

DECLARATION

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

by

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DECLARATION

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I TSHENDELA STEPHEN RAMBANE (Student Number 9207199) declare that this dissertation submitted at the University of Venda is my own work, that all sources have been acknowledged by means of references, and that this dissertation was not previously submitted by me for a degree at another university.

Rambane T.S.

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DEDICATION

This thesis is dedicated to my wife, Azwitamisi, and my two beautiful daughters, Phumu and Khudi.

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.

Declaration	i
Abstract	ii
Key words	iii
Dedication	iv
Chapter 1 Orientation	1
1.1. Background of the study	1
1.2. Statement of the problem	4
1.3. Aims of the study	4
1.4. Research questions	5
1.5. Significance of the study	5
1.6. Hypothesis	6
1.7. Clarification of key concepts	6
1.8. The usage of pronouns He and She	7
1.9. Research methodology	8
1.10. Limitation of the study	9
1.11. Delimitation of the study	9
1.12. Ethical considerations	9
1.13. Summary	10
Chapter 2 Literature review	11
2.1. Introduction	11
2.2. History of corporal punishment	12
2.3. The international movement to ban corporal punishment	12
2.4. The ban of corporal punishment in South Africa	14
2.5. Teachers' attitudes towards the banning of corporal punishment	17
2.6. Rationale for the use of corporal punishment	19
2.7. The rationale for continued use of corporal punishment	20
2.8. The rationale for the abolition of corporal punishment	23
2.9. The effectiveness of corporal punishment	25
2.10. Biblical perspective	25
2.11. Differences between discipline and punishment	26
2.12. Side effects of corporal punishment	28
2.13. Corporal punishment and the law	33
2.14. Alternatives to the use of corporal punishment	36
2.15. Summary	43
Chapter 3 Research methodology	44
3.1. Introduction	44
3.2. Research approach	44
3.3. Population	44
3.4. Sample	45
3.5. Sampling strategies	45
3.6. Instrumentation	46
3.7. Data collection procedure	46
3.8. Analysis of data	47
3.9. Ethical issues	48
3.10. Summary	49

Chapter 4 Data analysis, Interpretation and Discussion	50
4.1. Introduction	50
4.2. Analysis, interpretation and discussion	50
4.3. Summary	71
Chapter 5 Summary, Conclusions, Findings and Recommendations	72
5.1. Overview of the study	72
5.2. Major findings of the study	73
5.3. Conclusions	75
5.4. Limitations of the study	75
5.5. Recommendations	76
5.6. Recommendations for further research	77
5.7. Concluding remarks	78
References	79
Appendices	89

CHAPTER 1

ORIENTATION OF THE STUDY

1.1 BACKGROUND OF THE STUDY

Bitensky (1998) indicates that corporal punishment has been an integral part of how parents discipline their children. It was a way applied by schools, in order to maintain discipline and order, for the smooth running of the schools.

Although a growing number of countries (Austria, Croatia, Cyprus, Denmark, Finland, Germany, Israel, Italy, Latvia, Norway, and Sweden) have adopted policies or laws that prohibit parents from using corporal punishment as a means of discipline, support for and use of corporal punishment remains strong. (Bitensky, 1998). Straus and Stewart (1999) confirm that in the United States 94% of American parents spank their children by the time they are 3 or 4 years old. Andero and Stewart (2002) affirm that within the United States, corporal punishment is only allowed in schools. It has however been banned in prisons and mental health institutions.

Andero and Stewart (2002) indicate that between the 1980's and the mid-1990's, the use of corporal punishment in schools declined rapidly due to waning public acceptance, increased litigation against school boards and educators regarding its use, and legislative ban. However the decline appears to have slowed down.

According to Vally (2001), corporal punishment can include hitting with a hand or an object such as a cane, belt, strap, or ruler and it can include slapping, kicking, punching, shaking, burning or pulling hair and forcing someone to stand in a physically uncomfortable, emotionally humiliating or undignified position. Vally (2001) also says that corporal punishment can involve denying or restricting someone's use of the toilet, denying the person food, drinks, heat and shelter as a form of punishment and forcing someone to do excessive exercise.

Sonn (1999) indicates that corporal punishment is still used routinely to punish children even for poor academic performance such as giving wrong answers or having an unclean uniform.

Agbenyega (2006) reports on the practice of corporal punishment in two basic schools in the Greater Accra District in Ghana. The findings reveal that an overwhelming majority of the teachers (94 and 98 percent) use corporal punishment to enforce school discipline. The results further indicate that the majority of the teachers in both schools, administer corporal punishment to students who perform poorly in academic work. This implies that students with special learning problems who are not officially identified may be punished often for poor performance. Another surprising aspect of this result is that a large number of teachers from both schools indicate their unwillingness to discontinue corporal punishment in their schools.

Gredanus (2001) confirms that the prevalence of corporal punishment of children in schools remains high in the United States. In spite of many education and other national groups calling for corporal punishment in schools to be banned the United States remains one of the few industrialised countries which allows corporal punishment in 20 states.

Psychologists are divided on the question of whether the benefits of corporal punishment outweighs any potential hazards. Psychologists like Baumrind (1996) have concluded that corporal punishment is both effective and desirable, whereas others such as Lytton (1997) and McCord (1997) argue that corporal punishment is ineffective at best, and harmful at worst.

According to Pete (1999), corporal punishment is interwoven into the way patterns of power were established and entrenched historically in South African society. Pete (1999) furthermore indicates that authoritarian systems tend to be ideologically based on the notion that discipline must come in the form of punishment because most members of the society are incapable of critical thinking and self-discipline, and thus need to be taught to fear disobedience.

Dekker and Lemmer (1993) indicate that corporal punishment was extensively used in parts of South Africa, which were under colonial rule. During the Apartheid era, corporal punishment was widely used as a sentence for juveniles in the justice system.

Corporal punishment was also used in schools as a means of maintaining discipline. How corporal punishment as a form of discipline came to be the norm within the

South African education system is clearly indicated by Morrel (2001) who states that the introduction of apartheid and the Bantu Education in the 1950s provided compulsory education for black children. The system was highly authoritarian. He indicated further that in African schools corporal punishment was used on boys and girls alike, while in white English-speaking schools, the emulation of the British public school model ensured that corporal punishment was commonly used on boys. Schools that provided education for Afrikaans speakers were tough, and the rod was not spared (Holdstock, 1990).

Kubeka (2005) reports that teachers argued that: (i) without corporal punishment, discipline could not be maintained; (ii) children would neither show them respect nor develop the discipline to work hard unless they were beaten or threatened with being beaten; (iii) their power as educators had been taken away; (iv) corporal punishment was quick and easy to administer, while other methods required time, patience and skill, which educators often lacked; (v) unless the children were beaten they would think they got away with wrongdoing, and would repeat the misconduct; (vi) corporal punishment would restore a culture of learning in schools; and (vii) it was the only way to deal with difficult and disruptive learners.

Since 1996, corporal punishment has not been permitted in public schools in the Republic of South Africa. The South African School Act 84 of 1996 in section 10(1) and (2) states specifically that:

10 (1) No person may administer corporal punishment at a school to a learner.

10 (2) any person who contravenes subsection (1) is guilty of an offence and liable on conviction to a sentence that could be imposed for assault.

Society for Adolescent Medicine (2003) indicates that corporal punishment is generally understood to be a disciplinary method in which a supervising adult deliberately inflicts pain upon a child in response to a child's unacceptable behaviour and/or inappropriate language (Society for Adolescent Medicine, 2003). In corporal punishment, the educator usually hits various parts of the learner's body with a

band, or with canes, paddles, yardsticks, belts, or other objects expected to cause pain and fear.

1.2 STATEMENT OF THE PROBLEM

In schools, corporal punishment was primarily used as a means of maintaining discipline and managing the students' disruptive behaviour. Together with other changes brought by the South African Schools Act of 1996, the abolition of corporal punishment brought a challenge to teachers of developing new and innovative methods of maintaining discipline in schools. The challenge involves teachers changing their attitude towards corporal punishment. Reported incidents of the continued application of corporal punishment by teachers indicate non-compliance with the rules laid down in the South African Schools Act of 1996. This study, therefore, explores the teachers' coping strategies after the abolition of corporal punishment. Its main focus is on the alternative methods of classroom management that teachers can apply, in order to maintain discipline and order.

1.3 AIM OF THE STUDY

The primary aim of the study is to investigate the coping strategies of teachers after the abolition of corporal punishment.

The following are the objectives of the study:

- ✓ To conduct a literature study, in order to describe and explain the attitudes of teachers towards the abolishment of corporal punishment at schools;
- ✓ To examine the strategies used by teachers to maintain discipline after the banning of corporal punishment;
- ✓ To make recommendations for further research in the areas related to corporal punishment and discipline in schools.

1.4 RESEARCH QUESTIONS

- 1.4.1 Has the government done teachers justice by abolishing corporal punishment?
- 1.4.2 Are teachers contented with the abolition of corporal punishment?
- 1.4.3 Have the teaching conditions improved or worsened by the abolishment of corporal punishment?
- 1.4.4 Are there some teachers who are still applying corporal punishment notwithstanding its abolition?
- 1.4.5 Are there any alternatives to the use of corporal punishment in maintaining discipline and order at schools?

1.5 SIGNIFICANCE OF THE STUDY

Education has experienced drastic changes in the past few years. These changes have a bearing in the teaching profession, especially to teachers and other stakeholders attached to education.

This study is, therefore, aimed at helping stakeholders such as teachers, School Governing Bodies, and the Department, who are attached to education like

1.5.1 Teachers

Teachers are faced with changes that came in the form of rightsizing, redeployment, and even retrenchment threats, the challenges of the new curriculum 2005 – now known as the National curriculum Statement (NCS) – and, above all, the abolition of corporal punishment, which is alleged to be the cause of the alleged escalating lack of discipline at schools.

This study is aimed at highlighting other alternatives to corporal punishment that the teachers may apply to maintain discipline and order at schools. It also aims to show teachers the relationship between corporal

punishment and physical abuse, and the short-term and long-term effects of corporal punishment to learners.

1.5.2 School Governing Bodies

This study is aimed at helping the School Governing Bodies, which are the bodies responsible for drawing school policies, that when drawing the policies dealing with discipline at schools, they may consider the coping strategies that teachers may apply to maintain discipline and order.

1.5.3 Education Department

The study is also aimed at making government officials realise the impact that the banning of corporal punishment at schools has on the personal, as well as professional well-being of the teachers, their work ethics, job satisfaction and morale. The study aims to come up with strategies that they may be put in place to help teachers cope with these changes.

1.6 HYPOTHESIS

Educators are coping well after the banning of corporal punishment.

1.7 CLARIFICATION OF KEY CONCEPTS

- **Corporal punishment:** – Gredanus (2001) defines Corporal punishment as the intentional application of physical pain as a method of behaviour change. It includes a wide variety of methods such as hitting, slapping, spanking, punching, kicking, pinching, shaking, shoving, choking, use of various objects such as wooden paddles, belts, sticks, pins, or others, painful body postures (such as placing in closed spaces), use of electric shock, use of excessive exercise drills, or prevention of urine or stool elimination.

For the purpose of this study Corporal Punishment is defined as the intentional infliction of pain or discomfort or the use of physical force upon a student, in order to stop or change behaviour.

- **Coping strategies** Folkman & Lazarus, (1980). indicates that coping strategies refer to the specific efforts, both behavioral and psychological, that people employ to master, tolerate, reduce, or minimize stressful events. Two general coping strategies have been distinguished: problem-solving strategies are efforts to do something active to alleviate stressful circumstances, whereas emotion-focused coping strategies involve efforts to regulate the emotional consequences of stressful or potentially stressful events.

In this study coping strategies refers to general plan or set of plans intended to successfully achieve something especially over a long period.

- **Discipline:** – Dekker and Lemmer (1993) define discipline as “A method for maintenance of order and harmony in schools. This is the training of the physical, mental and moral capacities of a child through exercise and instruction”. This definition is maintained in this study.
- **Punishment** – Straus (1994) refers to punishment as “the use of physical force with the intention of causing a child to experience pain but not injury for the purposes of correction or control of the child’s behavior”.

In this study Punishment refers to the authoritative imposition of something negative or unpleasant on a person

1.8 THE USAGE OF PRONOUNS HE AND SHE

In this document, unless otherwise stated, wherever the personal pronouns “He”, “Him” and “His” are used, they will be denoting both the male and the female being, to avoid the usage of cumbersome constructions such as, “He or She”, “She/he”, “(s)he” or any other form of personal pronoun where there is a generalisation of gender.

1.9 RESEARCH METHODOLOGY

The Encarta Dictionary (1999) defines Methodology as a way of doing something or carrying something out, especially according to a plan. In this study, two methods were applied, namely Literature Review and Empirical Research.

1.9.1 Data collection and instrument

The instrument that I used was a questionnaire, which was distributed to the participants. The questionnaire consisted of questions which were aimed at the research questions. To triangulate the study, the questionnaire consisted of both qualitative and quantitative types of questions. The quantitative-based questions included questions which sought the Biographical data of the respondents. There were however, no questions that prompted the respondents to supply details that would reveal their identities. There were questions regarding the status of corporal punishment at the selected schools. These questions were set in such a way that each was accompanied by responses from which the candidates had to choose the ones that applied to their situation.

There were also some questions which were in the form of tables that had some statements, which required the participants to respond by ticking on the appropriate space to indicate whether they Strongly Agree, Agree, Not Sure, Disagree, or Strongly Disagreed with the statement.

The questionnaire also consisted of qualitative-based questions. These questions sought to find out the effect that the banning of corporal punishment had on teachers, and the strategies that the teachers used to maintain discipline and order in their schools after the banning of corporal punishment.

1.9.2 Data analysis

After the participants had completed the questionnaires, I collected them for analysis and interpretation of data. The Statistical Package for Social Sciences (SPSS) version 17.1 was employed to analyse quantitative data, Simple statistics, frequencies, correlations and cross tabulations were used to analyse the data

From the questions where the respondents had to show their responses by choosing from alternatives in the table, candidates responded and their responses were

analysed and also represented in the form of graphs. Qualitative data from the respondents was written down, consolidated, and summarised so that conclusions could be drawn.

After the analysis of data the findings were interpreted and conclusions were drawn and recommendations made based on the interpretations.

1.10 LIMITATION OF THE STUDY

Ideally, this study was supposed to be conducted in the whole country. Financial constraints, mobility and unavailability of resources were some of the limiting factors to the development of the study.

The research time was of a limited duration. School visits were also carefully timed so as not to unduly upset the school routine. Because of the above factors, the geographical area of the study was, therefore, limited to one region that is Vhembe Region, specifically Dzindi Circuit.

1.11 DELIMITATION OF THE STUDY

The government's abrupt and untimed abolition of corporal punishment in schools, and the need for alternatives, is global in nature as it is not confined to one province or country. The study was conducted in the schools within the Limpopo Province, in particular Vhembe District.

1.12 ETHICAL CONSIDERATIONS

While conducting this study, some ethical matters were taken into consideration throughout the process. This was done to maintain the professional status that this study deserves. For example,

- Permission was sought first from the Department of Education Vhembe District, to conduct the research in the schools. A letter was written to the District Senior Manager;

- Permission was also sought in writing from the principals of the participating schools;
- All persons involved in the research were informed of the purpose of the study;
- Participation was voluntary, no one was forced, intimidated or intrigued to participate and informed consent was obtained from all the participants;
- No names or any form of identification were used in any form. All the questions in the questionnaires were of such a manner that answering them could not reveal the identity of the participants;
- Participants' results were treated confidentially;
- Care was taken that there would be no physical, emotional and mental harm whatsoever to the respondents;
- Special care was taken not to invade privacy of each respondent; and
- The research did not disrupt the normal functioning of the schools.

1.13 SUMMARY

This chapter focused on the background of the whole study. It contains the justification of this study. The statement of the problem, the aim of the study, and who is going to benefit from it are outlined in this chapter. The research methodology, the instruments that have been used and how the data is analysed is clearly highlighted in the chapter.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The aim of this chapter is to survey literature related to the coping strategies of the teachers in dealing with misbehaving children. The literature review focuses on what scholars say about punishment at home and in the schools. The review looks at the history, effectiveness, rationale for and against the continued use of corporal punishment.

2.2 HISTORY OF CORPORAL PUNISHMENT

Reports by Morrell (2001) and Kubeka (2005) state that corporal punishment was an integral part of school life for most teachers and learners during the twentieth century in South African schools. It was used excessively in white, single-sex boys' school and liberally in all other schools. However, its use was very limited in single-sex girls' schools.

The introduction of Bantu Education in 1955 exposed black children, who had previously been outside the education system, to corporal punishment. Unlike white girls, African girls were not exempted from beatings (Morrell, 2001).

Morrell (2001) also pointed out that prior to the inception of the new South African constitution, with its pronouncement on corporal punishment, Thursday (known as *Donderdag* in Afrikaans language) was a day dreaded and resented by most learners in this country, especially in township schools. This day was normally set aside every week, mostly by teachers of languages and mathematics, for recitations and revision and/or the solving of mathematical problems. The teachers all carried canes on that day. This day of the week was characterised by the highest level of absenteeism among learners, due to fear of merciless beatings at the hands of the teachers. Similarly, findings by Tafa (2002) indicate that the same horrendous form

of discipline was also a common feature within the Botswana education system. Students complained that they were being beaten for no reason, with sticks, *sjamboks* and board dusters; they had doom sprayed on them, were sent to clean teachers' houses, or run errands in bank and stores, and they had to wash teachers' cars during lessons time (Tafa, 2002).

2.3 THE INTERNATIONAL MOVEMENT TO BAN CORPORAL PUNISHMENT

In recent years, there has been an international movement towards recognising the rights of the child and banning corporal punishment in all countries. Sweden was the first country to pass the "first explicit ban on corporal punishment" (Durrant, 1996). By 1966, corporal punishment was outlawed in Sweden. Parents can no longer use corporal punishment and the abolition is also applicable in childcare settings. Sweden's reason for the elimination of corporal punishment is to ensure that children are provided with the same protection as adults in cases of assault (Durrant, 1996).

Countries such as the United States of America are making strides in doing away with corporal punishment practices in the classroom. Many Asian countries such as Bangladesh and India have made no legal provision to outlaw corporal punishment (Unicef Asian Report, 2001). In Africa, in countries such as Kenya and Botswana, corporal punishment is still practiced.

The United States of America developed an organisation named the "National Coalition to Abolish Corporal Punishment in Schools" in 1987 (Greydanus, Pratt, Spates, Blake-Dreher, Greydanus-Gearhart, Patel, 2003). At present, there are still 23 states, which make use of the practice of corporal punishment (Greydanus, *et al*, 2003). Approximately 2 to 3 million cases of physical punishment are reported each year with between 10000 and 20000 students requiring subsequent medical treatment as a result of the punishment (Greydanus, *et al*, 2003).

In South Africa, corporal punishment is "often considered necessary to children's upbringing, to facilitate learning and to instill discipline" (Unicef Asian Report, 2001). As in many countries, corporal punishment practices in South Africa reflect hierarchical and unequal power relations. This emphasises the children's lack of power and lower socio-economic status. It is believed that if children are not

punished they will develop into unruly and uncontrollable citizens. Although some governments have made provisions concerning corporal punishment, the laws are viewed by teachers, parents and professionals as being too broad and, therefore, open to a variety of interpretations (Unicef Asian Report, 2001).

The Human Right Watch (1999) indicates that on the African continent, the use of corporal punishment is still practiced in countries such as Kenya and Botswana. Physical harm such as bruising, swelling, cuts and occasional death as a result of corporal punishment are the norm in both countries. Even though there are laws restricting the use of corporal punishment in Kenya, severe injuries are reported. The guidelines for administering corporal punishment in Kenya are as follows:

Only the head teacher is permitted to administer corporal punishment, and he or she must use a cane or strap of regulation size, hitting boys on the buttocks and girls on the palm of the hand. The head teacher may give no more than six strokes as punishment, and must keep a written record of all the proceedings (Human Rights Watch, 1999)

These guidelines, however, are not always adhered to and teachers, rather than headmasters, administer the punishment, often hitting children on other parts of the body in front of their classmates (Human Rights Watch, 1999)

Botswana's corporal punishment regulations are, according to Tafa (2002), quite similar to those of Kenya, where only the principal may administer the punishment on the hand or buttocks with a regulation size cane. As in Kenya, however, canning in Botswana is "administered by all and sundry in the school- student, untrained teachers, student teachers and porters" (Tafa, 2002). According to Tafa (2002), parents and teachers have been socialised into accepting caning as a form of punishment which "...has its origins in the country's colonially imposed authoritarian systems of schooling". The same origins of corporal punishment seem to be true for other African countries.

South Africa, like Austria, Croatia, Cyprus, Denmark, Finland, Germany, Israel, Latvia and Norway (Bitensky, 1998) has followed Sweden's path in the outlawing of corporal punishment.

2.4 THE BANNING OF CORPORAL PUNISHMENT IN SOUTH AFRICA

As a British colony, South Africa adopted colonial education practices, including corporal punishment. This was further perpetuated by the introduction of the apartheid system of government and the adoption of Christian National Education. In this context, children were seen as passive citizens who would not question authority at home or in the school setting. Morrel (2000) indicates that, although corporal punishment was legal throughout South Africa, its administration was separated along racial lines. Corporal punishment of black males and females as well as white males was permitted, but not on white females.

Vally (1998) points out that corporal punishment was seen as a means of ensuring the control of children and this was a mirror of how government was able to control social, economic and political conditions through acts of violence.

In South Africa in the 1970s student's organisations began to demand the end of corporal punishment (Department of Education, 2002). Corporal punishment was viewed as abuse in the classroom and by the 1980s "Education Without Fear" was a slogan developed by learners, educators and parents to campaign against the beating of children (Department of Education, 2002; Morrel, 2000) The use of corporal punishment persisted until the change of government in 1994.

By 1996 corporal punishment was outlawed in South Africa and the reason for doing so as described by the Department of Education (2002) are provided verbatim below:

- South Africa is a signatory to the Convention on the rights of the Child, which compels it to pass laws and take social, educational and administrative measures to protect the child from all forms of physical and mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse.
- The African Charter on the Rights and Welfare of the Child commits its member countries to the same measures and adds that they must take steps to ensure that a child "who is subjected to school or parental discipline shall be treated with humanity and with respect for the inherent dignity of the child.

- Section 12 of the South African Constitution states that: “Everyone has the right not to be treated or punished in a cruel, inhuman or degrading way.”
- The National Education Policy Act (1996) says: “No person shall administer corporal punishment or subject a student to psychological or physical abuse at any educational institution.”
- The South African Schools Act (1996) says: “(1) No person shall administer corporal punishment at a school to a learner; (2) Any person who contravenes subsection 1 is guilty of an offence, and liable on conviction to a sentence which could be imposed for assault”.

Morrel (2000) indicates that the banning of corporal punishment was, however, a difficult policy change for some teachers to accept. At present, there are still reported cases of corporal punishment being used in the classroom, often resulting in serious injury. According to Morrel (2000), there are a variety of reasons why corporal punishment is still being practiced in the South African classrooms. The explanations provided by Morrel (2000) are summarised as follows:

- a) The Department of Education does not do enough to enforce the prohibition of corporal punishment and the provincial department of education in Kwazulu Natal has even suggested its return;
- b) Broader social factors due to the end of apartheid, which were accompanied by violence that placed less emphasis on family life and produced community instability;
- c) The authoritarian nature of South African schools which were traditionally headed by authoritarian figures where students were expected to be respectful; and
- d) Corporal punishment is still widely used in South Africans homes

In South African homes, corporal punishment is prevalent and this practice is then extended to the school context (Morrel, 2001). According to Morrel (2001), “48% of African learners indicated that it was the most common method of discipline at home compared to 16,7%, 16,5% and 9,0% for Coloured, White and Indian learners,

respectively". Furthermore "38% of boys and 29% of girls reported that it was the most common discipline used at home" (Morrel, 2001).

In South African schools, some changes have occurred. In 1998, Morrel (2001) conducted a study in Durban schools to establish the prevalence of corporal punishment. His findings showed that corporal punishment is still widely used in township schools and is experienced more frequently by African males. However, changes that were noted are that "it is now used less frequently, with greater restraint and via more consultative processes" (Morrel, 2001).

Roos (2003), Morrel (2000) and Vally (1998) explore the reasons why it has been difficult for some teachers to make the shift to alternative discipline methods and to discontinue the use of corporal punishment. According to Roos (2003), "educators, parents and learners seem to be uncertain exactly what is permitted or prohibited by law". Morrel (2000) is of the opinion that schools should not be solely responsible for discipline because home discipline also plays a role. Furthermore, certain parents feel that they themselves received corporal punishment and, therefore, schools should continue with this style of discipline (Morrel, 2001).

Teacher training for many years sanctioned the use of corporal punishment and therefore, parents, teachers, and principals believe in it as an effective disciplinary tool (Vally, 1998). In schools, teachers are concerned about violence both in and out of the classroom and feel that corporal punishment is able to address this issue (Morrel, 2001). Reddy (in Roussow, 2003) sees the problem as exacerbated by an over-emphasis on learner rights, as well as negative learner attitudes. Furthermore, a culture of learning in schools is absent, as well as the lack of qualified and competent teachers (Reddy in Roussow, 2003)

To help classroom teachers, the government suggested two methods to replace corporal punishment. It introduced a code of conduct to be implemented in schools, and also afforded parents the opportunity to be involved in school affairs. This new approach to discipline stresses "consensus, non-violence, negotiation and the development of school communities" (Morrel, 2001). Nevertheless, difficulties still exist, and many parents themselves sanction the use of corporal punishment. More effort needs to be made to educate parents on the implications of corporal punishment, as well as the alternatives that are available to them.

2.5 TEACHERS' ATTITUDES TOWARDS THE BANNING OF CORPORAL PUNISHMENT

Research by Flynn (1994) indicates that despite the ban of corporal punishment in most countries, there are still reported acts of corporal punishment being used by teachers. Although, corporal punishment is banned by law, the practical banning of corporal punishment in the classroom, without the introduction of alternatives, has not been easy for some teachers. There is limited research as to what teachers' attitudes are towards the banning of corporal punishment.

In Australia, corporal punishment is banned. However, most teachers still support the use of corporal punishment and this view has not changed much since corporal punishment was first banned in schools. Research conducted in Australia found that most teachers view the use of corporal punishment as necessary and many would like to use the cane as a last resort.

(www.education.gld.gov.au/corporate/professional_exchange/edhistory/edhistopics/corporal/union.html).

In an American poll conducted by ABC news titled "Support for Spanking" it was found that "sixty-five percent of Americans approve of spanking", although only "26 percent say that grade-school teachers should be allowed to spank kids at school" (www.search.abcnews.go.com/query.html). According to Flynn (1994), southern residents of the USA, have favourable attitudes towards corporal punishment and 81.1% support its use. This is reflective of southern educators being the strongest proponents of corporal punishment in schools (Boser, 2001).

Corporal punishment in Pakistan has existed in schools for nearly 143 years (Iqbal, 2003). Recently, efforts have been made to ban corporal punishment. Teachers' opinions supporting this ban are growing. Some teachers, however, still feel that those who use corporal punishment should not be punished, as corporal punishment is seen as part of doing the job. Teachers who support the ban, feel that corporal punishment is a lazy means of control (Iqbal, 2003). In Trinidad, where corporal punishment has been banned for nearly three years, teachers and parents are requesting its reinstatement. It is felt that children are becoming increasingly unruly and corporal punishment would assist in reinstating order in schools (Richards, 2003).

Teachers in Bangkok are unhappy about the ban on corporal punishment and fear that it will result in students becoming more aggressive (Bangkok Post, 13 September 2000). A secondary school executive association member in Bangkok felt that the “ban would infringe on the rights of teachers”, and a teacher further stated “...if I cannot control them. I have to hit them in these cases” (The Nation, 14 September 2000).

In some countries, the use of corporal punishment by teachers is reinforced by its use in the home or the teachers’ experiences of their own schooling. In Botswana and Kenya, teachers use corporal punishment as it is the method they themselves use to discipline their own children (Unicef Asian Report, 2001; Human Rights Watch Kenya, 1999).

Students entering training colleges bring with them their own discipline experiences and ideas of how to discipline. According to Tafa (2002), “trainees brought strong beliefs about caning to colleges of education primarily from their schools rather than their homes”. This is then coupled with the poor training of teachers in classroom management and, as a result, teachers draw on their own experiences of being disciplined with the cane (Unicef Asia Report, 2001; Human Rights Watch Kenya, 1999).

According to Hyman (1990), there are conflicting studies about which teachers are more likely to use paddling. It appears that as students get older, teachers administer less corporal punishment, possibly as a result of being afraid of retaliation. In a Gallup poll conducted in 1988 in the United States, “56 percent of elementary school teachers and 55 percent of high school teachers approved of corporal punishment in lower grade” (Hyman, 1990). In a study in Tennessee, it was also found that teachers with emotional problems are more likely to use corporal punishment (Hyman, 1990).

In South Africa, the study by Rice (1987) before the ban on corporal punishment, found that male teachers tend to favour corporal punishment, as do younger teachers under the age of 25 years. She also found that experience did not have an impact on the use of corporal punishment. That is, teachers who had been teaching for less than 5 years and those with more experience were almost equally likely to use corporal punishment. More recently, and after the ban of corporal punishment in South Africa, Cohen (1996) conducted a study on teachers’ and pupils’ attitudes towards corporal

punishment. According to Cohen (1996), teachers are ambivalent towards corporal punishment. Their views are still not totally in line with the literature, nor with the aims of the new education policy. Furthermore, the majority of the teachers in the study felt that corporal punishment was necessary to maintain discipline.

The studies of teachers' attitudes towards corporal punishment in South Africa are very limited, but numerous newspapers have documented teachers' desires to return to corporal punishment. In 1999 the then education MEC of Kwazulu Natal stated, "If I had my way, I would reintroduce corporal punishment" (The Teacher, March 1999). The Sunday Times supplement of ReadRight reported one school principal saying he missed corporal punishment "because some boys asked for it".

(www.suntimes.co.za/edu/top100/topficks.htm)

It seems that numerous educators continue to believe that corporal punishment has benefits. A Soweto school with high success rates still has a teacher who admits to administering mild corporal punishment, as this contributes to the schools' success (www.suntimes.co.za/edu/top100/toprea.htm). The education department makes provision for teachers to be reported for administering corporal punishment. In Kwazulu Natal "four teachers in the Northern Durban region, three Ladysmith, three Pietermaritzburg and two in Empangeni" were "charged by the department for using corporal punishment" (Daily News, 12 September 2002). Since 1999, the numbers of complaints received by the department have increased (Cape Argus, 18 September 2002). However, teachers report that the department is not instrumental in assisting them with abusive and disruptive children. Teachers further feel they need training to manage a classroom of 40 to 50 learners, as they do not often have alternative methods of disciplining difficult children (Cape Argus, 18 September 2002).

2.6 RATIONALE FOR THE USE OF CORPORAL PUNISHMENT

According to Bauer, Dubanowski, Yamauchi and Honbo (1990), the motives provided for administering corporal punishment include the belief that corporal punishment enhances character development, is effective, quick and relatively easy, achieves temporary compliance, makes people feel powerful, contributes to rapid reduction or elimination of unwanted behavioural patterns and facilitates learning, is

needed as a last resort, is harmless, induces respect, is the only language that the children understand, and that behavioural problems increase in its absence.

Religion appears to play a role in the use of corporal punishment, but the evidence is complex and inadequate to draw profound conclusions. For example, conservative Protestant religions tend to exhibit higher approval rates of corporal punishment when compared to Catholics and atheists (Dietz, 2000). Studies by Gershoff (2002) indicate that religiosity or religious commitment plays a role. The studies show that positive child-oriented discipline is associated with religiosity.

2.7 THE RATIONALE FOR CONTINUED USE OF CORPORAL PUNISHMENT

Teachers who support the use of corporal punishment contend that it is essential to maintain a dominant position in their interaction with their pupils, in order for work to be completed (Sihlangu, 1992). According to Potgieter (1984), there are teachers who cling to the notion that the child's nature is bad and can only be corrected by punitive measures such as corporal punishment. The application of corporal punishment is also associated with the development of character and morality within pupils, with the development of character and responsibility being a strong requirement for entry into adult life (Sihlangu, 1992).

According to Witten (1994), a significant argument put forward by the pro-corporal punishment lobby is that there has been little or no consultation with teachers with regard to their opinions and recommendations on the issue of banning corporal punishment. Witten (1994) also submits that in many instances in America, the banning of corporal punishment was done without consulting teachers. Although corporal punishment was banned in British public schools in 1986, Docking (1987) found that more than 50% of the teachers in British public schools supported the use of corporal punishment. Boyson (1975) comments that pupils and teachers in Britain demonstrated in favour of the re-incorporation of corporal punishment, in order to restore order and discipline in schools.

Saunders (1979) indicates that when teachers are faced with pupils displaying 'power provocative' behaviour, they experience intense feelings of anger and

powerlessness. The best intensions teachers are frustrated and conflicts arise. The greater the dissonances within the teachers, the greater the conflict.

Saunders (1979) has identified three categories of conflict-resolving strategies: avoidance, diffusion and confrontation. The teachers who do not choose to negotiate or lack the skills to negotiate may adopt avoidance strategies. They may absent themselves from school or present with a variety of stress related illnesses. This may lead to a lowered self-esteem and a lack of perseverance. The teacher may opt to defuse the conflict situation by paying more attention to less important matters. The real source of the tension is never explored and may lead to anxiety and general dissatisfaction. Alternatively, the teacher may attempt to resolve the conflict through direct confrontation, which may involve either power or negotiation strategies. Power strategies may involve corporal punishment, giving or refusing attention, detention or systems of reward through gifts and favours. The negative aspect of this approach is that one party will always feel the loser and may experience feelings of hostility and anxiety. Through negotiation strategies, the nature of the conflict is identified, confrontation is initiated, attention is given to the other person's view and a mutual decision is agreed upon. This might indeed demand a lot from a teacher.

Fontana (1987) argues that disciplinary problems by pupils have led to increased stress being placed on teachers, with teachers reporting a variety of negative feelings such as anger, frustration, anxiety, powerlessness and a fear of losing control. This has resulted in demotivation and dissatisfaction within the working environment.

Maxwell (1987) reports that in Scotland, teachers attributed the increase in disruptive behaviour in pupils to the abolition of corporal punishment. The result was that teachers experienced heightened levels of stress. However, additional stressors were also identified, such as the lack of support from parents, support agencies and the inability of the education authorities to provide a viable alternative to corporal punishment (Maxwell, 1987).

A similar pattern is unfolding in South Africa. Education authorities have not provided adequate alternatives to manage the poor behaviour of pupils and support services have been unable to fully meet the comprehensive needs of the schools (Grey, 1997).

Grey (1997) indicates that in addition, teachers have to teach large classes of pupils, face the prospect of retrenchment and deal with a new approach to teaching, that is, the Outcomes Based Education. It can, therefore, be argued that the stress that teachers suffers is not only limited to the classroom.

Alfonso (1997) asserts that although corporal punishment has been banned within South Africa, there are many reports that reflect its continued use. The basic belief held by teachers is that corporal punishment is still appropriate in the face of large classes, which makes it a daunting challenge for teachers to maintain authority and control. Teachers also maintain that they cannot envisage a school being managed without corporal punishment. They contend that a state of anarchy will prevail within schools, with pupils challenging the traditional authority base of the teacher (Sihlangu. 1992).

Wyne (1991) clearly indicates that teachers have a belief that corporal punishment is generally disliked by pupils and is an effective deterrent to disruptive behaviour. It is also easy to apply and does not take up much of the teacher's time and energy. Grey (1997) also shows that other forms of non-corporal punishment consume staff time and resources.

It is evident that some children also prefer corporal punishment. Alfonso (1997) argues that pupils prefer corporal punishment above other punitive measures such as detention, since they feel that the other measures of punishment infringe on their free time which could have been devoted to sports and other leisure activities. Witten (1994) found that pupils in certain Canadian reform Schools also accepted the presence of corporal punishment as a means to regulate the behaviour of pupils, but within prescribed norms. Teachers who have to stay behind for detention feel angry that they are being punished for the pupil's rule violation (Grey, 1997). This acceptance of corporal punishment can be attributed to the pupil's desire to see conflict resolved as speedily as possible.

Witten (1994) indicates that the use of corporal punishment is still condoned in many Canadian elementary and reformatory schools. In Canadian Reform Schools, parents and teachers agree to the use of corporal punishment as a deterrent to misbehaviour and to make pupils aware that corporal punishment could be used. The strong deterring effect of the presence of corporal punishment appears to confirm the

need for pupils to develop self-discipline and for the teacher to present an instructional presence and competence.

Research indicates that parents support the use of corporal punishment in the schools. In Scotland, Corrie, Haystead, and Zaklukiewics (1982) found that parents consented for their children to receive corporal punishment at school. In South Africa, Grey (1997), found parental support for corporal punishment, which translated into parents giving teachers permission to apply corporal punishment. Winship (1992) found that the consent was mainly given due to poor parental skills or parents feeling intimidated by their child due to parents not having had the same educational training. As a result, parents feel incapable of disciplining their children and transfer the responsibility to the school (Hlatshwayo, 1992).

Beleta (1998) reports that at the time he carried out his investigation, approximately 75% of the schools in the Western Cape were still using corporal punishment with higher incidence rates in rural areas. It is apparent that although teachers are not supposed to apply corporal punishment, their perception of the efficacy of corporal punishment has still remained unchallenged in the face of mounting stress within the South African education system. Teachers argue that the abolition of corporal punishment is ambitious and does not take into account the realities that the teachers have to face (Grey, 1997).

2.8 THE RATIONALE FOR THE ABOLITION OF CORPORAL PUNISHMENT

Pinnock (1997) points out that a strong argument for the abolition of corporal punishment is that it violated a person's dignity. He argued that the introduction of the South African School Act of 1996 heralded the introduction of a new philosophical and ideological construction of the treatment of pupils in schools. It represented a major shift from the retributive nature of education to an understanding of the inner life of youth and the processes that caused deviancy (Pinnock, 1997).

Carelse (1986) points out that the ability of a teacher to maintain discipline and ensure that assigned work is completed creates the impression of an effective teacher. The implication is, therefore, that teachers who can manage their classes

well stand a good chance to get ahead in the educational system. The effectiveness of the teacher, to achieve desired goals, can be linked to the mechanisms used by the teacher to obtain compliance from pupils. A teacher who uses corporal punishment to achieve this desired end imparts the misguided lesson to the pupil that one way of getting ahead in life is to use force to achieve a desired goal.

Hyman, Zelikof, and Clarke (1988) persistently assert that approximately one-half of the students who are subjected to severe punishment develop an illness called *Educational Induced Post-Traumatic Stress Disorder (EIPSD)*. EIPSD can be identified by a varying combination of symptoms characteristic of depression and anxiety.

Hyman *et al.* (1988) further argues that this mental health imbalance is induced by significant stress. With EIPSD, the stress is the inflicted punishment. Such victimised students can have difficulty sleeping, fatigue, feelings of sadness and worthlessness, suicidal thoughts, anxiety episodes, increased anger with feelings of resentment and outbursts of aggression, deteriorating peer relationships, difficulty with concentration, lowered school achievement, antisocial behaviour, intense dislike of authority, somatic complaints, tendency for school avoidance, school drop-out, and other evidence of negative high-risk adolescent behaviour (Hyman *et al.* 1988).

Greydanus (2001) indicates that the use of corporal punishment is associated with increased mental health problems in children, including increased psychological distress, which may lead to anxiety, depression, alcohol and drug use, and general psychological maladjustment in those to whom it is applied. In addition to personal distress, corporal punishment may result in vicarious learning of maladaptive methods of problem resolution by those students who witness it. The use of corporal punishment sanctions the notion that it is meritorious to be violent toward children, thereby devaluing them in society's eyes. It encourages children to resort to violence because they see their authority using it. Such practices harm children and teaches them that violence is acceptable, especially against the weak, the defenseless, and the subordinate. This is a message that can reasonably be assumed will negatively affect generations yet unborn.

2.9 THE EFFECTIVENESS OF CORPORAL PUNISHMENT

Robinson, Funk, Beth, and Bush (2005) question the effectiveness of corporal punishment and underline the side effects of corporal punishment such as running away, fear of the teacher, feelings of helplessness, humiliation, aggression and destruction at home and at school, abuse and criminal activities. Gershoff (2002) also attributes corporal punishment to increased aggression and lower levels of moral internalisation and mental health. He adds that adults who were corporally punished during childhood are more likely to be criminals, be violent with their sexual partners, and spank their own children.

Jenson, Reavis and Rhodes (1998) point to the importance of positive support for difficult students because they usually have a history of punishment to which they have grown immune and they state that permanent behavior changes are maintained only by basic positive procedures. Similarly, Ramsburg (1997) noted that spanking, used as a primary disciplinary method, may have some potentially harmful effects such as increasing the chances of misbehaviour. Punitive behaviour management methods have been shown to be ineffective and, in some cases, harmful to students.

2.10 BIBLICAL PERSPECTIVE

The Biblical foundation for the usage of corporal punishment in schools to further the ideological aims of the state can also be traced to the introduction of Christian Nationalist Education, where the view of the world relied heavily on Biblical authority for its justification (Ashley, 1989).

The connection between corporal punishment and religious orthodoxy in Britain is recorded by Norwood (1929). He laments the brutal treatment meted out to boys in order for their character to be developed

For decades the Biblical perspective and the ideal of morality and character development laid the foundation for the justification of corporal punishment in South Africa.

Riak (1999) argues that the use of the word 'discipline' in the Bible is mistakenly equated to the concept 'corporal punishment', and that parents and teachers often quote from the Bible as their *raison d'être* for corporal punishment.

According to Sagendorf (cited by Riak 1999) the often repeated 'religious' argument in support of corporal punishment is based upon a few isolated quotes from the Bible (mainly the Book of Proverbs) more often than not quoted out of context and without taking into account the original meaning of the Biblical text. Sagendorf goes on to say that if one uses the same kind of selective reading, it would be equally possible to use the Bible to prove that slavery, the rigid suppression of women, polygamy, incest and infanticide are justified. Sagendorf rightly argues that corporal punishment cannot be reconciled with the cosmic New Testament themes such as love, forgiveness and a respect for the dignity of children, as well as the principle of rejecting violence and retribution as ways of solving problems. Baumrid (1996) too, contends that it is virtually possible to justify any act on Biblical grounds if Biblical texts are used in isolation and out of context. Hunt (1991) aptly states that there is no support in the Bible outside of Solomon's proverbs for hitting children. He stresses the fact that Jesus saw children as being close to God and urged love, not punishment.

2.11 DIFFERENCES BETWEEN DISCIPLINE AND PUNISHMENT

Rice (1984) indicates that within schools, teachers had to maintain discipline so as to ensure that teaching took place. However, there existed amongst teachers a lack of insight into understanding the difference between discipline and punishment and corporal punishment was applied without an in-depth understanding of the two issues.

Kubeka (2005) reports that teachers argued that without corporal punishment, discipline could not be maintained. Children would neither show them respect nor develop the discipline to work hard unless they were beaten or threatened with being beaten. This calls for one to be able to differentiate between discipline and punishment or the relationship between these two concepts.

Rice (1984) and Sihlangu (1992) express their concern that teachers participating in their research saw discipline and punishment as being synonymous. They express the need for teachers to see these two issues as being separate, in order for strategies around discipline to be effective. They claim that discipline and punishment are seen as mutually inclusive components in effective pupil control strategies. Maree (1995) concludes that discipline and punishment are not synonymous, yet they continue to be seen as such by educators. The primary reason being that teachers view schools as becoming unmanageable in the absence of punishment measures.

Meighan (2001) is of the opinion that separating discipline and punishment would help teachers develop an understanding of the nature and purpose of each component. They would be able to develop insights into the behaviour of pupils and understand the role that discipline and punishment play.

The defining nature of classroom discipline has to be explored before a person can embark on an understanding of the cause of disciplinary problems. Potgieter (1984) indicates that establishing a consistent definition of discipline is generally a problem since the definition has to take into account the effectiveness of discipline and the organisational nature of the school. Wynne (1991) defines discipline as “making students observe rules of conduct congruent with the norms prevailing in social gatherings and worksites in mainstream adult society”.

Potgieter (1984) views discipline as “the process designed to aid students develop social behaviours and attitudes for appropriate participation in an adult democratic culture”. Hunts (1999) perceives classroom discipline as based upon developing an understanding of the needs and goals expressed by both the teacher and the learner and creating a clear philosophy of teaching that effectively responds to these needs. Rice (1984) maintains that the successful disciplinarian is someone who models caring, is committed and takes time to reason and communicate with the child, thereby showing the child that he or she is respected as an individual.

Punishment can according to Coleman, Butcher, and Corrie (1984) be viewed as the imposition of a penalty for some fault. Punishment may involve either the removal of positive reinforcers or the use of aversive stimuli. The basic idea is to reduce behaviour that is undesirable. Sonn (1999) indicates that punishment may take many

forms, which include withdrawal of privileges, detention, additional work, community work, hard labour, cleaning the school and verbal abuse. On the other hand, positive disciplinary measure may vary in form and include rewarding positive behaviour, modeling appropriate behaviour, improving communication strategies, parent consultations, drawing up contracts, counseling and encouraging of self-discipline.

There is an active debate as to whether punishment is effective in deterring unwanted behaviour. Baumrid (1996) feels that punishment has a temporary effect on pupils, especially, when it does not lead to the pupils gaining insight to their behaviour. Corrie *et al.* (1982) argue that pupils were unable to develop self-discipline in the presence of a punishing external agent that controls their behaviour. Boyson (1975) argues that punishment measures are essential since they provide the pupil with clear boundaries. Maree (1995) found that teachers regarded punishment as important since it developed respect and was seen as the only measure to reduce behavioural problems.

With the abolition of corporal punishment schools have been called upon to determine whether their disciplinary measures were effective, (Potgieter, 1984). Weiner (1979) points out that these disciplinary measures need to make pupils look at their behaviour and decide whether they will take charge of changing them or allow the school to impose measures that will monitor and regulate their behaviour, as would be the case in the application of corporal punishment.

2.12 SIDE EFFECTS OF CORPORAL PUNISHMENT

Corporal punishment does not only perpetuate the cycle of child abuse, but it also impacts negatively on academic achievement (Discipline at school (NCACPS) [Online] 2004).

According to Vygotsky (1978), the educational-psychological side-effects of corporal punishment are probably as harmful as the physical effects and include loss of self-esteem, an increase in anxiety and fear, damage to the functioning of ego, creation or enhancement of feelings of loss, helplessness and humiliation, enhancement of feelings of aggression and destructive and self-destructive behaviour, a shortened

attention span, attention-deficit disorder, post-traumatic stress disorder, and impaired academic achievement (Vygotsky 1978).

Cherian (1990) confirms that it has been shown that corporal punishment has a negative effect in the academic development of the pupil and it was also found that pupils developed a fear of school, bunked classes and developed a negative relationship with their teachers. Monyòoe (1986) found that pupils felt nervous and aggressive in schools where corporal punishment was applied. Many pupils felt fear and hatred towards their teachers instead of respect which teachers thought corporal punishment produced in pupils. The fear that pupils experience leads to poor academic achievement, and to a variety of behavioural and emotional problems.

According to Cherian (1994), these emotions cause pupils to experience a lot of misery within their environment which in turn leads to academic underachievement. The school can, therefore, be regarded by pupils as being a hostile environment in which teachers are seen as being brutal. Cherian (1990) points out that, pupils who have been exposed to corporal punishment may develop a poor self-concept, which leads towards feelings of inadequacy and incompetence, and which are often accompanied by a sense of defeatism. These pupils will, therefore, doubt their ability to master new work. Fontana (1987) added that the pupils' reluctant need for attention and sympathy may lead them into attention seeking behaviour in order to be noticed, as well as emotional outbursts and over reacting to positive criticism. These behaviours reflect the pupils' emotional vulnerability and insecurity.

According to Graziano and Kuncie (1992), the long term use of corporal punishment tends to increase the probability of deviant and antisocial behaviours, such as aggression, adolescent delinquency and violent acts inside and outside the family as an adult. Graziano and Kuncie (1992) further suggest that corporal punishment has been associated with a variety of psychological and behavioural disorders in children and adults, including anxiety, alcohol abuse, depression, withdrawal, low self-esteem, impulsiveness, delinquency and substance abuse. According to Balanganani (1993), children who are physically punished at home or at school may become less likely than other children to internalise moral values, and may become depressed or aggressive.

Meighan (2001) says corporal punishment actually interferes with the process of learning and with the children's optimal development as socially responsible adults. This can lead to the students showing disrespect and anger towards educators.

Dauids (1999) suggests that corporal punishment is psychologically damaging. It is claimed that corporal punishment has numerous adverse psychological effects, including depression, inhibition, rigidity, lowered self-esteem and heightened anxiety. Although there is evidence that excessive corporal punishment can significantly increase the chances of such psychological harm, most of the psychological data are woefully inadequate to the task of demonstrating that mild and infrequent corporal punishment has such consequences.

According to Balanganani (1993), corporal punishment does not help a student to develop into an adult with self-discipline and respect for other people. Instead, it distorts sound judgement and creates anti-social behaviours. Although corporal punishment may teach students not to engage in a particular behaviour because they risk being beaten or punished, it does not teach them the reasons and ethics for not behaving in a particular manner. According to Balanganani (1993), violence breeds violence. The use of corporal punishment on students contributes to a perception from an early age that violence is an appropriate response to conflict resolution and unwanted behaviour. Corporal punishment also teaches students that it is acceptable for a powerful person to be violent towards the weak and that conflicts can be resolved through violence.

Garland (1990) affirms that corporal punishment may result in some of the students dropping out of school because they cannot handle being beaten. Children's dropping out of school can attribute to poverty. Sometimes its effects on survivors are damaging. There can be physical damage done to the body. The emotional and psychological effects can affect the survivor deeply; some students may end up dead, for example, if a student is beaten on the head.

Jacobs (2008) says that some pupils often do their work not because they enjoy their work but because they are afraid of what will later happen to them. Graziano and Kuncze (1992) further argued that corporal punishment leads to delinquency if administered in an atmosphere of anger. Children tend to perceive corporal punishment administered in anger as rejection by the punishers, usually a parent or

other person important to the child. The strength of this perception is determined by the severity and frequency of punishment received.

David (1999) is of the opinion that corporal punishment teaches the wrong lesson, it is often said that punishment conveys the message that violence is an appropriate way to settle differences or respond to problems. It teaches the child that if he dislikes what somebody is doing, it is acceptable to inflict pain on that person.

Straker (1990) states that severe corporal punishment can lead to a lack of empathy within pupils. Corporal punishment reinforces a lack of desire to see things from the perspective of the pupil and, therefore, does not promote empathy that attempts to view the world from another person's perspective. Corporal punishment blunts altruism and concern. This is extremely significant since the pupil is involved in a reciprocal relationship with his peers and caregivers. Corporal punishment would, therefore, interfere with the healthy development of relationships.

Hunt (1999), argued that corporal punishment sends out a signal that it is acceptable to express one's feelings of anger by hitting others in retaliation. When children, who are natural imitators that learn through modeling, notice that their parents try to solve problems by physical beating, they often model their behaviour on that of their parents, assuming that it is in order to abuse those smaller than themselves. That way children do not learn creative problem-solving skills. Cryan (1995) confirms that these matters impact negatively on the development of the ability to establish meaningful relationships, and that they precipitate sexual difficulties in adulthood (Cryan, 1995).

Hunt (1999) also confirms that corporal punishment in the early years of child development correlates to a significantly positive degree with violent behaviour in later years. All of the most dangerous criminals were regularly threatened and punished during their early years.

Lytton (1997) argues that 'power assertion' (meaning physical punishment, and other negative parental reactions to child misbehavior, including yelling at a child, or deprivation of privileges) has correlated positively with delinquency, aggression, academic failure, and other forms of psychopathology. Lytton (1997) convincingly and boldly states 'I know of no study contradicting this finding.'

Agnew (1983) argues that the administration of corporal punishment correlates significantly with crime in later life. His findings regarding the link between corporal punishment and criminal behaviour include the following: 18-year-old adolescents in prison are more likely to have received more severe punishment than those who did not and those who received less severe punishment (or no punishment at all). A significant correlation exists between severe punishment in early youth and law breaking. Severe punishment is the single most important course of juvenile delinquency.

Dekker and Lemmer (1993) stress that for students engulfed in a culture of violence, classrooms in schools often offer a last chance to expose them to more constructive ways of relating to one another. These authors express their view that teachers have to advocate respect for offenders, while critically examining their behaviour.

Corporal punishment is associated with children's aggression and other antisocial behaviour (towards peers, siblings, and adults). Corporal punishment may legitimize violence for children in interpersonal relationships because they tend to internalize the social relations they experience (Vygotsky, 1978). Ironically, the behaviour that parents are most likely intend to prevent when they physically punish children is exactly the behaviour that they are likely to be strengthening. Social learning theory also suggests that physical punishment enables children to learn aggressive behaviour through modeling (Bandura, 1969). If parents try to modify their children's behaviour through inflicting pain, then these children are likely to do the same to others when they want to influence other people's actions.

According to Ruth (2001), corporal punishment is external and does not promote or allow self-discipline to be achieved. Corporal punishment has been found to be consistently related to poor mental health, including depression, unhappiness, anxiety and feelings of hopelessness in children and youth. Corporal punishment is a risk factor for relationships, increased levels of aggression and anti-social behaviour in children, raised thresholds for defining an act of violent, and perpetration of violence as an adult, including abuse of one's family member.

2.13 CORPORAL PUNISHMENT AND THE LAW

The acknowledgement of human dignity was inscribed in the South African School Act of 1996, which spelt out clearly that corporal punishment should not be inflicted on any child and that other forms of punishment had to be sought such as suspension or expulsion but only under strict provisions. The South African Schools Act of 1996 provides clarity on critical issues around school management and provides parents with more power in managing the educational future of their children. It also deals with the confusion that existed around the *loco parentis* status of the teacher to inflict corporal punishment that arose from the common law.

The following prohibitions with regards to corporal punishment apply as contained in chapter two of the South African School Act of 1996 (p. 10)

10. (1) No person may administer corporal punishment at a school to a learner.

(2) Any person who contravenes subsection (1) is guilty of an offence and liable on conviction to a sentence which could be imposed for assault.

The introduction of the South African School Act of 1996, therefore, provides a clear interpretation of the position of corporal punishment in relation to pupils.

The South African Constitution, and the South African School Act of 1996 protect all pupils in South Africa from human rights abuse. Before the South African School Act of 1996, authors like Bray (1992) and Manyuha (1994) questioned to what extent the impact of court judgments in Namibia and Zimbabwe concerning corporal punishment would be seen to be significant in the formulation of the future South African Bill of Rights and the country's policy with regard to corporal punishment. In Zimbabwe, Supreme Court decisions in 1988 and 1990 prohibited corporal punishment being inflicted on adult and juvenile offenders. This banning of corporal punishment in Zimbabwe had broad ranging implications for schools (Manyuha, 1994). The Namibian Supreme Court in 1991 ruled that corporal punishment inflicted on school children was unconstitutional (Bray, 1992).

On this note, Pinnock (1997) argues that when one considers South Africa's history of human rights abuses, and its inhumane treatment of juveniles, one would contend that the South African School Act was introduced to move away from South Africa's violent past as opposed to being primarily influenced by court judgments in neighbouring states.

The abolishment of corporal punishment was not greeted with enthusiasm by all, as is evidenced in a letter to *'The Teacher'* (April 1999). The moral tone and the warrant for the author's position is clear:

"In the past, when you had the option of giving a hiding, the children were far more likely to behave and listen. I really dread to think of the caliber of adults we are going to be producing in the next ten years. I fear New Age philosophy is slowly eating away at the core of our moral fibre and destroying our children's lives."

The way adult-child relationships were understood before the School Act came into force, made it legitimate for a teacher to physically assault a pupil. Beyond the physical act was the cultural goal of producing good citizens through teaching obedience to authority. Coupled to this, was the cultural belief that beating served the purpose, as is well illustrated in the above quote. While adults confirmed their power relationship with children, the young learnt a range of scripts about their place in society, as well as notions of power, justice and the use of violence to solve problems.

Witten (1994) records the controversy in America and Canada with reference to the interpretation of the term *loco parentis* since it has implications for the use of corporal punishment. There is the view that the teacher stands in place of the parents and, as such, is able to apply punishment. The other argument is that teachers do not perform the full range of duties, responsibilities and obligations of a parent toward a minor. They do not support the pupil financially nor do they provide for most of the tangible and intangible necessities that the child finds in the home (Witten, 1994).

The Education Employment Act of 1998, as well as the Educators' Guide to Conditions of Service (1997) indicates that teachers are to adopt a code of conduct

in relation to the professional nature of their duties. They also explain the professional responsibilities of teachers. Teachers, therefore, function in a position of *loco parentis* towards the pupils in their care, but they may not use corporal punishment.

Despite the laws that are against the use of corporal punishment on learners, there are reports of teachers who are still applying it.

The Star (23 March, 2012) reported about a teacher who was arrested because of using corporal punishment:

“Four KwaZulu-Natal teachers have been arrested in connection with beating a pupil so severely he lost sensation in one testicle, according to reports.

Police spokesman Thulani Zwane confirmed on Thursday that a case of assault was opened last month at the Nsikeni police station in Umzimkulu, The Witness online reported.

It was not clear when the teachers would appear in court. The teenager said that in January he had received 12 lashes on his buttocks and three on his hand. He woke up that night with pain in his genitals.

A doctor later found blood clots blocking his circulation and he had needed surgery. He had lost sensation in one of his testicles. The boy said he was not angry or surprised as physical punishment was a normal practice at his school.

Provincial education MEC Senzo Mchunu said he was aware corporal punishment was still happening, but that teachers who did this, did so at their own risk.

The SA Democratic Teachers' Union (Sadtu) said the teachers had since resigned. They were not members of the union.

Said regional secretary Lindani Mkhize: "As Sadtu, we disagree with corporal punishment as it is against the law." (The Star, 23 March 2012)

It was also reported in *The Sowetan* (08 August 2013) about a learner who was brutally assaulted by a teacher:

“THE 13-year-old Limpopo boy injured when he was allegedly assaulted by a teacher with a board duster has returned to the same school after being discharged from hospital.

His father said he had suffered a cracked skull. "Doctors found that a bone in his head had an infection and removed that part and left it open with the hope the bone would grow back," the father said.

The 54-year-old teacher allegedly assaulted the boy in May, apparently unhappy with the way the boy had done his homework.

Limpopo education department spokesman Pat Kgomo said an internal investigation - in which the teacher was charged with assault and for administering corporal punishment - had been concluded.

Kgomo said the teacher was due to appear before a disciplinary hearing. Meanwhile, a police docket has been sent to the Director of Public Prosecutions for a decision.

2.14 ALTERNATIVES TO THE USE OF CORPORAL PUNISHMENT

According to Cawood (1981), there is a wide variety of disciplinary measures which can be applied with greater or lesser success. Success depends not so much on the disciplinary method used, but on the circumstances and manner in which it is applied. The following disciplinary measures can be used to maintain discipline in the classrooms: a disapproving look; a look of disappointment; a warning look; or averting look; a word of disappointment; a disapproving word; a moment of silence that can vary in length; separating the offenders in front or at the back of the class.

The mistake that many teachers make is that of starting the school year with a poor discipline plan. Students quickly assess the situation in each class and realise what they are allowed to get away with. Once a teacher sets a precedent of allowing a lot of disruptions, it can be very hard to start a better classroom management and discipline technique. However, it is never tough to get easier as the year goes by.

Greydanus (2001) indicates that an important technique in maintaining classroom control is to develop a milieu of effective communication and positive reciprocal relationships between parents, students, and teachers. School officials should possess: a) expertise in child and adolescent development; b) generally enjoy working with children in the academic setting; c) have a strong desire to help youth

learn; and d) promote an environment that clearly demonstrates that students are valued, respected, and understood. The emphasis should be on positive educational exchange between teachers and students, not futile, contentious, win-lose contests.

Greydanus (2001) emphasises that students, as well as their parents, should be carefully involved in decision-making about school issues affecting them, including the development and implementation of educational goals and disciplinary rules, along with positive behavioural support where required. Schools should have peer support programmes that utilise techniques that would encourage acceptable behaviour.

It is critical that teachers receive adequate training and resources to help them effectively maintain classroom control without resorting to violence or aggressive techniques. One way to accomplish this is to provide teachers, both during pre-service and in-service training, with the ability to employ behaviour management techniques that promote pro-social classroom interactions among the students. This would also promote a positive learning environment for those students (Greydanus, 2001).

Hunt (1999) is of the opinion that many parents have come to recognise the harmful effects of physical punishment. They have learned that slapping, hitting, and spanking teach violence, destroy the child's self-esteem, create anger, interfere with learning, and damage the relationship between parent and child.

But knowing what *not* to do is only the first step. Parents who want to avoid punishment wonder what they should do instead. Unfortunately, most parenting books and articles recommend "alternatives" which we can see on closer inspection are merely alternative types of punishment. These include so-called "logical" consequences, time-out, and denial of privileges.

All of these methods have much in common with physical punishment, and all give the same messages: that the parent has no interest in the underlying unmet needs that led to the behaviour, and that the parent is willing to take advantage of his greater size and power over the child. Above all, they tell the child that the people he has come to love and trust wish to cause him pain. This is a "crazy-making" message, because it is so alien to the child's intuitive understanding about what love

should look like. Finally, all of these approaches miss the best opportunities for learning because they sidetrack the child into fantasies of revenge, where he is too distracted to focus on the real issue at hand. Real alternatives to punishment are those that help the child to learn and to grow in a healthy way. There are few greater joys in life than allowing one's child to teach one what love is.

Hunt (1999) suggests ten alternatives that give the child only positive, loving messages:

1. Prevent unwanted behaviour from occurring by meeting your child's needs when they are first expressed. This is perhaps the very best approach. It will not only prevent misbehavior, but it will tell the child that you truly love and care for her. With her current needs met, she is free to move on to the next stage of learning.
2. Provide a safe, child-friendly environment. There is little point in having precious items within the reach of a toddler, when they can be put away until the child is old enough to handle them carefully. For older children, provide opportunities for active play.
3. Apply the Golden Rule. Think about how you would like to be treated if you were to find yourself in the same circumstances as your child, then treat your child that way. Human nature is human nature, regardless of age.
4. Show empathy for your child's feelings. Even if the child's behavior seems illogical, the underlying feelings and needs are real and need to be taken seriously. Saying things like, "You really look unhappy" is a good way to show a child that you care about their needs and feelings.
5. Validate your child's feelings so that he knows that you understand and care, that it is acceptable to have whatever feelings are present, and that he will never be rejected for having any particular kinds of feelings. For example, "That scared me too."
6. Meet the underlying need that led to the behaviour in the first place. If you punish the outward behaviour, the still unmet need will continually resurface in other ways until it is finally met. An example here would be, "Are you feeling sad because your friend moved away?"

7. Stay on your child's side. Whenever possible, find a "win-win" solution that meets everyone's needs. To learn conflict resolution skills, consider a course in Non-violent Communication.
8. Reassure your child that she is loved and appreciated. So-called bad behaviour is often the child's attempt to express her need for more love and attention, in the best way that she can at that moment. If she could express this need in a more mature way, she would do so. For example, you might ask, "Would you like to read a book with me so we can have some time together?"
9. Provide positive alternative experiences and productive activities. Offer crayons, read a story, put a young child in the tub for water play, or enjoy a walk outside together. This can shift the focus away from a situation that has become too stressful to resolve at that moment: "Let's make some play dough!"
10. Ask yourself "Will I look back at this later and laugh?" If so, why not laugh now? Seize the opportunity to create the kind of memory you will want to have when you look back on this day. The most challenging situations can be defused by the timely use of good-natured humour: "Oh, no, you and your brother painted each other green? Wait, let me get the camera!"

In this way, one can best bring about the genuine cooperation that one seeks. But the greatest reward is a life-long, mutually loving and trusting bond with one's child. These suggestions can equally be applied also to a teacher-learner situation.

Schuller (1984) suggests that each school district should develop its own list of strategies that teachers may apply to cope after the abolition of corporal punishment. This list should reflect the needs of the community and the students served. He furthermore suggested the following options as viable alternatives to the use of corporal punishment:

- Provide direct instruction to students in social skills and problem-solving strategies.
- Use positive reinforcement to teach and maintain the use of appropriate problem-solving skills.

- Use social reinforcers such as teacher feedback, peer pressure, and other self-esteem enhancing activities to support and maintain the use of problem-solving and social skills.
- Apply logical consequences that will teach students personal responsibility for their actions, for example, losing the privilege of participating in special school activities.
- Consider the use of time out. This may allow students to learn to take control of their actions and ultimately, in conjunction with instruction in social skills, to cease their undesirable behaviour.
- Employ problem-solving classroom meetings and/or school assemblies with honest discussions of problems to encourage student ownership of and responsibility for solutions.
- Establish a variety of strategies for communicating with parents.
- Establish contractual agreements with students and their parents that clearly outline consequences to enhance the development of self-control behaviour.
- Establish an in-school suspension programme, supervised by a responsible adult, in which the student performs curricular-related activities.
- When necessary, refer students to a counselor, social worker and/or psychologist at the local or intermediate level and coordinate services with other units of state government; e.g., Public Health, Social Services, Mental Health, and so on. Also, seek assistance from private institutions or agencies with appropriate services; for example, temporary placement in an alternative educational setting.
- Evaluate and arrange appropriate curriculum and adequate support for students who need academic acceleration, special education, alternative education or service for achieving English proficiency.
- Consider and take action, in accordance with the student code of conduct and due process of law, when disruptive behaviour occurs.

- Consider the use of suspension and/or expulsions only after all other alternatives have been exhausted.

Good and Brophy (1991) suggest that disruptive learners be punished by being excluded from the group and made to sit in isolation where they will not disturb others. But this type of punishment can only be used if the learner concerned actually misses being in the group. If the learner tends to be reclusive, punishment by exclusion from the group may fail to bring about desired results. Therefore, the teacher should know the learner's individual personality inclinations before choosing exclusion as punishment. Most learners, who engage in disruptive behaviour in the classroom, however enjoy the sensation they cause among their peers and may discard such behaviour when there is no audience. For such learners, temporary exclusion from the rest of the class may serve as an effective punishment of unacceptable behaviour.

The success approach from an educator must also be rooted in humanistic psychology. Success, as well as acceptance, is one of a human being's basic needs. Both success and acceptance play a big role in determining whether one will develop a positive self-acceptance.

Seifert (1983) suggests that the actions that might be taken include, giving a learner a long, hard look to show that the teacher is not pleased with what the learner is doing and that the sooner the learner stops doing, it the better. A teacher might draw the pupils' attention to the learner's undesirable behaviour. Try to draw the attention of the pupils around you towards what the student is doing. Draw the attention of the misbehaving student to that of the student who is behaving appropriately.

The teacher might also ignore the bad behaviour and praise positive behaviour. The teacher can administer discipline by walking towards a misbehaving learner without stopping what he is doing. Troublesome students may be made to sit in the front row where the teacher can pay attention to them. If corporal punishment is felt to be necessary and justifiable, it should be used rarely and sparingly and as a last resort. The teacher should tell the learners why they are punished. Punishment should be administered as soon as mistakes are committed so that a link is made between the offence and the result thereof. The punishment to the learner should be strong

enough to bring the undesirable behaviour under control. The teacher should not be angry or upset when applying punishment to the learners.

The Department of Education (2002) suggested the following strategies for maintaining discipline in schools:

1. Giving physical tasks around the school.

The embarrassment of being seen by peers is enough to force a learner to change his unbecoming behaviours. Physical tasks not only help a learner to change his behaviour, but it also helps to attain other goals like beautifying the school or any other school environmental issue.

2. Make a learner to stay in at break time or after school.

You can make a learner to stay in at break time. For example, a learner who is talking while the lesson is in progress may be barred from going out for a break.

3. Deprive a learner of enjoyable activity.

A misbehaving learner may be debarred from attending activities which he enjoys most as a means of stopping him from continuing with his unacceptable behaviours until he conforms.

4. Daily report of behaviour

It is the duty of the teacher to record every activity of a particular child, and that the matter can be handed to his parents. Parents should know how their child behaves at school and the report will also help them to teach their children good behaviour.

5. Giving positive reinforcement

The teacher can help the child realize that he is misbehaving and reform by simply ignoring him and concentrating on the positive behaviour that the learner is portraying. Good behavior should be reinforced.

6. Giving extra homework.

This also helps the child to reform and change his behavior and be learning at the same time.

RESEARCH DESIGN AND METHODOLOGY

2.15 SUMMARY

This chapter reviewed literature on the coping strategies of teachers after the abolishment of corporal punishment. This was done in order to establish what other scholars say. Chapter three presents the research design and methodology that was used to gather and analyse data.

2.15.1 RESEARCH APPROACH

In the design of this study, I used both qualitative and quantitative approaches. In order to determine the quality of

The qualitative approach involves, as Schumacher and MacMillan (1993) put it, the identification of key data collection strategies to discover the natural flow of events and the researcher and/or participants interpret them. A wide range of information is collected in order to get a better understanding of the subject matter (Schumacher and MacMillan, 1994).

2.15.2 PARTICIPANTS

As a group of interest to the researcher, the group to which the results of this study will already be generalised, Schumacher and MacMillan (1993) define a population as a group of elements or cases, whether individuals, groups, or nations, that refers to a specific criteria and to which we intend to generalise the results of the research.

In this study, the population consisted of educators, principals, deputy principals and school heads of 200 participants of both primary and secondary schools in Vhembe district of Limpopo Province in South Africa. These include male and female,

RESEARCH DESIGN AND METHODOLOGY

3.4 SAMPLE

3.1 INTRODUCTION

The purpose of the study was to investigate the coping strategies of teachers after the abolishment of corporal punishments. This chapter presents the research design and methodology that was used to gather and analyse data in this study. The research approach and the procedure are highlighted.

3.2 RESEARCH APPROACH

For the purpose of this study, I used both qualitative and quantitative approaches, in order to facilitate triangulation.

The qualitative approach involves, as Schumacher and MacMillan (1993) put it, the use of non-interfering data collection strategies to discover the natural flow of events and the processes and how participants interpret them. A wide range of interconnected methods is used, in order to get a better understanding of the subject matter at hand (Denzin and Lincoln, 1994).

3.3 POPULATION

Gay (1992) defines population as a group of interest to the researcher, the group to which the results of the study will ideally be generalised. Schumacher and McMillan (2006) define population as: "a group of elements or cases, whether individuals, objects, or events, that conform to a specific criteria and to which we intend to generalise the results of the research."

In this study, the population consisted of educators, principals, deputy principals and subjects Heads of Departments of both primary and secondary schools in Vhembe District of the Limpopo Province in South Africa. These include male and female,

temporary and permanently employed teachers of different races and genders, teaching in both private owned and public schools.

3.4 SAMPLE

Graziano (1993) defines a sample as: “a subset of people drawn from the population”. Nisbet and Entwistle (1970) noted that the purpose of sampling is to identify and define the population to be sampled and also to estimate the appropriate numbers required for the sample

The sample of this study comprised of 121 teachers, (52 males and 69 females), This number, 93, were from public schools and 28 were from private-owned schools. Amongst them, 27 were from primary schools and 94 from secondary schools. Ninety six (96) were CS1 educators, 1 principal, 3 Deputy Principals and 21 subject Heads of Departments.

3.5 SAMPLING STRATEGIES

Gay (1992) defines sampling strategies as the process of selecting a sample in such a way that all individuals in the selected population have an equal and independent chance to be selected for the sample. There are four basic random sampling techniques: simple random sampling, stratified sampling, cluster sampling, and systematic sampling. All these techniques provide different levels of assurance of sample representativeness.

In this research, I made use of both stratified and cluster sampling methods. According to wiki.answers, (<http://wiki.answers.com>) in a stratified sampling procedure, the population is first partitioned into disjoint classes (the strata) which together are exhaustive. Thus each population element should be within one and only one stratum. Then a simple random sample is taken from each stratum, the sampling effort may either be a proportional allocation (each simple random sample would contain an amount of variates from a stratum which is proportional to the size

of that stratum) or according to optimal allocation, where the target is to have a final sample with the minimum variability possible.

The main difference between stratified and cluster sampling is that in stratified sampling all the strata need to be sampled. In cluster sampling one proceeds by first selecting a number of clusters at random and then sampling each cluster or conduct a census of each cluster. But usually not all clusters would be included.

The population was divided into strata on the bases of their hierarchy, namely: principals, deputy principals, HOD's, and CS1 educators. Samples were then drawn randomly from each stratum. The sample was clustered because I had to identify some schools around Vhembe District from which individual teachers, HOD's, Deputy Principals and/or Principals were randomly selected.

3.6 INSTRUMENTATION

Questionnaires were used to collect data. A questionnaire is, according to Nisbert and Entwistle (1970), a form of interview on paper. Each questionnaire had questions that elicited responses which were qualitative in nature.

The questionnaires that I used consisted of three sections: the Biographical data section; section 1, which consists of multiple-choice questions, which require a candidate to choose the responses that he feels are the most accurate. Section 1 of the questionnaire was aimed at collecting the quantitative data; Section 2 had open-ended questions to which the participants responded by using short sentences or words. Section 2 of the questionnaire has questions that were aimed at collecting qualitative data. All these questions were aimed at finding out the respondents' views concerning the abolition of corporal punishment

3.7 DATA COLLECTION PROCEDURES

Permission was sought from the Department of Education. A letter was written to the District Manager to ask for permission to do research in schools during school time. Permission was also sought from the principals of the identified schools. The

principals were assured that the whole process will by no means affect the smooth running of their schools, nor interfere with the teaching and learning process. I adhered to these promises and indeed the whole process did not affect the smooth running of the schools or interfere with the teaching and learning process. Letters were also written to all the identified teachers, requesting them to be participants. They were assured that there would be no unpleasant or damaging effects on them or their schools, and that every information they provided would be used only for the purpose of the study and nothing else.

Throughout the whole process of data collection, I undertook to focus on the research questions and tried not to interfere in any manner that could jeopardise the integrity of the collected data and the study as a whole. Prior to the commencement of the data collection activities, I also communicated the aim, objectives, nature of the study and the future use of the findings to the respondents.

3.8 ANALYSIS OF DATA

The Statistical Package for Social Sciences (SPSS) version 17.1. was employed to analyse the data, simple statistics, frequencies, correlations, and cross tabulations. Data collected through qualitative questions was summarised and analysed. Using the quantitative techniques, the following aspects were taken into consideration, that is, validity and reliability.

3.10.1 Validity

Validity refers to how well the test measures what it sets out to measure (Litwin, 1995). The research relied on valid, authentic and trustworthy methods of collecting, presenting and interpreting the formation (Hamersley and Atkinson, 1983).

3.10.2 Reliability

According to Gay and Airasian (2003), reliability refers to the degree of consistency and/or accuracy with which a questionnaire measures its variables (Mulder 1989). This was further emphasised by Mason (1996) who maintained

that reliability involves the accuracy of the research methods, and techniques used.

3.9 ETHICAL ISSUES

Fontana and Frey (cited in Denzin and Lincoln (1994) identified the following four ethical issues to which I paid special attention: informed consent; right to privacy; protection from harm; and the involvement of the researcher.

In compliance with the ethical issues I took the following into consideration:

- Permission was sought first from the Department of Education, Vhembe District to allow me to collect data from the schools in the district.
- Permission was sought also from the principals of schools, to grant me permission to involve their teachers during school hours. It was also meant to make them aware of what was taking place in their schools.
- Permission was sought from the teachers themselves, and only those who agreed to participate participated.
- The whole procedure and aims were explained to the participating Principals, HOD's, Deputy Principals and Teachers before the commencement of the procedure.
- No names and any form of identification were used in any form, to protect the participants' rights to privacy.
- All the information was treated confidentially.
- Care was taken to make sure that there was no physical and mental harm done to the respondents.
- Special care was taken not to infringe upon the rights or invade the privacy of each respondent.
- Care was taken not to disturb the smooth running of the schools.

3.12 SUMMARY

Chapter 3 dealt with the research approach, population, instrumentation, sampling strategy, data collection and analysis, limitations and delimitations of the study, as well as the ethical measures.

Chapter 4 will deal with the analysis and interpretation of the collected data.

This chapter presents the analysis, interpretation and discussion of the data collected from the respondents, namely, teachers, Heads of Departments, Deputy Principals, Principals of both Primary and Secondary Schools, from government and private schools.

Questionnaires were used to collect data. Each questionnaire had three sections: the Biographical data section, Section 1 which consists of multiple-choice questions, where the respondents had to choose the responses that they feel were the most accurate, and Section 2 that had open-ended questions to which the participants responded by using short sentences or words. All these questions sought to find out the respondents' view concerning the abolition of corporal punishment.

4.2 ANALYSIS, INTERPRETATION AND DISCUSSION

The interpretation of data was done in an attempt to answer the research questions. The SPSS version 7.1, was employed, and through this package, tables and graphs were generated.

4.2.1 Analysis of Biographical data

The following Biographical Data were obtained from the questionnaire:

Table 4.1 Type of School

	Frequency	Percentage
Private owned	1	12.5
Public	7	87.5
TOTAL	8	100

DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS

4.1 INTRODUCTION

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TOTAL	8	100

Table 4.1. shows that the data were collected from 8 schools and of these one was a private school (12,5%) and 7 were public schools (87.5%).

Table 4.2 Status of the School

	Frequency	Percentage
Primary	3	37.5
Secondary	5	62.5
TOTAL	8	100

Table 4.2 shows that of the 8 schools, 3 were Primary Schools (37.5%) and 5 were Secondary Schools (62,5%).

Table 4.3. Post of Responsibility.

	Frequency	Percentage
Principal	1	0.8
Deputy Principal	3	2.5
HOD	21	17.4
CS1 Educator	96	79.3
TOTAL	121	100

Table 4.3 shows that 0.8% of the participants were principals of the schools, 2.5% were deputy principals, 17.4% were Heads of Departments and 79,3% were CS1 educators.

4.2.2 Analysis, interpretation and discussion of quantitative data

Table 4.4 Consultation with the teachers on the banning of corporal punishment

Item	Respondents	Percent
Were you consulted by the Department of Education about the banning of corporal punishment?	Yes	40.0
	No	34.3
	Uncertain	25.7
	Total	100.0

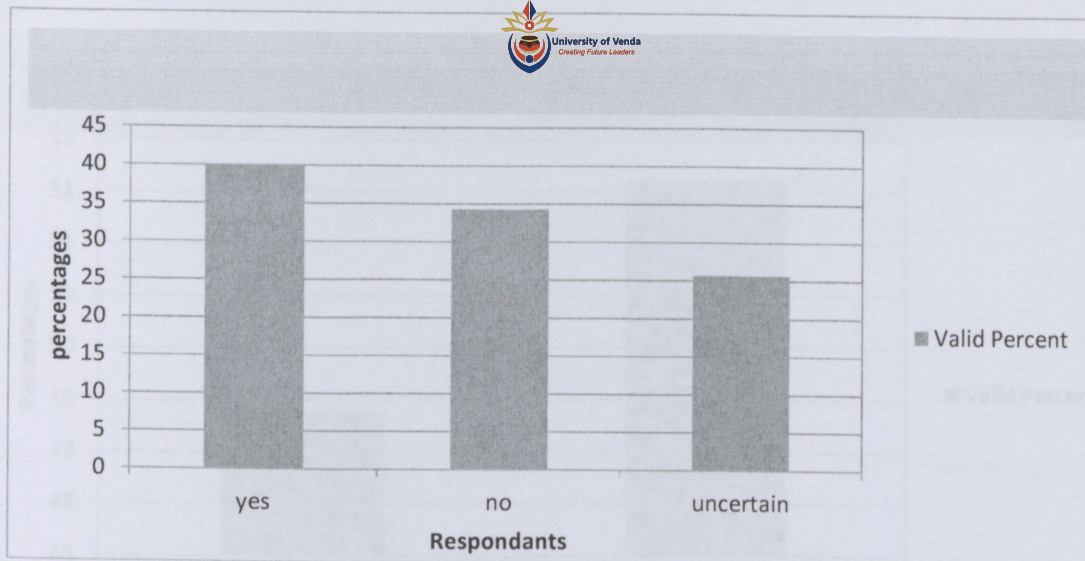


Figure 4.1 Consultation by the Department of Education about the banning of corporal punishment

The results in Table 4.4 above show that 40% of the teachers say they were consulted by the government before it took the decision of abolishing corporal punishment in schools. Thirty four point three per cent (34.3%) of the respondents indicated that they were not consulted. Twenty five point seven Percent (25.7%) of the participants were uncertain whether the department had consulted them with regard to the abolishment of corporal punishment.

For the government to consult only 40.0% of the teachers is not enough. The government was supposed to have consulted more teachers before taking such an important decision of abolishing corporal punishment. It should have found out from the teachers themselves what their views were, because teachers are the people who are suppose to implement government policies.

Table 4.5 Existence of Policy on Discipline in the school

Item	Respondents	Percent
Does your school have a clearly formulated and clearly understood disciplinary policy?	Yes	48.9
	No	51.1
	Total	100.0

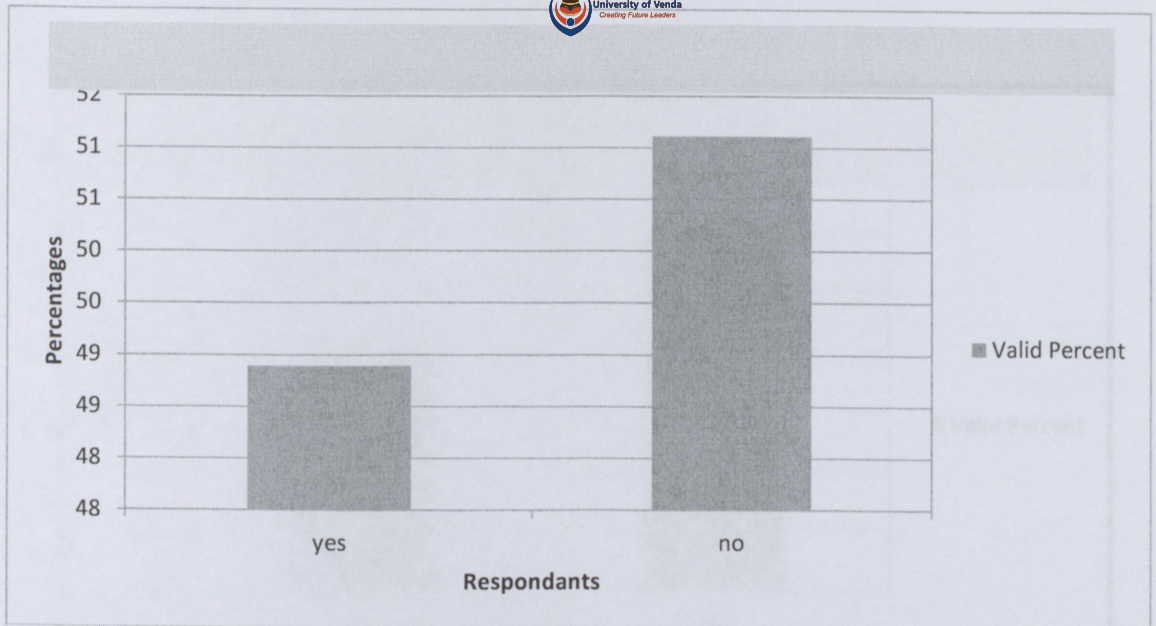


Figure 4.2 Existence of Policy on Discipline in the school

Table 5 shows that most of the schools (51.1%) do not have a clearly formulated disciplinary policy.

This implies that discipline is haphazardly managed. Lack of clearly formulated and clearly understood disciplinary policies in the schools is the main cause of poor discipline in schools.

Table 4.6 Clarity of disciplinary policy at school

	Respondents	Percent
Is the disciplinary policy of the school clearly understood by both staff and pupils and is it adhered to?	Yes	40.0
	No	60.0
	Total	100.0

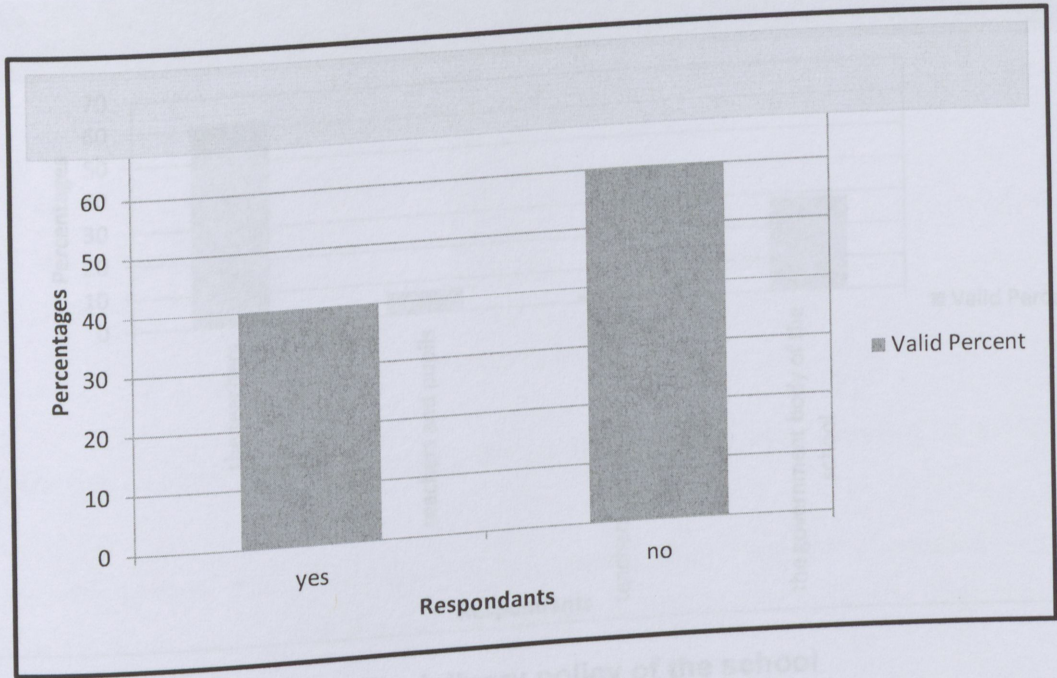


Figure 4.3 Clarity of disciplinary policy at school

Table 4.6 shows that the majority of the teachers (60%) did not understand the disciplinary policy of their schools. Only 40% of the teachers indicated that they understood their schools' disciplinary policies.

If the teachers do not understand the disciplinary policy of their schools they cannot successfully implement it. Disciplinary problems in schools can be attributed to the teachers' failure to implement the disciplinary policy rather than the abolishment of corporal punishment.

Table 4.7 Who drafted the disciplinary policy of the school

Item	Respondents	Percent
By whom was the disciplinary policy of the school drafted	the teachers	61.9
	teachers and pupils	7.1
	teachers, pupils and parents	2.4
	the governing body of the school	28.6
	Total	100.0

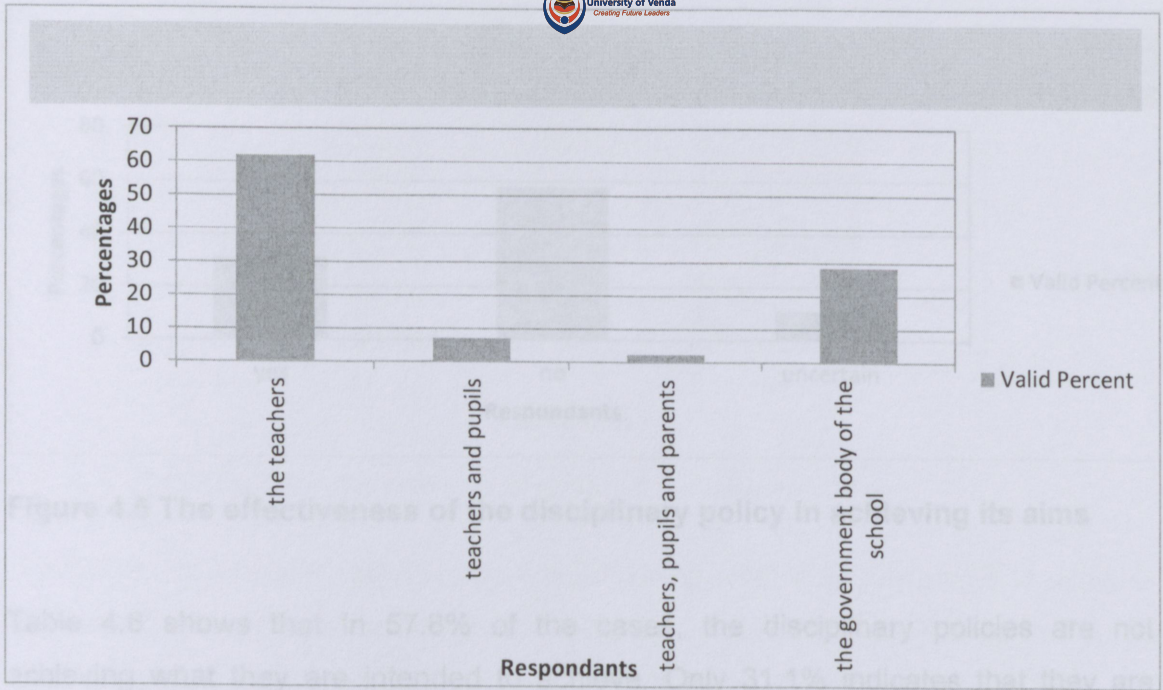


Figure 4.4 Who drafted the disciplinary policy of the school

The disciplinary policies are not achieving what they were supposed to achieve. Table 4.7 shows that learners were not involved in the drafting of the disciplinary policies. The policies were mainly drafted by the teachers (61.9%) to the exclusion of parents and students.

The exclusion of learners in the drafting of the disciplinary policy may be one of the reasons why learners are not adhering to these school disciplinary policies. A person cannot, as Witten (1994) indicated, comfortably abide by the rules that he did not take part in formulating.

Table 4.8 The effectiveness of the disciplinary policy in achieving its aims.

Item	Respondents	Percent
In your opinion, has the disciplinary policy of your school been effective in achieving its aims	Yes	31.1
	No	57.8
	Uncertain	11.1
	Total	100.0

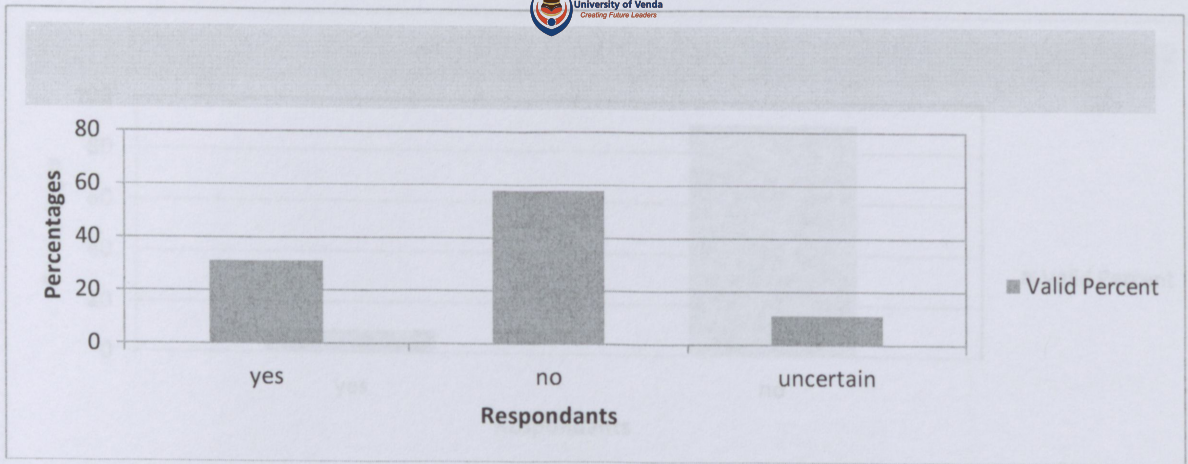


Figure 4.5 The effectiveness of the disciplinary policy in achieving its aims

The disciplinary policies seem to be not achieving what they are meant to achieve

Table 4.8 shows that in 57.8% of the cases, the disciplinary policies are not achieving what they are intended to achieve. Only 31.1% indicates that they are effective,

The disciplinary policies are not achieving what they were supposed to achieve because of the fact that most teachers feel, as Beleta (1998) puts it, that they have been stripped of their powers. Most teachers feel that nothing can replace corporal punishment when it comes to the enforcement of discipline among learners.

This is also because in most cases children who misbehave are dealt with by principals alone. Teachers are not given a chance to implement what is in the disciplinary policies. Teachers are not trained on how to maintain discipline without the use of corporal punishment.

Table 4.9 Training after the banning of corporal punishment

	Respondents	Percent
Since the banning of corporal punishment were you given any training to deal with disruptive behaviour?	Yes	8.9
	No	91.1
	Total	100.0

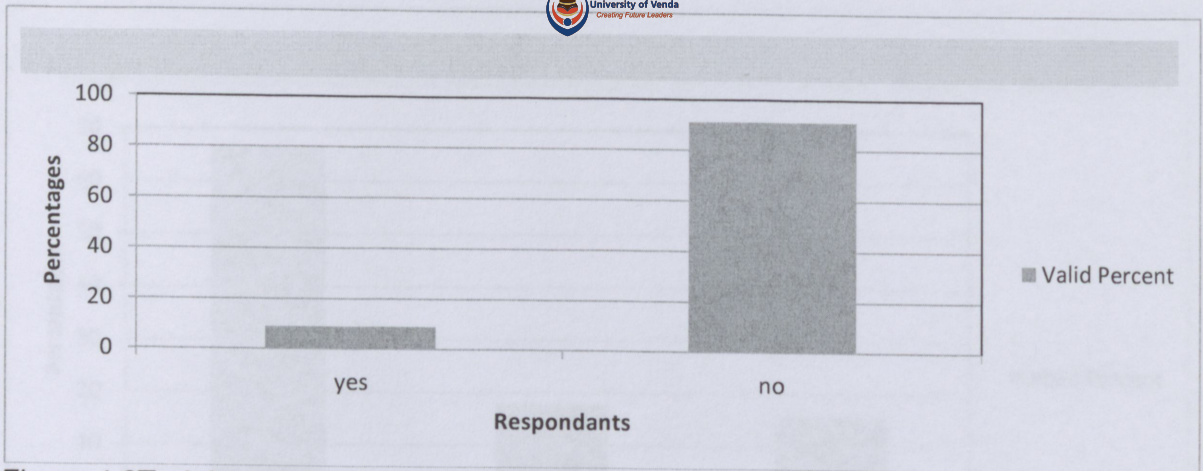


Figure 4.6 Training after the banning of corporal punishment

The disciplinary policies seem to be not achieving what they are meant to achieve because as shown in table 4.9, most teachers (91.1%) were not trained in how to maintain discipline, nor how to apply the formulated disciplinary policy after the abolishment of corporal punishment.

The government should have trained the teachers on how to maintain discipline without the use of corporal punishment. For effective teaching to take place, discipline is needed. Teachers are unable to keep discipline without applying corporal punishment because they were not trained on how to maintain discipline without the use of corporal punishment.

Table 4.10 Dealing with disruptive behaviour

Item	Respondents	Percent
In your school, pupils who display disruptive behaviour are dealt with by	Principal	66.7
	other senior members of the staff	17.8
	other teacher	15.6
	Total	100.0

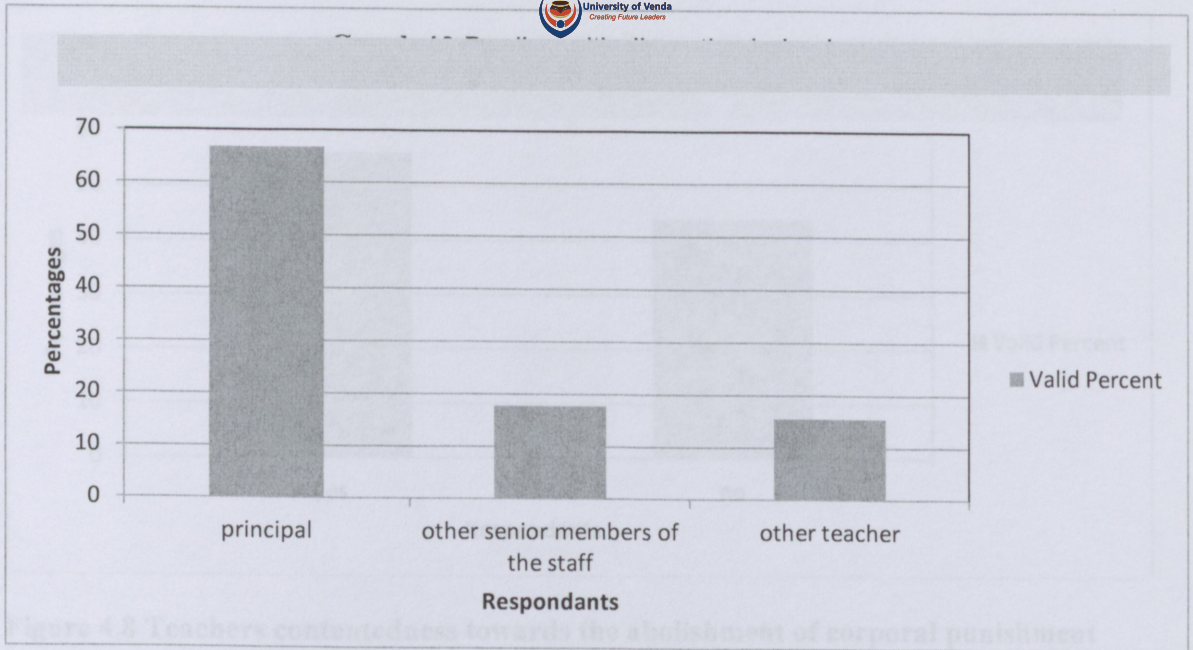


Figure 4.7 Dealing with disruptive behaviour

Table 4.10. shows that in most of the schools, (66.7%), misbehaving learners are dealt with by the principals only. 17.8% said that senior members of the staff deal with the cases, while 15.6% indicated that the cases are dealt with by other members of the staff.

The fact that most of misbehaving learners are dealt with by the principals only contributes towards teachers becoming what Beleta (1998) indicates that: "it makes teachers to feel helpless, frustrated, demotivated and no longer in control, and no longer know what to do to make learners comply with the demands of the school".

Table 4.11 Teachers contentedness towards the abolishment of corporal punishment

Item	Respondents	Percent
Are you contented that corporal punishment has been abolished?	Yes	56.1
	No	43.9
	Total	100.0

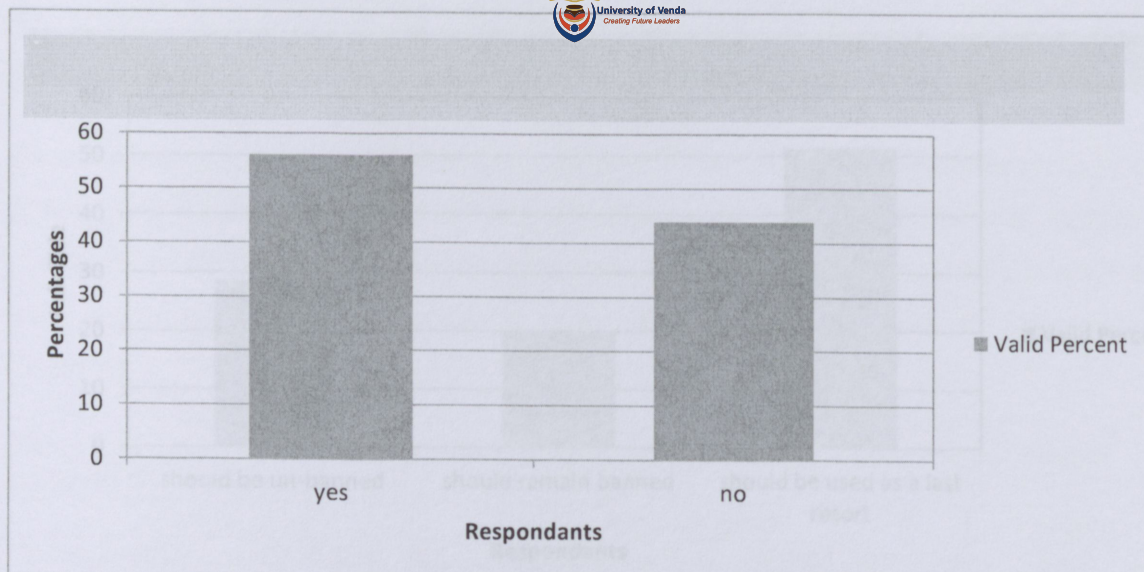


Figure 4.8 Teachers contentedness towards the abolishment of corporal punishment

Table 4.11 shows that most educators (56.1%) are contented that corporal punishment has been abolished, while 43.9% are against the banning of corporal punishment by the government.

This confirms the view by Witten (1994) that the banning of corporal punishment makes the relationship between the teacher and the learners better. This allows learners more freedom of learning by themselves and it also improves their ability to express their feelings..

Table 4.12. Whether corporal punishment should be un-banned.

Item	Respondents	Percent
In your opinion, corporal punishment..... which form of punishment do you consider to have been effective on you while you were at school?	should be un-banned	28.6
	should remain banned	20.0
	should be used as a last resort	51.4
	Total	100.0

Table 4.13 shows that 52.0% of the educators feel that corporal punishment was the most effective method of maintaining discipline when they were learners themselves.

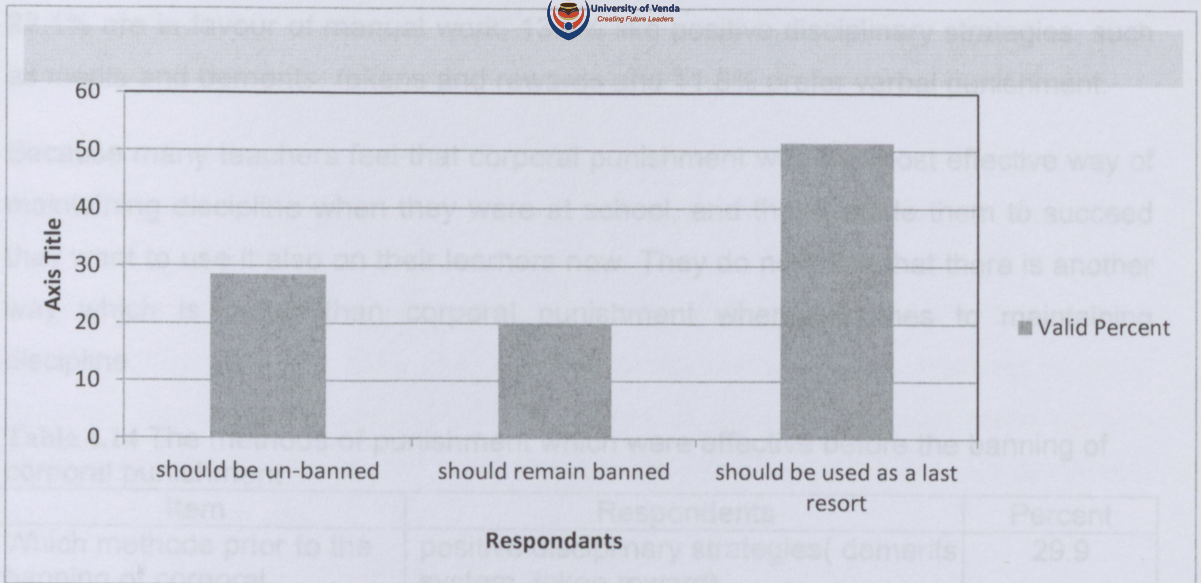


Figure 4.9 Teachers' opinion on corporal punishment

Table 4.12 shows that many teachers (51.4%) are of the opinion that corporal punishment should be used as the last resort, while 20.0% think that it should remain banned. About 28.6% of the teachers however wish that corporal punishment could be unbanned.

Those who are of the opinion that corporal punishment should be used as the last resort have a similar view to Potgieter (1984) who argues that there are teachers who cling to the notion that the child's nature is bad and can only be corrected by punitive measures such as corporal punishment. Those teachers believe that nothing can be as effective as corporal punishment in maintaining discipline in the schools.

Table 4.13 The form of punishment which was effective on the teachers themselves

Item	Respondents	Percent
Which form of punishment do you consider to have been effective on you while you were at school?	positive disciplinary strategies (demerits system, token reward)	13.2
	verbal punishment	11.8
	corporal punishment	52.9
	manual work	22.1
	Total	100.0

Table 4.13 shows that 52.9% of the educators feel that corporal punishment was the most effective method of maintaining discipline when they were learners themselves.

22.1% are in favour of manual work, 13.4% like positive disciplinary strategies, such as merits and demerits, tokens and rewards and 11.8% prefer verbal punishment.

Because many teachers feel that corporal punishment was the most effective way of maintaining discipline when they were at school, and that it made them to succeed they want to use it also on their learners now. They do not think that there is another way which is better than corporal punishment when it comes to maintaining discipline.

Table 4.14 The methods of punishment which were effective before the banning of corporal punishment

Item	Respondents	Percent
Which methods prior to the banning of corporal punishment were effective in making pupils comply with instruction or tasks	positive disciplinary strategies(demerits system, token reward)	29.9
	verbal punishment	13.4
	corporal punishment	35.8
	manual work	20.9
	Total	100.0

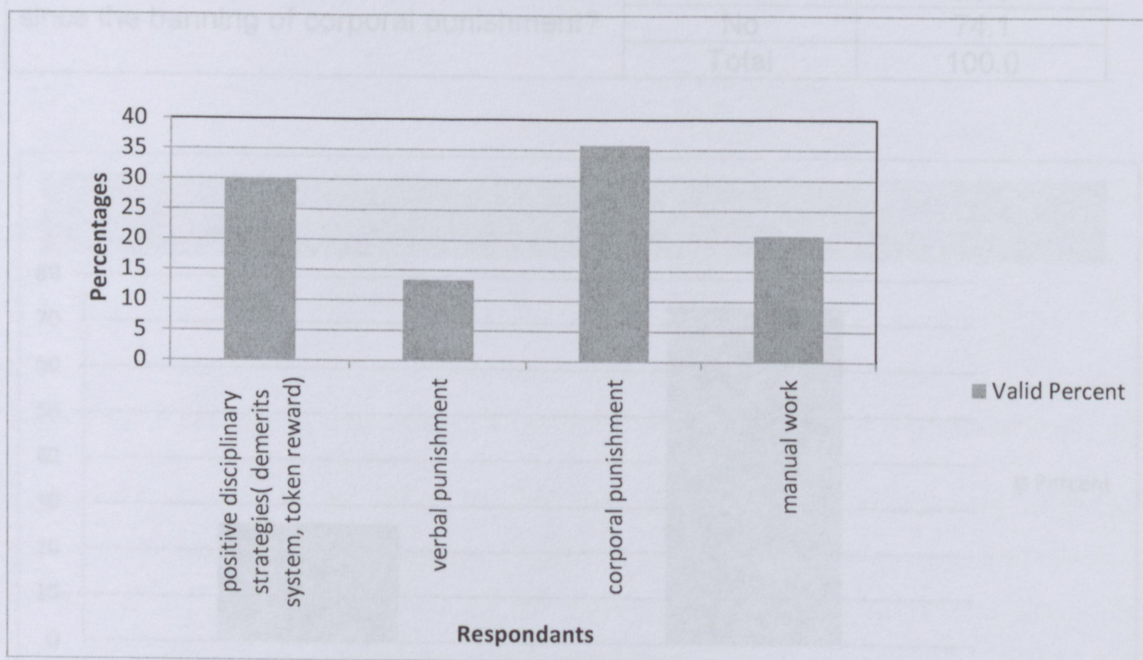


Figure 4.10 The methods of punishment which were effective before the banning of corporal punishment.

Table 4.14 shows that many teachers (35,8%) think that corporal punishment was the best and most effective way of making pupils comply with instructions and tasks. 29.9% of teachers said positive disciplinary strategies (demerits system, token

rewards), was effective, while 20.9% think that manual work was effective. Only 13.4% said that verbal punishment was the most effective way.

Even if the majority of teachers (35,8%) are of the opinion that corporal punishment was an effective method of making pupils comply with instructions or tasks prior to the banning of corporal punishment in schools, there are those who still think that there are other methods which can be used and still bring good results. Some of the methods that teachers may use as coping strategies are the demerits system, rewards, manual work and verbal punishment. A teacher may also come up with other strategies which may be used to maintain discipline in the schools depending on the circumstances.

Table 4.15. Learning has improved since the abolition of corporal punishment

Item	Respondents	Percent
Was learning at the schools improved since the banning of corporal punishment?	Yes	25.9
	No	74.1
	Total	100.0

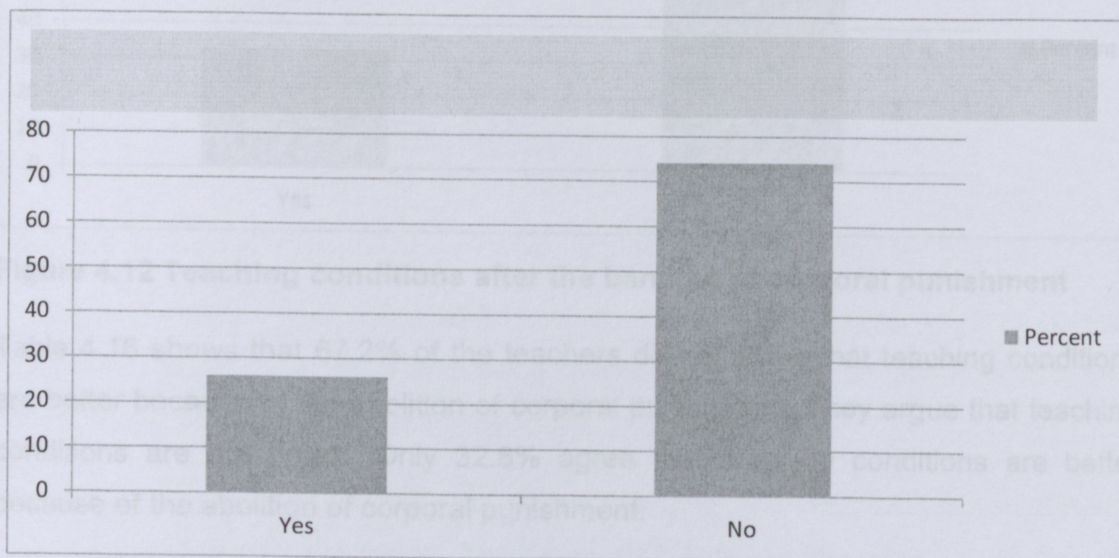


Figure 4.11 Learning has improved since the abolition of corporal punishment.

Table 4.15 shows that 74.1% of the teachers are of the opinion that learning at the schools has not improved since the abolishment of corporal punishment. Only 25.9%

think that learning at the schools has improved since the banning of corporal punishment.

This is because teachers are not coming up with other strategies of maintaining discipline in schools. With no discipline in the schools learning cannot be effective. Those who argue that learning has improved since the banning of corporal punishment may be using other strategies of maintaining discipline.

Table 4.16 Teaching conditions after the banning of corporal punishment

Item	Respondents	Percent
Have teaching conditions become better because of the abolition of corporal punishment?	Yes	32.8
	No	67.2
	Total	100.0

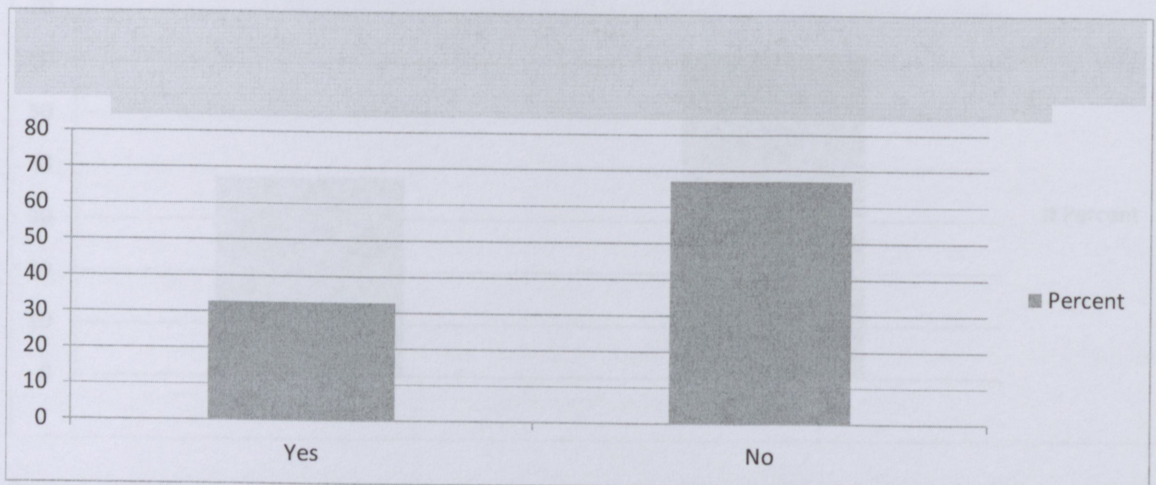


Figure 4.12 Teaching conditions after the banning of corporal punishment

Table 4.16 shows that 67.2% of the teachers do not agree that teaching conditions are better because of the abolition of corporal punishment. They argue that teaching conditions are not better. Only 32.8% agree that teaching conditions are better because of the abolition of corporal punishment.

Teaching cannot be effective if there is no discipline in the schools. The teachers who feel that teaching conditions are not better are those who have failed in maintaining discipline in their schools. As Kubeka (2005) reports, teachers agree that without corporal punishment, discipline cannot be maintained. Children would neither

show them respect nor develop the desire to work hard unless they are beaten or threatened with beating..

Table 4.17 Corporal punishment does more harm than good on pupils

Item	Respondents	Percent
Does corporal punishment do more harm than good?	Yes	37.9
	No	62.1
	Total	100.0

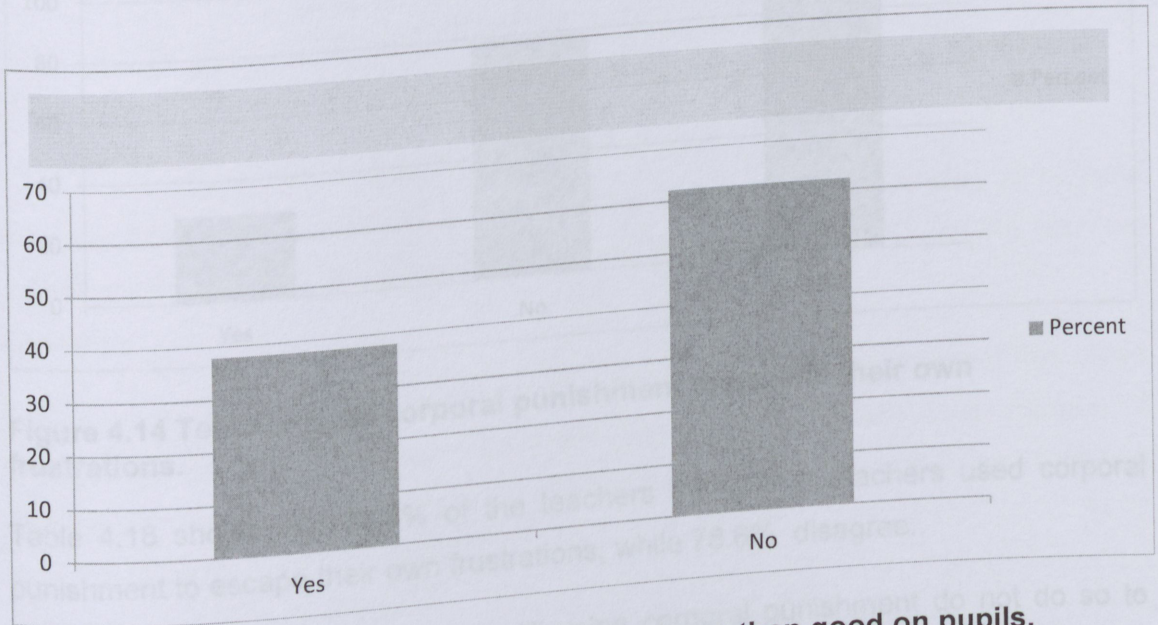


Figure 4.13 Corporal punishment does more harm than good on pupils.

Table 4.17 shows that only 37.9% of the teachers understand that corporal punishment does more harm than good. There are 62.1% of the teachers who think that corporal punishment does not do more harm than good.

The results may suggest that many teachers are still tempted to use corporal punishment despite its abolition. They think that it does more good. They also feel that the government has done them an injustice by abolishing corporal punishment. When discipline fails in their schools they feel that corporal punishment would bring it back.

Table 4.18 Teachers used corporal punishment to escape their own frustrations

Item	Respondents	Percent
Teachers used corporal punishment to escape their own frustrations	Yes	28.4
	No	78.6
	Total	100.0

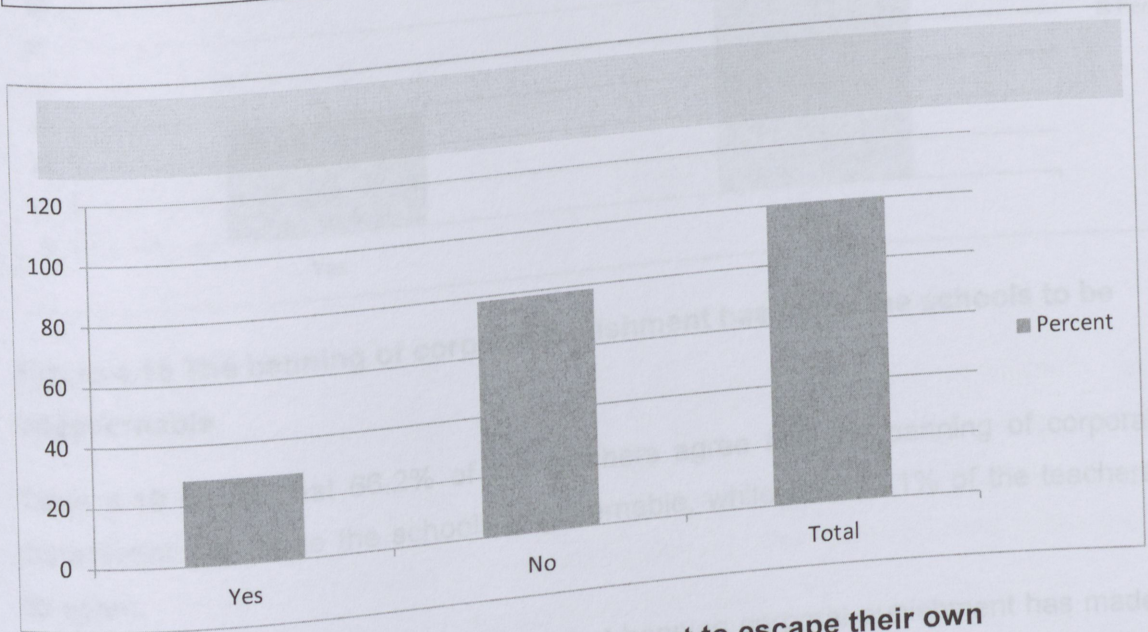


Figure 4.14 Teacher used corporal punishment to escape their own frustrations.

Table 4.18 shows that 28.4% of the teachers thinks that teachers used corporal punishment to escape their own frustrations, while 78.6% disagree..

This shows that teachers who are still using corporal punishment do not do so to escape their own frustrations, but they use it with the aim of helping the children. It is only that they do not have other means at their disposal. If they were given other methods of maintaining discipline, they would use them.

Table 4.19 The banning of corporal punishment has made the school to be ungovernable

Item	Respondents	Percent
The banning of corporal punishment has made the school to be ungovernable	Yes	28.4
	No	78.6
	Total	100.0

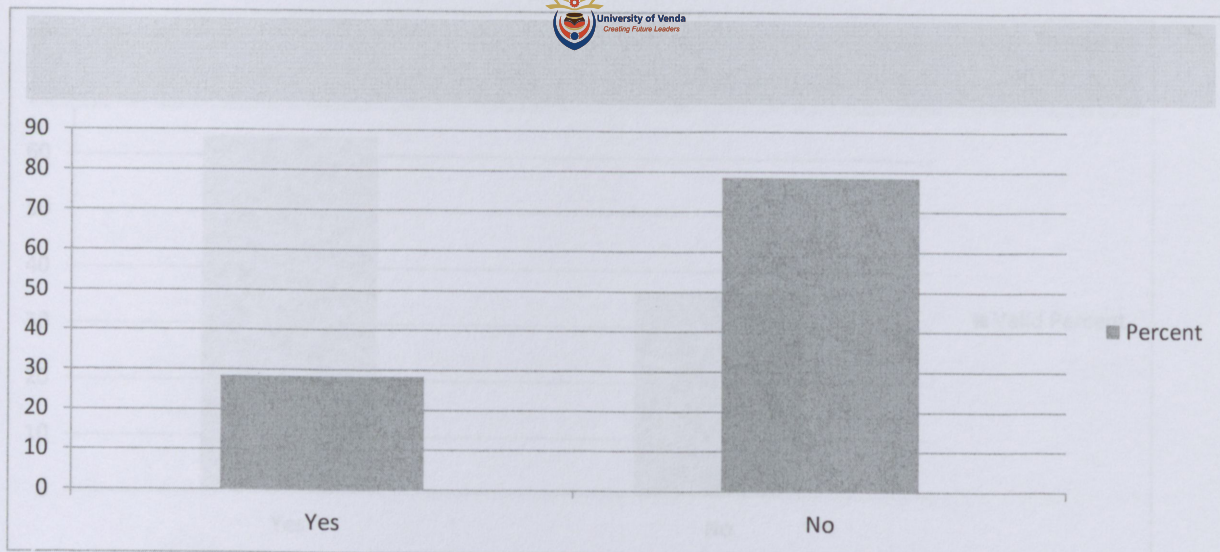


Figure 4.15 The banning of corporal punishment has made the schools to be ungovernable.

Table 4.19 shows that 66.2% of the teachers agree that the banning of corporal punishment has made the schools ungovernable, while only 22.1% of the teachers do agree.

These teachers who are of the opinion that banning corporal punishment has made the schools ungovernable might be those that do not have any other method of maintaining discipline. They have the school disciplinary policies but are unable to implement them.

Table 4.20 How Corporal punishment would have affected teachers

Item	Respondents	Valid Percent
If corporal punishment was banned when teachers were still at school they would be better than they are today	Yes	63.4
	No	36.6
	Total	100.0

Positive effects:

There are teachers who are of the opinion that when administered correctly, corporal punishment teaches learners discipline and that bad

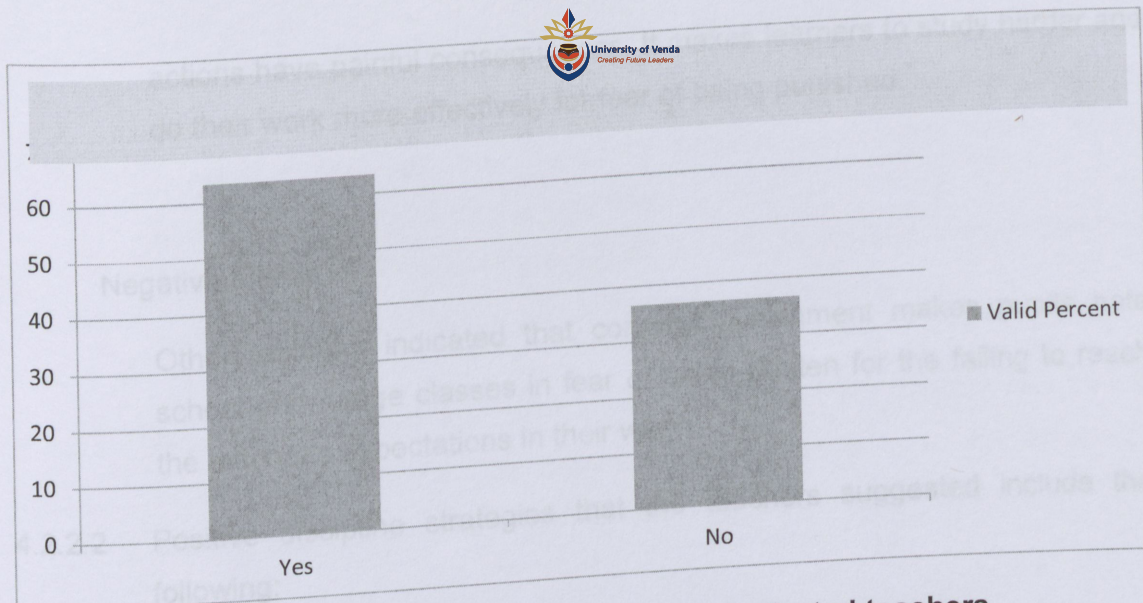


Figure 4.16 How corporal punishment would have affected teachers

Table 4.20 shows that 66.1% of the teachers think that if corporal punishment had been banned when they were still at school, they would not have achieved the success they have today. They think that they are what they are today because of corporal punishment. Yet 19.1% think that even if it had been banned when they were at school, they would still have achieved their goals.

These 66.1% of the teachers that think that if corporal punishment had been banned when they were still at school would not have achieved the success they have today, are those teachers that are feeling betrayed by the banning of corporal punishment because they feel that it was corporal punishment that made them to be what they are. They feel that they have to use it also to make their learners succeed.

4.2.2 Analysis, interpretation and discussion of qualitative data.

4.2.2.1 On the question about what effect corporal punishment has on pupils, the respondents gave both positive and negative effects of corporal punishment.

Positive effects:

There are teachers who are of the opinion that when administered correctly, corporal punishment teaches learners discipline and that bad

actions have painful consequences. It makes learners to study harder and do their work more effectively for fear of being punished.

Negative effects:

Other teachers indicated that corporal punishment makes pupils hate school and dodge classes in fear of being beaten for the failing to reach the teacher's expectations in their work.

4.2.2.2 Positive discipline strategies that the teachers suggested include the following:

Communicating sense to learners; encouraging learners by motivating and giving them awards; giving learners manual work; inviting the learners' parents to school so that the school and parents can solve the problem together; giving learners words of encouragement when they have done something good; suspending the learners; giving learners more work to do as a way of keeping them busy; withholding privileges such as denying them break time.

4.2.2.3 On the question of whether the teachers are still using corporal punishment

Some teachers indicated that they are still using corporal punishment despite its abolition. The reason they put forward is that they do not know of any other way of dealing with misbehaving children and that corporal punishment is the only method they know which makes the learners follow their instructions and facilitate learning.

4.2.2.4 Methods other than corporal punishment which can be used to maintain discipline and order in the schools:

To be well prepared before each lesson; doing what we are hired for in our classrooms; using different methods of delivering the lesson to learners; denying disruptive learners opportunities to participate in sports

or other things that they love most; befriending the learners; setting clear classroom rules; inviting the parents of the learners who misbehave and working jointly with them; making schools interesting places where learners would like to spend their time.

Points method: This is where points are added when a learner behaves well as expected or subtracted when a learner misbehaves.

4.2.2.5 Most teachers think that the banning of corporal punishment has effects both on the children, the teachers themselves and on the education system as a whole. The following effects have been identified:

- Negative effects:

Children misbehave because they know they will receive only a verbal warning. A high number of pupils who are not achieving. Children are becoming spoiled and disobedient. High failure rate. Lack of discipline. Lazy, noisy, carefree, disrespectful, and not committed to their school work. No longer taking what the teachers say as serious. Not serious with their school work. Pupils become too relaxed to learn. There are those learners who carry instructions better when in fear of being beaten and by banning corporal punishment they are seriously denied the opportunity to achieve. Many children have become rowdier and refuse to carry instructions which are necessary for their success. Children become difficult to control.

- Some positive effects were also stated like:

The banning of corporal punishment gives children freedom enough to approach teachers for assistance without fear. Learners now behave not out of fear but because of the knowledge and motivation that is from within them. This is good for learning to take place. Learners are saved from uncalled for injuries inflicted on them by some aggressive teachers. The banning of corporal punishment has made learners to be more responsible because they perform their duties without fear or intimidation, but willingly. Only a few learners are relaxed. Most learners are working as hard as they did before corporal punishment was banned.

- There are also some effects that were noted by the teachers on the teachers themselves which include the following:

Learners take advantage of the teachers because they know that they cannot do anything but report to the supervisor. Teachers do a lot of work, including the work that was supposed to be done by learners themselves. Teachers are no longer listened to. Teachers are afraid of the learners because learners sometimes go to the extent of threatening to beat them knowing that there is nothing they can do. It is now difficult for teachers to manage classrooms. Teachers spend a lot of precious time trying to maintain order and they get tired before teaching learners the subject matter that is vital for their success. Teachers are no longer in control and do not know what else to do to make learners comply with the demands of the school. They feel helpless, frustrated, demotivated, and do not know what to do when learners misbehave. It is now difficult to implement some of the school rules. Teachers now just teach and are no longer proud about this noble profession. They feel disarmed. They are disempowered when it comes to exercising authority. They work under pressure, forced by the authority to make children comply, yet the best tool that they can use is taken from them. Teaching has now become a burden. Teachers have become alienated toward teaching as a profession.

Other teachers are of the opinion that the banning of corporal punishment makes the relationship between teachers and learners better. Learners now have more freedom of learning by themselves and this improves achievement. Other teachers are very happy that corporal punishment was banned because it makes them teach learners without intimidating them. They inspire them to acquire knowledge. To some teachers, the banning of corporal punishment brings relief as they do not want to beat children. The banning of corporal punishment makes learners love school since there is nothing at school to be afraid of. Others felt that it affects nothing at all because they can still discipline children without the use of corporal punishment.

- On the Education System as a whole, many teachers gave the following comments:

It is felt that the Standard of Education is going down because of the banning of corporal punishment. Since the banning of corporal punishment the grade 12 results have become poorer by the year. The Matric pass rate is decreasing yearly. Learners no longer have respect towards education. More time is wasted in trying to maintain discipline. Schools are sending half baked students to the Universities. A weak generation of spoilt brats is produced. It seems in the near future there will be a shortage of teachers because none of the learners is willing to take teaching as a career because of the insecurity that they are seeing in the teaching profession. The education system is going to suffer because it is natural that for a person to perform something that is demanding of him a push is needed. The banning of corporal punishment has saved many children from unnecessary injuries that would prevent them from prospering. The banning of corporal punishment makes the schools be ungovernable. The standard of education is depreciating. Discipline has deteriorated. The standard of education is lowered. The education system has collapsed tremendously.

There are others who think that the system is not affected negatively and that the system is going to produce citizens who are dedicated to work without a push, citizens who are inspired from within. The banning of corporal punishment has a positive effect because learners are now trained to do things without fear of being punished. They do things willingly. This prepares them to be adults who will do things without being forced. If other strategies are used effectively there is nothing negative that the banning of corporal punishment has effected.

4.3. SUMMARY

This chapter presented the analysis and interpretation of data collected from the respondents. The data were collected using questionnaires. The summary of the findings, conclusion and recommendations is dealt with in Chapter 5.

Chapter 5.

SUMMARY, CONCLUSIONS, FINDINGS AND RECOMMENDATIONS.

5.1 OVERVIEW OF THE STUDY

The purpose of this investigation was to examine the coping strategies of teachers after the abolishment of corporal punishment at schools.

The following research questions guided the study

- Has the government done teachers an injustice by abolishing corporal punishment?
- Are teachers contented with the abolition of corporal punishment?
- Have the teaching conditions improved or worsened because of the abolishment of corporal punishment?
- Are there teachers who are still applying corporal punishment notwithstanding its abolition?
- Are there any alternatives to corporal punishment in maintaining order and discipline at schools?

Different chapters were outlined in the study to examine the coping strategies of teachers after the abolishment of corporal punishment at schools.

Chapter one dealt with the introduction, statement of the problem, purpose of the study, research questions, delimitation of the study, research methodology, population, sampling procedures, ethical considerations, significance of the study, and limitations of the study.

Chapter two presented a detailed literature review on the coping strategies of teachers after the banning of corporal punishment.

Chapter three presented the research design and methodology, instruments and sampling techniques.

Chapter four discussed the data analysis and interpretation strategies of data collected through questionnaires. In this chapter the collected data was also discussed.

In chapter 5, the summary of findings, recommendations and conclusions are therefore, outlined as follows:

- Major findings of the study.
- Conclusions
- Limitations of the study
- Recommendations.

5.2 MAJOR FINDINGS OF THE STUDY

The following are findings from both the literature review and current studies:

5.2.1 Findings from the literature review

From the literature review, which is detailed in chapter 2 of this document, the following major findings pertaining to research questions were found:

Research question 1: Has the government done teachers an injustice by abolishing corporal punishment?

It was found that the government has not done teachers injustice by abolishing corporal punishment since there are many side-effects of corporal punishment many of which affects teachers themselves. It was also found that the long term use of corporal punishment tends to increase the probability of deviant and antisocial behaviours.

Research question 2: Are teachers contented with the abolition of corporal punishment?

The continued usage of corporal punishment, which was found to be taking place in many cases, despite its abolition is a clear indication that teachers are not contented with the abolition of corporal punishment.

Research question 3: Are the teaching conditions better or worse because of the abolishment of corporal punishment?

It was found that the teaching conditions were not bettered because of the abolition of corporal punishment in that there are some educational-psychological side-effects which were found to be as harmful as the physical effects

These include loss of self-esteem, an increase in anxiety and fear, damage to the functioning of ego, creation or enhancement of feelings of loss, helplessness and humiliation, enhancement of feelings of aggression and destructive and self-destructive behaviour, a shortened attention span, attention-deficit disorder, post-traumatic stress disorder, and impaired academic achievement.

Corporal punishment has a negative effect on the academic development of the pupil. Pupils develop a fear of school, bunk classes and develop a negative relationship with their teachers. This includes behaviours such as aggression, adolescent delinquency and violent acts inside and outside the family.

Research question 4: Are there some teachers who are still applying corporal punishment notwithstanding its abolition?

The findings were that there are some teachers who are still using corporal punishment despite its abolition. This is because they do not have alternatives to the use of corporal punishment.

Research question 5: Are there any alternatives to corporal punishment in maintaining order and discipline at schools?

It was found that there are alternatives to corporal punishment that teachers may use to maintain order and discipline in schools. These alternatives differ from place to place and depend on the individual teacher. The only snag was that teachers were not orientated towards applying those strategies.

5.2.2 Findings from the current study

From the current study the following information was found:

It is clear that even though there are teachers who are happy that corporal punishment was banned most of the teachers are dismayed. They work under pressure, forced by the authorities to make children comply, yet the best tool that they can use is taken from them. It is now difficult for them to manage classrooms. They spend a lot of precious time trying to maintain order and they get tired before teaching learners the subject matter that is vital for the learners' success.

Teachers are no longer in control and do not know what else to do to make learners comply with the demands of the school. They feel helpless, frustrated and demotivated. They do not know what to do when learners misbehave. It is now difficult for most teachers to implement some of the school rules. Teachers now just teach and are no longer proud about the teaching profession. They are disempowered when it comes to exercising authority. To many teachers, teaching has become a burden.

5.3 CONCLUSIONS

On the bases of the major findings in this study I concluded that the government has done well by abolishing corporal punishment at schools, even though there are teachers who are not contented by its abolishment. There are teachers who are still using corporal punishment despite its abolition, this is because of the fact that even though there are many alternatives that teachers may apply to maintain order and discipline at school, they are not orientated thereto.

On that note, it is imperative that strategies be laid down to try and help teachers out of the predicament they are faced with.

5.4 LIMITATION OF THE RESEARCH

The findings of this study cannot be generalised due to the limited sample and small geographic area in which the study was conducted. However, it does provide an

indication of the teachers' feelings towards the banning of corporal punishment and, most importantly, the coping strategies they have adopted.

The following, however, were limiting factors to this study:

5.4.1 Sample

A larger sample representing a larger geographical area, different South African communities and population dynamics would better represent the teachers' opinions.

5.4.2 Method used

Only simple statistical analysis of the data was employed. If a more rigorous statistical analysis, was applied to analyse frequencies, correlations and cross-tabulations, the findings would be generalisable.

5.5 RECOMMENDATIONS

It is important to note that the study focused on the coping strategies of teachers after the banning of corporal punishment at schools. Based on the findings from this study, I recommend the following strategies:

- Understanding that discipline means teaching. Using corporal punishment does not help the child understand how to change his behaviour, but effective teaching keeps the learners focused and leads to better behavior.
- Paying attention to good behaviour. Teachers should ignore negative behaviours, where possible and work on improving the positive behaviour of the learners.
- Discussing rules with the learners. Teachers should make sure that learners have an adequate understanding of the rules and the consequences of breaking those rules. If learners are provided with the opportunity to be involved in the process of making the school rules, they will most likely make stricter rules and consequences of breaking the rules than teachers would do.

- Making discipline to appropriate. Teachers should learn and understand the different developmental stages of children. Children should not be disciplined for not understanding or for not being able to accomplish the desired behaviour which is above their stage of development.
- Using time out. Teachers should remove the learner from the problem situation and discuss with the learner why he is in time out. A “rule of thumb” is one minute in time out for every year of the learner’s age.
- Modeling correct behaviour. Children learn from the example their teachers.
- Setting Limits. Learners behave in a more positive manner when they know what is acceptable and what is not.
- Using of humor. Children often learn a effectively from a funny story.
- Being consistent. When learners misbehave, make sure they face the consequences of their misbehaviour each time. Children are confused by inconsistent discipline.
- Reprimanding the learners for minor misbehaviour. This is the most commonly used punishment in the classroom. When used properly, verbal punishment can be a deterrent for a number of minor misdemeanours. A quite, calm but firm reprimand, which also describes the fault, is usually effective and has no detrimental side effects. Yet it is important to note that when reprimanding a learner, the teacher must consciously refrain from using words that will offend learners as this may lead to negative results.

I have recommended these strategies because they will cultivate in learners positive behaviours which would reduce the use of corporal punishment.

5.6 RECOMMENDATIONS FOR FURTHER RESEARCH

After conducting this study I have realised that even though much has already been documented on the coping strategies of teachers after the banning of corporal punishment, there is still much more to be researched on. I, therefore, recommend:

- o Further research to be conducted on the extent to which schools are intervening on issues pertaining to disciplining learners without the use of corporal punishment.
- o Further research to be conducted on what the government is doing to prepare teachers to face the challenge of dealing with learners successfully without the use of corporal punishment.

5.7 CONCLUDING REMARKS

This research has clearly shown that the government has done well in abolishing corporal punishment in schools. It is however important that educators be well trained and equipped in the knowledge and strategies to cope with the demands of maintaining order and discipline in the classrooms for success in their duties. This includes producing responsible citizens, without having to use corporal punishment.

In conclusion, I would like to appeal to all teachers who still feel threatened and striped off their authority by the banning of corporal punishment in schools, neither to give up nor to be overtaken by the hassle brought about by the banning of corporal punishment. Instead they should take up arms, and the bull by the horns, and deliver what they were employed to do. They should come up with the strategies that will help them to continue teaching.

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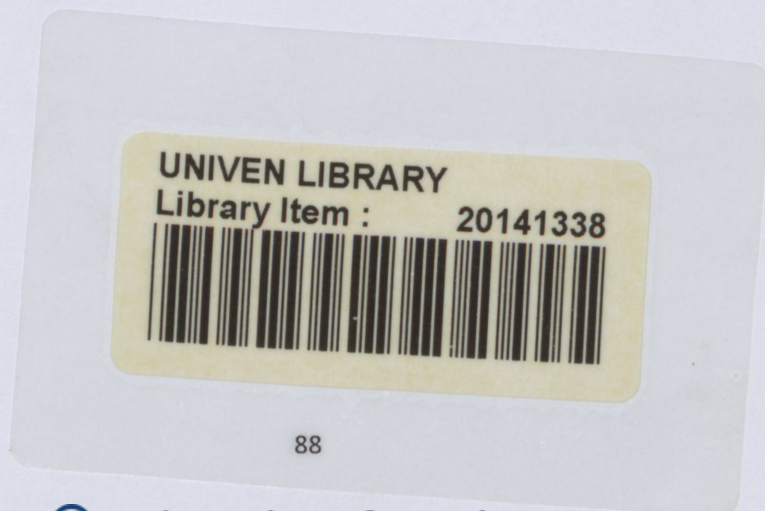
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The study aims to examine the coping strategies of teachers after the abolishment of corporal punishment.

1. Answer the questions as honestly as you can.
2. If there is something you do not fully comprehend you are at liberty to ask for clarification.
3. Do not write your name or anything that may reveal your identity.
4. Your anonymity is guaranteed.
5. Every information shall be treated confidentially.



APPENDICES QUESTIONNAIRE

BIOGRAPHICAL DATA

Appendix 1. Provide the following information by making a cross (x) in the block opposite to your appropriate response:

QUESTIONNAIRE ON THE COPING STRATEGIS OF TEACHERS AFTER THE ABOLISHMENT OF CORPORAL PUNISHMENT

Private Owned	Public
---------------	--------

School Status

Primary	Secondary
---------	-----------

The study aims to examine the coping strategies of teachers after the abolishment of corporal punishment.

Principal	Deputy Principal	PEA	CS Educator
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1. Answer the questions as honestly as you can.
2. If there is something you do not fully comprehend you are at liberty to ask for clarification.
3. Do not write your name or anything that may reveal your identity.
4. Your anonymity is guaranteed.
5. Every information shall be treated confidentially.

Please answer the following questions by simply making a cross (x) in the block opposite your response. Note that, unless otherwise indicated, for each question you must choose ONLY one response.

1.1. Are you contented that corporal punishment has been abolished?

YES	
NO	

1.2. Did the Department of Education consult teachers with regard to the banning of corporal punishment?

YES	
NO	
Uncertain	

QUESTIONNAIRE

BIOGRAPHICAL DATA

Please provide the following information by making a cross (×) in the block opposite to your appropriate response:

Type of the School that you work in.

Private Owned	<input type="checkbox"/>	Public	<input type="checkbox"/>
---------------	--------------------------	--------	--------------------------

School Status

Primary	<input type="checkbox"/>	Secondary	<input type="checkbox"/>
---------	--------------------------	-----------	--------------------------

Your Post

Principal	<input type="checkbox"/>	Deputy Principal	<input type="checkbox"/>	HOD	<input type="checkbox"/>	CS1 Educator	<input type="checkbox"/>
-----------	--------------------------	------------------	--------------------------	-----	--------------------------	--------------	--------------------------

Your Personal Details

Gender	<input type="checkbox"/>
Age	<input type="checkbox"/>
Years of Teaching experience	<input type="checkbox"/>
Professional Qualifications	<input type="checkbox"/>
Subject taught	<input type="checkbox"/>
Grade(S) taught	<input type="checkbox"/>

SECTION 1

Please answer the following questions by simply making a cross (×) in the block opposite your response. Note that, unless otherwise indicated, for each question you must choose ONLY one response.

1.1. Are you contented that corporal punishment has been abolished?

YES	<input type="checkbox"/>
NO	<input type="checkbox"/>

1.2. Did the Department of Education consult teachers with regard to the banning of corporal punishment?

YES	<input type="checkbox"/>
NO	<input type="checkbox"/>
Uncertain	<input type="checkbox"/>

1.3. Does your school have a clearly formulated and clearly understood disciplinary policy?

YES	
NO	

1.4. Is the disciplinary policy of the school clearly understood by both staff and pupils and is adhered to?

YES	
NO	

1.5. In your opinion, corporal punishment

1.5. By whom was the disciplinary policy of the school drafted?

The teachers	
Teachers and pupils	
Teachers, pupils and parents	
The governing body of the school	
Others	

Specify:

1.6. In your opinion, has the disciplinary policy of your school been effective in achieving its aims?

YES	
NO	
Uncertain	

1.7. Since the banning of corporal punishment were you given any training to deal with disruptive pupil behaviour at school?

YES	
NO	

1.8. In your school, pupils who display disruptive behaviour are dealt with by:

The Principal	
Other senior members of the staff	
Any teacher	
Guidance teacher	
School Clinic	
Guidance teacher	

Specify:

1.9. In your opinion, corporal punishment

Should be un-banned	
Should remain banned	
Should be used as a last resort	

1.10. Which form(s) of punishment do you consider to have been effective on you while you were student?

Positive disciplinary strategies (e.g.: demerits system, token rewards)	
Verbal punishment	
Corporal punishment	
Manual work	
Self discipline	
Other	

Specify:

1.11. Which method(s) prior to the banning of corporal punishment, was effective in making pupils comply with instruction or tasks?

Positive disciplinary strategies	
Verbal punishment	
Corporal punishment	
Manual work	
Self discipline	
Other	

Specify:.....

1.12. Which form(s) of punishment do you consider to be the most effective on pupils today?

Positive disciplinary strategies	
Verbal punishment	
Corporal punishment	
Manual work	
Self discipline	
Other	

Specify:.....

SECTION 2

Answer the following questions as briefly as possible:

2.1. What effect does corporal punishment have on pupils?

.....

.....

.....

.....

2.2. What do you regard as positive disciplinary strategies?

.....

.....

.....

.....

2.3. Are you still using corporal punishment despite its abolition?

2.4. If YES why are you still using it?

.....

.....

.....

.....

2.5. Are there some teachers whom you know who are still using corporal punishment despite it abolition?

2.6. Are there other means which can be used to maintaining discipline and order in schools which can be as effective as corporal punishment?

2.7. If YES please name them.

.....

.....

2.8. What effect has the banning of corporal punishment had on children?

.....
.....
.....

2.9. Comment on the effects that the banning of corporal punishment has on you as a teacher.

.....
.....
.....

2.10. Comment on the effect that the banning of corporal punishment has on the education system as a whole.

.....
.....
.....

The topic of my research is "The coping strategies of teachers after the abolishment of corporal punishment".

I shall conduct myself throughout the data collection process with great diligence and professionalism.

I thank you for your attention and look forward to hearing from you.

These are my particulars:

Institution: University of Venda
Degree: Masters Degree (Education and Leadership)
Course of Study: Research Project 2020
Student no: 9207199

Yours Truly
Kashani Tshandela Stephen

Appendix 2. Letters.

Enq: Rambane T.S
Cell: 0769174030
e-mail: vhuyani@yahoo.com

P.O. Box 4648
Thohoyandou
0945
February 26, 2010

The Principal
Lizenge Secondary School
The Circuit Manager
Dzindi Circuit
Private Bag 1406
LWAMONDO
0945

Dear Madam

REQUEST: PERMISSION TO COLLECT DATA FOR RESEARCH

I hereby request your prior permission to collect data at the selected schools in Dzindi Circuit for my research.

I am presently attached to the School of Education at the University Of Venda. I am working on a research project.

The topic of my research is: "The coping strategies of teachers after the abolishment of corporal punishment".

I shall conduct myself throughout the data collection exercise, with great diligence and professionalism.

I thank you for your attention and look forward to hearing from you.

These are my particulars:

Institution: University of Venda
Degree: Masters Degree (Guidance and Counseling)
Course of Study: Research Project 5000
Student no: 9207199

Yours Truly
Rambane Tshendela Stephen

Enq: Rambane T.S.
Cell: 0769174030
www.vhuyani@yahoo.com

P.O. Box 4648
Thohoyandou
0970
March 24, 2010

The Principal
Ligege Secondary School
Private Bag 960
Shayandima
0970

Dear Sir/Madam

REQUEST: PERMISSION TO COLLECT DATA FOR RESEARCH

I hereby request permission to collect data at your school for my research.

I am presently attached to the School of Education at the University Of Venda. I am working on a research.

I have chosen your institution, Ligege Secondary School for this purpose.

I shall conduct myself throughout the data collection exercise, with great diligence and professionalism.

I thank you for your attention and look forward to hearing from you.

These are my particulars:

Institution: University of Venda
Degree: Masters Degree (Guidance and Counseling)
Course of Study: Research Project 5000
Student no: 9207199

Yours Truly
Rambane Tshendela Stephen

Cell Number: 0769174030
E-mail: vhuyani@yahoo.com

P.O. Box 4648
Thohoyandou
0970

November 01, 2010

.....

I, Rambane Tshendela Stephen, an educator at Ligege Secondary School and an M.ED student at the University of Venda (UNIVEN), am doing research on the coping strategies of teachers after the banning of corporal punishment at schools

I have identified you as one of the relevant candidates.

I will appreciate your co-operation in helping me with the information that I need to complete this research. This you may show by signing this consent form.

The information given will be kept confidentially and be used for academic purposes only.

.....

Signature

.....

Date

Thank you in anticipation.

Regards

.....

Rambane T.S. (Mr.)