

THE COPING STRATEGIES OF TEACHERS AFTER THE ABOLISHMENT OF  
CORPORAL PUNISHMENT AT SCHOOLS

by

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## Abstract

The purpose of this study is to investigate the coping strategies of teachers after the banning of corporal punishment in schools. Attempts were made to answer the following questions: Has the government done teachers justice by abolishing corporal punishment? Are teachers contented with the abolition of corporal punishment? Are the teaching conditions bettered or worsened by the abolishment of corporal punishment? Are there any alternatives to the use of corporal punishment in maintaining order and discipline in the schools? This report presents a conceptual research on the history of corporal punishment, the view that people had through the ages about corporal punishment, when and why corporal punishment was banned in schools, and the effect that the abrupt banning of corporal punishment had on teachers and the teaching fraternity. A questionnaire was used to collect data. The research was conducted in Vhembe District of the Limpopo Province. Participants included Principals, Deputy Principals, HODs and CS1 Educators, of both sexes, from both Primary and Secondary Schools. Both private and government schools were sampled for the study. The finding is that the government has done the system justice by banning corporal punishment. However, there are teachers who are not comfortable and are feeling threatened and are, therefore, alienated. In this study, coping strategies which teachers may apply to ensure that discipline is still maintained at schools for effective teaching to prevail were, therefore, suggested.