detention applied in an unacceptable way.

| When detention is applied in the confines of the classroom, parents complains that the safety of their children is at risk when they are released to come home alone. | Frequency | Percent |
|---|-----------|---------|
| Yes | 93 | 67.4 |
| Not sure | 27 | 19.6 |
| No | 18 | 13.0 |
| Total | 138 | 100.0 |

The results show table 4.31, 67.4% respondents agree that when detention is applied in the confines of the classroom parents complains that the safety of their children is at risk when they are released to come home alone, whereas 19.6% responded that they are not sure if parents complains when detention is being applies of the learned within the confines of the classroom about the safety of their children after their release. The 13.0% disagrees to the safety of learners on the use of detention in the confines of the classroom.

There is a high risk in releasing the learners during late hours. Those who uses transport to come to school it means that their transport will be gone already. There is a duty to contact their parents to come fetch them. Like what L3 commented over detention.

” No, because learner make use of monthly transport services, and when you report that your transports left you behind at the school office, they get angry at the learner whereas it happened because of the teacher who detained the learner.”

L2 also added,

“It does not work as other learners make use of monthly transports and the teacher will then be required to call the learners parents using their own airtime to come fetch the learner.... They are then forced to stop with what they were busy with and go fetch their child which then results in them complaining”

Based on these results together with results from Table 4.5, detention is inconsistent in maintaining discipline as the safety of learners is more emphasised.

4.4.14. Corporal punishment does not foster self-discipline, but instead instils aggression which may lead to anti-social behaviour.

Corporal punishment can also have some effects upon its application. Learners who receives corporal punishment in the name of discipline develops aggressive behaviours and have anti-social behaviour. As a researcher I wanted to investigate whether it can be effective in maintaining discipline in learners. Results are shown in Table 4. 32.

Table 4. 32 Effects of corporal punishment on learners.

| Corporal punishment does not foster self-discipline, but instead instils aggression which may lead to anti-social behaviour. | Frequency | Percent |
|--|-----------|---------|
| Yes | 85 | 61.6 |
| Not sure | 37 | 26.8 |
| No | 16 | 11.6 |
| Total | 138 | 100.0 |

Table 4.32 shows that 61.6% respondents agree that corporal punishment does not foster self-discipline but instils aggression which may lead to anti-social behaviour. Whereas 26.8% respondents are not sure if corporal punishment foster self-discipline but instils aggression which may lead to anti-social behaviour.

These results are consistent with Vally (1999) who indicates that corporal punishment tends to develop aggressive hostility, as opposed to self-discipline in many young boys in particular. Such punishment tends to lead to feelings of revenge, anti-social aggression and increase in vandalism. Cown et al. (1996) also asserts that there are possible side effects of corporal punishment which include running away or truancy from school. Learners who received corporal punishment in lower grades reported higher aggression, delinquency, depression and anxiety (Bryan & Freed, 1982).

Du Preez et al. (2010), also emphasised that children who are subjected to paddling, hitting or other harsh disciplinary practices have reported problems like frequent withdrawal from school activities, withdraw academically, avoid school and high dropout rate, and that result in children not learning very well when they are distracted by fear.

Based on the results from quantitative data together with the support from literature, corporal punishment remains unreliable as it does not foster self-discipline but instils aggression which may lead to anti-social behaviour in learners. This suggests that it cannot maintain discipline in learners in rural primary schools.

4.5 Summary of the chapter

This chapter has analysed and interpreted the data from the respective participants who were involved in the study. The chapter has also provided the results and the findings of the investigation. Furthermore, data on alternatives to corporal punishment for managing discipline in rural primary school has been discussed and explained to link the main research questions of this study. The final chapter will outline the summary, limitations, conclusion and recommendations of the study.

CHAPTER 5

SUMMARY FINDINGS OF THE STUDY

5.1. INTRODUCTION

The preceding chapter focused on presentation, analysis and discussion of data. This chapter centres on summary findings of the study. It describes the main findings of the study in alternatives to corporal punishment in maintaining discipline in rural primary schools and draws some final conclusions.

5.1. OVERVIEW OF THE STUDY

The main aim of this study was to investigate alternatives to corporal punishment in maintaining discipline in rural primary school.

This study will be guided by the following research questions:

- How are the alternatives to corporal punishment being applied in maintaining discipline in rural primary schools?
- What measures are teachers using to maintain learner discipline in the place of available alternatives to corporal punishment?
- Why are teachers continuing to use of corporal punishment despite the available alternative measures to corporal punishment in the primary schools?
- What are the effects of alternatives to corporal punishment in maintaining discipline in rural primary schools?

5.2. MAIN FINDINGS

The results of the study revealed several aspects with regard to alternatives to corporal punishment in maintaining discipline in rural primary school. The main findings of the study are presented according to the analytical categories that guided both collection and analysis of data, as well as the research aims and the themes that were established.

5.2.1. Biographical findings of the study

5.2.1.1 Gender

The results showed that majority of the respondents participated in the study were females compared to males.

5.2.1.2 Age

The results show that the majority of teachers who completed the questionnaires were between the ages of 30- 39 years. These teachers are relatively young. During their training as educators they were told about the consequences of applying corporal punishment to learners, so, for them is just to look at them as they continue to be uncontrollable. Fewer teachers are more than 50 years of age. They have been teaching before the abolition of corporal punishment. These teachers started working before our country received its democracy wherein corporal punishment was the only way to maintain discipline in our rural primary schools. Therefore, our expectation is that the higher age we have in our respondents, the higher percentage is expected in misunderstanding or rigidity in the application of ATCP.

5.3 Teaching experience in years

The findings revealed that nearly half of the educators who participated in the study have been teaching for a long time. The majority of teachers started teaching before South Africa received its democracy when corporal punishment was the only way to bring discipline to learners at school. They have some experience on the use of corporal punishment. When the Alternatives to corporal punishment were introduced by the department in 2000 (Republic of South Africa, 1996) they were used to applying corporal punishing when learners were found guilty of misconduct. Alternatives to corporal punishment as a disciplinary procedure was prescribed and recommended by the department and prevented teachers to apply corporal punishment.

5.4 Teaching phase

The findings revealed that from the above results we can understand that both intermediate and senior phase have equal number of respondents that could mean that the majority are males. Traditionally women are the ones who are always next to the young ones as from birth and have that rearing spirit, so, with that in mind one can say that the foundation phase are female dominated.

5.5 Findings on the application of the alternatives to corporal punishment in maintaining discipline in rural primary schools.

5.5.1. Educators perceptions on the application of alternatives to corporal punishment.

5.5.1.1 Keeping learners for an hour learners as detention in classroom after school.

The results indicated that this detention raises a problem with learners who stays far away from school or uses transport as the consequences can be unbearable where the teacher can be reported by their parents for negligence if these learners get lost or abused on their way. The results suggest that detention is not successful and inconsistent because there are some who thought it does not work and those who are not sure of its success.

5.5.1.2 Manual work given to learners found guilty of misconduct.

The findings show that giving manual work to learners found guilty of misconducts can be beneficial to those who understand what they need to do for learning to be effective. From the responses that were received, one suggests that demerits as most of the respondents have never heard or been trained about, are not reliable in maintaining discipline in rural primary schools.

5.5.1.3 Teacher's training on how to apply demerits to learners charged with misconduct.

The main point is that training was not enough or no formal training at all. More than half of the respondents which shows a high percentage don't know how to apply demerits as an alternative. This marks the importance of training to these alternatives to corporal punishment. The findings suggest that teachers perceive demerits as unreliable in maintaining discipline.

5.5.1.4 Teacher's preference to use verbal warning as an alternative to corporal punishing the learner found guilty of misconduct.

The findings show the support that all learners agree that verbal warning is the first step that is applied to maintain discipline in their respective schools. Educators, HODs and principals invest their time with one learner giving verbal warning. Although it is time consuming, it turns to be working in maintaining discipline. Primary schools where verbal warning is implemented are fully functional and doing well. Therefore, based on the majority of respondents together with the qualitative data that was collected, application of verbal warning is consistent in maintaining discipline in rural primary schools as an alternative to corporal punishment.

5.5.1.5 Learners found guilty of misconduct are suspended for a week from school that result in missing out all activities done.

The findings indicate that although suspending learners for a week seems to be time wasting on the side of the educator and learner missing out some lessons, it is twofold as other learners benefit from its usage by not repeating the same mistake or misconduct again. Based on these results, one suggests that suspension is consistent depending on the level of misconduct displayed by the learner as an alternative in maintaining discipline in rural primary schools.

5.5.1.6 Learners found guilty are kept outside doing manual work like picking up papers.

The findings show that more than half of the respondents do not keep learners outside doing manual work as they value education as a priority, not punishment.

Manual works are not given to learners as an alternative because other learners will be busy learning inside the classroom. Based on these results, manual work is inconsistent and it is practiced minimally in maintaining discipline in learners in rural primary schools.

5.5.1.7 Gender of learners has an influence on teacher's usage of community service which needs extra time for monitoring.

The results show that gender of learners has an influence in the teacher's usage of community service and it needs extra time for monitoring these learners. Majority of respondents perceived that gender of learners in a positive way wherein there must be services for female learner and those for male learners. One suggests that learners must be given equal or same opportunity to do community services as a punishment irrespective of gender in order to maintain discipline in rural primary school.

5.5.1.8 Verbal warning as a less demanding practice.

The results show that verbal warning is an effective strategy and it is less demanding. It involves talking to the learner and the learner responding to the educator. Verbal warning on itself does not save time as it depends on how it is applied. The findings show that educators perceive verbal warning as reliable in maintaining discipline in learners.

5.5.1.9 Teachers in rural schools prefer to use demerits as a way of punishing learners found guilty of misconduct as they are accustomed to it.

The results suggest that absence of training led to less knowledge of how is applied. Educators are not accustomed to its usage as an alternative. Therefore, findings show that demerits are not reliable nor effective as an alternative to corporal punishment in maintaining discipline in learners in rural primary schools.

5.5.1.10 Extensive use of suspension actually contributes to increase misbehaviour.

The findings suggest that extensive use of suspension may also result the educator being abusive to the learner. There is little evidence that suspension is effective in bringing about changes in learners' behaviour. The results also show suspension as often abused and its use deprives learners of the school services they urgently need and prerequisite for good and future life. Extensive use of the findings indicate that the extensive use of suspension contributes to the increased misconduct of learners and it is not reliable as an alternative to corporal punishment in maintain discipline in rural primary schools.

5.5.1.11 Exposing learners or confessing in front of other learners in the assembly helps to eradicate misbehaviour in learners.

The quantitative study results show that exposing learners or confessing in front of other learners in the assembly helps to eradicate misbehaviour in learners. The results also revealed that it so embarrassing to confess and there is also a tendency of calling by names following that misconduct. The findings also considered the restoration of the learners' right to dignity. As a measure, the principal or deputy principal gives a concluding statement restoring the dignity of the learner through motivation. According to these results from qualitative method, learners also believes that confessing in front of others can maintain discipline in schools. Therefore, findings show that exposing or confessing oneself is reliable and effective as an alternative to corporal punishment in maintaining discipline.

5.5.1.12 Referring learners found guilty of misconduct to a counsellor or social worker for discipline helps the learner who is influenced by peer pressure.

The results show referring learners to counsellors and social workers is not popular in rural areas. The findings also suggest that in order to deal with the problem effectively, it is essential to understand the underlying reasons behind the problem. There is no teaching and learning that can be restored without respect for one another. The results also confirm that educators are expected to act as law enforcers and also as counsellors and mediators. Educators are expected to handle more teaching, more administration, larger classes as well as to cope with factors beyond their control. The results show that counsellors and social workers are reliable in maintaining discipline in rural primary school.

5.5.1.13 Daily report taken by learners and signed by all educators make the learner to cooperate well with every educator.

The results suggest that in agreement with the objective on effects of alternative to corporal punishment as learners are committing to be responsible and accountable. This report will also serve as a mechanism to manage their availability during school or lessons if the register will have to be controlled in all classes. The findings also show that daily report taken by a learner and signed by all educators suggests very high level of effectiveness in maintaining discipline in rural primary schools.

5.5.1.14 Learners don't like to be suspended or expelled from school as they also like to prosper in life and to live independently.

The findings show that suspension hinders the educational process of a learner and often those learners who are suspended are already academically behind their

peers, and that they fall further behind due to loss of instructional time. That can also lead to learners avoiding to be suspended or expelled from school. These learners who are suspended are disconnected from supports developed within the school environment. The results show that suspension and expulsion of learners with misconduct are reliable and effective as alternatives in maintaining discipline.

5.5.1.15 Withdrawal of privileges of learners by parents.

Findings indicate that withdrawal of privileges by parents seems to be effective as learners do not want to lose their benefits as children to their parents like school trips and money to carry when going to school. Therefore, it is considered as an effective and reliable alternative in maintaining discipline in rural primary school.

5.5.1.16 Calling parents to school after a learners' misconduct.

The findings also indicate that calling parents to school seems to be effective as learners feel ashamed and embarrassed when their parents being called to school due to their misconduct. Learners do not like their parents to know their other behaviour at school. Parents are also advised to work hand in hand with the educators in building up good-behaving-learners to adulthood. Findings indicate that calling parents to school also seem to be effective in maintaining discipline in rural primary school.

5.5.1.17 Involving parents to the affairs of the school

Findings indicate that involving parents in the affairs of the school including SGB and other professionals like police and nurses also help in maintaining discipline in learners as they also engage and help in formulating learner's code of conduct. Parents will always motivate their children to behave in a good way. Police officer will

advise learners to stay away from fights and other cruel activities as they will end up taking them to jail or having a criminal record. The study further adopts the strategy of calling social workers to school so as to guide learners on disciplinary issues and their consequences. Therefore, involving the parents in the affairs of the school is reliable and effective as an alternative to corporal punishment.

5.5.2 Continuous application of corporal punishment despite the available alternatives and effects of alternatives to corporal punishment.

5.5.2.1 Corporal punishment is fast as it produces immediate response on learner's behaviour.

The findings show that continuous use of corporal punishment is a reliable and is fast as it produces immediate response on learner's behaviour. This support the point that it is an effective way to maintain discipline in rural primary schools.

5.5.2.2 Parents support use of corporal punishment because they use it in their homes to reinforce respect for adult authority.

The findings show that although corporal punishment is abolished, continuous use of it is supported by parents as they also use it at home. The results are consistent with Save the Children (2001) which states that giving up corporal punishment does not mean giving up discipline as children need clear limits and guidance on what is right and wrong and abandoning the shortcut of violence is likely to produce better disciplined children. The findings reveal that continuous corporal punishment must be applied as to maintain discipline in rural primary schools. Parents must also be advised about the South African Schools Act (No. 84 of 1996).

5.5.2.3 There is a tension between the prohibition of corporal punishment in schools and the increase in parental involvement in the affairs of schools.

The results confirm that lack of parental involvement and support in and for the schools, are the main causes of misbehaviours in schools. The findings also show that schools need to participate in educating parents by communicating ethical values regularly to parents because the message learners receive about what.

5.5.2.4 Corporal punishment helps the learner to realize his or her own potential.

The findings show that if corporal punishment is applied, learners are eager to study hard in order to succeed in whatever area of learning and teaching. The results reveal that corporal punishment remains effective in maintaining discipline in learners.

5.5.2.5 Learners continue to misbehave as they know that they are protected by the law

The results show that we have to respect the law of the country which says that corporal punishment is abolished. Learners also know that even if they misbehave, as educators we are just going to talk to them without inflicting pain. The results show that that is the reason why they continue to misbehave.

5.5.2.6 Some parents insist that educators must apply corporal punishment to their children as they do at home to learners who are found guilty.

The results show that most African parents themselves received strong corporal punishment as children from their own parents, so, there is a tendency to continue with this type of disciplining.

5.5.2.7 Corporal punishment does not foster self-discipline, but instead instils aggression which may lead to anti-social behaviour.

Corporal punishment can also have some effects upon its application. Learners who receives corporal punishment in the name of discipline develops aggressive behaviour and have anti-social behaviour. The results show that children who are subjected to paddling, hitting or other harsh disciplinary practices have reported problems like frequent withdrawal from school activities, withdraw academically, avoid school and high dropout rate, and that result in children not learning very well when they are distracted by fear.

5.5.2.8 Educators must teach parents to observe the law of the country as they are not the ones who will be charged with after the act.

Parents and educators must work hand in hand for the development of a good and disciplined learner. Parents must know what the law says in accordance to teaching. The results show that without active involvement of all stakeholders in education the vision of quality education cannot be realized.

5.5.2.9 Learners cooperate very well after talking with the learner's parents or guardian especially in the learner's presence.

The results show that involving parents in the education of their children helps during good times when the learner has good performance and also bad times when they

are to be rebuked of misconducts. Parents should be fully involved in the education of their children at all times.

5.5.2.10 For many educators, corporal punishment remains the disciplinary option that gives immediate response as long as there is no physical harm.

The results show that safety is still the main important objective in the process of discipline. Corporal punishment is still viewed as the fastest in giving response, that is why some educators support its continuous use. The findings suggest that the high percentage in corporal punishment being taken as the remaining option for immediate response, must be applied with high caution in order that educators mustn't be held responsible for any harm incurred by such an act. It must be done in the name of discipline.

5.5.2.11 Children learn effectively when they receive corporal punishment in an acceptable way.

The results show that children can learn effectively if corporal punishment is applied in a respectful and acceptable way. Every parent wants his/her child to be corrected in a respectful way if need be but, not excessively done. The results show that if corporal punishment is applied in an acceptable way, it can maintain discipline in rural primary schools.

5.5.2.12 Mentorship plays an important role in the development of good behaving learners.

The results indicate that mentorship plays an important role in the development of good behaving learners. Lack of parental care, lack of parental involvement, and lack

of role models is a significant cause of indiscipline behaviour. Parents should be examples of pure values and convictions. The findings show that when educators perform aggressively or incompetently during the learner's presence, learners in return will not respond in a constructive way. The results also show that good discipline which results in self-discipline, depends on adults modelling and displaying positive behaviour.

5.5.2.13 Corporal punishment is effective in reprimanding children.

The findings show that although corporal punishment is lawfully abolished, some still acknowledge as the most effective way in reprimanding learners in maintaining discipline. These results suggest that reprimanding learners by continuously applying corporal punishment seems to be effective in maintaining discipline in rural primary schools.

5.5.2.14 Corporal punishment does not foster self-discipline, but instead instils aggression which may lead to anti-social behaviour.

The findings show that learners who receives corporal punishment in the name of discipline develops aggressive behaviour and have anti-social behaviour. The findings show that such punishment lead to feelings of revenge, anti-social aggression and increase in vandalism. The results show that learners who received corporal punishment in lower grades reported higher aggression, delinquency, depression and anxiety.

5.6. DELIMITATION AND LIMITATION OF THE STUDY

The study focused only on alternatives to corporal punishment in maintaining discipline around Thohoyandou area of Vhembe East District in Limpopo Province in South Africa. The study sample might be seen as small since only few schools were sampled as financial constraints and limited time put paid to the study. Therefore, some additional and more systematic research is needed to better understand the application of alternatives to corporal punishment in maintaining discipline in rural primary school learners from different areas such as districts, provinces etc. South Africa is a multiracial society composed of both whites, blacks, Indians and coloured's, it would have done the study better if all racial groups were part of the study.

The results of this study only portray the views of the five educators and three learners interviewed and not of the other important stakeholders such as the parents and government officials. More participants could have made the difference. Generalization of the research findings is also limited by the fact that only five educators and three learners participated together with those who answered questionnaires from different school's volunteer to participate in the study.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

The previous chapter dealt with the summary findings of the study. This chapter consists of conclusion and recommendations of the study on alternatives to corporal punishment in maintaining discipline in rural primary schools.

6.1 CONCLUSIONS

The purpose or aim of this study is to investigate the application of alternative measures to corporal punishment for maintaining discipline in rural primary schools. Specifically, the study sought to explore the application of alternative to corporal punishment in maintaining discipline in rural primary schools. The analysis of the samples indicated that majority of the educators sampled had long experience having taught for many years and that every job position was represented in the sample implying that balanced and reliable responses could be obtained from the sample. Majority of the head teachers (principals, deputy principals, head of departments and senior teachers) had long headship experience and had relatively high academic qualifications implying that they would be in a position to give reliable responses.

The study revealed that most of the prescribed alternatives to corporal punishment like verbal warning, withdrawal of privileges, suspending learners for a week as it hinders their educational process are more effective in maintaining discipline. Daily

report taken by the learner as it shows availability, responsibility and accountability to the learner, confessing at the assembly not forgetting learner's rights and expelling a learner from school also proves to be most effective in maintaining discipline in rural primary school learners.

Furthermore, alternatives like demerits still needs training as teachers fails to apply them because they do not know how to apply them. Referring learners to counsellors and social workers is not popular in rural areas as teachers also do the counselling to these undisciplined learners. Findings also suggests that community services be given equally not depending on gender of learners as they can build interest on learners' future profession. The findings indicate that manual work was practised minimally as teachers took education as a priority to learners since other learners will be in the class busy with learning activities.

The findings also indicate that calling parents to school seems to be effective as learners feel ashamed and embarrassed when their parents being called to school due to their misconducts. Learners do not like their parents to know their other behaviour at school. Involving parents in the affairs of the school including SGB and other professionals like police, social workers and nurses also help in maintaining discipline in learners as they also engage them and help in formulating learner's code of conduct.

Findings indicate that withdrawal of privileges by parents seems to be effective as learners will lose their benefits as children to their parents like school trips and money to carry when going to school. Further, it was found out that majority of the teachers used the specific method due to increased cases of indiscipline among the learners while other alternatives are said to consume a lot of time.

Maintaining discipline is an important role in the development of learners. Good discipline is a central core to effective teaching and learning. Lack of discipline may lead to poor performance of learners. Managing discipline in rural primary schools is a complex task for both principals and learners. Lack of discipline in schools has escalated to such an extent that educators and learners have lost their lives at an alarming rate. Principals and teachers must be aware that the alternatives to corporal punishment that have been recommended are to be applied as they are. The department of education must make all efforts and help principals and teachers understand how to apply alternatives to corporal punishment in maintaining discipline in rural primary schools. In order to succeed as a country, we need to invest more in education which in itself involves discipline.

Therefore, school discipline is crucial in South African schools to assist in producing well-disciplined and responsible citizens. In order to succeed as a country, we need to invest more in education which in itself involves discipline in schools. The government and parents should work closely to make sure that the schools are a safe place for teaching and learning and that the growth developments of the learners are compatible with the morals, values and beliefs governing the society.

6.2 RECOMMENDATIONS

6.2.1. Recommendations relating to the study

Based on research objectives, the study found that teachers were not or adequately trained on the application of alternatives to corporal punishment. Some of the alternative methods to corporal punishment were applied but belief that they are less effective compared to corporal punishment. However, from the results, teachers feel that these methods are not effective as corporal punishment. Suggestions given are as follows:

- Teachers' trainers should ensure that while undergoing training, the student teachers are adequately equipped with the knowledge of alternative methods of discipline together with its application now that corporal punishment is outlawed.

- Student teachers should be taught the importance of such methods in disciplining learners. Learners and teachers should also be taught the effects of corporal punishment on the child and the reasons which led to it being outlawed in schools. All educators and principals should be thoroughly trained on how to handle or manage discipline in their schools.

- There is need for the department to purposely organize seminars, conferences, workshops and other symposium where experts can be invited to teach teachers on the modern issues and changes in education as far as discipline is concerned. Principals are advised to initiate and organize school-based workshops on disciplinary measures whereby the manual "Alternatives to corporal punishment" could be discussed and understood by all educators as a starting point.

- Most teachers have not been trained on alternatives to corporal punishment in colleges thus being rendered helpless when it comes to behaviour management of learners in rural primary schools.

- The manual "Alternatives to corporal punishment" should be reviewed, based on the research that has been conducted. Then common ways of managing discipline in rural primary schools should be identified and promoted.

- After a massive training, the department should organize follow-up training for novice educators at the beginning of every year. Most suggestively, a course in school discipline can be incorporated in the curriculum of education students.

- Parents should be fully involved in the education of their children for the development of a good and disciplined learner at all times. This will also help the parent to know where and when to offer assistance to the teacher.

- The Constitution of the Republic of South Africa is the supreme law of the country. We have to observe and respect the law of the country which says that corporal punishment is abolished in schools. Anyone who disturbs the hands of justice must be prosecuted. The Children's rights and responsibilities must be observed but not over emphasized.

- Inviting stakeholders and role models to give motivational talks to the learners can also be recommended as mentorship plays an important role in the development of learners.

- Nevertheless, this research has exposed that although some disciplinary measures are not effective, some are declared to be working effectively, like inviting parents to school, mentorship, confessing in front of other learners at assembly, suspension, manual work and daily report taken by learners.

- The issue of managing discipline in schools should be communicated amongst all stakeholders within the school. All stakeholders within the school should be given the opportunity to discuss ways of managing discipline within their school and the methods identified must conform to human rights.

- Human Rights education should be emphasized to promote positive behaviour and to prevent either the contravention or overemphasis of rights of learners.
- Mutual relationship should be strengthened between the schools and parents so that they work closely in trying to correct learner's discipline problems by involving them in the affairs of the school.

6.2.2. Recommendations for Further Studies.

It is suggested that a more broadly-based further studies is needed to aid the generalization made earlier on which should focusing on the application of alternatives to corporal punishment in maintaining discipline in rural primary schools in order to authenticate the findings of this research. Those studies may include the following in particular:

- That the same study be conducted in other districts and provinces in South Africa.
- Further studies are suggested on the continued use of corporal punishment despite the available alternatives provided by the department.
- An amendment of South African School Act is highly recommended with minimal misconduct tolerated for corporal punishment.
- The factors influencing learner's misconducts in rural primary schools.

- Safety of educators and learners in primary schools.

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APPENDIX A: INTERVIEW SCHEDULE AND QUESTIONNAIRES

APPENDIX A: EDUCATOR'S INTERVIEW SCHEDULE

1. What is your opinion on alternatives to corporal punishment in maintaining discipline?
2. Were you trained on alternative methods to corporal punishment?
3. If yes, for how long were you trained?
4. If no, how did these alternatives come to your attention?
5. What do you use to maintain discipline in learners in your school?
6. Which method do you find effective in maintaining discipline? Why do you say so?
7. Which method do you find ineffective in maintaining discipline? Why do you say so?
8. How do you promote positive behaviour of learners in your school?
9. How do learners respond to different disciplinary practices?
10. What are the effects of verbal and written warning as alternatives to corporal punishment in maintaining discipline in learners?
11. What are the consequences of involving parents in misconducts of a learner at school?
12. What results can isolation, detention and suspension of learners give due to their continuous misconducts at school?
13. How do parents react with the application of withdrawal of privileges to their children at school?
14. What effects are there in giving learners manual work like digging in the garden and picking up papers around the school yard?
15. How do learners react towards alternatives methods to corporal punishment?

APPENDIX A

Learner's questionnaires

1. How do teachers maintain discipline at school since corporal punishment is no longer applied?
2. As a learner how are you disciplined at home?
3. Why do you think is the reason why some teachers still continue to use corporal punishment despite the availability of these alternatives?
4. Is corporal punishment effective in reprimanding learners? Why do you say so?
5. How do teachers apply detention in the confines of the classroom to learners with misconduct?
6. Do you think it is working?
7. How do teachers apply suspension to discipline learners?
8. How do teachers involve parents in disciplining learners with misconducts?
9. How do teachers give manual work to learners?
10. How do teachers apply demerits to learners with misconducts?
11. How are teachers applying daily report signed by all educators to discipline learners?
12. How is verbal warning applied to learners who continue with misconduct?
13. How is written warning being applied to learners with continuous misconduct?
14. Are learners referred to a counsellor or social worker for further assistance for their misconducts?
15. What are the effects when learners confess in front of others as a way of disciplining them?
16. Do you think gender plays an important role in the teacher's usage of community service as an alternative to corporal punishment? Why do you say so?
17. Why do learners continue to have misconducts at school?
18. From these alternatives to corporal punishment, which one do you think is effective?
19. What are the effects of alternatives to corporal punishment when maintaining discipline?

APPLICATION OF THE ALTERNATIVES TO CORPORAL PUNISHMENT
QUESTIONNAIRE

The purpose of this questionnaire is to establish the manner in which alternatives to corporal punishment is being applied in order to maintain discipline in rural primary school.

SECTION A: BIOGRAPHICAL DATA

1. Gender

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

2. Age

| | |
|--------------------|---|
| 21 – 29 years | 1 |
| 30 - 39 years | 2 |
| 40 – 49 years | 3 |
| 50 years and older | 4 |

3. Teaching experience in years

| | |
|---------------|---|
| 0 – 10 years | 1 |
| 11 – 20 years | 2 |
| 21--30 years | 3 |
| 31– 40 years | 4 |
| 41 and more | 5 |

4. Teaching phase

| | |
|--------------------|---|
| Foundation phase | 1 |
| Intermediate phase | 2 |
| Senior phase | 3 |

SECTION B: APPLICATION OF THE ALTERNATIVES TO CORPORAL PUNISHMENT

For each of the following statements, indicate what applies to you by making a mark in the appropriate block, the extent to which you Agree or Disagree about the effects of alternatives to corporal punishment in maintaining discipline in rural primary schools.

| | Strongly agree | Agree | Not sure | Disagree | Strongly disagree |
|--|----------------|-------|----------|----------|-------------------|
| 1. Learners charged with misconduct are kept in class for an hour after school. | 1 | 2 | 3 | 4 | 5 |
| 2. Learners who are found guilty of misconduct are given manual work which they enjoy doing. | 1 | 2 | 3 | 4 | 5 |
| 3. Teachers are trained on how to apply demerits to learners charged with misconduct. | 1 | 2 | 3 | 4 | 5 |
| 4. Teachers prefer to use verbal warning as an alternative to corporal punishing the learner found guilty of misconduct. | 1 | 2 | 3 | 4 | 5 |
| 5. Learners found guilty of misconduct are suspended for a week from school that result in missing out all activities done. | 1 | 2 | 3 | 4 | 5 |
| 6. Learners found guilty are kept outside doing manual work like picking up papers. | 1 | 2 | 3 | 4 | 5 |
| 7. Gender of learners has an influence on teacher's usage of community service which needs extra time for monitoring learner's found guilty of misconduct. | 1 | 2 | 3 | 4 | 5 |
| 8. Verbal warning is used by teachers on learner's found guilty of misconduct as it is less demanding. | 1 | 2 | 3 | 4 | 5 |
| 9. Teachers in rural schools prefer to use demerits as a way of punishing learners found guilty of misconduct as they are accustomed to it. | 1 | 2 | 3 | 4 | 5 |
| 10. Extensive use of suspension actually contribute to increase misbehavior. | 1 | 2 | 3 | 4 | 5 |

| | Strongly agree | Agree | Not sure | Disagree | Strongly disagree |
|---|----------------|-------|----------|----------|-------------------|
| 11. Exposing learners or confessing in front of other learners in the assembly helps to eradicate misbehavior in learners. | 1 | 2 | 3 | 4 | 5 |
| 12. Referring learners found guilty of misconduct to a counsellor or social worker for discipline helps the learner who is influenced by peer pressure. | 1 | 2 | 3 | 4 | 5 |
| 13. Daily report taken by learners and signed by all educators make the learner to cooperate well with every educator. | 1 | 2 | 3 | 4 | 5 |
| 14. Learners don't like to be suspended or expelled from school as they also like to prosper in life and to live independently. | 1 | 2 | 3 | 4 | 5 |

For each of the following statements, indicate what applies to you by making a mark in the appropriate block.

| | | Yes | Not sure | No |
|----|--|-----|----------|----|
| 1. | Corporal punishment is fast as it produces immediate response on learners behavior. | 1 | 2 | 3 |
| 2. | Parents support use of corporal punishment because they use it in their homes to reinforce respect for adult authority. | 1 | 2 | 3 |
| 3. | There is a tension between the prohibition of corporal punishment in schools and the increase in parental involvement in the affairs of schools. | 1 | 2 | 3 |
| 4. | Corporal punishment helps the learner to realize his or her own potential. | 1 | 2 | 3 |
| 5. | Learners continue to misbehave as they know that they are protected by the law. | 1 | 2 | 3 |
| 6. | Some parents insists that educators must apply corporal punishment to their children as they do at home to learners who are found guilty. | 1 | 2 | 3 |

| | | Yes | Not sure | No |
|-----|---|-----|----------|----|
| 7. | Educators must teach parents to observe the law of the country as they are not the ones who will be charged with after the act. | 1 | 2 | 3 |
| 8. | Learners cooperate very well after talking with the learner's parents or guardian especially in the learner's presence. | 1 | 2 | 3 |
| 9. | For many educators, corporal punishment remains the disciplinary option that gives immediate response as long as there is no physical harm. | 1 | 2 | 3 |
| 10. | Children learn effectively when they receive corporal punishment in an acceptable way. | 1 | 2 | 3 |
| 11. | Mentorship plays an important role in the development of good behaving learners. | 1 | 2 | 3 |
| 12. | Corporal punishment is effective in reprimanding children. | 1 | 2 | 3 |
| 13. | When detention is applied in the confines of the classroom, parents complains that the safety of their children is at risk when they are released to come home alone. | 1 | 2 | 3 |
| 14. | Corporal punishment does not foster self-discipline, but instead instils aggression which may lead to anti-social behaviour, | 1 | 2 | 3 |

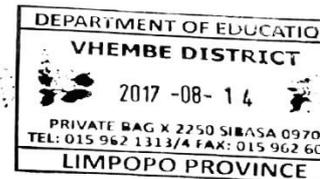
APPENDIX B: LETTER FOR PERMISSION TO CONDUCT RESEARCH

APPENDIX B: LETTER TO THE DISTRICT

UNIVERSITY OF ZULULAND
KWADLENGEZWA CAMPUS
PRIVATEBAG X1001
KWADLENGEZWA
3886
14 AUGUST 2017

THE DISTRICT SENIOR MANAGER
DEPARTMENT OF EDUCATION
VHEMBE DISTRICT

SIR/MADAM



REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT SCHOOLS

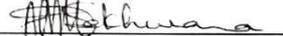
I **Avhashoni Molly Sekhwama** of **ID no: 6807071355087**, student number **201759993** a Masters student at the University of Zululand, engaged in a research project in primary schools in Tshinane circuit in Vhembe District. My research is entitled "Alternatives to corporal punishment in maintaining discipline in rural primary schools".

The aim of my study is to investigate alternatives to corporal punishment in maintaining discipline in rural primary schools. Principals, teachers and learners of primary schools within Vhembe District will form part of the research.

Therefore, I humbly request permission to conduct this research. You are further assured that data collected during the investigation will be highly confidential and will only be used for the purpose of the research. Questionnaires will be used to collect data. Activities will not disturb the teaching and learning process at schools.

Yours faithfully

Sekhwama A.M (Researcher)

Signature 

Cell no:072 213 3555

APPENDIX C PERMISSION TO CONDUCT RESEARCH FROM DISTRICT:

APPENDIX C: RESPOND FROM THE DISTRICT



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

VHEMBE DISTRICT

CONFIDENTIAL

| |
|---|
| DEPARTMENT OF EDUCATION VHEMBE DISTRICT 2017-08-28 PRIVATE BAG X 2250 SIBASA 0970 TEL: 015 962 1313/4 FAX: 015 962 6039 LIMPOPO PROVINCE |
|---|

REF: 14/7/R
ENG: MATIBE M.S
TEL: 015 962 1029

SEKHWAMA A.M
UNIVERSITY OF ZULULAND
KWADLANGEZWA CAMPUS
PRIVATE BAG X 1001
KWADLANGEZWA
3886

PERMISSION TO CONDUCT RESEARCH AT SCHOOLS

1. The above matter refers.
2. You are hereby informed that your request for permission to conduct research on "**Alternatives to corporal punishment in maintaining discipline in rural primary schools**" has been granted.
3. You are expected to adhere to research ethical considerations, particularly those relating to confidentiality, anonymity and informed consent of your research subjects.
4. Kindly inform circuit managers and School Principals of selected schools prior to commencing your data collection.
5. Wishing you the best in your study.


DISTRICT DIRECTOR

2017-08-28
DATE

~~PERMISSION TO CONDUCT RESEARCH AT SCHOOLS. SEKHWAMA A.M~~

~~Tel: (015) 962 1313 or (015) 962 1331, Fax: (015) 962 6039 or (015) 962 2288~~

The heartland of southern Africa - development is about people!

APPENDIX D: Permission to conduct research: {Principals

APPENDIX D: LETTER TO PRINCIPALS

P. O. BOX 3004
THOHOYANDOU
0950
28 AUGUST 2017

THE PRINCIPAL

Re: PERMISSION TO CONDUCT A RESEARCH STUDY

I am presently engaged in the writing of a dissertation for a **MASTERS IN EDUCATION** with the University of Zululand under the mentorship of Professor Kutame A P. My topic is 'Alternatives to corporal punishment in maintaining discipline in rural primary school in Tshinane in Vhembe District.

I will appreciate it so much for considering my request to distribute questionnaires to principals, teachers and learners for my study. I will maintain strict confidentiality and anonymity of all participants at all levels of the research project.

The purpose of the study is to investigate alternatives to corporal punishment in maintaining discipline in rural primary schools in Tshinane circuit.

Regards

Sekhwama Avhashoni Molly

072 213 3555

Student no: 201759993

APPENDIX D: Letter to the parent

APPENDIX D: LETTER TO THE PARENT/ GUARDIAN

CONCERT LETTER FOR THE PARENT/ GUARDIAN TO GIVE PERMISSION FOR THE CHILD TO PARTICIPATE IN THE RESEARCH

P. O. BOX 3004

THOHOYANDOU

0950

29 AUGUST 2017

Dear _____

Re: Concert for your child to participate in research

My name is MOLLY SEKHWAMA. I am currently studying towards a Master's degree in education at the University of Zululand. As a requirement for obtaining this qualification, I need to conduct a research at a school where your child attends. My research topic is on alternatives to corporal punishment in managing discipline in rural primary schools.

I therefore request permission for your child to participate in this research. Your child's participation in this research involves answering questionnaires through an interview session with the researcher. This interview session will take place with your permission and the child's permission too.

Note that your child's participation is voluntary. You and your child may choose not to participate in the study and may also withdraw your child from the research at any time without prejudice should you wish to do so. The results of the research will be presented to you and be written in a report and may also be presented at a conference or published in any form, however, the identity of the school, teachers and your child will be kept confidential.

The researcher will do her best to conceal names by using codes during data collection though this confidentiality may have limitations in the court of law to reveal the details of the data.

Signed _____

Date _____

APPENDIX D: Ethical clearance

APPENDIX E: ETHICAL CLEARANCE CERTIFICATE

UNIVERSITY OF ZULULAND
RESEARCH ETHICS COMMITTEE
(Reg No: UZREC 171110-030)



RESEARCH & INNOVATION

Website: <http://www.unzul.ac.za>
Private Bag X1001
KwaDlangezwa 3886
Tel: 035 902 6731
Fax: 035 902 6222
Email: MduisaneN@unzul.ac.za

ETHICAL CLEARANCE CERTIFICATE

| | | | | | |
|------------------------------------|--|----------|------------|----------|--------------|
| Certificate Number | UZREC 171110-030 PGM 2017/451 | | | | |
| Project Title | ALTERNATIVES TO CORPORAL PUNISHMENT IN MAINTAINING DISCIPLINE IN RURAL PRIMARY SCHOOLS | | | | |
| Principal Researcher/ Investigator | Sekhwama AM | | | | |
| Supervisor and Co-supervisor | Prof AP Kutame | | Mr MC Dube | | |
| Department | Social Science | | | | |
| Faculty | EDUCATION | | | | |
| Type of Risk | Medium risk – research | | | | |
| Nature of Project | Honours/4 th Year | Master's | X | Doctoral | Departmental |

The University of Zululand's Research Ethics Committee (UZREC) hereby gives ethical approval in respect of the undertakings contained in the above-mentioned project. The Researcher may therefore commence with data collection as from the date of this Certificate, using the certificate number indicated above.

- Special conditions:
- (1) This certificate is valid for 2 years from the date of issue.
 - (2) Principal researcher must provide an annual report to the UZREC in the prescribed format [due date-01 July 2018]
 - (3) Principal researcher must submit a report at the end of project in respect of ethical compliance.
 - (4) The UZREC must be informed immediately of any material change in the conditions or undertakings mentioned in the documents that were presented to the meeting.

The UZREC wishes the researcher well in conducting research.

Professor Gideon De Wet
Chairperson: University Research Ethics Committee
Deputy Vice-Chancellor: Research & Innovation
29 November 2017

CHAIRPERSON
UNIVERSITY OF ZULULAND RESEARCH
ETHICS COMMITTEE (UZREC)
REG NO: UZREC 171110-030

05 -12- 2017

RESEARCH & INNOVATION OFFICE

APPENDIX E: REPORT FROM EDITOR

23 Elfin Glen Road, Nahoon Valley Heights, East London, 5200



To whom it may concern:

This document certifies that the dissertation whose title appears below has been preliminary edited for proper English language, grammar, punctuation, spelling and overall style by Rose Masha, a member of the Professional Editors' Group whose qualifications are listed in the footer of this certificate.

Title:

**ALTERNATIVES TO CORPORAL PUNISHMENT IN MAINTAINING DISCIPLINE
IN RURAL PRIMARY SCHOOLS**

Author:

AVHASHONI MOLLY SEKHWAMA

Date Edited:

09 February 2019

Signed

A handwritten signature in black ink, enclosed in a diamond-shaped border. The signature appears to be "Rose Masha".

Dr. Rose Masha

B. Library & Inf. Sc.; HDE; Hons. ELT; M. Phil. Hyll.; PhD Ed.