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The investigation of intrapsychological processes of primary school teachers with regards to the use of Corporal Punishment: A Case Study.



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A research report submitted in partial fulfilment of the requirements for the degree of Master of Education (Educational Psychology), Department of Psychology, Faculty of Humanities, School of Human and Community Development, University of the Witwatersrand, Johannesburg, March 2023.

PLAIGARISM DECLARATION

I, Sinovuyo L Arosi (705924), declare that this is:

A research project submitted in partial fulfilment of the requirements for the degree of Master of Education (Educational Psychology) in the Faculty of Humanities, University of the Witwatersrand, Johannesburg. And that this research project is my unaided work, completed according to the APA 7th edition guidelines and free of plagiarism. It has also not been submitted before for any other degree or examination at this or any other university.

Signed: 

Date: 29 March 2023

ABSTRACT

Corporal punishment has been legally abolished and identified as having detrimental effects on the psychological well-being of children. The reconstruction of external events and interpersonal states, such as corporal punishment, into intrapsychological and interpsychological activity, demonstrates the vulnerability of humans. Primary school teachers are instrumental in the development of higher mental functioning and the mental transformation of young children. The current study examined the intrapersonal processes of primary school teachers and their attitudes towards the use of corporal punishment when disciplining learners. A case study design was employed to explore teachers' views on the abolishment of corporal punishment and the intermental, socio-cultural and cultural-historical mechanisms which inform their preference for corporal punishment. The teachers from a township school in the East of Johannesburg completed a demographic questionnaire and participated in focus group discussions and individual interviews. This qualitative data was collected using audio recordings which were transcribed and thematically analysed. Vygotsky's sociocultural approach was used to understand the transformation of the human mind using cultural tools, namely, corporal punishment. Through the cultural-historical activities theory (CHAT), the activity systems analysis was at the centre of trying to understand teachers' meaning-making regarding the preference of corporal punishment in their context. The findings of this study suggest that the teachers in the case study school use and view corporal punishment through the lens of an internalised good and abusive tool. Though some of the teachers express support for the abolition of corporal punishment, they currently use this discipline measure. The findings present a paradox that represents the internal state of ambivalence that exists within the participants. These findings suggest that this may contribute to the continued use of corporal punishment in the case study school.

KEYWORDS: Corporal punishment, CHAT, intrapsychological processes, South Africa.

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This labour would not have been possible without the enabling grace and kindness of Jesus Christ.

To my family at Moletsane Baptist Church, your support and prayers throughout this journey have been a difference-maker. Thank you.

To ooBhayi kaKhetshe ooVundle ooMsuthu, for dreaming wildly and hoping relentlessly. I love you.

To my friends, near and far, thank you for reflecting my own resilience and watering the seeds that God has sewn. I appreciate you.

To the participants of this study, thank you for trusting me with your stories.

To my supervisor, Dr Simangele Mayisela, thank you for sharing your love for Vygotsky's work with me. Your impassioned feedback and guidance made this journey lighter.

DEDICATION

This work is dedicated to my mother, Nokwanda Arosi, who sought to carry the load with those visited by misfortune. To my great grandfather, Jackson Tinise Arosi, who taught my mother the love of knowledge.

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LIST OF ACRONYMS AND ABBREVIATIONS

ACRW	African Charter of the Rights and Welfare of the Child
ATCP	Alternatives to Corporal Punishment
CHAT	Cultural Historical Activity Theory
CRC	Convention on the Rights of the Children
DOE	Department of Education
GDE	Gauteng Department of Education
SACE	South African Council of Educators
SADAG	South African Depression and Anxiety Group
SASA	South African Schools Act
SGB	School Governing Body
SGLCD	Socio-genetic law of cultural development

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CHAPTER 1
Introduction and Background

1.1 Introduction

For many, corporal punishment is in South Africa's past, but for some, it is still part of today's activity. Despite the legal frameworks with grave repercussions for its users, the continued practice of corporal punishment has had researchers and psychologists asking questions. Some teachers and schools continue to use corporal punishment as a disciplinary measure despite its abolishment in the 1996 South African Schools Act (SASA, Republic of South Africa, 1996c). Over ten years ago, it was reported that though this form of violent punishment is not predominantly used in middle-class, formerly white schools, these practices still prevail in most schools situated in townships and remote South Africa (Morrell, 2001a; Payet & Franchi, 2008). Veriava and Power (2017) stated that the SACE annual report stated that 253 complaints of were reported in 2014 to 2015. The Department of Basic Education reported 607 cases of corporal punishment and 29 guilty charges from 2011 to 2014 (Veriava and Power, 2017). This introductory chapter lays out the foreground of this study by providing the contextual background, defining research concepts and stating the problem statement, rationale, aims and research questions. It concludes with a chapter synopsis of the whole thesis.

Veriava and Power (2017) highlight the national and international legislation protecting children's fundamental rights. Their work quotes the international policies that are proposed by Article 19(1) of 1989 in the Convention on the Rights of the Children (CRC) and the 1990 African Charter of the Rights and Welfare of the Child (ACRW), which both state that all measures should be taken so that children are safeguarded and protected from all forms of violence, physical and non-physical (Veriava & Power, 2017). Moreover, these laws have influenced the constitutional and national laws of South Africa.

Apartheid South Africa was governed under the Christian National Education policy, which affirmed the use of corporal punishment in schools (Reyneke, 2018; Veriava & Power, 2017). The Constitution of South Africa has since legislated that a child should be treated with dignity and humaneness (Republic of South Africa, 1996b). This is reiterated by the National Education Policy Act 27 (Republic of South Africa, 1996a) and the South African Schools Act

84 (Republic of South Africa, 1996c), which both have criminalised corporal punishment in South African schools.

Straus and Yodanis (1996) define corporal punishment as "the use of physical force with the intention to cause pain but not injury, for purposes of correction or control" (p. 826). The Department of Education (DOE, 2000) cites the Child Advocate Organization that defines corporal punishment as:

> "any deliberate act against a child that inflicts pain or physical discomfort to punish or contain him/her. This includes, but not limited to, spanking, slapping, pinching, paddling or hitting a child with a hand or with an object; denying or restricting a child's use of the toilet; denying meals, drink, heat, and shelter; pushing or pulling a child with force; forcing the child to do exercise" (p. 6).

Gershoff (2017) provides an extensive list of forms of school corporal punishment, including reports of children being hit with sticks, straps, wooden boards, and teachers hitting children by hand on every part of the body. Gershoff (2017, citing Beazley et al., 2006) states that corporal punishment also includes throwing objects at learners, pulling their ears and hair, and slapping their faces. A study done by Ba Saddik and Hattab (2013) showed that teachers employed other violent forms of punishment that inflicted pain through torturous standing or sitting positions, agonizing long periods of being in harsh weather conditions, doing gruelling manual tasks, such as heavy object lifting and excessive exercise with no rest or hydration, and instructing children to eat lethal substances, namely, cigarettes. Adding to these egregious discipline methods, in the South African context, the most reported corporal punishment tools include "the hand, a stick, a sjambok, or a leather strap or belt" (Mayisela, 2018, p. 293). Using these tools, this detested method of disciplining learners is said not to be intended to injure or harm its recipients but often leaves many severely injured and traumatized.

Mayisela (2017, 2018) proposes that beyond the physical pain and harm caused by the use of corporal punishment, the interpersonal and intrapersonal threads that are being formed and interworked determine socio-cultural functioning in the context and within its subjects. This is

informed by Vygotsky's socio-cultural theory, which suggests that people are constantly in construction and negotiation regarding their thinking and feeling states through an interchange of perceptual and meaning-making materials within their environment (Allman, 2020; Kullasepp, 2007). Vygotsky's examination of children's development led him to propose that: "every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first between people (interpsychological) and then inside the child (intrapsychological)" (Vygotsky, 1978, p. 57). This brings in the concept of "intrapsychological processes" which is crucial to the explorations of the current research investigation. Hsu and Hwang (2014, p. 231) say that "intrapsychology refers to the internalization or reflection of knowledge" gained as a result of socially shared activities. Intrapsychological processes are central to the socio-cultural and historical activities purported by the CHAT theoretical framework employed by the current study.

1.2 Problem Statement

The history of the South African school is marked by practices of violence in the learner-to-learner relationship as well as the teacher-learner relationship. Violent and physical means of disciplining school children are still prevalent today. These discipline tools negatively affect the psycho-emotional development of children. In 1996 the South African Schools Act was established to eradicate the use of corporal punishment in our schools (Republic of South Africa, 1996c). Research shows that teachers are aware of this legislature, and they consider the legal consequences of using corporal punishment in the classroom (Maphosa & Shumba, 2010; Naong, 2007; Segalo & Rambuda, 2018). However, this has not guaranteed the cessation of corporal punishment in South African schools. Additionally, the Department of Education (DOE, 2000) published a document that proposed *Alternatives to Corporal Punishment* (ATCP). Despite these efforts, the use and preference for corporal punishment are still rampant, especially in rural and township schools. I am investigating the intrapsychological processes of primary school teachers in an effort to understand the mental states that inform their preferred use of corporal punishment. This is in order to develop policies, interventions and discipline tools that are contextually appropriate and effective.

1.3 Rationale

Many studies have examined corporal punishment as a disciplinary mechanism used and preferred in some South African schools. Furthermore, the attitudes, perceptions and views of learners and teachers on the use of corporal punishment have been reported by researchers (Makhasane & Chikoko, 2016; Naong, 2007; Payet & Franchi, 2008). The published work on corporal punishment in South Africa mostly answers questions about what perpetuates its use and why.

A study by Mayisela (2017) was the first to employ CHAT to look at socio-historical and cultural factors associated with the continued use of corporal punishment in a South African rural context. Mayisela's (2017) work illustrates the under-investigated reinforcers of the transgenerational use of corporal punishment. The complex structures of the internal psychological processes of learners and teachers are not adequately examined to understand this violent practice.

Similar to Mayisela (2017), the current study borrows Vygotsky's (1987) and Engeström's (2015) theoretical approach (CHAT) as an innovative and helpful lens to use in further exploring the complexities related to the preference for corporal punishment in teachers. With a township school as a case, this study intends to spur the conversation about child discipline in schools toward a more socio-culturally and historically informed one. Through interrogating CHAT's concept of intrapsychological states, this study seeks to provide a theoretically in-depth explanation of the teacher's intrapsychological processes as a stakeholder in the township school. Additionally, the outcomes of this study will form a companion to policies and codes that seek to alleviate the preference and use of corporal punishment, specifically in South African township schools.

With this in mind as well as adopting Mayisela's (2017) innovative use of the CHAT approach, this research report offers an exploration of the ingredients necessary in truly transforming the intrapsychologically engrained cultural practice of physical discipline. The tensions and contradictions that CHAT extrapolates are a crucial contribution in the work necessary in South Africa's pursuit of a more democratic and positive education system. This research offers six activity system contradictions and six interventions that are indicators of this potential change.

The findings of this research and the six interve Sntions offered confront both policy and practice within the education sector.

1.4 Aims and Objectives

The current research aims to explore corporal punishment as a practice embedded in the intrapsychological structures of township primary school teachers.

This research fuels the following research objectives:

1. Interrogate the intrapsychological processes of the teacher regarding the preference for corporal punishment.
2. Examine the socio-cultural and cultural-historical factors that determine teachers' preference for corporal punishment.

1.5 Research Questions

The following research questions will be answered by this research:

Primary questions:

1. How have teachers internalised corporal punishment?
2. What are the teachers' personal experiences of corporal punishment?

Secondary questions:

1. What do teachers make of the abolishment of the use of corporal punishment?
2. What other disciplinary mechanisms do teachers use in schools?
3. What are teachers' reasons for preferring corporal punishment?

To answer these questions a case study of a school in a Johannesburg township was employed to examine the psychological states of the participants. The participants were teachers who volunteered to participate in a three phased process of gathering the data for this research. To

access the intrapersonal processes of the teachers the following tools were used: a demographic questionnaire that pursued the teachers personal history and experience, a focus group discussion that examined the shared experiences and individual interviews that examined the subjective experience of the teacher. These data collection tools were developed in light of the research aims and questions posed.

1.6 Structure of the Thesis

After this introductory chapter is four other chapters. Chapter 2 landscapes the literature and describes the theoretical framework employed by the current study, CHAT. Chapter 3 presents the research methodology used in this thesis's design, sampling, data collection and thematic analysis. This chapter also explains ethical considerations, encountered challenges, researcher reflexivity and the trustworthiness and credibility of the study. Chapter 4 provides the findings and results of this research study. An analysis and discussion of the research results are also presented in light of the theoretical lens of CHAT and the literature reviewed in Chapter 2. Lastly, Chapter 5 states the research implications and concluding remarks.

CHAPTER 2

Literature Review and Theoretical Framework

2.1 Literature Review

The rampant use of corporal punishment, despite being illegal and punishable by the law, has prompted many researchers to explore this phenomenon. According to the South African School's Act, "no person shall administer corporal punishment or subject a student to psychological or physical abuse at any educational institution" (Republic of South Africa, 1996c, A-47). This legislation is acknowledged by the country's constitution, which says that "everyone has the right not to be treated or punished in a cruel, inhuman or degrading way" (Republic of South Africa, 1996b, Section 12, Act 108). The South African Schools Act of 1996 states that individuals who do not act according to this legislation are "guilty of an offence and liable on conviction to a sentence that can be imposed for assault" (Republic of South Africa, 1996c). This elaborate legislature has not guaranteed the eradication of the use of corporal punishment. The current literature review explores: firstly, the effects of corporal punishment; secondly the views of learners and teachers as informed by their experiences of corporal punishment. Thirdly, the continued use of corporal punishment despite its injunction is examined and the alternative discipline tools are subsequently described. Fourthly, the role of parents and school administrative leaders is then reviewed. Lastly, the role of school leaders (namely, school principals and governing body members) in addressing indiscipline and implementing misconduct strategies in South African schools will also be reviewed.

2.1.1 The Effects of Corporal Punishment

Psychologists have displayed a detestation toward the use of corporal punishment. Cherian (1990) and Holdstock (1990) portray corporal punishment as pernicious to the psychological development of school children. It was found that corporal punishment has severe adverse effects on the emotional well-being, self-esteem and academic performance of learners (Cherian, 1990; Holdstock, 1990). Others have gone as far as identifying corporal punishment as an abhorrent form of school violence that contributes to the plethora of learning barriers that the education system needs to work towards eradicating (Mncube & Harber, 2013).

An American researcher has conducted multiple reviews and analyses of the research on corporal punishment at home and school (Gershoff, 2002, 2010, 2013 & 2017). These studies

explore the effects and outcomes of the use of corporal punishment by parents and teachers. Looking at the use of corporal punishment by parents, Gershoff (2002, 2010, 2013) and Gershoff and Grogan-Kaylor (2016) found that there are outcomes due to this discipline tool that are evident both in childhood and adulthood. Additionally, it is evident that administers of corporal punishment at times specify their intended effects, but some outcomes may not be anticipated while hitting a child.

Gershoff (2010) found that parents administer corporal punishment hoping that their children will show short-term and long-term compliance and obedience, as well as decreased levels of aggressive and antisocial behaviour in their children. However, this study showed that physical punishment does not achieve these intended effects but instead exacerbates poor behaviour in most instances. The results indicate that children disciplined using corporal punishment display a lack of compliance, decreased moral behaviour and decreased prosocial behaviour in the long term. Additionally, Gershoff (2010) found that physical injury, mental health problems associated with depression and anxiety, poor parent-child relationships, poor cognitive functioning and increased aggression and antisocial behaviour in adulthood were unintended outcomes of corporal punishment used in childhood. These findings are also evident in the results of the Gershoff's (2002) meta-analysis of 88 studies.

Elgar et al. (2018) examined the relationship between corporal punishment ban and violence within the youth population of 88 countries. This ecological study looked at the impact of the abolishment of corporal punishment in low-income to high-income countries across the world. Elgar et al. (2018) found that the prohibition of corporal punishment is associated with less physical aggression and violence when compared to countries where there is no physical punishment ban. This demonstrates that the banning of the use of corporal punishment at home and school affects the amount of violence that adolescents use on each other. Additionally, the banning of corporal punishment at school and not at home is specifically associated with lower reported incidents of physical violence amongst female adolescents (Elgar et al, 2018). The outlined empirical evidence above provides scope for the effects of the use of corporal punishment both at home and at school. These studies show that well-meaning adults and teachers can employ discipline measures that can have unfavourable effects on the psycho-emotional wellbeing of children.

2.1.2 Learners' Views on Corporal Punishment

Corporal punishment has been studied extensively globally and in the South African context. Many researchers have used methods of investigation to understand corporal punishment from the recipient's perspective (Maree & Cherian, 2004; Morrell, 2001a, 2001b; Payet & Franchi, 2008). These researchers have expanded on learner experiences of corporal punishment, the use of corporal punishment in the construction of masculinity, learner experiences of the teacher's frustration, and the efficiency of corporal punishment.

Payet and Franchi (2008) studied learners' views and experiences of corporal punishment. The study examined learners' discourses in four schools in the south of Johannesburg that were formerly identified as Black, Coloured, Indian and White under the apartheid laws of pre-democratic South Africa. Payet and Franchi (2008) found that students had varying perceptions of corporal punishment. Some learners expressed that corporal punishment was anachronistic and "old fashioned" while others praised its efficiency and necessity. Though it is acknowledged by all that corporal punishment is a practice that is inconsistent with the values of the constitution, learners showed some approval of the practice (Payet & Franchi, 2008). They praised its ability to maintain stability and eliminate chaos in the schooling environment. Furthermore, the study indicated some discrepancy between learners' views in the formerly White schools and the learners in formerly Black, Coloured and Indian schools. The students from the three previously underprivileged schools stated that class disruptions due to indiscipline was a disturbance to their academic progress and, therefore, made corporal punishment defensible (Payet & Franchi, 2008). This demonstrates the socio-historical factors that may determine the different views and experiences of learners in South Africa.

Morrell (2001a, 2001b) surveyed learners in schools in Kwa-Zulu Natal, Durban, in an effort to understand the reasons why corporal punishment still prevailed in that region. At that time, learners expressed that their educators did not have alternatives to corporal punishment. Additionally, it was indicated by learners that their schools were still plagued by the authoritarian nature of the then recent past, apartheid education system (Morrel, 2001a). Students expressed their beliefs that the lack of corporal punishment meant attending deteriorated and disorderly schools. Morrell (2001a) reports a neglected explanation for the continued use of corporal punishment as being the use of this punitive measure and other violent mechanisms of disciplining children at home. This explanation is informed by the

domestic practices as well as the parent advocacy for physical chastisement influencing the disciplinary measures adopted in the school environment. Morrell's (2001a) work highlights the indirect and direct influence of the practices at home on what goes on at school.

The findings by Payet and Franchi (2008) and Morrell (2001a) speak to how the socio-historical and the domestic use of corporal punishment may influence the disciplining mechanisms used at schools today. The previously white schools were able to transform and adapt according to the new laws when implementing the school code of conduct (Payet & Franchi, 2008). Contrary, the previously Black, Coloured and Indian schools have failed to demonstrate this transformation after the South African Schools Act of 1996. This illustrates that what happened in the history of the country as well as what occurs in the home are important factors to consider when trying to understand the continued use of corporal punishment in schools.

Beyond the socio-historical events of the country and parental influence, religious views are also contributors to the perpetuation of corporal punishment. A study examined learners' discourse and narratives on the use of corporal punishment published in local and national newspaper publications (Maree & Cherian, 2004). From these newspaper extracts, Maree and Cherian (2004) found that "outdated, romanticized or fundamentalist views of corporal punishment" are the perpetuators of the use of corporal punishment in South Africa (p. 75). In addition to the explanations given by Morrell (2001a), Maree and Cherian (2004) demonstrate how the Biblical perspective of physical punishment still influences the widespread use of corporal punishment. It is emphasized that the misinterpretation of Bible texts and the limited reasoning when engaging with these religious texts leaves many understanding the Bible's referral to "discipline" as synonymous with corporal punishment (Maree & Cherian, 2004). The misquoting and lack of legitimate exegetical insight by teachers and parents ensure the continued use of corporal punishment in many South African schools.

The primary school child is scarcely represented in the reported views and experiences of the recipients of corporal punishment. In a series of observations and interviews with primary school children, Mayisela (2017) identified that the use of corporal punishment in primary schools may deter the development of necessary mediation relationships between primary

school learners and their teachers. Primary school children showed that corporal punishment is an internalised and normalized discipline measure with detrimental effects on the budding psychological functions. This is illustrated by the concepts these young children have developed on the correction of undesirable behaviour (behaviour modification) and their desensitization to physical pain (Mayisela, 2017). It is worth noting that the experiences of the primary school child with regards to corporal punishment are particularly distinct. These learners are at the initial stages of experiencing formal school which is ideal for Vygotsky's (1978) mediated learning to occur.

2.1.3 Teachers' Views on Corporal Punishment

Beyond learners' views and experiences, the literature shows an extensive exploration of the experiences of teachers based in schools that continue to use corporal punishment after its abolishment. Teachers are portrayed as frustrated, conflicted and disempowered by the illegalization and criminalization of corporal punishment (Maphosa & Shumba, 2010; Naong, 2007; Segalo & Rambuda, 2018). To explore the relationship between the morale of teachers and school discipline, Naong (2007) sampled eighty teachers employed in schools in the Bloemfontein area. The effects of "change fatigue" as a result of the South African Schools Act (Republic of South Africa, 1996c) abolishing corporal punishment were measured. Naong (2007) found that 65% of the respondents indicated that since the ban of corporal punishment there has been an increased lack of discipline in their schools. They expressed that this indiscipline has had a negative effect on the pleasure and job satisfaction they once had as teachers (Naong, 2007).

Maphosa and Shumba (2010) interviewed three experienced teachers teaching in the Eastern Cape Province. These teachers stated that with the new legislation on school governance, it seemed that the school children had more rights than teachers and, therefore, learners took advantage of the teachers. Teachers acknowledged that corporal punishment maintained order and structure in the classroom, while the alternatives were not effective or helpful when addressing disruptive behaviour in the classroom (Maphosa & Shumba, 2010). Similar to Naong (2007), Maphosa and Shumba (2010) also found that after the abolishment of corporal punishment teachers were lethargic and disempowered. This removed sense of authority that teachers once had has left them experiencing stress and hopelessness. These findings portray the democratic empowerment of learners and the advocacy for the alleviation of violence as a

threat to the authority and morale of teachers. Furthermore, this indicates that corporal punishment is viewed by teachers as a tool that establishes power and authority in the schooling environment.

Segalo and Rambuda (2018) conducted research exploring teachers' perspectives with the "loco in parentis" concept in mind. Using the focus group approach, they found that teachers identified a lack of respect and deteriorated morals and values in their students. Additionally, teachers indicated challenges in managing the classroom environment and implementing effective teaching strategies amidst the indiscipline. Segalo and Rambuda (2018) report that these teachers were also concerned about their personal safety and security in the school which further disabled their ability to fulfil the "loco in parentis" role. The teachers also indicated that the lack of parental involvement and the inert attitude of parents when dealing with the school contributed to the teacher's distress and the overall lack of discipline in the school.

There seems to be an ongoing conflict in the views and perspectives of teachers and learners on the use of corporal punishment. Though there are learners who have shown approval of corporal punishment (Maree & Cherian, 2004; Morrell, 2001b; Payet & Franchi, 2008), others have acknowledged it as a violent and detested practice (Payet & Franchi, 2008). While some learners regard corporal punishment as necessary in disciplining only male learners (Morrell, 2001b), teachers have shown overwhelming support and advocacy for the use of corporal punishment on all learners (Maphosa & Shumba, 2010; Naong, 2007; Segalo & Rambuda, 2018). Makhasane and Chikoko (2016) explored these paradoxes and contestations by interviewing the learners, teachers and principals of two high schools. The paradoxes that are highlighted by Makhasane and Chikoko's (2016) acknowledgement of corporal punishment as a violent and unprogressive practice calls for an eminent transformation in the school's management of discipline. Contrary, it is also evident that corporal punishment is viewed by others as a proven method for disciplining that is for the good of the child. This is demonstrated by its ability to minimize chaos and disruptive behaviour in the classroom and, maintain an environment for learners to thrive. These contestations show some of the discrepancies that lie within teachers and learners.

2.1.4 The Continued Use of Corporal Punishment and its Abolishment

Despite compelling evidence that there is more adversity related to the use of corporal punishment at school and home, many continue to use it. Researchers have explored the beliefs and processes involved in this dissension (Makhasane & Mthembu, 2019; Mayisela, 2018; Mncube & Dube, 2019; Ngubane et al., 2019). Makhasane and Mthembu (2019) have expressed that the continued use of corporal punishment is due to misconceptions about this phenomenon in the school context. This 2019 study presents results based on interviews conducted with a principal, teachers, learners and through the analysis of school documents used at a South African high school (Makhasane & Mthembu, 2019). The school principal stated that corporal punishment is necessary to specifically discipline black children. These sentiments were supported by a teacher who stated that "the school won't function properly" (Makhasane & Mthembu, 2019, p. 56) if corporal punishment is not used in schools with predominantly black children. The teachers expressed that the use of corporal punishment is indicative of nobility, and it is a caring act on the part of teachers. Makhasane and Mthembu (2019) present this as a misconception and juxtaposition between care and violent suffering. These findings indicate that these beliefs and misconceptions perpetuate the use of corporal punishment in black schools in South Africa despite its legal ban. This explanation is also evident in the findings of Payet and Franchi (2008) whose explorations of the views of high school learners provide a racialised argument for the continued use of corporal punishment.

These findings are also consistent with the outcomes of Ngubane et al. (2019). Learners in two Kwa-Zulu Natal secondary schools acknowledged that physical punishment was ineffective in deterring ill-discipline, and they reported that it actually encourages poor behaviour, namely fighting with peers and selling marijuana at school. However, these learners also expressed that corporal punishment is necessary because it helps black children learn and it is necessary to avoid chaos in their schools (Ngubane et al., 2019). These findings provide a vignette of the beliefs of key participants in the South African school as well as the dichotomy between the intention and the impact of violent forms of school discipline. These are partly at the centre of the continued use of corporal punishment in this country.

Mncube and Dube (2019) look at the continued use of corporal punishment by teachers as indicative of their level of professionalism. This paper presents teachers' lack of professional development and the autocratic leadership style of teachers as contributing to school violence

and aggressive forms of school discipline. The authors argue for the reconceptualization of teacher professionalism in light of the high incident rates of learner-teacher violence (Mncube and Dube, 2019). The autocratic management of learners is reported by learners to be demonstrative of a lack of interpersonal and intrapersonal skills amongst teachers. Learners report that they feel disregarded, not treated as people and they experience teachers as unempathetic. Mncube and Dube (2019) note this as indicative of how unequipped and unprofessional teachers are in a system that is working toward democratisation. Furthermore, this research found other issues that are indicators of poor teaching standards of practice, namely, the lack of giving learners feedback, teacher absenteeism, romantic relationships with students, aggressive language and verbal abuse.

Mayisela (2018) examines the internal processes of teachers who prefer the use of corporal punishment. The paper presents the intrapsychological workings that contribute to the continued use of violent forms of school discipline. Mayisela (2018) states that teachers' recurrent experiences with violence as a normalized social phenomenon as well as their acceptance and appropriation of corporal punishment, is indicative of the process of internalization of this form of school violence. This school practice is presented by Mayisela (2017, 2018) as transformative to the psychological inner workings of its recipients in the long run which results in a collective transformation that is evident in the transgenerational use of this violent cultural tool. In an effort to counteract the use of corporal punishment and these adverse effects, the DOE (2000) proposed alternative discipline tools. It is worth noting that the 1996 National Education Policy Act 27 (Republic of South Africa, 1996a) and the South African Schools Act 84 (Republic of South Africa, 1996c) legislate the abolishment of corporal punishment. However, the DOE (2000) outlines the proposed alternatives to corporal punishment.

2.1.5 Alternatives to Corporal Punishment

Researchers have examined the use and efficiency of alternative discipline measures employed by educators. This was in response to the proposed ATCP document published by the DOE (2000) after the criminalization of corporal punishment. The ATCP document is centred around the principles and pursuit of a more democratic education system. This principle is aimed at moving toward positive and democratic discipline tools that aid the moralization and psycho-emotional development of young people. The researchers that have studied these methods have

found that alternatives to corporal punishment have contradictions and may themselves be abusive (Moyo et al., 2014; Ngubane, 2018). They proposed that some of the alternative discipline methods are effective, but they are time-consuming (Sekhwama, 2019) and are arduous for teachers (Chonco, 2019). Mayisela (2021) adds that detention as an alternative is reported by teachers in racialized terms and must be contextualized before application.

Moyo et al. (2014) examined the principles of alternatives to corporal punishment and how these alternatives are implemented. This study reviewed South African studies that highlighted the complexities that underlie the use and practices of discipline after the proposed ATCP by the DOE (2000). Moyo et al. (2014) raise the question about whether the proposed alternative discipline measures are appropriate and efficient. Surveying twenty-nine schools in the Eastern Cape Province of South Africa, this study found that there are contradictions in the use of alternative methods of discipline. The findings showed that though the teachers employed methods suggested by the policies, these still seemed to have a punitive effect rather than a corrective one (Moyo et al., 2014). The authors demonstrate how punitive tools do not aid or initiate moral internalization which develops an intrinsic motivation and desire to ascribe to oneself the attitudes and values of society as one's own. This, according to the study, illustrates an oversight of the current national policy on alternative methods of school discipline (Moyo et al., 2014).

A study by Ngubane (2018) also reiterates the inconsistencies of what the ATCP document does not anticipate. Recognising the negative psychological effects of corporal punishment, Ngubane (2018) paints the picture of how verbal warnings, as prescribed by the ATCP policy, can escalate to shouting and verbal abuse. This shows how a corrective tool can prompt fear and result in the psychological abuse of school children. Both Ngubane (2018) and Moyo et al. (2014) demonstrate that the proposed mechanisms of discipline show how the implementation of the ATCP policy may not be congruent with the intended principles of the guidelines that aim to nurture, protect and safeguard children. These findings are also in line with the outcomes from the Mayisela (2021) study of teachers in Mpumalanga. The results show that detention as an alternative may compromise children's safety and incumber their right to food. Mayisela (2021) purports that the implementation of ATCP must be done with an understanding of the context.

Researchers in Kwa-Zulu Natal and Limpopo examined the perceptions and experiences of learners and teachers who employ the prescribed ATCP (Chonco, 2019; Sekhwama, 2019). In a sample of about 370 teachers, school leaders and learners, Chonco (2019) investigated the effects that alternative discipline methods have on school children. All the participants of this study agreed that involving parents in school discipline and the use of the School Governing Body's (SGB) tribunal were the effective alternatives (Chonco, 2019). Additionally, the learners indicated that they prefer detention, suspension, written warnings and performing duties. While teachers expressed that they think verbal warnings are effective school discipline tools, learners stated that verbal warnings cause learners to retaliate toward teachers (Chonco, 2019). This alludes to the nature of these verbal warnings and the possible effect that they have on learners as described by Moyo et al. (2014) and Ngubane (2018).

Similar to Chonco (2019), in Sekhwama (2019) school learners, teachers and school administrators were sampled in a study that examined the efficacy of ATCP in rural Limpopo schools. The findings of the study stated that parent involvement, verbal warnings, withdrawal of privileges and suspension are reported to be useful and reliable ATCP methods. However, Sekhwama (2019) highlights that the contextual issues in rural schools make methods like after-school detention non-successful due to the challenges with transport to and from school and the concern for children's safety walking home. This is supported by the Mayisela (2021) study that reported that detention was a racialized tool, an unsafe alternative, and contravening children's right to food and play. Additionally, the study noted that involving psycho-social support in school discipline was unpopular in rural Limpopo schools which may be indicative of the accessibility of these services (Sekhwama, 2019). Both Sekhwama (2019) and Chonco (2019) demonstrate that school stakeholders identify mechanisms that could replace the use of corporal punishment, however, there are other factors beyond their control that impede the use of ATCP.

2.1.6 Parent's Involvement in School Discipline

Researchers have postulated that there is a relationship between discipline methods at home and the discipline tools at school (Morrell, 2001a). Additionally, Gershoff and Grogan-Kaylor (2016) state that the history of receiving spankings from parents is associated with negative

parent relationships, adult antisocial behaviour, mental health challenges and long-term physical support as a result of the beatings. Both Morrell (2001a) and Gershoff and Grogan-Kaylor (2016) studied the effects of corporal punishment on children. Their findings suggest that what happens at home has a real effect on the child's overall psycho-social functioning. Furthermore, Morrell's (2001a) work demonstrates how those who receive beatings at home expect and anticipate the same from their teachers at school. Researchers have also reported teachers who prefer to use corporal punishment as expressing that the physical punishment at school resembled what occurred at home, with their parents at times advocating for their educators to use a stick or whip (Mayisela, 2017; Morrell, 2001a; Segalo & Rambuda, 2018). This shows how the activities of the home may inform the discipline culture at school.

There has been some contestation about the role of parents in schools after the abolition of corporal punishment. Researchers have indicated that the lack of parent involvement in school discipline makes classrooms ungovernable (Mestry & Khumalo, 2012). Whilst Segalo and Rambuda (2018) state that public school teachers report the involvement of parents to be ineffective and unreliable, these findings portray the complexities that underlie the role of parents and caregivers in the use and development of school discipline tools. The DOE's (2000) policy of alternative methods of discipline indicates that parent involvement should be employed as a tool. Sekhwama (2019) and Chonco (2019) report on this in their examination of ATCP and both find parent involvement to be a useful tool. Sekhwama (2019) states that children are generally ashamed and embarrassed by their parents' knowledge of their indiscipline and this often spurs students toward good behaviour. Calling their parents into the school often results in changed behaviour and school compliance in the learners (Sekhwama, 2019). These findings demonstrate the challenges underlying the role of parents in their attempts to work alongside teachers and school leadership.

2.1.7 School Leadership and Corporal Punishment

Makhasane and Chikoko (2016) state that school leadership is what may address these paradoxes and in turn end the use of corporal punishment. They proposed that school leadership ought to be proactive in leading the transformation of school participants and stakeholders. Policies and legislation are ineffective without school heads that are willing to lead systematic and intrapersonal transformation (Makhasane & Chikoko, 2016). Moreover, Mestry and Khumalo (2012) state that SGBs should be key leaders in the management of discipline and

the enforcement of the school code of conduct. This is in line with Makhasane and Chikoko's (2016) plea for participating and more engaged members of school leadership. Using focus groups and interviews, the perceptions of SGB members of six North West Province schools were examined (Mestry & Khumalo, 2012). The study found that the training provided by the Department of Education to SGB members did not guarantee effective leadership by this group of school leaders. SGB members from rural schools lacked "the relevant knowledge and skills to design and enforce learner code of conduct effectively" (Mestry & Khumalo, 2012, p. 97). Parent governors were found to be unable to understand or identify with the daily procedures and events of the schooling environment. This lack of understanding or incompetence in implementing the learner code of conduct and the alternatives to corporal punishment may be contributing to the lack of transformation in the underprivileged schools.

In conclusion, research portrays the teacher as a professional who is conflicted by their duty to comply with the law while they bear beliefs and cultural expectations assuming that corporal punishment is beneficial to the child and an act of goodness (Maphosa & Shumba, 2010; Payet & Franchi, 2008). Furthermore, it is identified that the narratives shared by parents permeate teachers' practices and views that corporal punishment is the only effective measure (Morrell, 2001a, 2001b). However, Mayisela (2017, 2018) finds corporal punishment to be a cultural tool that is entrenched in the internal psychological structures interworked by childhood experiences of being a recipient of corporal punishment. The current research will explore the internalised experiences of teachers as an approach to better understanding the transgenerational use of corporal punishment. Central to this is the pursuit of the research gap exposed by the lack of the exploration of the teachers interpersonal and intrapersonal processes that inform the continued use of corporal punishment. The theoretical framework of this study will expose the contradictions within the school system that influence the use of corporal punishment as a socio-cultural tool.

2.2 Theoretical Framework

2.2.1 Cultural-Historical Activities Theory (CHAT)

As an interpretive lens, CHAT will be employed to explore the intrapsychological structures that aid the continuous use of corporal punishment and how it is internalised in the formative years of children. The work of sociocultural theorists (namely, Vygotsky) and the explorations of cultural-historical psychologists are at the centre of this theoretical approach. The CHAT framework finds its origins in the work of social constructivist thinking and the work of Vygotsky (1987), particularly his writing on what he coined the socio-genetic law of cultural development (SGLCD). Mayisela (2017) postulates that this theory may be useful in understanding how corporal punishment can be seen as a practice and cultural tool that first presents in interpersonal interactions, and then exists as a mental representation evident intra-psychologically. This theoretical approach will allow for a richer understanding of how socialization and psychological development is at play in the understanding of corporal punishment and its continued use. Additionally, this framework pursues the potential for change in systems and cultural practices which this research is hopeful to precipitate.

Vygotsky (1987, as cited in Cole & Wertsch, 1996) is the pioneer of the sociogenetic law of cultural development theory that postulates that the social interaction of individuals and the activity of the community influence cognitive development in children. This socio-cultural framework acknowledges social learning as a prerequisite of child development as fostered by meaning making in young minds. Furthermore, Vygotsky (1987) claims that the elementary mental functions (attention, sensation, memory and perception) that the child is born with are transformed into higher mental functions (voluntary functions and consciousness) through tools and artefacts that are socio-culturally, historically, institutionally and contextually dependent. Cole and Wertsch (1996) state that society and context must be considered as the source for instruments for the development and transformation of the mind. Therefore, social experiences and interpersonal processes are predictors and influencers of intrapersonal processes and states (Vygotsky, 1978, 1987).

The mediated activity is characterized by the individual (subject) interacting with their environment and receiving stimuli. The individual then develops tools and new mechanisms

that aid in meaning making and intrapersonal maturation (Cole & Wertsch, 1996; Mayisela, 2017, 2018; Yamagata-Lynch, 2010). The individual modifies and contributes to the contextual practices of the social structures they occupy. This results in the transformation of mental representations and internal states. This is what cultural-historical theorists like Leontiv and Engeström refer to as a self-regulated system of activity that develops the human consciousness (Yamagata-Lynch, 2010). This activity demonstrates how individuals are in constant interaction with tools/artefacts and the object (motives and goals for transformation). Cole and Wertsch (1996) present the mechanism in which intermental processes are transformed into intramental functions. This theory suggests that this process occurs through mediated activity, which is represented by the *Mediation Action Triangle*, as shown by *Figure 1*. This *subject-tool-object model* assumes that interpersonal events and intrapersonal matters are not separable entities (Cole & Wertsch, 1996; Yamagata-Lynch, 2010). Rather, social events and internal transformations should be understood as interwoven and interdependent. Additionally, that tools are cultural artefacts, existing independent of individuals but "socially mediated, helping humans to organise mental functioning" (Mayisela, 2017, p. 40).

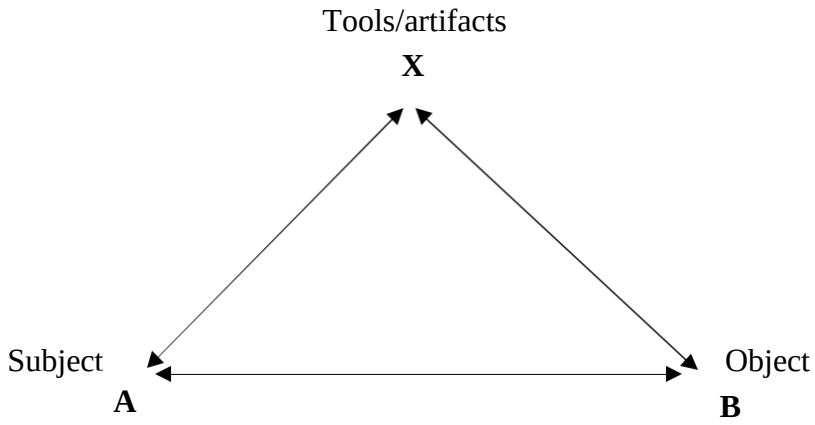

Figure 1: The Mediated Action Triangle (adapted from Vygotsky, 1987).

Figure 1 represents the work of the first-generation activity theorists. At "A" the "subject" is the individual/s or the people group, which in the current study could be the teachers and administrative leaders at the school. The "object" at "B" is the motive for the activity of the subject. Mayisela (2017) describes the interaction between "A" and "B" as being an unmediated natural activity between the subjects or cohabiting group and the object and intention for the group activity. Therefore, the behaviour of school children or the intended behavioural response is represented by "B". In the process of cultural development and attaining higher order functioning, tools are recruited as represented by "X". In this study,

discipline methods, and specifically corporal punishment, are the tools used to mediate between teachers and the desired school behaviour (Vygotsky, 1987; Yamagata-Lynch, 2010).

The activity is regulated by social norms and principles, the community they exist in and, the distribution of tasks in that structure. This accounts for the socio-historical and cultural grounding of mediated action (Mayisela, 2017; Yamagata-Lynch, 2010) demonstrated by Engeström's (2015) CHAT model shown in *Figure 2*.

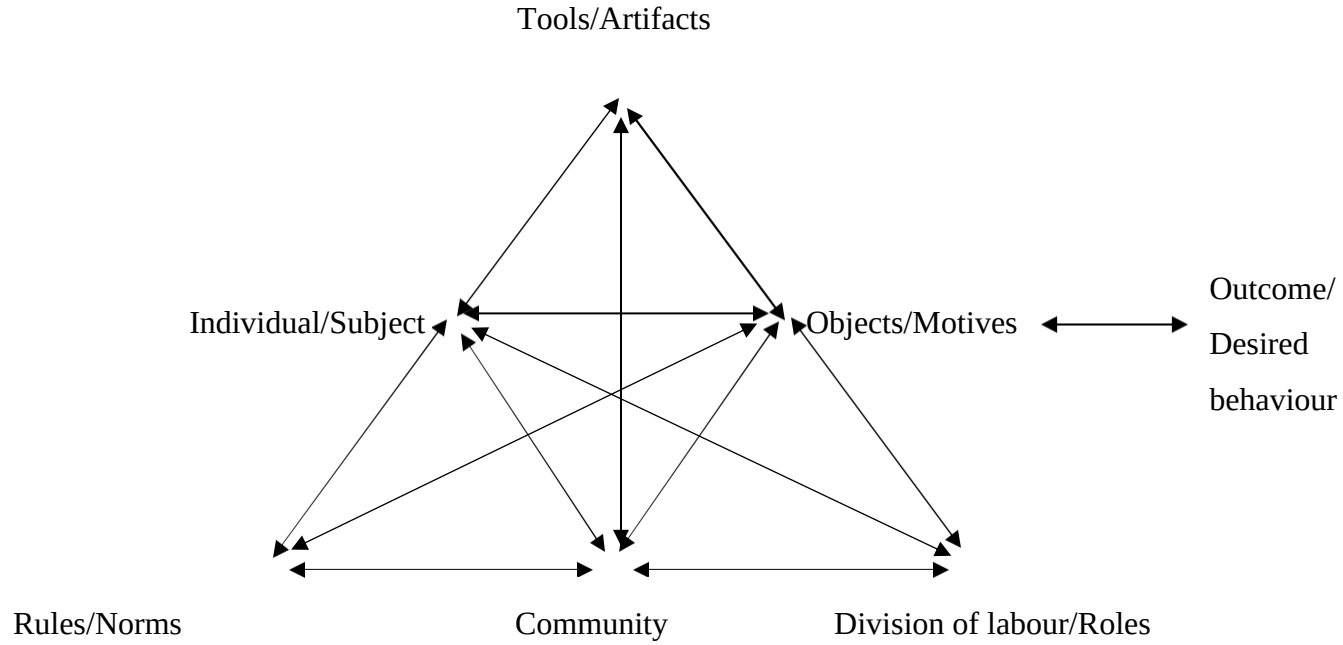

Figure 2: The Cultural Historical Activity Theory model (adapted from Engeström, 2015).

2.2.2 Community

Contributing to the development of this theory, Leontiev's work acknowledges that people exist in groups and communities that have shared experiences and goals (Yamagata-Lynch, 2010). This is represented by the activity that engages the "community" in *Figure 2*. The group participates in tasks for the advancement of the collective (Mayisela, 2018). The community forms an organ from which interpersonal contributions are made. The South African township is a macro-organism in which the school activity exists and teachers being the "subjects" find themselves acting in the school community.

2.2.3 Division of Labour and Roles

Borrowing from the ideas of Karl Marx, Leontiev suggests that organised groups share labour according to the abilities and resources of the individuals in the community (Mayisela, 2018). Yamagata-Lynch (2010) states that communities and people groups are organized and therefore, develop rules and standard ways of living together. The "division of labour/roles", as shown in *Figure 2*, is identified by the development of school administrative roles and portfolios, the school governing body, student representative councils, teachers' unions, the Department of Education as well as the role played by parents in the school. These stakeholders and individuals share and participate in the innerworkings of cultural development in a school setting by sharing in the labour of school and learning.

2.2.4 Rules and Norms

Yamagata-Lynch (2010) adds that the transformation of the community is not only determined by the roles and organised labour of a community but by "rules and social norms" too (refer to *Figure 2*). The activity and daily running of a South African school are informed by classroom rules, government policies, learning curriculums, the school code of conduct, the constitution, and the South African Council of Educators (SACE) standard practices for teachers- this includes this research's case study school. These rules and norms may be formalised policies and guidelines as well as unseen, hidden expectations and normalised ways of being and functioning. Mayisela (2017, 2018) states that this demonstrates that some rules and standards are formally ascribed and monitored, however, some rules and practices are developed socio-culturally through the activity in the community. These are evident in the analysis of the activities and practices within the school environment.

2.2.5 The Principles of CHAT

Mayisela (2018) and Yamagata-Lynch (2010) cite Engeström's (1999, 2001) work which presents the development of CHAT into a framework and an analytic tool. In Engeström's (2001) exertion a lay out of the tenets of this theory are evident. Central to these are the following five principles of CHAT as described by Engeström (2001):

1. **Activity:** The primary unit of analysis is the group or community activity which is mediated by tools or artefacts and aimed at an object or a collective goal (Engeström,

2001; Mayisela, 2017; Yamagata-Lynch, 2010). This is seen in the practices of establishing good school behaviour, namely, through the use of corporal punishment or the integration of religion, race and policies in the schooling system. Therefore, the activity being examined in the current research is the practice of violent school discipline methods and the outcomes or objectives of this practice being good school behaviour.

2. **Multi-voicedness:** "An activity system is always a community of multiple points of view, traditions and interests" (Engeström, 2001, p. 136). The engagement of a community means that there are multiple contributors who have been allocated roles through the division of labour. This is multiplied by the interaction of two or more systems (i.e. subjects, communities, objects) which may be shown by the contributions of school role players, parents, learners and school policymakers (Engeström, 2001; Yamagata-Lynch, 2010). The school administrators (i.e. school principal, SGB members) and teachers can be identified in this study as representative of the voices in the activity system under analysis. The data collection approach in use (questionnaires, individual interviews and focus group discussions) in this study aids the employment of the multi-voicedness principle.

3. **Historicity:** This speaks to the time and history that impacts the activity system. Mayisela (2018) states that culture is developed over time due to the activity which occurs over some time. The historical background of individuals and the community must also be analysed because they provide insight into the possible influences of the current and future operations of the activity system (Engeström, 2001). In this study, teachers' historical background and prefatory experiences of discipline are analysed and seen as valuable in the explanations of the current manifestations of school discipline. Furthermore, the historically shared experiences and cultural data of the community and its members are foretelling of the cultural tools employed.

4. **Contradictions and tensions:** These "are historically accumulating structural tensions within and between activity systems" (Engeström 2001, p. 137). Yamagata-Lynch (2010) describes that tensions arise in an activity system when contradictions exist. This is mostly identified by the subjects' inability to attain the aimed objectives due to an obstruction in the system. For example, a discipline tool or artefact objected to produce

good classroom behaviour but yields violence and psychological difficulties, resembling Gershoff's (2002, 2010, 2013 & 2017) reviewed findings, demonstrates a contradiction. At times the tensions may be as a result of two or more activity systems being contentious. Mayisela (2017) states that "for transformation to take place contradictions are necessary, therefore contradictions should be identified, understood and embraced as fundamental drivers of change" (p. 49).

5. **Expansive transformation:** This principle spells out the likelihood for change and transformation that exists at the other end of tensions and contradictions (Mayisela, 2017). Engeström (2001) states that activity systems can be traced over long periods of time that sometimes develop tensions which may lead to participating individuals querying and reconsidering the status quo. This may result in changes from the normalised way of doing things within an activity system. In this study, these sources of tension may give rise to systematic change evidenced by discipline practices used in classrooms in South African township schools transformed into more effective and democratic ones.

As an analytic tool, the above tenets of CHAT will be looked at in light of this research topic. The transgenerational use of corporal punishment in the specific context of the South African township school will be at the centre of this analysis. The activity systems that inform the continued use of corporal punishment will be examined within the context of the methodology reported in Chapter 3.

CHAPTER 3
Research Methodology

3.1 Methodology

Baxter and Jack (2008) identify the qualitative research methodology as valuable in the researcher's attempts in acknowledging the participant's subjective experiences without ignoring the context in which those experiences exist. Since this study intends to understand the continued use of corporal punishment as it exists in a school community, a qualitative approach was relevant. This study is interested in the historically and socio-culturally informed experiences of teachers in a specific South African township school. The intrapsychological aspects that this study examines include teachers' views, emotional states, motivations and lived experiences. Additionally, the collective and community practices that determine school discipline are examined contextually. Lune and Berg (2017) state that these views, mental states, reported practices and lived experiences are qualitative data that must be examined using this methodology.

3.2 Research Design

This research used the case study design to explore the teacher's experiences and meaning making processes of discipline and corporal punishment while exploring the cultural and historical context in which they exist. The case under investigation in the current research was a primary school in a Johannesburg township. The case study design allows for an in-depth description and analysis of a construct existing within a specific space and time (Algozzine & Hancock, 2006; Merriam, 1998, 1988). Additionally, Bryman (2012) states that the case study design is useful to explicate the case-specific features that can be observed, allowing for the case to be seen as "an object of interest in itself" (p. 66). Baxter and Jack (2008) cite Yin (2003) stating that the case study approach is useful:

> "when (a) the focus of the study is to answer 'how' and 'why' questions; (b) you cannot manipulate the behaviour of those involved in the study; (c) you want to cover contextual conditions because you believe they are relevant to the phenomenon under

study, or (d) the boundaries are not clear between the phenomenon and context" (p. 545).

This demonstrated the utility of the case study design in examining the unique circumstances of primary educators who are based in a South African township school identified as currently preferring corporal punishment as a disciplinary measure.

3.3 Sampling

The current study looked at the experiences of teachers in a township primary school. This has informed the experiences of these participants which has required purposive sampling. Bryman (2012) says that "the goal of purposive sampling is to sample cases/participants in a strategic way, so that those sampled are relevant to the research questions that are being posed." (p. 418) Purposive sampling is a non-random way of recruiting participants that can provide relevant and contextualized input on the topic and questions of the research. Therefore, a primary school in a township was purposively selected which was identified as having teachers who prefer the use of corporal punishment.

3.3.1 Sampling Phase 1 – Selecting the case

The Gauteng Department of Education (GDE) identified schools in the Johannesburg region that preferred corporal punishment as a disciplinary strategy. In light of this research, one of these schools was identified as a suitable research site. The purposive selection of the school as the case under investigation was informed by it being a school based in a township. This speaks to the assumptions around the disciplinary strategies employed in township schools historically (Mestry & Khumalo, 2012; Morrell, 2001a; Segalo & Rambuda, 2018). Furthermore, the knowledge obtained through the GDE district office that corporal punishment is currently the preferred method of instilling discipline in this particular school informed the purposive selection of the case.

3.3.1 Sampling Phase 2 – Selecting the participants

Purposive sampling was used to recruit teachers at the case study site. All the teachers in this school were requested to participate in the demographic data collection stage of this research

– ten teachers agreed to complete the demographic questionnaire. Additionally, purposive sampling was used to recruit six of the teachers who are educators in this township primary school to participate in focus group discussions. Another two educators agreed to participate in individual interviews.

This non-probability sampling method aided the exploration of homogenous life experiences of the individuals in this sample group (Etikan et al., 2016). This informed the inclusion criteria that the participants worked under the same conditions at the identified township case study primary school. These teachers volunteered to participate in the study by completing a questionnaire, participating in focus group sessions and individual interviews.

3.4 Methods of Data Collection

Three data collection methods were used for this study - a demographics questionnaire, focus group interviews and individual interviews. The use of multiple sources of data was used to enhance the credibility of this study and provide a detailed view of the participants' experiences concerning the questions this research seeks to answer (Bryman, 2012; Lune & Berg, 2017). Additionally, this triangulation method speaks to the principle of "multi-voicedness" in the theoretical framework, CHAT, that this study employs. Multi-voicedness is interested in the contributions of multiple community members and stakeholders (Engeström, 2001).

3.4.1 Demographics Questionnaire

Demographic research questions were used to gather a holistic data set that provided a broader understanding of corporal punishment as it relates to the case under observation. The questions sought to engage teachers regarding their daily practices in the research school and the classroom. Additionally, Lee and Schuele (2010) propose that demographic data provides insight into the participants and whether they represent the targeted population. This study was interested in the teacher as a contributor to the socio-cultural activities that occur in a specific context – a township school that prefers the use of corporal punishment. As shown by the assumptions of the CHAT framework, the teacher is the subject of the activity systems of the case study school and of the education system. The demographic questionnaire provides the history and the personal information that may inform how and why they contribute to the activity system of the school in the manner in which they do.

3.4.2 Focus Group Interview

Focus groups were used to explore in-depth the discipline strategies used at the school. The focus group technique was useful in looking at corporal punishment as a central topic of discussion. Furthermore, this technique allowed the researcher to observe how teachers interact with and respond to each other while they discuss school discipline (Bryman, 2012). How teachers "build up a view out of the interaction" (Bryman, 2012, p. 501) provided the researcher with interpersonal scope to answer the research questions. Furthermore, the group setting provides the researcher with an eye into the community aspects of the subjects. A group also speaks to the multi-voicedness principle of CHAT as described by Engeström (2001) and Yamagata-Lynch (2010) that highlights the importance of analysing a community through multiple voices and role players.

3.4.3 Individual Interviews

Semi-structured individual interviews were used to individually engage teachers on their experiences. Bryman (2012) states that the semi-structured individual interview allows the interviewee to express themselves with minimal restrictions. This was employed to allow teachers to speak about their experiences and, mount the issues and events that they perceive as important (Bryman, 2012). This interview approach is flexible and invites the participant to reflect and volunteer intrapsychological content that this research seeks to examine.

3.5 Research Tools

This study used three data collection instruments – a demographic questionnaire and interview schedules for the focus group discussions and individual interviews. These instruments were developed with the CHAT theoretical approach in mind - specifically to address the context-specific issues relating to how teachers have internalised the use of corporal punishment.

3.5.1 Demographics questionnaire

A questionnaire aided to gather demographical information (see Appendix 11). This questionnaire looked to gather information on the participant's age, gender, education level, training on school discipline, and further qualitative questions around experiences of discipline strategies as a teacher (for example, state any training you received regarding school discipline, name at least 4 discipline problems you encounter with your learners, state at least 5 discipline

mechanisms you use or prefer to discipline children). The demographic details of age, gender and education level are important in determining the socio-political experiences of the participants as explored by the CHAT framework. This demographic information also aides in locating the participants in the history and socio-politics of our country. This tool was developed based on the assumptions gathered from previously published literature exploring the continued use of corporal punishment.

3.5.2 Interview schedule for the focused group

The interview schedule was designed and used to guide the discussion in the focus group sessions (see Appendix 12). This focus group schedule was informed by the CHAT framework. Questions interrogated cultural-historical and community factors, social rules, division of labour, current practices, objects and tools used in the township school.

3.5.3 Interview schedule for the individual interview

Additionally, the semi-structured individual interviews were guided by an interview schedule (see Appendix 13). This interview schedule was informed by the CHAT framework. Questions interrogated cultural-historical and community factors, social rules, division of labour, current practices, objects and tools in the township primary school.

To ensure the accuracy of the data, an audio-recording device was used to record all the individual and focus group interview sessions. These audio recordings were transcribed and used for data analysis.

3.6 Procedure

After the confirmation with the GDE district official of the schools with a historical preference of corporal punishment, an informal interest to conduct research at a school was made telephonically. Then the GDE was contacted (see Appendix 1) and the GDE research request form (see Appendix 15) was completed and submitted to the GDE office where permission to conduct research in one of their schools was obtained. Once permission was granted by the GDE research office, the school principal was then formally contacted (see Appendix 2) for permission to access the school teachers as participants for the research. Once this was granted,

the researcher went to the school to inform the school teachers about the research and invited them to participate in the study.

The researcher then engaged in the following three phases of data collection:

3.6.1 Phase 1:

All the teachers in the schools' staff list were invited to participate in the demographic data collection process (see Appendix 3). Ten school teachers volunteered and once consent was obtained from these teachers, a demographic questionnaire was given to the participants to self-administer (see Appendix 11). Once this was complete a debriefing sheet was given to the participants (see Appendix 14).

3.6.2 Phase 2:

The teachers in the school were invited (see Appendix 4) and six agreed to participate in the second phase of data collection after school hours. After the consenting was complete, the researcher arranged with the participants the time to conduct a focus group discussion as guided by a semi-structured interview schedule (see Appendix 12). A focus group session was conducted lasting ninety minutes. The focus group interviews were audio-recorded for transcription and analysis. Once the focus group interview session was complete, the researcher gave the teachers a debriefing sheet (see Appendix 14).

3.6.3 Phase 3:

Two additional teachers were invited (see Appendix 5) and recruited to be participants in the final stage of data collection. These two teachers were not part of the focus group discussions and preferred to express themselves individually. This stage of data collection was done to allow these participants to share without any restriction or influence of their colleagues being present. Once consent was obtained for this stage of data collection, these teachers were interviewed individually after school hours (see Appendix 13). Similar to Phase 2, these interviews were audio-recorded, transcribed and used for data analysis. Once this was complete a debriefing sheet was given to the participants (see Appendix 14).

3.7 Data Analysis

Braun and Clarke (2006) identify thematic analysis as "a method for identifying, analyzing and reporting patterns (themes) within data" (p. 79). This method of analysis aids in the description and organizing of aspects of the data, therefore, allowing for inferences and interpretations to be made. Thematic analysis was employed to identify and organize recurring themes in the data collected through the demographic questionnaires, individual interviews, and focus group interviews.

The six phases of thematic analysis outlined by Braun and Clark (2006) were used as a guide in the analysis of the data collected in this study. First, to develop a general understanding of the data, the questionnaire responses were briefly read, and the audio recorded data was listened to. The data was then transcribed which required a more detailed familiarization with the work. Secondly, once the audio recordings were transcribed, the researcher reread all the data and initial codes were ascribed by grouping data that was familiar and related. This was then followed by "searching for themes and reviewing themes" in phases three and four of the analysis (Braun & Clark, 2006, p. 87). In these phases the researcher oscillated between looking at the themes, rereading the data and reviewing the initial codes generated in phase two. In phase five, these themes were then named and defined to convey an overarching narrative – these were reviewed as the themes were named and identified. Lastly, the write up of the analysis was done to accurately present the findings of the research (Braun & Clarke, 2006). This process allowed for meaning about the transgenerational use and internalization of corporal punishment to be made by examining the experiences of the teachers in the sample.

3.8 Ethical Considerations

3.8.1 Informed Written and Verbal Consent

No research was conducted without the permission of the GDE research office. The GDE research request form was completed and submitted (see Appendix 15). Additionally, the identified primary school's principal gave informed written permission for the research to be conducted in the school (see Appendix 16). Once the GDE office and the school principal granted written and verbal permission, the school teachers were approached for consent. For teachers to participate in this study they signed a consent form for participation (see

Appendices 6, 7 & 8) and a consent form for their participation to be audio-recorded by the researcher (see Appendices 9 & 10).

3.8.2 Anonymity and Confidentiality

No person-identifying information was collected or stored by the researcher. All audio data collected was stored in a secure password-protected computer only accessible to the researcher. Questionnaire data was locked in a file cabinet in the researcher's office. The anonymity of participants was compromised as the researcher was in direct interaction with participants. However, anonymity was maintained on the research report, publications and publicly presented work through using pseudonyms. Information shared or discussed in the focus group sessions and individual interviews remain confidential. While the researcher encouraged participants to personally commit to the confidentiality of the group interview content, the researcher could not guarantee that participants maintained this confidentiality amongst themselves and beyond the data collection setting.

In this study confidentiality and anonymity were challenging as the phenomenon under investigation, corporal punishment, is illegal and in contradiction with education policy - The South African Schools Act (Republic of South Africa, 1996c). It was made clear to teachers that should they contravene or disclose their contravention of the SASA policy the researcher may not maintain confidentiality and anonymity but communicate the breach to the school principal as well as the GDE district office with guidelines for intervention. Additionally, participants were notified that should the researcher be subpoenaed and requested to testify on this research in a court of law, the researcher will break the confidentiality. In this case, the researcher may disclose the name of the school, the names of teacher/s of interest as well as divulge the contents of the research or data collected. When presenting this limitation of confidentiality to participants, it was clarified that this is all in the interest of protecting vulnerable school children and the ethical obligations of the researcher to social good, noting that this ethical dilemma may pose a social desirability bias. Social desirability bias speaks to ones bend toward providing responses that are desirable and socially appropriate or ideal. This bias was a concern as this study may have implicated teachers due to their likely illegal practice of corporal punishment.

3.8.3 Participation and Withdrawal

Participants were notified of their ability to refuse participation and that they were at liberty to withdraw from participation at any point of data collection if they wished to do so. At the focus group stage of the collection of data, the contribution made by withdrawing participants was not extracted from the rest of the audio-recorded data already collected. At the individual interviews stage of data collection, any participant withdrawal resulted in the data collected being destroyed. Participants were at liberty to refuse to answer any of the questions posed by the researcher that they did not wish to answer. This was to endorse the autonomy of research participants.

3.8.4 Risks and Benefits

In anticipation that any aspect of this study caused or induced distress and/or harm, the researcher suggested the University of Witwatersrand's Emthonjeni Centre where a free clinic service ran on Wednesday afternoons. Additionally, the South Africa Depression & Anxiety Group (SADAG) helpline was recommended to participants if participants demonstrated distress.

3.8.5 Publication and Access

Participants and the school were informed that the findings of this study would be published as a research report. Furthermore, the study may be presented at conferences and published in journals or special editions. All confidential information and person-identifying information would not be disclosed – pseudonyms would be used in all publications and communications. The research findings and all published work would be made available to the school principal and all the research participants.

3.8.6 Researcher Reflexivity

The reflexivity of the researcher speaks to the researcher's predisposition to have a subjective influence on the collection and analysis of the data collected (Finlay, 2002). A reflexivity journal was kept and updated by the researcher to identify and highlight how the researcher may be affecting data collection and data analysis. Finlay (2002) states that this is useful in striving to develop integrity and trustworthiness in the research process. The reflexivity journal was used to activate the self-awareness of the researcher during this research process and when

entering into the research site. This reflexive journal was in effect from April 2019 until December 2020.

Entering the case study school for data collection brought about an anticipated complicated relationship between the researcher and the stakeholders of the school. The recruitment of participants also brought about some unexpected dynamics, particularly with the leadership of the school. The school principal took on the role of assisting and encouraging particular teachers to be part of the study. He shared that some of the teachers that he felt needed to be participants were also teachers that he had referred to the GDE for disciplinary action and mental health support due to their recurrent use of corporal punishment on learners. This eliminated most of the researcher's obligation to report the anticipated disclosures as the school principal and the GDE was already aware of the teachers' breach of the law and school policies. However, this left the researcher with the responsibility to reiterate to the school principal and the potential participants that participation was completely of their own accord and that the participation and withdrawal principles of this research leave participation and contribution to the discretion of the individual.

It is worth noting that the participants of this study did not directly share their experiences relating to previous or ongoing disciplinary processes or any other interventions received due to their malpractice. The school management did however express their concern about some of the teachers (particularly FGF5 and FGM1) who preferred using corporal punishment even after undergoing disciplinary action and receiving psycho-social support at the GDE. It is believed that this behaviour contributed to the leadership's concern and covert hope that research participation would curb teachers' use of corporal punishment. The researcher noted the leadership's needs and reiterated that research participation is not a remedy for teachers' malpractice nor is it to contravene any ongoing disciplinary actions or psycho-social interventions.

3.8.7 Trustworthiness and Credibility

Qualitative research seeks to establish research that is credible, transferable, dependable and confirmable – the key criteria of ensuring trustworthiness (Bryman, 2012). Credibility stresses the importance of "multiple accounts of social reality" to determine the feasibility of subjective

experiences (Bryman, 2012, p. 390). To reduce bias and achieve rigour, this study employed the triangulation approach. Bryman (2012) quotes Denzin (1970) who states that triangulation is the use of the diversity of observers, theoretical perspectives, sources of data or methodologies to increase the credibility of qualitative research. This study uses multiple participants and multiple data collection methods in the form of demographic questionnaire, focus group interviews and individual interviews. This formed a cross-checking process to enhance the reliability and validity of the findings. Additionally, these multiple accounts lend themselves to the "multi-voicedness principle" of the theoretical framework that this research employs. Thick descriptions and records of all the phases of research development were maintained to attain transferable and dependable research. Through researcher reflexivity aspects of dependability and confirmability were addressed. As stated under section 3.8.6 in this chapter, the reflexivity of the researcher assists in the mediating the ability to impose one's own subjective experiences on the data collection, research reporting or the outcomes (Finlay, 2002). By doing this the findings of this study can be thought of as independent of the researcher's subjective influence and therefore more trustworthy and credible.

CHAPTER 4
Research Findings and Discussion

The content of this chapter pertains to the results emanating from the analysed research data collected through individual interviews, focus group discussions and demographic questionnaires. The participants of this study provided anecdotes that intend to answer the following research aims: firstly, interrogate the intrapsychological processes associated with the teachers' preference of corporal punishment for disciplining learners. Secondly, examine the socio-cultural and cultural-historical factors that determine the preference for corporal punishment by teachers. Participants' experiences and views are presented to answer the questions that this research proposes. These results are illustrative of the sample of eighteen respondents at the case study school. This discussion will be guided by the theory and writings by Engeström (2001) and Vygotsky (1978, 1987) as analytical tools against the backdrop of the literature reviewed in chapter two.

4.1 Teachers' Experiences Historically Contextualised

The findings of this study indicate that learning in the current school is facilitated by teachers who have historically experienced and/or witnessed extensive violence and abuse, some of it justified as discipline at the hands of their school teachers. In this study, it is evident that these experiences extend from their primary school learning up to high school. Additionally, some teachers expressed experiences of violence that seemed to represent the general activity of the day. Recalling the occurrences of the early 1980s in a Johannesburg township, an individual interview participant shared that:

> "The era where I come from, it was known… I didn't have rights. I never knew rights, I never knew… I never knew that children should not be beaten. To me, I grew up seeing everyone being beaten. Men would be beaten for doing something wrong. A BIG MAN! A very grown man, you would see him being punished by other men outside. And we would see our women and children abused. Yeah, it was as if… You see being beaten was like, 'Argh what's new?' The principal was beating everyone, even teachers." (IM1)

During the individual interview, this participant went on to express his experiences as a child witnessing the physical beatings administered by his school principal to both teachers and learners. In both the individual interviews and focus group discussions, it was expressed by the participants that being beaten at school and home was normal and frequently used to discipline. IM2 stated that "the beating was the only discipline we got". In the focus group discussion FGF4 and FGF5 agreed that "our male teachers usually just slapped us on the face but the female ones would just hit with a stick". This illustrates the socio-historical context that some of the teachers lived in. Additionally, this shows that these participants grew up during a time when violence was prevalent and normalized therefore painting a picture of the historical context that participants in this study bring with them to the current case study. This participant suggests that this was a time when no one was aware of others' rights and the responsibilities attached to living well with others, describing what seems to be a lawless culture of violence.

This frames violent discipline as a cultural tool employed by many to yield outcomes in various activity systems (i.e. homes, schooling, community justice and the work place), as shown in *Figure 3*. The participants of this study must therefore be thought of as children who interacted with a violent world where social learning occurred that transformed elementary functioning to tertiary thinking states (Vygotsky, 1978, 1987). These collective experiences are seen to have influenced a co-opted violence that has become one they themselves now use and prefer (Mayisela, 2017, 2018), therefore demonstrating the principle of historicity (Engeström, 2001) described in Chapter 2, under the Theoretical Framework section 2.2.5 of this report.

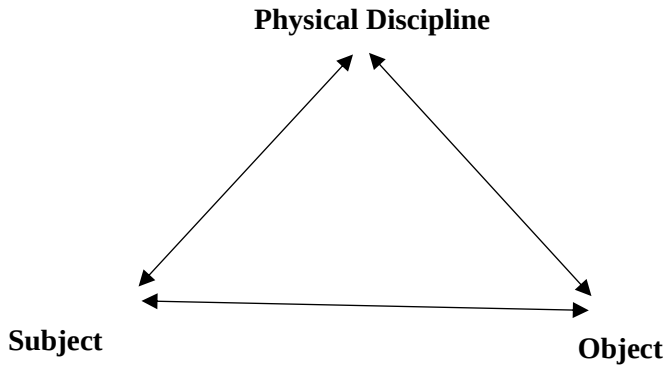

Figure 3: A Mediated Triangle showing the physical discipline as a cultural tool.

Reporting on the fight for a democratic educational system and freedom in South Africa, this individual interview participant further expresses the following:

> "Let me tell you, we fought! I am partially blind today because I was gassed at some point. I was fighting for African children. You see I tell him every day, 'I fought for you! Let me tell you that and no one else should come and tell you that they fought for you… I FOUGHT FOR YOU! I SACRIFICED! I've got bullet wounds on my legs. I know what I went through. So whenever it comes to education I would want you to get all this education because that's what I fought for.'" (IM1)

This illustrates the recurrent events of the early 1980s in South Africa. It is shown by these expressions that individuals living in the townships of South Africa were susceptible to the traumatic violence that loomed over those who held the conviction that democracy is attainable. Violence and fear forecasted the lives of both adults and children, leaving their livelihoods threatened and terrorised. These anecdotes provide the socio-historical events that have informed the internalised experiences of teachers in their childhood. This reflects the principle of historicity in CHAT that states that history informs the activity that is witnessed in a system as described by Engeström (2001). The sociogenesis of this violent practice today in the case study school can be traced to the ferocious experiences described by IM1 and shared by most of the participants of the study (Mayisela, 2017).

Beyond expressing a societally normalised experience of violence, this participant describes the violence he experienced as a result of fighting for a more equitable education system for "African children" in the townships where he now finds himself working. This portrays teachers' involvement, fight and witness of the advocacy for the educational system that they are now located in. Mayisela (2017) presents historicity as a principle that is involved in the forming and cultivating of cultural practices over time. It can therefore be said that practices of the current school are influenced and impacted by a socio-political history that had violence as a tool woven into its culture. This may inform the parts of the current school's activity systems and tools that may be violent and dismissive of human rights and children's dignity.

4.2 The Paradoxical Effects of Corporal Punishment

Corporal punishment, as described by participants, seems to present a paradox between good and evil. The findings suggest that teachers hold both the view that corporal punishment did them good and that corporal punishment was an abusive way of dealing with poor behaviour. This demonstrates that corporal punishment may be a discipline tool introjected by the current primary school teachers as both good and bad. Examining the "good" described by educators, the results of this study show that teachers believe that they were encouraged and motivated by the use of corporal punishment. Furthermore, teachers expressed that corporal punishment effectively changed their ill behaviour. The participants attribute their scholastic accomplishments and their escape from the low socio-economic backgrounds that they were born into to the beatings that they endured in childhood. Contrary to this, these individuals also expressed the abusive nature of these repeated beatings. Teachers described the tools used to administer this inhumane treatment and reported that they are still haunted by the violence they experienced and witnessed at the hands of their schoolteachers. This paradox is explored below in two subthemes: "If it weren't for corporal punishment" and "It was actually an abuse".

4.2.1 If it were not for Corporal Punishment

Teachers in both the individual interviews and focus group discussions were noted to readily state the good that being beaten and sjamboked attained them. Their iterations mimicked those of gratitude and relief in the escape from the life that a lack of corporal punishment would have gained them. This is demonstrated by statements like: "I've got no one that I would say I hate and I am angry [at]. I will also indicate to you that if it was not of [corporal punishment], I wouldn't be where I am." (IM1). Speaking of the impact of corporal punishment, this participant shares that he harbours no ill feelings toward those who used this violent tool to discipline him. Instead, he feels that if it were not for corporal punishment, he would not have been able to achieve what he has achieved in life. This resembles the utterances of two of the teachers in the focus group.

The gratitude owed to the beatings received in their childhood is rooted in teachers' views that corporal punishment was a form of motivation and encouragement that spurred them toward greater academic success, and a better livelihood. Learners in the Payet and Franchi (2008) study reported that the use of corporal punishment was warranted in maintaining classroom stability in schools. In Maphosa and Shumba (2010) teachers also expressed a preference for

the use of this tool because it kept order and structure in their classrooms. Teachers expressed that the use of corporal punishment during their school years changed ill-discipline and it promoted good school behaviour in learners. In agreement with IM1, another teacher in an individual interview said:

> "A teacher will tell you, 'Vuyo, I need 100% from you'. That's a test hey then you get let's say 90. [The teacher then says], 'Okay, I know that means you're playing. You'll get one lash for that. I need 100'. And then you'll get 100, you'll go home and you study then get 100. To us it was a motivation. So, it was sort of an encouragement to us. We didn't see anything wrong, although some of us when you reflect you'll say, 'Eish, that teacher ung'shayile ung'shayile yoh! Bhek'ang mosha' (That teacher hit me and hit me yoh! They destroyed/ruined me). But some will say, 'Hhayi, bek'angishaya mara beka yenza ukuthi ngifunde.' (No, he/she would hit me but they were making me study/learn)." (IM2)

The participant describes the function of the beatings received in his childhood as a "motivation and encouragement". He expresses that the goal of this discipline was targeted at enhancing academic performance and standards in learners. Though he acknowledges that some teachers may reflect on these experiences as being harmful, some will say that this caused them to study and work hard at school. Mayisela (2018) states that teachers in a Mpumalanga school reported that the use of corporal punishment on them resulted in good academic performance at school. These findings corroborate what Segalo and Rambuda (2018) propose when they say that without corporal punishment classroom management deters and instilling effective teaching strategies becomes impaired. According to Segalo and Rambuda (2018) these are imperative in the academic enhancement of learners and their scholastic development.

Furthermore, teachers in the individual interviews and focus group conversation justified the use of this disciplinary tool as one that was necessary as they needed to work hard to escape the devastations of coming from under-resourced families. This teacher (IM2) further describes growing up in a poverty-stricken family with uneducated parents saying:

> "I've seen [it] from me, from primary until high school they [made] us work because we need to. [We] were from the poorest of poor families. When you go home it was Friday… Previously, fathers, they were earning [on] Fridays. Friday it's halabaloo in a home, everyone is drinking, we don't have time to study and everything and we're not aware… Not aware that something is happening in that particular house." (IM2)

This indicates that pupils who "were from the poorest of poor families" faced struggles that may have impacted their academic performance. This individual shared that, from his point of view, his ability to work hard despite his circumstances is owed to the use of corporal punishment as a discipline tool at school. This suggests that teachers hold the belief that corporal punishment mediated their school performance in the face of socio-economic challenges. Adding to the Payet and Franchi (2008) and the Mayisela (2018) findings that suggest that corporal punishment is a racialized tool that is necessary in the discipline of Black, Coloured and Indian learners, the current findings introduce social class to this. These racial categories historically were also determinants of social status in segregated South Africa. It can, therefore, be surmised that there may be racial and class terms that determine the use of this tool. This illustrates that corporal punishment was introjected by teachers as a disciplinary tool that is good and necessary for the betterment of the socioeconomically disadvantaged and racially marginalized.

Exploring corporal punishment as a discipline tool warrants that its efficacy in maintaining discipline in school is examined. The findings of this research suggest that teachers hold the belief that corporal punishment was effective in modifying ill-discipline and promoting good behaviour in school. When asked whether corporal punishment changed their behaviour a teacher responded by saying that:

> "It changed because I was not doing my school work, pranking, naughty, [a] bully… So you know, knowing that you going to be punished for what you are doing because… If corporal punishment wasn't there then I [would have continued] inflicting pain on other kids. I was a bully." (IM1)

Furthermore, when this teacher was asked about the impact of corporal punishment, he stated that corporal punishment kept him in "the straight and narrow way" (IM1) and had a positive effect on him:

> "When I saw myself getting out of the way I think that's what took me back because now I was punished by so many people. It did nothing bad to me. I do not have a scare to say you see this is where I was beaten, no. But I do have a teacher that showed hers." (IM1)

The participant's responses illustrate that he recognises the use of corporal punishment to have changed his poor behaviour. This participant recognized his destructive and poor discipline in school which he believes was changed by physical punishment. He indicated that this discipline tool did him no harm but rather had a positive effect which he perceives is shown by his changed school behaviour. Learners in the Morrell (2001a) as well as the Payet and Franchi (2008) studies agree with the responses of this interviewee, indicating that corporal punishment results in good behaviour in learners. Motivating for the use of physical punishment, Maree and Cherian (2004) state that learners indicated that the use of corporal punishment results in decreased behavioural problems and induces respect in school.

This shows that teachers at the current school hold the view that without the use of corporal punishment they would not have attained academic success, persevered through the socio-economic challenges at home and effectively changed their lack of discipline at school. Teachers believe that if it were not for corporal punishment, they would not have been encouraged and motivated to perform well and be well-behaved. Ultimately, if it were not for corporal punishment, they would not be where they are today.

As shown in *Figure 4* below, the activity highlighted by these findings suggests that teachers view good behaviour and academic success as desired and intended outcomes of this activity system. Teachers seem to motivate and advocate for the use of this discipline tool because it yields these desired outcomes. This is informed by their own historical experiences and a reported deterioration in school conduct as a result of the abolition of corporal punishment.

This illustrates that teachers hold corporal punishment in high regard as an unharmful, necessary and effective discipline tool that yields good outcomes in children and classroom management.

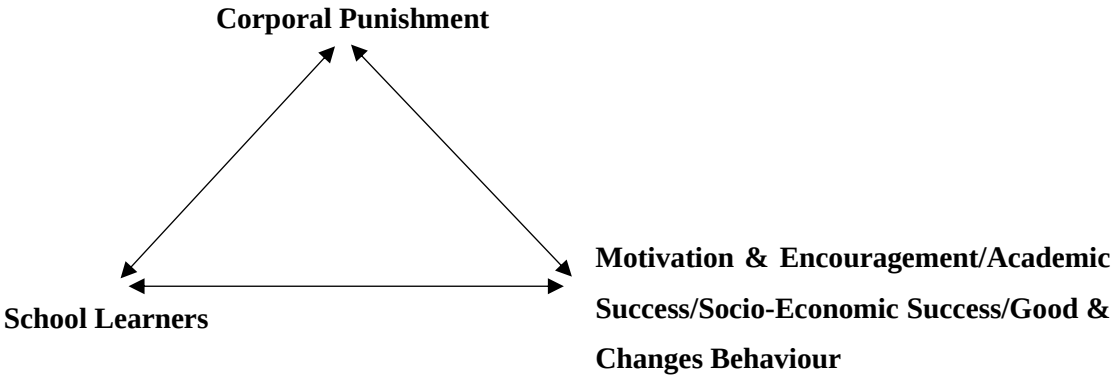

Figure 4: A Mediated Triangle showing desirable outcomes of the use of corporal punishment in the case study school.

4.2.2 It was actually an abuse

Though these participants show some acceptance of corporal punishment they also express an aversion to it. Throughout the individual interviews, focus groups and demographic questionnaires, teachers in the current school acknowledged that their witnessed and experienced use of corporal punishment was "abusive, violent and damaging". However, it is worth noting that at times some of the participants seemed uncertain about whether this discipline method was good or bad (IM1, IM2 and FGM1). This may be illustrative of the internal conflict that this method of discipline evokes in teachers.

Teachers readily provided detailed and vivid descriptions and anecdotes of their experiences of learning in a time or a school where "corporal punishment was the order" (IM1) of the day. Teachers recounted incidents of teachers banging desks on top of them, being beaten with a car fan belt, leather belts, sjamboks, tree sticks and saltwater soaked sticks, hand slaps on the face, dishcloths or washcloths, chalkboard dusters, and anything their teachers could readily reach for. Participants lamented the trauma and challenges that corporal punishment inflicted stating, "I don't want to say it was corporal [punishment] it was actually an abuse in itself because sometimes we used to be treated like animals." (FGM1) These inhumane ways of treating

children and the tools used are mirrored by the descriptions provided by Mayisela (2018) and Gershoff (2017).

In the focus group some teachers cried while recalling the "animal-like" treatment:

> "He (the teacher) was a short man, very short. [He] jumped on the desk, he kicked him (the learner) in the face and the boy fell backwards and you know those old school desks… He fell with the desk and he bled from the nose and that was the last time I saw him in school. And he became a thug. You know what he did later in life. Him and his group. He became a gangster. What they did… They beat up the teacher, they stabbed him many times, he even became paralyzed. The same teacher, he became paralyzed. He's (the teacher) the one that killed himself at those trees. He killed himself after that incident. You know he damaged the boy's life. This young man died around 30 years old. He never finished [school]… I think we were in Grade 4 or 5, I can't remember when. So that punishment really haunted me until today." (FGF3)

With tears in her eyes, another teacher described her experience in boarding school being "sjamboked on a daily basis" (FGF4) from the age of 6 years old up to Grade 7:

> "So I remember it was a third term. We had like around 14 teachers. They lined us up in one line then they put up this long desk. Each teacher ne ba batla relo paqama (they wanted us to lie down) on the desks, each teacher ne ba shapa (they would hit) two strokes at the back. I remember all of us got a beating that day then [they] expect[ed] me to walk. When my mom came to get me at school I couldn't walk, she had to take me to the hospital." (FGF4)

These accounts provide insight into the frequency and severity of the discipline administered by the then teachers. Teachers' visceral responses to these experiences are shown by them being moved to tears while recounting and hearing these experiences in the focus group discussions. This is indicative of the prevalent "animal-like" treatment that often resulted in severe injuries that seem to have required medical attention. Additionally, the current teachers stated that their experiences, at the hands of their teachers, gave the impression that no other

methods of discipline would be considered as corporal punishment was the order of the day. This is a depiction of a practice and tool that was internalised by a community and then subsequently evident in the cultural fabric of a system. Yamagata-Lynch's (2010) idea of rules and norms are evident in how violent methods of school discipline were formally worked through previously legislated rules and then normalised in the school community. The utterances of FGF3 and FGF4 show a normalised and adapted way of treating children which can be described as a cultural norm, as stated by Yamagata-Lynch (2010).

The data collected in this research shows that teachers attribute the reasons for having received this violence and ill-treatment to multiple factors. The results show a difference in teachers' views on whether the violent discipline received was justified. Some of the participants of this study shared that their teachers' retaliation for their bad behaviour warranted the beatings that they received. A participant stated, "not doing school work, pranking, being naughty, bullying and inflicting pain on other kids" (IM1) as school misconduct that warranted that he received corporal punishment until his behaviour changed. However, the majority of the participants detested how their teachers responded to their ill-discipline at school. In individual interviews and focus group discussions, the current teachers reported that the reasons that they received severe physical punishment included: poor academic performance, academic failure and being ungroomed at school. Furthermore, in the focus group a participant stated that they were often beaten for no particular reason, just because "it was okay to do so" (FGF4), which all the focus group participants vehemently resonated with. Individual interview participants recalled incidents where they could not locate the reasons for the beatings they received. One participant said:

> "Even now, I still remember that particular day vividly. When we stand in front, when you start by [saying], 'MASKITAAG!' Then the teacher would say, 'Volg' (follow). We react, 'MASKITAAG, JOU VAARBON! Volg!' We did not understand what the teacher wants, do you understand? So all of us that particular day were whipped for apparently nothing." (IM2)

Further demonstrating this, a focus group participant expressed that:

> "It was very heart-breaking those days. Because sometimes you used to be beaten like not knowing what you've done. If somebody has done this, all the group will be called and then you won't be told that you've done this and this, so you must stop doing this. They just… (demonstrates a slap on the face)" (FGM1)

The data collected indicates that the current teachers have some understanding that corporal punishment was administered because of circumstances or issues beyond what had occurred in their classroom. It is postulated in the current research that participants hold the view that their teachers used corporal punishment as "just a temporary thing of trying to control people and trying to condition them" (FGF2). Reviewed studies argue that some teachers used violent discipline methods due to adopting an autocratic management style in the classroom and enforcing an authoritarian stance when dealing with learners (Mayisela, 2018; Mncube & Dube, 2019). This method used to control learners by instilling fear and tyranny is reported by Gershoff (2013) as fleeting and having short-term effects. Moreover, participants reported that anger and "personal issues" (IM2) informed how teachers disciplined children. Teachers being unprepared to teach the lesson also resulted in unjustified beatings and violence. Mncube and Dube (2019) presents this as indicative of teachers' lack of professionalism and a disregard for democratic classroom environments that lead to the inhumane treatment of learners.

The above-reported paradox shows that there is some contention in the views of teachers on the effects and functions of corporal punishment. This illustrates a complexity in the internalised experiences of discipline in school. The meaning-making done by the current teachers suggests that corporal punishment was internalised by them as both good and bad, destructive and constructive. This highlights the complexities that arise as a result of the internalised use of this disciplinary tool within this context. This paradox can be thought of as a budding tension between teachers' ideas as they explore the outcomes of corporal punishment. Questions arise about whether these are the intended outcomes of the use of corporal punishment in this activity system. This ambivalence within teachers may explain the continued use of corporal punishment. However, activity theorists may view it as potential for structural tensions between activity system players that may give rise to systematic change (Engeström, 2001).

4.3 The Abolishment of Corporal Punishment

Exploring teachers' views of the abolishment of corporal has been an important aspect of this research. As demonstrated above, teachers reported experiencing corporal punishment as abuse that has had both good and bad effects on them. Teachers do err more towards acknowledging the negative effects of corporal punishment on themselves and children in general. Additionally, when asked why corporal punishment has been abolished, participants repeatedly stated that many of their peers left school because of these violent discipline methods. This seems to illustrate that teachers are aware of the detrimental effects of corporal punishment that warranted that it be banished and criminalized.

4.3.1 Corporal punishment caused student attrition

Teachers provided anecdotes of the severity of the suffering experienced at the hands of punishment administrators which cost many young people their education. These reports by participants indicate that they hold the belief that the abolishment of corporal punishment was overdue and necessary. Indicating that this form of school discipline was not performing the intended function, an individual interview participant stated that:

> "The manner [in which] some of us [used] corporal punishment it was not of reprimanding. Some of us were using corporal punishment as a sign of disciplining that particular child not as to reprimand and say if you do it you going to get this. So we're hurting rather than correcting the thing that the child has done. So that is [why] most, if you can count in our days, going back to my days, so many learners have left school due to corporal punishment. Because they will always refer to say, 'Hhayi, uthisha bhekang shaya. Hhayi, ngiyam'zonda uthisha!' (No, this teacher used to hit me. I hate that teacher!) Hence, it was a good thing to say no corporal punishment because we were not correcting. We're not correcting. We just inflicting the pain to that particular child." (IM2)

This portrays that the use of inflicting physical pain as a form of discipline was not effective. It caused pain in learners which also resulted in feelings of hate for their teachers. Gershoff's (2002, 2010) findings show that corporal punishment in parent-child relationships results in poor attachment in these relationships that may be informed by the resentment arising from the

use of this tool. Similarly, the teacher-learner relationship may become strained and contentious when marred by the use of violence to foster school discipline. Furthermore, the participant identifies that corporal punishment resulted in student attrition and not good school discipline which he believes gave motive for its abolishment. This demonstrates a rupture in the subject-tool-outcome activity system that results in policy change (Engeström 2001, Mayisela, 2017).

Participants suggest that this informed learner's decision to no longer attend school. Another participant added to this by sharing that because there were no rules and guidelines on how and when teachers ought to use corporal punishment, "it was not used correctly" (IM1). Reiterating what is also stated by a focus group and demographic questionnaire participants, he expressed that he thinks that:

> "Many people stopped or left school because of it. And it was not used correctly like hence you say, 'Were there guidelines as to how do you administer your corporal punishment'. See if it had that… If it had a line drawn that you don't hit more than five or you just give three strikes. If it's this severe… If it's medium you give two, if it's just a warning you give one, that would've helped but then they would go… You'd be punished by all the teachers. Teachers… they are twenty then they say go to class and class and you'll be beat or you'll be whipped by every teacher back then!" (IM1)

This indicates that having this discipline tool left at the discretion of teachers led to its misuse. Participants shared that there were no rules or guidelines on the use of physical discipline which meant that this system lacked consistency and objectivity. These utterances by the participants demonstrate a communities expressed need for practices and tools that are governed by rules and terms as proposed by Yamagata-Lynch (2010). Resembling the findings of the Mayisela (2017) study, the current teachers attributed this to the many learners who quit school. The above responses by the current participants indicate that they hold the view that the abolishment of corporal punishment is good.

The findings stated demonstrate that the use of corporal punishment often yields unintended outcomes as described by Gershoff (2010). Most of the participants expressed that it is a good thing that corporal punishment is abolished. Adding to the reasoning that corporal punishment caused many to leave school, demographic questionnaire responses elaborated by stating that "it was an abuse of power", "causing grievous bodily harm" and that teachers were "abusing children and treating them like slaves". These views shared by individuals in the demographic questionnaires seem to mirror personal accounts of experienced violence at school expressed in the focus group discussions and the individual interviews. However, the same participants also expressed some aversion to the legal abolishment of this violent disciplinary tool.

4.3.2 An aversion to the abolishment of corporal punishment

Despite the above-stated support for the legal abolishment of corporal punishment, teachers at the current school expressed that the current laws on physical school discipline tools: firstly, have given children too many rights, secondly, have loosened the stern hand of discipline and, lastly, that corporal punishment should be used if regulatory measures are put in place. Similar to the introjected experiences of physical punishment at school, this indicates that teachers hold both pros and cons to the view of the abolishment of corporal punishment.

The findings of this research suggest that teachers currently feel that learners are more protected by the law than they are. One of the participants expressed that "their hands are tied" (IM1) while:

> "They [are] giving more rights to the kids more than the teachers. If a child slaps you in class you have a right to walk out of class and not do anything to the child because the law says you cannot touch the child." (FGM1)

The focus group participants all agreed to this saying "Yes!" and "It's like that these days!" This response indicates the disempowered sense and low morale that teachers are feeling after the abolishment of corporal punishment as reported by Naong (2007). Providing an example of learner-to-teacher physical violence, the participant then went on to elaborate on how children are protected by their children's rights laws even in instances where children are the

victimisers. Additionally, teachers propose that children's rights protect children but do not consider the rights of teachers.

A demographic questionnaire participant stated that these laws have "given kids more rights and loosen[ed] the stern hand on disciplining kids" (DQ1). Teachers seem to be of the view that the abolishment of corporal punishment has enabled children to get away with ill-discipline that should not go unpunished. This suggests that the constituting of the rights of children is seen by teachers as enabling bad behaviour. Research has shown that teachers feel that learners are emboldened by what they perceive as an enlarged scope of rights of children while their rights are ignored (Payet & Franchi, 2008). Teachers in an Eastern Cape school also expressed that school learners have more rights than teachers which results in schools being unsafe as learners often then take advantage of teachers (Maphosa & Shumba, 2010).

Some teachers openly indicated that though they support the banning of physical school discipline, they think that it is necessary. They purported this by indicating that it is important that this discipline tool is properly regulated and monitored. An individual interviewee advocated for the use of corporal punishment by saying:

> "I will never administer it to any child but, with this society, I think a tap will be wanted once [in a while]. Hence, I said, if we regulated to one, two and three. You get what I mean. And today's reasons… The school must have a policy and a guideline to say corporal punishment it's administered. It's administered for this..." (IM1)

This suggestion is prefaced by a statement that alludes to the current societal state of children or the current societal issues. It seems that teachers hold the view that the children of today need to receive beatings which could alleviate some of the societal ills that stem from child ill-discipline and misbehaviour. Public school teachers have expressed their concerns about the children of today having a lack of respect, low morals, and no values (Segalo & Rambuda, 2018). Literature shows that because of these sentiments teachers believe that schools will not function efficiently without the use of physical punishment (Makhasane & Mthembu, 2019),

and that corporal punishment is the only form of discipline children understand (Maree & Cherian, 2004).

Though teachers identify and acknowledge the need for the abolishment of corporal punishment, they provide reasons for its necessity. The individuals in the current study shared that corporal punishment was not effective in addressing ill-discipline in them as learners but inflicted pain and caused hate in the teacher-learner relationships. Furthermore, participants supported the abolishment of corporal punishment indicating that it was not effectively monitored which resulted in its misuse and prevalent child abuse at school. Contrary, the same participants also presented justifications for their aversion to the abolishment of corporal punishment. They detested the legal ban of this violent school punishment citing that it has given children too many rights and allowed children to not pay for their misconduct. Teachers proposed that schools ought to put in place measures and guidelines that will enable teachers to hit children within prescribed regulations.

4.4 Teachers' Reasons for Preferring Corporal Punishment

In this study, teachers hesitantly admitted to their current use of corporal punishment. In their admittance, these participants shared extensive anecdotes and experiences that were presented as justifiable reasons for their continued use of corporal punishment. Senior school management team participants expressed that though teachers are aware that the school admonishes the use of corporal punishment, they have had instances where parents confront them on the discrepancy between the school rules and policies prohibiting corporal punishment, and the current practices in the school. This is shown by participant responses that: "There is no corporal punishment. We preach it but however, [there] are those minor incidence[s] where parents complain that 'My child was sjamboked, was disciplined and you said there's no corporal punishment sir'" (IM2). Furthermore, this was demonstrated by the teacher's responses in the demographic questionnaire where two participants expressed their use of corporal punishment. This indicates that some teachers in the current school do employ corporal punishment to address some learner discipline issues.

In an attempt to make sense of why teachers prefer the use of corporal punishment, the following themes emerged from the data: firstly, teacher's issues cause them to use corporal

punishment, secondly, religion permits and encourages its use, and lastly, that violent learners give teachers no other option but to use corporal punishment. Following is an exploration of what may inform teachers' preferred use of corporal punishment.

4.4.1 Teachers lack of internalised professional conduct

Participants in this study described their experiences of discipline as children and provided what they understood to be reasons for violent school discipline. Teachers shared that the teachers who administered corporal punishment when they were learners were teachers who had previously been in occupations where violence was often encountered (namely, policemen). This alludes to Mayisela's (2017) proposed states of internalised violence that subjects carry through time and in this case across career paths. This shows Mncube and Dube's (2019) described trajectory of classrooms with unprofessional teachers.

Additionally, one of the individual interview participants stated that he thinks that:

> "The teacher was having a problem at home. [Back] then the department did not help them. It's me [thinking] now. [They] did not help them about the wellness. They might be having a problem so [with] the anger she will do what? She will reprimand us and sjambok us." (IM2)

Two focus group participants (FGF2 and FGF3) also expressed that teachers have personal problems that they bring to school which result in violent discipline methods in the classroom. An individual interviewee in the school management then went on to say that:

> "To date, I've referred three teachers to the wellness at the District [Office] because this thing goes back to what I've informed you [about]. That is, when I was in primary it might be a teacher is doing that particular thing because of having a problem, whether it's at home or personally or wherever they are having a problem. So the District [Office] has helped a lot." (IM2)

This suggests that participants hold the view that teachers administer corporal punishment because of unaddressed personal challenges or what Mncube and Dube (2019) describe as neglected standards of practice and how unprofessional teachers adopt autocratic leadership styles in the classroom that become aggressive and violent.

Literature shows that corporal punishment may be a result of teachers having built-up feelings and unresolved personal frustrations (Morrell, 2001b). Other researchers have described how teachers feel disempowered, overwhelmed and overcome by a sense of despair which results in the preference and continued use of corporal punishment (Naong, 2007; Segalo & Rambuda, 2018). School management at the current school seems to be aware that teachers who have emotional challenges tend to use violent means of disciplining children. This has resulted in teachers who prefer the use of corporal punishment at the case study school being referred for emotional and wellness support.

4.4.2 Religion and Corporal Punishment

Another explanation for teacher's preference for the use of corporal punishment is seen in their use of religious texts to justify their use of this discipline tool. Mayisela (2017) presents religion as a central activity system within the education structures informed by Christian missionary efforts and its infiltrations in our country. Resultantly, teachers in Mayisela's (2017) research school employed Christian teachings to justify their use of corporal punishment using Bible scriptures. After expressing a normalised experience of corporal punishment as a child, a participant in an individual interview reverberated this by saying that:

> "Look, even the Bible says it, 'You spare the rod, you spoil the child.' When he found the Pharisees selling inside his father's house in church what did he do? He didn't leave them. He made sure that they're going to feel that he's there and they felt it so I'm not… I don't know. Hence, I say I don't believe in an eye for eye but equally so, if someone doesn't listen I have to find the way. I mean if education has to be instilled in a child, look I'm game." (IM1)

This participant quotes a commonly used aphorism of the Christian Bible verse that says that "He who spares his rod hates his son, but he who loves him disciplines him promptly." (New King James Bible [NKJ], 1982/2004, Proverbs 13:24). This statement purports that to love children is to discipline them with a rod. Furthermore, this participant employs another Biblical text that refers to Jesus' disapproval of thieves and merchandisers who were running their businesses in the temple which resulted in Jesus driving these merchants out of the temple and turning the tables (New King James Bible [NKJ], 1982/2004, Matthew 21:12 & 13). Though this second text does not provide direct instruction on the discipline of children, it seems that this participant identifies it as permitting violent child discipline. This illustrates how teachers may rely on religious texts without the appropriate exegeses of the scriptures. This indicates how teachers use Bible texts to justify their preference for the use of violent punishment methods. These findings are similar to the Maree and Cherian (2004) study outcomes. They noted that learners were not clear on the difference between what the Bible describes as discipline and corporal punishment which demonstrated that learners often misread, misquoted and misused religious scriptures in their explanations of the continued use of corporal punishment (Maree & Cherian, 2004).

According to CHAT, the use of religion in the education sector may in itself be indicative of an activity system that has competing potential. Religious rules and norms may form the centre of the practices and shared experiences of those in a religious schooling community, as seen in the pre-democratic South African education structures. Mayisela (2017) outlines how Christianity has historically informed the running of formal education in South Africa. The above reports of teachers in the current school demonstrate the influence of these religious practices. Religion is central in the development of morals and values both at home and at school, illustrating that religious rules are at times employed to achieve the desired outcomes. The CHAT framework can be used to understand the Bible as a tool employed to establish rules and values that can create cultural practices as shown in *Figure 5*. The use and handling of religious text is mostly given to those with spiritual authority (division of labour). The religious preachers may mishandle religious texts resulting in the misapplication of scripture by its hearers (teachers). This mishandling is seen in the teachers at the current school using Bible exerts to justify their preference for corporal punishment.

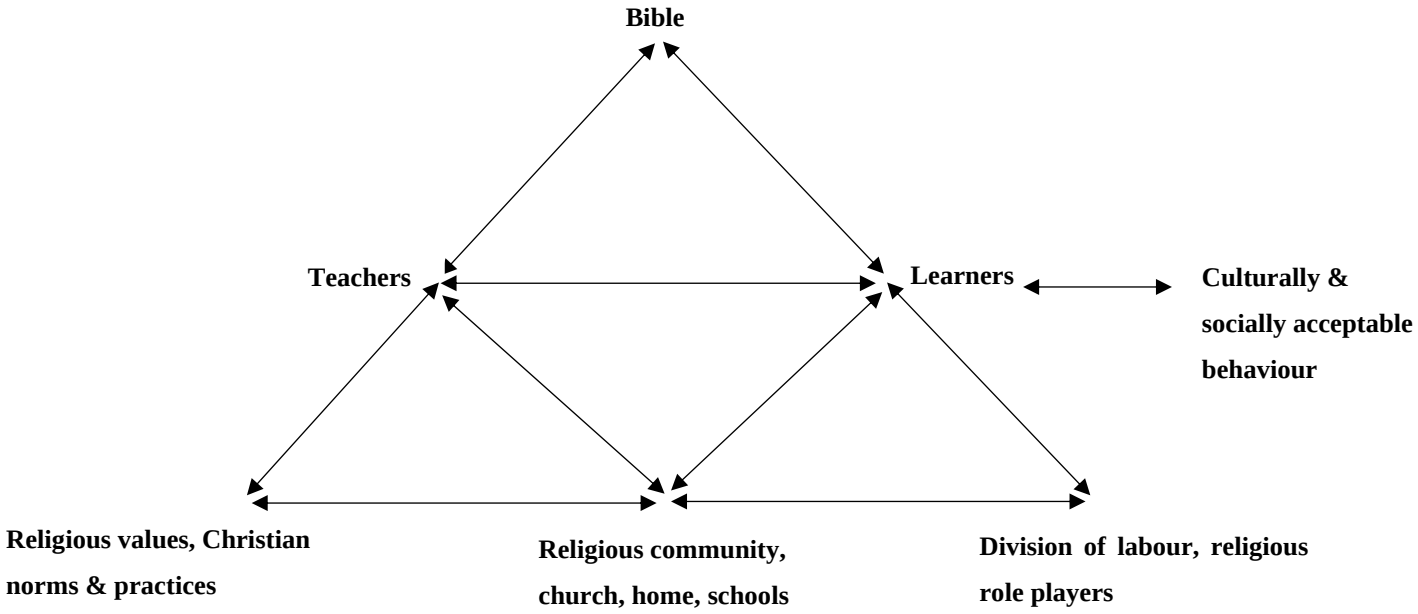

Figure 5: A CHAT Model showing the use of the Bible as a tool in the South African schooling system.

4.4.3 Child-on-child violence & child-on-teacher violence

The participants of this study described their use of corporal punishment to be provoked by extreme cases of violence. Teachers stated that they have difficulty not doing anything to learners who are physically violent toward teachers or fellow learners. A participant shared an incident that resulted in him using his belt to whip a violent learner:

> "You [know] there are these kids who would beat other children. I'll tell you of an instance when a boy hit a girl with the fist, right in the centre. She fell and there was blood coming [out]. Imagine what I felt. I had to take out my belt. I WHIPPED HIM! In the presence of everyone else. I didn't care who was taking pictures because I felt that that was totally wrong. I said, 'I'd rather lose my work if YOU are going to turn this school into this. We are busy saying ladies are being beaten, girls are not treated well, then you hit her with a fist. You strike her like you striking another man.' You get what I mean so I had to. Hence, I said I won't say I never use it. I use it in extreme cases where I feel that [I have to]." (IM1)

The report of the above participant also demonstrates a strong conviction to punish physical violence with physical violence in efforts to protect learners. This conviction was also shared by two focus group participants (FGM1 and FGF5) who preferred to use corporal punishment even at the risk of litigation and job loss. Furthermore, this vignette is reflective of the violence against women and children that is rampant in this context.

In a study reporting teachers' views, Segalo and Rambuda (2018) stated that the continued use of corporal punishment is seen by participants as necessary for teacher's protection and for the safety of the school. Teachers in Maphosa and Shumba (2010) also reiterate that a lack of school discipline compromises the safety of our schools. As shown in the reported reasons for the aversion toward the abolishment of corporal punishment, previous research shows that teachers, learners and school management bodies have repeatedly expressed that the cessation of physical punishment results in ungovernable classrooms and increased behavioural problems (Maree & Cherian, 2004; Morrell, 2001a; Ngubane et al., 2019). In Ngubane et al. (2019) some learners stated that the use of corporal punishment in their school will not deter them from selling substances in their school or fighting with other learners. Some researchers argue that violent discipline strategies begat more violence in schools (Elgar et al., 2018; Ngubane, 2018). This begs Gershoff and Grogan-Kaylor's (2016) question: does corporal punishment cause bad behaviour, or do badly behaved children get all the beatings?

From a CHAT perspective, this is illustrative of the transgenerational transmission of violence as demonstrated by a violence that once existed externally or on the intersubjective level, and then becomes intrasubjectively evident (Allman, 2020; Mayisela, 2017, 2018). In this case, the intersubjective context refers to the home, the school and the community these learners occupy and how what they experience there transforms their own intramental discipline tools. Vygotsky describes the process by which psychological states have their social origins rooted in cultural practices, social activity and historically developed activity (Vygotsky, 1979). Using this law, it can be argued that intrapsychological process are involved in the transmission of violence in the current school, because it is evident that the teachers in this case have internalised corporal punishment as their discipline tool.

4.5 Current Discipline Issues

A recurrent aspect of this research is evident in the expressed teachers' experiences of current discipline issues, current discipline measures used and the current laws and school codes. The participants of this study stated numerous discipline issues in the school classroom which are summarised in *Table 1*. In the demographic questionnaires, the most commonly cited discipline issues were incomplete classwork and homework, bullying, stealing, aggressive behaviour and noise making. They also reported as current discipline issues: late coming, back chatting, untidy work, absenteeism and truancy, and classroom disruption (as shown in *Table 1)*. However, teachers in the focus group stated that their greatest school discipline grievance is against learner's disrespect and rudeness towards teachers.

4.5.1 Incomplete Homework and Classwork:

As stated above, the current teachers reported experiencing a plethora of ill-discipline difficulties (see *Table 1* for the summary). Participants in this study illustrated that the most concerning discipline challenges are related to learner's lack of completion of class tasks and homework. An individual interviewee reported that: "Not writing work, that's the most notorious one. Not doing work, not submitting on time. In fact, children don't do work these days, they are lazy." (IM1). A focus group participant elaborated on this by stating that:

> "You give a child a project, they don't submit it on time. We tell them to bring it tomorrow, still doesn't bring it. You give them a third chance and [nothing], fourth nothing. I'm sick and tired and they take advantage because they know even if they don't do it, they just going to do the bare minimum and they going to get the right marks. You know if I say, 'Make a project of a 3D object'. That child is going to bring a Heineken box, just a box! And then say, 'Ma'am this is my 3D object.' Nothing is done there, it's just a box, two-page box. And then they expect full marks." (FGF2)

Teachers attribute learners not doing their schoolwork to a lack of an ability to focus, and incomplete homework tasks to the lack of parent involvement and supervision. Mayisela (2017) found that children were often unable to do their homework or complete classroom tasks at home due to "a culture clash" (p. 94) between school and home. In a rural Mpumalanga primary school, children themselves reported that they could not do homework because they

have household chores to do, and they often are without electricity at home in the evenings (Mayisela, 2017).

Discipline Problems	**Discipline tools used for this discipline problem?**	**Effective tools used for this discipline problem?**
1. Incomplete Homework & Class Work	-Parent Involvement -Corporal Punishment -No break-time -Stay after school, sit & write -Extra time to complete work	-No break-time
2. Bullying	-Parent Involvement -Interview learner -No tool used -Refer to Disciplinary Committee with Parent & Counselling	-Parent Involvement -Parent & learner interview -Refer to Disciplinary Committee with Parent & Counselling
3. Stealing	-Responsibility to check for other thieves -No tool used -Parent Involvement	-Parent Involvement -Responsibility to monitor classroom theft
4. Aggression & learner to learner violence	-Refer to Disciplinary Committee -No tool used -Parent Involvement -Corporal Punishment	-Refer to Disciplinary Committee -Parent Involvement
5. Noisemaking	-Clean class after school -Responsibility to keep class order -“Scooter punishment” (squatting)	-Responsibility to keep class order -“Scooter punishment”
6. Back-chatting & Disrespect	-No tool used -Reprimand the learner	-None
7. Late coming	-Parent Involvement	-Parent Involvement
8. Untidy work	-Corporal Punishment	-None
9. Truancy/Absenteeism	-Child sits in the corner -Reconsider child’s learning style	-Child sits in the corner
10. Class Disruption	-Reprimand the learner -Responsibility to keep class order	-None

Table 1: A table showing the top ten discipline issues in the order of the most reported by the participants in the Demographic Questionnaire.

In an individual interview, a participant stated tat:

> "Then based on, for example, lack of parental guidance and situations where the child is living with no parents – there's no adult supervision, it manifests in behaviour at school that is children have despondency towards work. They [are] not participating and I'm assuming that it affects the general learning of the class if there's [a] child or two in the classroom lagging behind or struggling to [work] …" (IM2)

This participant speaks to the effects of a lack of parent involvement on the learner's general classroom functioning. This shows that teachers hold the view that the lack of parent involvement in learner's academic work is related to some school ill-discipline. Additionally, a focus group teacher expressed that learners do not do their schoolwork and homework because they prefer to play. She expressed that they have difficulty focusing and they know that there are no consequences for their poor behaviour.

> "The kids don't do their work. They take advantage, they're not going to do our work. I've even started making them do their homework in class but that still doesn't work because they end up playing. They don't focus because they know there [are] no consequences to what they're doing." (FGF4)

Four of the six focus group participants vehemently agreed to this and elaborated on this by providing their experiences. Therefore, incomplete classroom and homework tasks given to children appear to be a concern for teachers. Teachers reported that this affects children's ability to participate in the classroom and the overall functioning of the classroom. They attribute this misbehaviour to parents not supporting their children, laziness, despondency, playfulness, and a lack of consequences.

It may be worth thinking of these in terms of what Mestry and Khumalo (2012) call uncontextualized discipline issues. Mayisela (2021) describes how ill-discipline may be related to physical and socio-economic factors as well as psychological challenges. The teachers in the current school show some ability to explore these discipline issues in light of factors that may

be outside the classroom (namely, family and financial circumstances), however, this does not curb their inclination to employ corporal punishment to manage these, as shown by *Table 1*. In Mayisela (2017) this is described as a disconnect between the national governmental structures, educators and the social context of their school which illustrates a contradiction as prescribed by the principles of CHAT (see Section 2.2.5 on The Principles of CHAT).

4.5.2 A Lack of Respect and Rudeness

Disrespect also seems to be a fervently detested misconduct in the current school. During the focus group discussion, participants expressed their experiences of teaching in classrooms where learners disregard their authority and directly oppose their efforts to maintain a functioning classroom. This is shown by a statement made by one of the teachers during the focus group:

> "The worst thing that could happen to you is [to] be an adult and being disrespected by a younger child and them doing it in front of other kids [who] can be also influenced to treat you like that. Things like kids having to backchat as well, you know. Kids being disruptive in class when you are trying to teach them certain things and trying to impart knowledge to them and you find that child's aim is to actually make sure your lesson is dysfunctional. If other kids are learning and this environment is okay and whatever, they will try and find some [thing], they [are] adding that bit of drama in your life as a teacher. So that's why [they say] most teachers end up using corporal punishment." (FGF2)

This teacher indicates that children at times have no regard for the respect due to their elders and adults. She adds that at times it appears that these children model this disrespect to their peers which shapes how children may then begin to treat the teacher. She states that this frustrates teachers and often leads to teachers using corporal punishment. Explaining how this affects the teacher, the participant expanded on this stating:

> "For me, I don't want that, I'd rather work with a naughty child than a disrespectful child. [You see] a child that has no respect for me. It's a no-no. It just rubs me off the

> wrong way, you know. When you may be walking to class then the boys in the class make comments or maybe whistling or you know, "Mmmh" and all those things and try to degrade you as a woman or just disrespect in general." (FGF2)

Mischief is preferred by this teacher (FGF2) than a learner that lacks respect. This participant provides an example of being objectified by boys in class which she considers to be a discipline problem that she often encounters. She expressed her lack of tolerance for this and appears to be negatively affected by this degradation of her femininity. Backchatting, disruptiveness, rudeness and degrading the teacher are what teachers ascribe to the disrespect that they perceive to be a recurrent discipline issue.

Speaking about being disrespected, an interviewee in the school management team expressed the following:

> "There are outcries. That is, we [teachers] say, 'Look Meneer… Bheka, asisabashayi mos manje labantwana. That's why badelela. Bayadelela labantwana, senzeni?' (Look sir… Look, we no longer beat/hit these children now. That's why they are disrespectful/rude. These children are disrespectful/rude, what must we do?)" (IM2)

As explored under the Teachers' Reasons for Preferring Corporal Punishment theme, these discipline issues leave teachers feeling justified to use corporal punishment as evidenced in previous literature (Makhasane & Chikoko, 2016; Maphosa & Shumba, 2010; Maree & Cherian, 2004; Morrell, 2001a). In the current school, teachers believe that the reason why learners disrespect them is because learners know that there are no consequences for their actions. Teachers believe that learners are particularly disrespectful because they are no longer disciplined using corporal punishment. This indicates that teachers may have difficulty determining which discipline tools can be useful when intervening in school ill-discipline.

4.6 Alternatives to Corporal Punishment: Current Discipline Methods Used

Through the individual interviews, the focus group discussions and the demographic questionnaire, this study sought to explore the current discipline methods used in the township primary school. Corporal punishment is an identified preferred method used and this is explored under the theme in subsection 4.4 above. Additionally, it is noted that teachers do also use other means to instil discipline in their classrooms. In *Table 1* it is evident that teachers indicate using different tools for different ill-discipline offences in their demographic questionnaire responses. However, some of the participants insisted that they are not aware of any alternatives to corporal punishment or that these alternatives are ineffective. The literature reviewed showed that teachers held the view that the alternatives to corporal punishment are not clearly specified (Morrell, 2001a, 2001b), not very helpful (Maphosa & Shumba, 2010), they require more effort and time from teachers and are mostly ineffective (Chonco, 2019; Sekhwama, 2019). Teachers' responses to alternatives to corporal punishment in the current case study school are explored below.

4.6.1 We have nothing

Teachers indicated that as a result of the abolishment of corporal punishment there has been no substitute discipline methods. This indicates that teachers may not be aware of the alternatives to corporal punishment proposed by the national DOE or what the current school proposes as alternatives to violent discipline tools. Similarly, in an exploration of the continued use of corporal punishment, Morrell (2001a, 2001b) suggests that the uncommunicated alternative discipline tools enable the continued use of violent tools. A participant in an individual interview expressed feeling like there are no other methods beyond corporal punishment:

> "We have nothing. I'm being fair, we have nothing. What is left is our tones and our voices. Those are the only things. These hands have been clamped. There's nothing that one can use it's only writing on the board and marking books." (IM1)

This participant states that there are no tools that teachers can use to replace corporal punishment. A focus group participant expanded on this by saying:

> "It's quite a challenge for rona this ya ntho (for us this thing) because like ha atsho ho nna (they didn't tell me) anything that replaces corporal punishment. Wa kwata (you get angry) on your own. Ngwana wawo kwatisa (the child is making you angry) to an extent where you feel hore nka mo tshwara ka matsoho (to the point where you feel like getting your hands on them) but then you remember hore (that) you don't need to do that ene (and) some, most of them ba di ntwa mo classing (they are problems in the classroom)." (FGF1)

With all focus group teachers agreeing in their grievance, this participant is aware that she cannot beat or hit the children as a means of discipline. However, she stated that she was not informed of any other methods to replace corporal punishment. Additionally, another focus group participant (FGF4) stated that the learners know that there is no other form of punishment to replace corporal punishment. She indicated that learners know that they will not be hit or beaten and therefore there are no consequences for their actions. This suggests that because teachers no longer use corporal punishment there are no other forms of punishment in the school, there is no discipline. It is worth noting that this may also suggest that teachers believe that corporal punishment is the only effective means of disciplining misbehaved children in the school.

With majority of the focus group in support, another teacher stated that:

> "They took corporal punishment away and they didn't replace it with something which we can use which is effective, which helps at the schools, in classrooms, at home. They took that from the parents, and they took that from the teachers now. So it's a big problem. They took corporal punishment and left us just like that. They said, 'You'll see how to finish in how you discipline these kids.' [There] were workshops and I remember I once attended a workshop, but I got nothing from that workshop because when we were asking the lady, 'Okay you say we shouldn't beat these kids. What must we do?' She said, 'No, call their parents.' We call the parents; the parents are also crying. Okay, she also said, 'No, your principal and SGB must sit down and draw a policy around disciplinary measures that you should follow as a school.' We didn't do that. We don't have disciplinary tools here." (FGF5)

Reiterating the view that the abolishment of corporal punishment has left teachers with nothing, the above participant highlights that attempts at other solutions have not yielded results. These experiences indicate that, according to the participants, both teachers and parents are without means to discipline children. Additionally, despite attending workshops, teachers have found themselves without effective discipline policies or tools.

This resembles the Mestry and Khumalo (2012) findings that outline the difficulties that school leadership and SGBs face when tasked with establishing school discipline in rural schools. SGB committees are reported as lacking skills to design and enforce school policies and codes of conduct (Mestry & Khumalo, 2012). The current findings also demonstrate a dissention between the DOE, school leaders and teachers. Describing a contradiction from a CHAT frameworks perspective, Mayisela (2017, p. 184 & 185) states that "while the DOE has criminalised teachers' use of corporal punishment and teachers fear litigation, the government has not sufficiently involved and supported teachers in modelling the discipline process it would like them to emulate". This is contrary to what other teachers described as enforced yet ineffective tools.

4.6.2 Nothing works

Contrary to the reports under the subtheme We have nothing 4.6.1, some of the participants of this study provided alternatives to corporal punishment in the individual interviews, focus group discussion and the demographic questionnaire responses. However, teachers expressed their concerns and frustrations at the inefficacy of most of these measures. Participants indicated that alternatives to corporal punishment are infringing children's rights, they are not efficient in changing behaviour, and that the lack of teacher collaboration impacts the effective use of alternatives to corporal punishment. These iterations are similar to what is found in literature exploring the efficacy of alternative discipline measures (Chonco, 2019; Mayisela, 2021; Moyo et al., 2014; Ngubane, 2018; Sekhwama, 2019,).

Participants in the focus group stated that the common use of detention in "model-c and multi-racial schools" is a measure that is not viable in their township school. One of the focus group individuals recalled being in workshops where detention was advocated for as a replacement for corporal punishment:

> "We used to have workshops whereby we [were] given alternatives to corporal punishment, but you look at those alternatives to corporal punishment, they're not working. They will tell you about detention, they will tell you about the depriving learners maybe certain opportunities. Like maybe if there is a trip and the child wants to go there or maybe the child wants to participate in maybe a certain activity at school. You must deprive that child that opportunity and it's a problem again to do that. You are denying that child an opportunity to learn, you see and then you isolate a child from other learners in the classroom, it is again a problem because it's right for the child to be within [other] children. So those alternatives to corporal, they're not working. That is why I'm saying it was a problem with our government." (FGM1)

With the group growing loud in passionate agreement, the focus group was in support of this statement. Beyond the infringement of children's learning and educational exposure, another focus group participant expressed that detention affects children's right to food and compromises children's safety. The participant said that:

> "We are in this environment mo o tsebang that (where you know that) a child is dependent ko (on) feeding scheme and has to eat lunch from school and I take away that part, I'm the one that has to account for that. If I'm saying to a child, 'You have detention after school", some of them travel ka di (with the) bus so I can't even as a teacher take them with my own car ke ba kape mo (take them there) because it's not mo molaong (it's not part of the law). So as much as you want to have these measures, there's always something that is pulling you back." (FGF2)

This participant suggests that the use of detention as an alternative discipline measure does not take into consideration the context that they teach in. She indicates that their learners are beneficiaries of the feeding scheme meals during the school break. Should educators employ detention, most children would not get the meal of the day. Moreover, the participant shares that, unlike the model-c schools, detaining children after school is impractical because this leaves children without transport to go home. This indicates teacher's aversion to the use of detention and their view that it deters learners right to learn, food and safety. Participants expressed their concern that some of the alternatives to corporal punishment offered by the

government do not take into consideration children's rights and the school's code of conduct. It is worth noting that these findings mirror Mayisela's (2021) findings in a Mpumalanga school showing that detention is a tool that negatively affects children's safety, and it contradicts children's rights. The concerns that teachers express demonstrate that alternatives to corporal punishment must be contextualized and considered alongside children's physical, psychological and socio-economic needs, as stated in Mayisela's (2021) recommendations.

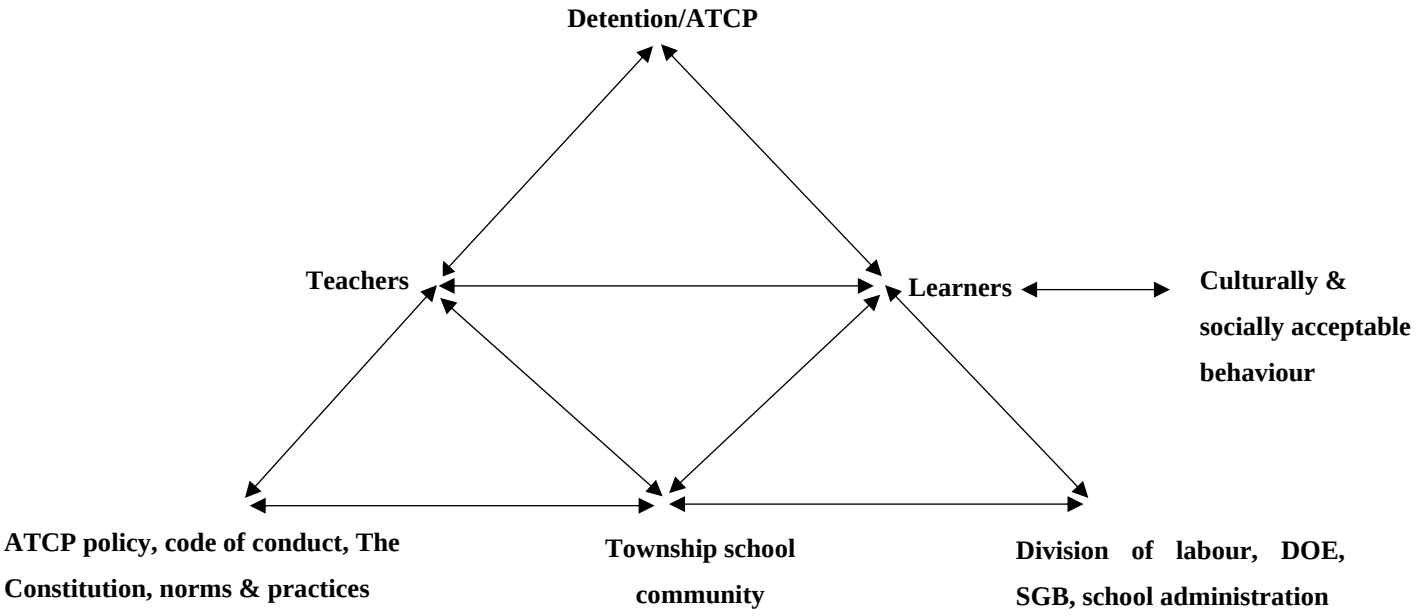

Figure 6: A CHAT Model showing the use of ATCP as a tool in the South African schooling system.

Theoretically, these concerns raise a source of tension between a desire to end the use of corporal punishment and the alternatives offered in education policies (Department of Education, 2000). This is what Engeström (2001) describes as a contradiction between rules, the tool and the outcomes in this activity system of the CHAT model. The detention alternative is put in the ATCP policy (rule) as a tool that substitutes physical punishment (as shown in *Figure 6*). This measure seems to contradict the children's rights policy's (rule) that legislates this alternative by yielding unintended outcomes in the system as reported by participants in this study. This demonstrates the fourth principle of CHAT on contradictions and tensions within a system (Engeström, 2001; Mayisela, 2017). In the current community, the use of detention, as prescribed by the ATCP policy, clashes with children's rights policy's and can therefore deemed contentious in this system.

In an individual interview, a participant expressed school suspension to be a commonly used alternative discipline method. This discipline method was described by this teacher as ineffective. He described the pleasure that the children gain from school suspension as follows:

> "Let me tell you the child will be called to school, a disciplinary hearing will be done. The child will be taken out of that school. Do you think the child… by taking the child out of school is punishing… is it punishment? He's more happy if you say he's going to stay at home for two weeks and other kids [are] going to school!" (IM1)

This indicates that this teacher views children's responses to this form of disciplinary intervention as enjoyable and not punitive. Furthermore, this suggests that this alternative to corporal punishment does not change poor school behaviour. According to CHAT, this highlights a contradiction between the tool, the object and the outcome. Considering *Figure 6* above, the use of suspension as an ATCP is explained by the current teachers as not attaining the objectives of changed behaviour which is socially accepted. To the contrary, children are described as elated at the use of this discipline measure. This analysis presents a break down in activity system according to the principles of the CHAT framework.

During the focus group discussion, it was also apparent that teachers have found that the inefficacy of the alternative to corporal punishment is due to a lack of staff collaboration. Moyo et al. (2014) describes the conflict between teachers and school administrators as a source of contradiction in the implementation of ATCP. Considering the CHAT model in *Figure 6* above, when teachers (subjects) and school leaders (community members with a specific role) are not able to agree on the discipline measures to be used in the school tension arises in the system. Speaking about using "time-out" and sending ill-disciplined learners out of the classroom to avoid using violence to discipline them, a focus group participant stated the following:

> "Like sometimes like ma'am asho [says] we say, "Iya kantle" (go outside) because o feela (you feel like) you are angry. Hao ka mo tshwara mo (if I touch them) and then there comes the senior saying, 'Why ole kantle? (why are you outside?)'. 'Ma'am ong tebetse. (Ma'am kicked me out)'. "Go back to your class." You tell them that temper

> ya hao ebe calm then otla mo betsa hao seli sharp but wabo (You tell them to go outside so that you can calm your temper then call them back once you are okay but you see)." (FGF4)

This reiterates that teachers are intentional in their attempts to avoid the use of physical violence to discipline learners. Teachers appear to be aware of the anger that is evoked in them, and they use measures like sending the child outside of the classroom in an effort to regulate their own emotional states. However, this teacher shares that senior educators often counter these efforts by instructing the ill-disciplined learner to go back into the classroom. She states that this makes these alternatives to corporal punishment ineffective.

4.7 Parent Involvement as an Alternative to Corporal Punishment

The responses of teachers in the demographic questionnaire demonstrated that teachers commonly employ parent involvement as a discipline mechanism. Teacher's questionnaire responses showed that involving parents in school discipline is used for the following discipline issues: incomplete homework and class tasks, bullying, stealing, aggression and late school attendance. *Table 1* (see Section 4.5.1) illustrates that teachers reported that involving parents was an effective discipline measure for all these discipline issues except for incomplete homework and classwork. This suggests that in the current school, involving parents as a result of ill-discipline is the most efficient alternative discipline tool. In an individual interview, a senior teacher said that:

> "The only [thing] that we do, that we've tried, is the one of visiting the parents. We check if you did not write your homework. Like I said, seven o'clock we're here [at school]… We got morning class. You write your work, you finish, underline, right. But if continuously you don't do [your work] because we [keep] record, then it's when we say let's go and check [with] the parents. It works perfectly, although, its money hey." (IM2)

This shows that parent involvement is used and endorsed by teachers if other methods do not result in changed learner conduct. A seven o'clock lesson is used as an intervention for those

that have not completed their homework and classroom tasks. However, should this not be effective, teachers involve the learners' parents. This teacher expressed this tool as being effective despite it being costly. Chonco (2019) also found that school principals, teachers, Grade 12 learners and student leaders reported parental involvement as an effective alternative to physical discipline measures in the King Cetshwayo District of Kwa-Zulu Natal. Similarly, Sekhwama (2019) reported that calling in the parents to the rural primary school was effective and useful in maintaining discipline. The study reported that children are embarrassed by their parents knowing their poor behaviour and this results in changed behaviour.

Expanding on this, the individual interviewee indicated that:

> "Here at school what we have decided with [the] SBST, we visit their home[s]. We take even… We call it 'Makhaya Taxi'. [We] say here's a taxi. It depends how many times have you done that [wrong] thing. Let's say now [you've] missed about uh… three class works and homeworks or your parents did not attend a meeting... We curate all those names and phone number[s]. We phone their parents, then we say we invite the parents to come to school [to] talk to the deputy or SBST. But if this thing continues, we drive until home. It's where we discovered these are the dysfunctional homes." (IM2)

Demonstrating the preferred and recurrent use of parent involvement in the current school, the management team has made means to have a taxi that transports teachers to the homes of children as a result of parents not coming to the school. Furthermore, parent involvement appears to be an alternative to corporal punishment that the school management endorses and has invested financial resources in. This shows that the lack of parent involvement exacerbates school indiscipline as reported by Mestry and Khumalo (2012).

Though parent involvement is a discipline mechanism that is commonly used and affirmed by the current school management team, teachers expressed their challenges with it. Teachers shared that parents are not supportive but are themselves overwhelmed by their poorly behaved children. It also became apparent that teachers feel that parents expect teachers to do the disciplining independent of their involvement. In an individual interview, a teacher stated that:

> "At times you call parents, and I don't hear [from the] parents, they [are] non-responsive. They would come here and cry and cry and they good at that. You call them in, they cry, they weep. 'Your child is not doing their work, what must I do? Because I took it that you must do something. If you do your part, I do my part, I think this child won't be like this. If you expect that I must do everything… Yeah we will have [problems].'" (IM1)

This suggests that parents at times have a wish to absolve themselves of the responsibility to be proactive participants in school discipline. Therefore, this makes using parental involvement as a collaborative alternative to corporal punishment difficult for teachers. Speaking to parents' aversion to supporting teachers in managing school ill-discipline, a focus group participant reiterated IM1's views by sharing that:

> "As you know, corporal punishment has been abolished. We can no more use corporal punishment and we're encountering problems with the parents. Some of the parents if you call them to come to school they don't just come. They come that time there is something that he or she wants a challenge with you personally as a teacher, you see. There is no support from parents, so it becomes difficult for us as teachers to discipline these children." (FGM1)

All the focus group members agreed with this participant's descriptions of the challenges they have encountered in their attempts to use parent involvement as a discipline measure and an alternative to corporal punishment. This shows that though parent involvement is approved and supported by the school's management team, teachers have had difficulty with developing allyship with parents and guardians. This shows that teachers believe that parents' lack of supportiveness and involvement contributes to this alternative's inefficacy.

Contrary to Chonco (2019) and Sekhwama (2019), other researchers found that parent involvement is ineffective (Mayisela, 2017; Segalo & Rambuda, 2018). This is what Segalo and Rambuda (2018) described as parents not being involved in the moral development of their children and instead relegating their role onto teachers, as reported by participants IM1 and

FGM1 above. Mayisela (2017) indicates that the South African School Act legislation expects parents to participate in the school as stakeholders who are able to influence the functioning of the school. From a CHAT perspective, parental involvement in the school community exemplifies the role of multiple individuals with a common goal or motive. The input of children's caregivers displays the efficacy of a multi-voiced community where division of labour is valued as reported by Yamagata-Lynch (2010). The findings of the current study display tension between the teachers (subjects) and parents in their attempt to manage school discipline. There is a breakdown in the division of labour and the role that each party anticipates the other should play. Similar to Mayisela (2017), this contradiction gives rise to some of the breakdown between parents and teachers as reported by some of the participants.

4.8 Reimagining School Discipline: A way forward

Teachers reiterate the need for government, policy-makers, educators, parents and other school stakeholders to reimagine school discipline and the challenges that, particularly, township schools face. Expressing his view on the abolishment of corporal punishment, an interviewee in the school's management team said:

> "We the professional people and the academics, we did not have a leeway or chance to explain to the parents or to whoever why this thing (corporal punishment) is not correct. The only thing that we've done is taken the policy as it is with no corporal punishment, that's it. The only thing we've done is [say] it's wrong… Why it's wrong? We do not explain, do you understand? So if we as professionals and the academics we sit down and we inform people, the community, why in particular this thing was abolished. What is your role as a parent? What is your role as the community? What is your role as a teacher? Then when we come together then they'll understand why this thing was abolished and which way we can do [things]. So we as professional academics we can sit down and say rather than blaming the government ukuthi, 'Uyabona this government, idemocracy, idemocracy…' (that, 'You see this government, democracy, democracy…') We did not debrief one another and say, 'This is what's happened'. We should not leave this thing to the government. The government alone can't do anything." (IM2)

Participant IM2 expresses a concern for how the people in the community (and those who share this labour) may be experiencing the abolishment of corporal punishment. This is also echoed by the contributions of the whole focus group. This indicates that there is an explanation or "debriefing" that is yet to be had to symbolize the ending of an anachronistic cultural practice, and the beginning of embracing more evolved and efficient discipline practices in the current school. The utterances of this teacher also indicate that there is a discussion necessary to determine the role of the stakeholders of township schools in democratic South Africa. Developing policy and ensuring that the law is followed seems to be the bare minimum that has been done so far, the participants suggest. This invites the governors of education, teachers, parents, and the township community to reconsider the role that they ought to play in a township school. The overwhelming and recurrent request by the interviewees, demographic questionnaire participants and focus group participants of this study for training, psychological support and workshops regarding discipline after the abolishment of corporal punishment is indicative of this.

Moyo et al. (2014) states that not engaging or consulting teachers has brought about contradictions in teachers attempts in using non-violent discipline methods. This has resulted in teachers either refusing to use the suggested methods or conflict arising between teachers and school administrators. The above participant suggests that surviving the horrors of a violent educational system warrants a "debrief". The use of this psychological term alludes to teachers' need for their own support to relieve the distress they experience as a result of historically practiced and internalised violence as children and members of this community (Maree & Cherian, 2004). There is an implied tenet that the "wrongness" of corporal punishment is still yet to be discovered by those who advocate for its use. Additionally, there is a psychological untethering from the beatings of old that is necessary to pre-empt a new way of being in this community regarding school discipline.

It can be argued that the reports of teachers in the current school are indicative of an activity system that anticipates a transformation; what Engeström (2001) describe as the CHAT fifth principle of expansive transformation. These utterances by teachers demonstrate the tenets of the activity theory as governed by a community of stakeholders (academics, policy-makers, teachers, school administrators, parents, government) who impact and are being impacted by the system they exist in (Yamagata-Lynch, 2010). Demonstrating the work of third generation

theorists of CHAT, the school is described above as an organism that has multiple role players who share different responsibilities. Tensions arise when role players do not contribute as seen in the above reported lack of parental involvement despite it being legislated in the South African Schools Act (Republic of South Africa, 1996c). The utterances by IM2 describe the CHAT contradiction at play when government is expected to manage school discipline independent from other community members, "voices" or co-labourers. In this activity system, this disintegrates the concept of "multi-voicedness" proposed by Engeström (2001) and Yamagata-Lynch (2010) as well as the idea of dividing the labour with a common interest in mind.

In conclusion, the findings of this study highlight the complexities that underpin the continued use of corporal punishment in a South African township primary school. The activity and the educational systems of the past influence the beliefs and choices that teachers make regarding discipline issues that they currently face. Though teachers express their grievance with being violently disciplined as children, they outline the benefits of this practice and continue to employ these harmful discipline methods on their learners. They acknowledge the benefits of the abolishment of corporal punishment but seem to be left feeling ambivalent and unequipped to instil discipline in their classrooms. Teachers express that there is a plethora of discipline issues they encounter, and most discipline alternatives are not effective interventions. Though parent involvement at times is a viable alternative, it is also met with its own challenges, as parents are faced with adverse socio-economic circumstances and are also not able to discipline their children. This highlights some of the complex challenges that the teachers in this context confront daily which has led them to requesting support and alternatives to corporal punishment reconsidered.

CHAPTER 5
Summary and Conclusion

5.1 Introduction

This research set out to examine the use of corporal punishment in a South African primary school. The central questions that this study posed are: primarily, how have teachers internalised corporal punishment and what are teachers' personal experiences of corporal punishment? Secondarily, what are teachers' responses to the abolishment of corporal punishment? What are teachers' reasons for preferring corporal punishment, in consideration to all other disciplinary tools they are exposed to? To investigate answers to these questions a case study research design was used to explore the preferred use of corporal punishment in a primary school in a South African township. Purposive sampling was used in the selection of the township school and a total of eighteen teachers participated in the study's data collection. Data was collected through focus group discussions, individual interviews and demographic questionnaires. Subsequent to the detailed discussion of the findings in Chapter 4 with CHAT used as a tool of analysis, in the current chapter a summary of the study is traversed, the contradictions encountered are summarised, the contribution made by this research is described and the implications are identified. Lastly, the limitations are considered, and recommendations for future research are outlined.

5.2 Summary of this study

The case study primary school is situated in a South African township in the east of Johannesburg. This school and its context are explored as informative about the people and the activity of the objects and subjects. Teachers' experiences of being raised and educated in the township themselves were examined. Their involvement in the transformation of the education of children in the township is indicative of their internalised states of the oppressive and violent ways of educating. Furthermore, the teacher's childhood recollection of being disciplined at school presented a paradox. Teachers expressed gratitude owed to beatings that they perceive to have encouraged and spurred them toward socio-economic success. Contrary, they also indicated severe brutality that was traumatic and abusive at the hands of their educators. These results demonstrate pertinent cultural-historical and community activity of violence within this population, embedded in a child rearing system normalised as the instillation of discipline.

Central to the primary questions of this research lies the question of history and past experiences of teachers. The participants in this study readily offered their individual experiences contextualized in a specific time and place. This research report suggests that the innerworkings of their childhood experiences (at home and at school) as well as the socio-political climate of the time are contributors to the internalization of their current practices as teachers. Additionally, the results provide insight on the conditions of the history that foreshadows the context that the case study school exists in. This research argues that the accounts of teachers in the current school present internal states that tell of a violent societal history, personal trauma as well as life lived during social unrest. Corporal punishment is also seen as a tool used both at home and at school. These circumstances provided an opportunity for teachers to introject a violent discipline tool in schools located amongst a people group and community that suffered state-perpetrated gross human violations. This fuelled violent socio-cultural practices and an internalised disregard of authority and order as a form of retaliation.

The phenomenon of historicity and the development of cultural practices that are transmitted generationally is demonstrated by these findings. Speaking of learning and transformative tools, Vygotsky (1987) postulates that contextual factors and historicity form the source of psychic change. It can therefore be said that the interpersonal encounters, the status quo and the socio-political condition of pre-democratic South African townships have influenced how corporal punishment as a cultural tool presents itself in the case study school. The study outcomes show how the collective norms and practices are transmitted and shared through generations.

Despite teachers detesting the use of corporal punishment on them when they were learners, teachers expressed some aversion to it being legally criminalised now. Participants stated that they witnessed many of their peers leave the schooling system because of abusive beatings. This was presented by these teachers as informing the cessation of the use of harmful school discipline tools. Additionally, participants shared their views on the continued use of corporal punishment in their current school despite the offered alternative discipline methods. The results of this study show that the participants believe that teachers have intrapersonal difficulties and religious views that inform their preference for corporal punishment. The participants stated that violent learners should be disciplined with violent measures.

The participants of this study expressed the current discipline issues in their school and presented the alternative discipline measures that they employ. Incomplete classroom tasks and homework, as well as disrespectfulness, are reported as the most common discipline offences teachers are faced with within the case study school. The results show that in addition to corporal punishment, teachers use other forms of discipline tools, namely, parent involvement as a discipline alternative. Teachers raise concerns regarding the effectiveness of the alternative discipline methods and specifically, parent involvement in school discipline.

5.3 Contradictions & Implications

Contradictions and sources of tension, as described by the CHAT framework, indicate potential for change and cultural evolution (Engeström, 2001; Yamagata-Lynch, 2010). This research report pursues a central contraction and source of tension: corporal punishment is abolished, yet teachers continue to use it. This suggests a need for transformation in the tools used in the discipline of school children. Engeström (2001) states that contradictions are indicators of transformation nodes where transformation needs to occur. The findings of this study expounded on some of the contradictions that exist in the school's attempt to maintain discipline. These contradictions are summarised below and provide worthy considerations as buds of transformation.

Firstly, the teachers present a paradox when describing their understanding and experiences of being disciplined using corporal punishment. There is an ambivalence that may be indicative of a tool (corporal punishment) that is misused or one that yields unintended outcomes (trauma and other psychological ailments). Subsidiary to this, teachers in the current study stated that corporal punishment has resulted in many learners leaving school historically. This indicates another unintended outcome in learner's behaviour. This locates the contradiction within the *subject-tool-object* paradigm. This source of tension calls for teachers and school administrators to think soberly about the effects of corporal punishment on primary school children. Training and psycho-education on the effects of this form of child abuse must be explicit and saturated into the fabric of education practice and development.

Secondly, a contradiction exists in the schools attempt to employ the home as a productive and supportive environment for school going children. The findings of this study demonstrate a breakdown between teachers' expectations and what may be happening with learners beyond the classroom. This exemplifies a *community-division of labour-object* tension. This gives rise to misidentified discipline issues that are related to familial, and community challenges. Contextualised and efficient psychosocial interventions and support must be made available to township schools to assess and assist these concerns. School-based support teams must include parents and community members that are invested in the development of the learners. Work must be done to build and mediate the relationship between parents and teachers.

Thirdly, participants in the current study describe a breakdown between teachers, the policy and the governmental structures. According to CHAT, there is tension in the *rules/policies-community-division of labour* paradigm. Teachers' reports of being left without mechanisms to instil order and discipline in the case study school shows a defect in the implementation of the change from a system that legally uses corporal punishment to one that has abolished it. It is worth noting that interworked into this paradigm is the power differences that impact the *rules/policies-community-division of labour* activity. Social power in itself is a tool that mediates cultural practices and outcomes. It can be said that for transformation to occur clear and overt communication regarding new discipline methods is necessary. Additionally, treating teachers democratically may empower them and motivate them to transform the learning environment.

Fourth, a contradiction is evident in teachers attempts to employ the alternative discipline methods prescribed by the national policy (describing a *subject-rules/policies-object* activity contradiction). What has made the implementation of ATCP ineffective, according to the participants, is that they are not useful in the township context. Alternatives like detention are reported as counterproductive to the overall mandate to build a democratic and constitutional school environment because they impede township children's rights. This calls for context conscious discipline methods and interventions so that active and intentional interventions are made to eradicate harmful and counterproductive discipline tools.

Fifth, the lack of teacher professionalism is found to be counterproductive to the pursuit of democratic classrooms. This highlights the contention within the *subject-rules/policies-community* activity as the difficulties are located in the activity between teachers, their standards of practice as set by SACE and the DOE, as well as the school community that teachers practice within. Unprofessionalism evidenced by teachers contravening the policies against corporal punishment impairs their potential to be positive change agents in the learning environment. Teachers are agents of transformation and are expected to demonstrate this in the short-term and long-term reduction of violence, first at school and then in the community where violence is pervasive. The training and expected professional development of teachers must be revisited with the intrapsychological influence that they have on the developing mind of children considered. Teachers must be held to higher standards as they have influence over vulnerable young people and the potential children hold as positive and contributing members of society.

Sixth, tension is evident in teacher's concerns regarding the lack of involvement of parents. This shows a tensions in the *subject-community-division of labour* system with teacher-parent relationship at the centre of this activity. When parents do not participate or contribute to their children's scholastic development, teachers are left with the formidable task of managing school discipline. Lastly, this breakdown in the division of labour and shared responsibility is also evident in the reports that this cannot be the government's responsibility alone, inherently placing teachers as direct effectors of discipline in the school setting. To action the legislated abolishment of corporal punish all the systems and the full education sector must do the work of treating and thinking of children democratically and humanely. A methodical and systemic change is long overdue.

5.4 Originality and Contribution

The study of school discipline, particularly corporal punishment, in South Africa is nothing new. Previous research has explored the effects of corporal punishment (Gershoff, 2002, 2010, 2013), and explored the views and perceptions of teachers and learners in various backgrounds (Morrell, 2001a, 2001b; Naong, 2007; Maphosa & Shumba, 2010; Makhasane & Chikoko, 2016). Mayisela (2017) was the first to examine the psychological forces that influence the use of corporal punishment in a rural South African primary school. Mayisela's (2017, 2018, 2021) work has exposed that corporal punishment as a cultural practice is deeply entrenched in the

intrapsychological fabric of both its administers and recipients. This is corroborated by the findings of the current study and the glaring primary contradiction (corporal punishment is abolished yet teachers continue to use it) that is debunked using the CHAT framework. Similar to Mayisela (2017, 2018), this study's findings demonstrate that the abolishment of corporal punishment legally is not sufficient in transforming the interwoven internal systems and intersubjective processes that have determined the cultural practice of corporal punishment.

With this in mind as well as adopting Mayisela's (2017) innovative use of the CHAT approach, this research report offers an exploration of the ingredients necessary in truly transforming the intrapsychologically engrained cultural practice of physical discipline. The tensions and contradictions outlined in section 5.3 are a crucial contribution in the work necessary in South Africa's pursuit of a more democratic and positive education system. This research offers six activity system contradictions and six interventions that are indicators of this potential change. The findings of this research and the six interventions offered confront both policy and practice within the education sector.

5.5 Limitations of this study

The current study examined the mechanisms in which violent discipline tools are transferred from generation to generation within the South African school context. Teachers' experiences as learners in the townships were explored and their own understandings of the effects of corporal punishment were reported. Their preference for the use of corporal punishment was evident and the challenges they encounter in their classrooms showed anticipated change.

Case study research by nature provides in-depth and rich context-specific data that may be replicated in similar settings. Furthermore, the study claimed no ambitious intent of yielding findings that are applicable to the broader South African population. The limitation that these findings may not be generalizable to other schools in greater South Africa where culture and the historical backdrop may differ is acknowledged, within the boundaries of the case study design.

Critiquing that by virtue of it exploring a legislatively illegal practice that may result in prosecution, the findings of this study are likely to be tainted with social desirability bias. However, at the proposal phase of this study, this was raised by the readers and thus the interview questions were designed to be open-ended and semi-structured allowing the researcher to engage with the participants at a deeper and cultural level. Though teachers did disclose their preference for corporal punishment, some nuanced experiences in the current school may be disguised by teachers who feared their employment may be negatively impacted by their disclosure of using this illegal practice.

5.6 Recommendations for future research

The findings and the contradictions outlined give scope for further research in this topic and other topical interventions. The use of the CHAT framework in other South African studies examining school practices is recommended. Studies examining how the use of corporal punishment impairs learning and development would be important in aiding the change from these old practices to more democratic ones. The much-needed investigations of child development and non-violent adult-child relations embedded in the psychology of the African people may offer a different outlook on the internalization of tools and practices. A study with a psychoanalytic perspective could be useful in expounding the origins of violent school practices and their intrapsychological innerworkings. Such studies could lead to innovative ways of abating the use of corporal punishment and violence in schools.

5.7 Conclusion

In conclusion, the findings of this study highlight the challenges that are embedded in the continued use of corporal punishment in a South African township primary school. The history of a violent and abusive culture infiltrates the minds of teachers who continue to employ these harsh tools. Though teachers express their grievance with being violently disciplined as children, they outline the benefits of this practice and continue to employ this harmful discipline method on learners. They acknowledge the benefits of the abolishment of corporal punishment but seem to be left feeling ambivalent and unequipped to instil discipline in their classrooms. Alternatives to corporal punishment present considerable contradictions for teachers that may contribute to the continued use of corporal punishment in this context. It is worth noting that the tensions that the findings of this study present are forecasting a potential

for systematic change that could result in more democratic and less authoritative learning environments.

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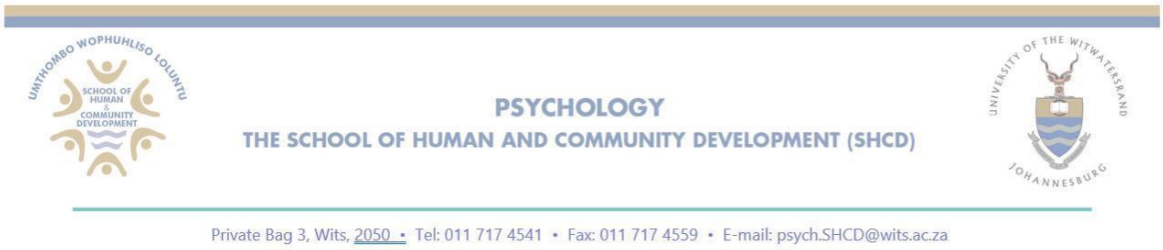
APPENDICES

Appendix 1: Letter to the Gauteng Department of Education District Manager



Sinovuyo Arosi
Room 211, Emthonjeni Centre
The University of Witwatersrand
1 Jan Smuts Avenue
Johannesburg
2000
October 2019

The District Manager
Gauteng Department of Basic Education
111 Commissioner Street
Johannesburg, 2000

Dear Manager,

I am a Master of Educational Psychology student at the University of Witwatersrand. I am writing to request to conduct research, as required by this qualification, in one of the schools in your district. I will collect data and write up a research report based on the investigation conducted.

I am a student psychologist who is interested in exploring the intergenerational transmission of violence in South Africa schools. I am conducting a research study exploring the intergenerational transmission of violence in South African schools. I am interested in the

mind of the township primary school teacher and how the use of corporal punishment affects the township primary school learner-teacher relationship. My research is particularly examining the psychological aspects that contribute to the perpetuated use of corporal punishment despite the legislated school discipline guidelines. Additionally, I will be looking at how the social aspects of culture and history form part of this violent cycle.

The school principal and the teachers will be sent a formal invite and consent will be granted before any data is collected. A demographic questionnaire, focus groups and individual interviews will be used to gather this data. I hope to invite all the school teachers for the demographic questionnaire but only eight and two teachers will be recruited for the focus group sessions and individual interviews, respectively. I hope to conduct my research upon your approval.

I hope to conduct my research at ABC Primary School in the East Rand. During the course of my research project, the following ethical guidelines will be adhered to:

Informed and Written Consent: Once I have received written approval from you to continue with this study, I will contact the principal of ABC Primary School and request access to conduct my research at the school. Only once I have received written consent from the principal, will I approach the teachers. On their part, teachers will be asked to also provide written consent indicating their agreement to take part in the study, as well as for all interviews to be audio-recorded.

Anonymity & Confidentiality: Although anonymity cannot be guaranteed in the interviews as the researcher will conduct these personally with the participants and participants who participate in the focus group interviews will have direct access to other participants' responses, anonymity and confidentiality will be maintained in the publication of the final research report, as well as any other publications or conference presentations that may arise from this study. This will be done by assigning pseudonyms to all participants. While the researcher will encourage participants to personally commit to the confidentiality of the group interview content, the researcher cannot guarantee that participants will maintain this confidentiality amongst themselves and beyond the data collection setting.

It must be noted that no identifying information will be required on the demographic questionnaires, thereby ensuring that anonymity and confidentiality is maintained. Also, only the researcher and her research supervisor will have access to these demographic questionnaires, the audio recordings and the transcriptions, which will be stored in a locked cupboard at the University of the Witwatersrand, as well as a password protected computer. Please take note that all data will be kept indefinitely for research purposes.

Although all these measures will be implemented to protect the identities of the school and the participants, the principal and participants will be informed that the phenomenon under investigation, corporal punishment, is illegal and in contradiction with education policy - SASA (Republic of South Africa, 1996). Should teachers contravene or disclose their contravention of the SASA policy the researcher may not maintain confidentiality and anonymity but communicate the breach to the school principal as well as the GDE district office with guidelines for intervention. Additionally, participants will be notified that should the researcher be subpoenaed and requested to testify on this research in a court of law, the researcher will break the confidentiality. In this case, the researcher may disclose the name of the school, the names of teacher/s of interest as well as divulge the contents of the research or data collected. This is all in the interest of protecting school children who are vulnerable and the ethical obligations of the researcher to social good.

Participation & Withdrawal: The principal and potential participants will be notified that participation in this study is completely voluntary and no person will be coerced in any way to partake. There are no benefits to partaking in this study. However, participants are at risk to be reported to the school principal and the GDE should they disclose their participation in any illegal activities. Furthermore, given the sensitive nature of the topic, it is acknowledged that participants may feel distressed. The numbers of the Emthonjeni Centre at the University of the Witwatersrand, as well as the South African Depression and Anxiety Group will be provided to all participants should they wish to access free counselling services.

Participants will be notified that they are at liberty to withdraw from participation at any point of data collection should they wish to do so. At the focus group stage of the collection of data, the contribution made by withdrawing participants will not be extracted from the rest of the audio-recorded data already collected. At the individual interviews stage of data collection, any participant withdrawal will result in the data collected being destroyed. Participants will

be at liberty to refuse to answer any of the questions posed by the researcher that they do not wish to answer. This is to endorse the autonomy of research participants.

Publication & Access: Participants and the school will be informed that the findings of this study will be published as a research report. Furthermore, the study may be presented at conferences and published in journals or special edition. All confidential information and person-identifying information will not be disclosed – pseudonyms will be used in all publications and communications. A summary of the research findings and all published work will be made available to the school principal and all the research participants.

I have attached my research proposal and my proof of registration at the University of Witwatersrand for your records.

Sincerely,

Sinovuyo Arosi
Masters' Student and Researcher
Wits University
syno@live.co.za
072 622 9524

Dr. Simangele Mayisela
Research Supervisor and Ed. Psychologist
Wits University
simangele.mayisela@wits.ac.za
011 717 4529

Appendix 2: Letter to the Primary School Principal

PSYCHOLOGY
THE SCHOOL OF HUMAN AND COMMUNITY DEVELOPMENT (SHCD)

Private Bag 3, Wits, 2050 • Tel: 011 717 4541 • Fax: 011 717 4559 • E-mail: psych.SHCD@wits.ac.za

October 2019

Sinovuyo Arosi
Room 211, Emthonjeni Centre
The University of Witwatersrand
1 Jan Smuts Avenue
Johannesburg
2000

The Principal

ABC Primary School

Address Details

Dear Sir/Madam,

I am a Master of Educational Psychology student at the University of Witwatersrand. I am writing to request to conduct research in your school, ABC Primary School. I will collect data and write up a research report based on the research conducted, as required by this qualification.

I am a student psychologist who is interested in exploring the intergenerational transmission of violence in South African schools. I am conducting a research study exploring the intergenerational transmission of violence in South African schools. I am interested in the mind of the township primary school teacher and how the use of corporal punishment affects the township primary school learner-teacher relationship. My research is particularly examining the psychological aspects that contribute to the perpetuated use of corporal punishment despite the legislated school discipline guidelines. Additionally, I will be looking at how the social aspects of culture and history form part of this violent cycle.

A demographic questionnaire, focus groups and individual interviews will be used to gather research data. I hope to recruit all thirty-five school teachers for the demographic

questionnaire, but eight and two teachers will be recruited for the focus group sessions and individual interviews, respectively. This data collection procedure will be conducted in English. I hope to conduct my research upon your approval and once your school teachers have given informed consent.

During the course of my research project, the following ethical guidelines will be adhered to:

Informed and Written Consent: Once I have received written approval from you to continue with this study, I will approach your teachers. All teachers who are willing to participate will be required to provide written consent indicating their agreement to take part in the study, as well as for all interviews to be audio-recorded.

Anonymity & Confidentiality: Although anonymity cannot be guaranteed in the interviews as I will conduct these personally with the participants and participants who participate in the focus group interviews will have direct access to other participants' responses, anonymity and confidentiality will be maintained in the publication of the final research report, as well as any other publications or conference presentations that may arise from this study. This will be done by assigning pseudonyms to all participants. While I will encourage participants to personally commit to the confidentiality of the group interview content, I cannot guarantee that participants will maintain this confidentiality amongst themselves and beyond the data collection setting.

It must be noted that no identifying information will be required on the demographic questionnaires, thereby ensuring that anonymity and confidentiality is maintained. Also, only my research supervisor and me will have access to these demographic questionnaires, the audio recordings and the transcriptions, which will be stored in a locked cupboard at the University of the Witwatersrand, as well as a password protected computer. Please take note that all data will be kept indefinitely for research purposes.

Although all these measures will be implemented to protect the identities of your school and the participants, the phenomenon under investigation, corporal punishment, is illegal and in contradiction with education policy - The South African Schools Act, SASA (Republic of South Africa, 1996). Should teachers contravene or disclose their contravention of the SASA policy I may not maintain confidentiality and anonymity but communicate the breach to you as the school principal as well as the GDE district office with guidelines for intervention. Additionally, participants will be notified that should I be subpoenaed and requested to testify on this research in a court of law, I will break the confidentiality. In this case, I may disclose

the name of the school, the names of teacher/s of interest as well as divulge the contents of the research or data collected. This is all in the interest of protecting school children who are vulnerable and the ethical obligations of the researcher to social good.

Participation & Withdrawal: Potential participants will be notified that participation in this study is completely voluntary and no person will be coerced in any way to partake. There are no benefits to partaking in this study. However, participants are at risk to be reported to you and the GDE should they disclose their participation in any illegal activities. Furthermore, given the sensitive nature of the topic, it is acknowledged that participants may feel distressed. The numbers of the Emthonjeni Centre at the University of the Witwatersrand, as well as the South African Depression and Anxiety Group will be provided to all participants should they wish to access free counselling services.

Participants will be notified that they are at liberty to withdraw from participation at any point of data collection should they wish to do so. At the focus group stage of the collection of data, the contribution made by withdrawing participants will not be extracted from the rest of the audio-recorded data already collected. At the individual interviews stage of data collection, any participant withdrawal will result in the data collected being destroyed. Participants will be at liberty to refuse to answer any of the questions posed by the researcher that they do not wish to answer. This is to endorse the autonomy of research participants.

Publication & Access: The findings of this study will be published as a research report. Furthermore, the study may be presented at conferences and published in journals or special edition. All confidential information and person-identifying information will not be disclosed – pseudonyms will be used in all publications and communications. A summary of the research findings and all published work will be made available to you and all the research participants.

I have attached my research proposal and my proof of registration at the University of Witwatersrand for your records.

Sincerely,

Sinovuyo Arosi
Masters' Student and Researcher
Wits University
syno@live.co.za | 072 622 9524

Dr. Simangele Mayisela
Supervisor and Ed. Psychologist
Wits University
simangele.mayisela@wits.ac.za

Appendix 3: Research Information Sheet for Participants (Demographic Questionnaire)

PSYCHOLOGY
THE SCHOOL OF HUMAN AND COMMUNITY DEVELOPMENT (SHCD)
Private Bag 3, Wits, 2050 • Tel: 011 717 4541 • Fax: 011 717 4559 • E-mail: psych.SHCD@wits.ac.za

October 2019

The Teachers

ABC Primary School

Re: Information about the research study titled:

The investigation of intrapsychological processes of primary school teachers with regards to the use of corporal punishment: A case study.

Dear Teacher,

My name is Sinovuyo Arosi and I am a Masters student at the University of Witwatersrand in Johannesburg. As part of the fulfilment of my qualification in Educational Psychology, I am conducting a research study exploring the intergenerational transmission of violence in South African schools. I am interested in the mind of the township primary school teacher and how the use of corporal punishment affects the township primary school learner-teacher relationship - by looking at the discipline problems and how teachers address learner misbehavior. My research is particularly examining the psychological aspects that contribute to the perpetuated use of corporal punishment despite the legislated school discipline guidelines. Additionally, I will be looking at how the social aspects of culture and history form part of this violent cycle.

This is an invitation for you to participate in my research study. There are no direct benefits in participating or disadvantages/penalties in not participating in this study. By taking part in this study, you will be agreeing to answer a demographic questionnaire. These questions will be asked in written English form. This questionnaire will generally require you to answer questions about your views, perceptions and experiences of corporal punishment as both a child in the schooling environment and as a teacher. I will give you the questionnaire sheet and you will be required to sit and complete it while I wait. I will give you thirty minutes after school hours to complete it and hand it back to me.

Participating is voluntary and you will be permitted to withdraw from participating at any point during the research data collection by simply informing the researcher. You will be at

liberty to refuse to answer any questions you feel are uncomfortable to answer. By participating you will be consenting to your data being used to write up a research report. All information gathered will be used for academic purposes and publications only and will remain confidential and anonymous – the school name, participants' names and any other person-identifying information will not be recorded. Alternatively, false names will be used to replace personal information. The researcher will be the only one with access to the data collected.

The nature of the questions asked may cause distress. Should this study induce any distress the University of Witwatersrand Emthonjeni Centre low-fee clinic and the South African Depression Anxiety Group (SADAG) services will be recommended. Below I have included the details of a low fee clinic that runs on a Wednesday at the Emthonjeni Centre at the University of Witwatersrand. Additionally, I have also shared the details for SADAG - an agent that provides psychological interventions, specializing in treating depression, trauma, bipolar, suicidality, anxiety/panic disorders, compulsive disorders and substance abuse.

Emthonjeni Centre	**South African Depression Anxiety Group**
University of Witwatersrand	http://www.sadag.org/
011 717 4513	Mental Health Helpline
011 234 4837	

DISCLAIMER

The phenomenon under investigation, corporal punishment, is illegal and in contradiction with education policy - The South African Schools Act, SASA (Republic of South Africa, 1996). Should participants contravene or disclose their contravention of the SASA policy the researcher may not maintain confidentiality and anonymity but communicate this breach of this law to the school principal as well as the Gauteng Department of Education district office with guidelines for intervention. Additionally, should the researcher be subpoenaed and requested to testify on this research in a court of law, the researcher will break the confidentiality. In this case, the researcher may disclose the name of the school, the names of teacher/s of interest as well as divulge the contents of the research or data collected. This is all in the interest of protecting children who are vulnerable and the ethical obligations of the researcher to social good.

If you have any questions about this research, feel free to contact me on the details listed below. If you wish to receive a summary of this report, I will be happy to send it to you upon request. If you have any queries, concerns or complaints regarding the ethical procedures of this study, you are welcome to contact the University Human Research Ethics Committee (non-medical) at 011 717 1408 and Shaun.Schoeman@wits.ac.za.

Researcher	**Research Supervisor**
Sinovuyo Arosi syno@live.co.za 072 622 9524 Room 211, Emthonjeni Center 1 Jan Smuts Avenue, JHB University of Witwatersrand	Dr Simangele Mayisela simangele.mayisela@wits.ac.za 011 717 4529

Sincerely,

Sinovuyo Arosi
Masters' Student and Researcher
Wits University
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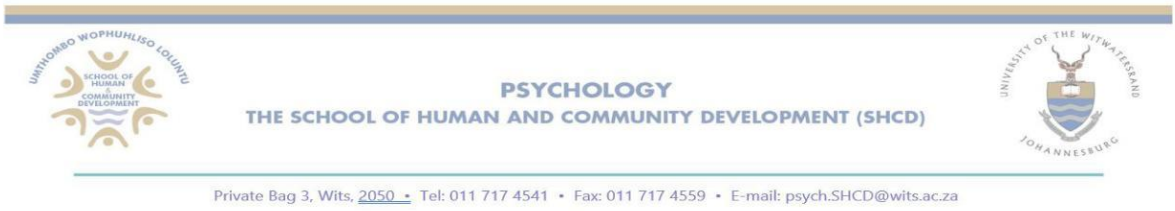
072 622 9524

Dr. Simangele Mayisela
Research Supervisor and Ed. Psychologist
Wits University
simangele.mayisela@wits.ac.za
011 717 4529

Appendix 4: Research Information Sheet for Participants (Focus Group)



October 2019

The Teachers
ABC Primary School

Re: Information about the research study titled:

The investigation of intrapsychological processes of primary school teachers with regards to the use of corporal punishment: A case study.

Dear Teacher,

My name is Sinovuyo Arosi and I am a Masters student at the University of Witwatersrand in Johannesburg. As part of the fulfilment of my qualification in Educational Psychology, I am conducting a research study exploring the intergenerational transmission of violence in South African schools. I am interested in the mind of the township primary school teacher and how the use of corporal punishment affects the township primary school learner-teacher relationship. My research is particularly examining the psychological aspects that contribute to the perpetuated use of corporal punishment despite the legislated school discipline guidelines. Additionally, I will be looking at how the social aspects of culture and history form part of this violent cycle.

There are no direct benefits in participating or disadvantages/penalties in not participating in this study. By taking part in this study, you will be agreeing to participate in focus group discussions. These will generally require you to engage in discussions about your views, perceptions and experiences of corporal punishment as both a child in the schooling environment and as a teacher. The focus group discussions will be held over two sessions of ninety minutes each on the school premises. These discussions will be facilitated by me (Sinovuyo Arosi) and audio-recorded with your permission.

Participating is voluntary and you will be permitted to withdraw from participating at any point during the research data collection by simply informing the researcher. You will be at

liberty to refuse to answer any questions you feel are uncomfortable answer. By participating you will be consenting to your data being used to write up a research report. All information gathered will be used for academic purposes and publications only and will remain confidential and anonymous – the school name, participants' names and any other person-identifying information will not be recorded. Alternatively, false names will be used to replace personal information. The researcher will be the only one with access to the data collected.

In the focus group setting, confidentiality and anonymity will be limited as the researcher will be in direct contact with the participants. Furthermore, the researcher can not guarantee that other participants will not discuss the focus group discussion content outside the focus group sessions.

The nature of the topics to be discussed in the focus group may cause distress. Should this study induce any distress the Wits Emthonjeni Centre low-fee clinic and the South African Depression Anxiety Group (SADAG) services will be recommended. Below I have included the details of a low fee clinic that runs on a Wednesday at the Emthonjeni Centre at the University of Witwatersrand. Additionally, I have also shared the details for the South African Depression Anxiety Group (SADAG). SADAG is an agent that provides psychological interventions, specializing in treating depression, trauma, bipolar, suicidality, anxiety/panic disorders, compulsive disorders and substance abuse.

Emthonjeni Centre	**South African Depression Anxiety Group**
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011 717 4513	Mental Health Helpline - 011 234 4837

DISCLAIMER

The phenomenon under investigation, corporal punishment, is illegal and in contradiction with education policy - The South African Schools Act, SASA (Republic of South Africa, 1996). Should participants contravene or disclose their contravention of the SASA policy the researcher may not maintain confidentiality and anonymity but communicate this breach of this law to the school principal as well as the Gauteng Department of Education district office with guidelines for intervention. Additionally, should the researcher be subpoenaed and requested to testify on this research in a court of law, the researcher will break the confidentiality. In this case, the researcher may disclose the name of the school, the names of teacher/s of interest as well as divulge the contents of the research or data collected. This is all in the interest of protecting children who are vulnerable and the ethical obligations of the researcher to social good.

If you have any questions about this research, feel free to contact me on the details listed below. If you wish to receive a summary of this report, I will be happy to send it to you upon request. If you have any queries, concerns or complaints regarding the ethical procedures of this study, you are welcome to contact the University Human Research Ethics Committee (non-medical) at 011 717 1408 and Shaun.Schoeman@wits.ac.za.

Researcher	**Research Supervisor**
Sinovuyo Arosi syno@live.co.za 072 622 9524 Room 211, Emthonjeni Center 1 Jan Smuts Avenue, JHB University of Witwatersrand	Dr Simangele Mayisela simangele.mayisela@wits.ac.za 011 717 4529

Sincerely,

Sinovuyo Arosi
Masters' Student and Researcher
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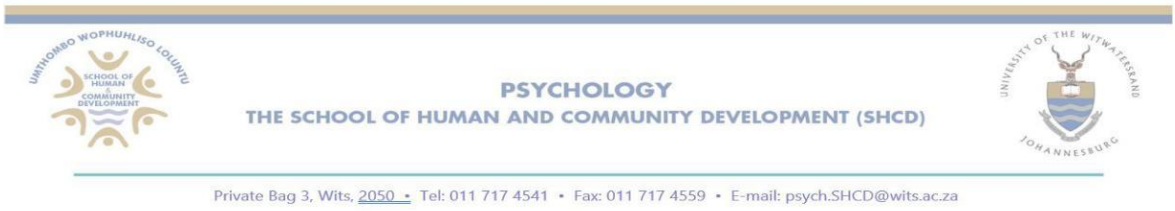
072 622 9524

Dr. Simangele Mayisela
Research Supervisor and Ed. Psychologist
Wits University
simangele.mayisela@wits.ac.za
011 717 4529

Appendix 5: Research Information Sheet for Participants (Individual Interview)



October 2019

The Teachers

ABC Primary School

Re: Information about the research study titled:

The investigation of intrapsychological processes of primary school teachers with regards to the use of corporal punishment: A case study.

Dear Teacher,

My name is Sinovuyo Arosi and I am a Masters student at the University of Witwatersrand in Johannesburg. As part of the fulfilment of my qualification in Educational Psychology, I am conducting a research study exploring the intergenerational transmission of violence in South African schools. I am interested in the mind of the township primary school teacher and how the use of corporal punishment affects the township primary school learner-teacher relationship. My research is particularly examining the psychological aspects that contribute to the perpetuated use of corporal punishment despite the legislated school discipline guidelines. Additionally, I will be looking at how the social aspects of culture and history form part of this violent cycle.

There are no direct benefits in participating or disadvantages/penalties in not participating in this study. By taking part in this study, you will be agreeing to participating in an individual interview. These will generally require you to engage in a discussion about your views, perceptions and experiences of corporal punishment as both a child in the schooling environment and as a teacher. The interview will be sixty minutes long and will be conducted on the school premises. The interview will be facilitated by me (Sinovuyo Arosi) and audio-recorded with your permission.

Participating is voluntary and you will be permitted to withdraw from participating at any point during the research data collection by simply informing the researcher. You will be at liberty to refuse to answer any questions you feel are uncomfortable answer. By participating you will be consenting to your data being used to write up a research report. All information gathered will be used for academic purposes and publications only and will remain confidential and anonymous – the school name, participants' names and any other person-identifying information will not be recorded. Alternatively, false names will be used to replace personal information. The researcher will be the only one with access to the data collected.

The nature of the topics to be discussed in the interview may cause distress. Should this study induce any distress the University of Witwatersrand Emthonjeni Centre low-fee clinic and the South African Depression Anxiety Group (SADAG) services will be recommended. Below I have included the details of a low fee clinic that runs on a Wednesday at the Emthonjeni Centre at the University of Witwatersrand. Additionally, I have also shared the details for the South African Depression Anxiety Group (SADAG). SADAG is an agent that provides psychological interventions, specializing in treating depression, trauma, bipolar, suicidality, anxiety/panic disorders, compulsive disorders and substance abuse.

Emthonjeni Centre	**South African Depression Anxiety Group**
University of Witwatersrand	http://www.sadag.org/
011 717 4513	Mental Health Helpline
011 234 4837	

DISCLAIMER

The phenomenon under investigation, corporal punishment, is illegal and in contradiction with education policy - The South African Schools Act, SASA (Republic of South Africa, 1996). Should participants contravene or disclose their contravention of the SASA policy the researcher may not maintain confidentiality and anonymity but communicate this breach of this law to the school principal as well as the Gauteng Department of Education district office with guidelines for intervention. Additionally, should the researcher be subpoenaed and requested to testify on this research in a court of law, the researcher will break the confidentiality. In this case, the researcher may disclose the name of the school, the names of teacher/s of interest as well as divulge the contents of the research or data collected. This is all in the interest of protecting children who are vulnerable and the ethical obligations of the researcher to social good.

If you have any questions about this research, feel free to contact me on the details listed below. If you wish to receive a summary of this report, I will be happy to send it to you upon request. If you have any queries, concerns or complaints regarding the ethical procedures of this study, you are welcome to contact the University Human Research Ethics Committee (non-medical) at 011 717 1408 and Shaun.Schoeman@wits.ac.za.

Researcher	**Research Supervisor**
Sinovuyo Arosi syno@live.co.za 072 622 9524 Room 211, Emthonjeni Center 1 Jan Smuts Avenue, JHB University of Witwatersrand	Dr Simangele Mayisela simangele.mayisela@wits.ac.za 011 717 4529

Sincerely,

Sinovuyo Arosi
Masters' Student and Researcher
Wits University
syno@live.co.za
072 622 9524

Dr. Simangele Mayisela
Research Supervisor and Ed. Psychologist
Wits University
simangele.mayisela@wits.ac.za
011 717 4529

Appendix 6: Participant Consent Form (Demographic Questionnaire)

PSYCHOLOGY
THE SCHOOL OF HUMAN AND COMMUNITY DEVELOPMENT (SHCD)
Private Bag 3, Wits, 2050 • Tel: 011 717 4541 • Fax: 011 717 4559 • E-mail: psych.SHCD@wits.ac.za

Consent by Participant to complete the Teacher Demographic Questionnaire.

I _____ give consent to complete a questionnaire for Sinovuyo Arosi's research study titled:

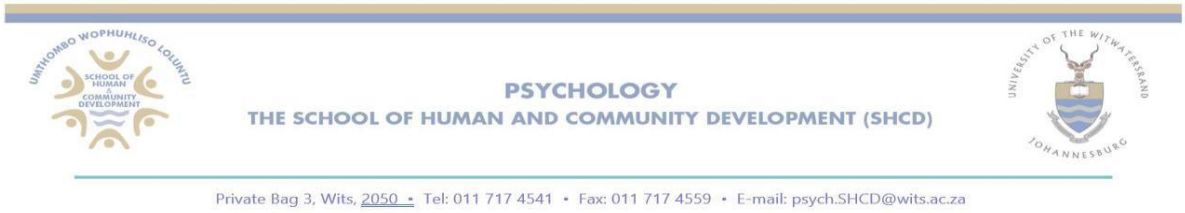
Topic: The investigation of intrapsychological processes of primary school teachers with regards to the use of corporal punishment: A case study.

I understand that: **(please tick)**

		Agree	Disagree
1	My participation in this study is voluntary.		
2	I am at liberty to refuse to participate in this research study, and there will be no penalty for my refusal.		
3	I am at liberty to withdraw from participating in this study at any point when I feel the need to do so, and there will be no penalty for my withdrawal from the research study.		
4	I am also aware that should I withdraw during data collection my data will be destroyed.		
5	My name and any other person-identifying information will not be used/recorded in the reporting of the research, therefore, keeping my identity anonymous and confidential.		
6	I am aware that the data collected will be kept in a secure office filing cabinet only accessible to the researcher.		
7	My participation involves me completing a demographic questionnaire.		
8	Should the researcher note any unethical or illegal behavior (namely, corporal punishment or any other form of child abuse) on the part of the school or teachers, the researcher will discuss these with the parties involved, and report this to the principal of the school and the Gauteng Department of Education for purposes of intervention and prevention.		

Name & Surname	
Date	
Signature	

Appendix 7: Participant Consent Form (Focus Group)



Consent by Participant to participate in the Focus Group discussions.

I _____ give consent to participate in focus group discussions for Sinovuyo Arosi's research study titled:

Topic: The investigation of intrapsychological processes of primary school teachers with regards to the use of corporal punishment: A case study.

I understand that: **(please tick)**

		Agree	Disagree
1	My participation in this study is voluntary.		
2	I am at liberty to refuse to participate in this research study, and there will be no penalty for my refusal.		
3	I am at liberty to withdraw from participating in this study at any point when I feel the need to do so, and there will be no penalty for my withdrawal from the research study.		
4	I am also aware that should I withdraw at the focus group discussion stage of data collection my contribution cannot be extracted from the recorded audio.		
5	My name and any other person-identifying information will not be used in the reporting of the research, therefore, keeping my identity anonymous and confidential.		
6	My participation involves the researcher conducting focus group sessions.		
7	I understand that interviews and group discussions may be audio recorded, and I may refuse to be recorded should I wish to.		
8	Audio recordings of group sessions will be password protected and used for academic purposes only (report writing and presenting at academic conferences).		
9	Should the researcher note any unethical or illegal behaviour (namely, corporal punishment or any other form of child abuse) on the part of the school or teachers, the researcher will discuss these with the parties involved, and report this to the principal of the school and the Gauteng Department of Education for purposes of intervention and prevention.		

Name & Surname	
Date	
Signature	

Appendix 8: Participant Consent Form (Individual Interview)

PSYCHOLOGY
THE SCHOOL OF HUMAN AND COMMUNITY DEVELOPMENT (SHCD)
Private Bag 3, Wits, 2050 • Tel: 011 717 4541 • Fax: 011 717 4559 • E-mail: psych.SHCD@wits.ac.za

Consent by Participant to be interviewed individually by the researcher.

I _____ give consent to be interviewed individually in Sinovuyo Arosi's research study titled:

Topic: The investigation of intrapsychological processes of primary school teachers with regards to the use of corporal punishment: A case study.

I understand that: **(please tick)**

		Agree	Disagree
1	My participation in this study is voluntary.		
2	I am at liberty to refuse to participate in this research study, and there will be no penalty for my refusal.		
3	I am at liberty to withdraw from participating in this study at any point when I feel the need to do so, and there will be no penalty for my withdrawal from the research study.		
4	I am also aware that should I withdraw my contribution will be extracted from the recorded audio.		
5	My name and any other person-identifying information will not be used in the reporting of the research, therefore, keeping my identity anonymous and confidential.		
6	My participation involves the researcher conducting one interview.		
7	I understand that the interview may be audio recorded, and I may refuse to be recorded should I wish to.		
8	Audio recordings will be password protected and used for academic purposes only (report writing and presenting at academic conferences).		
9	Should the researcher note any unethical or illegal behaviour (namely, corporal punishment or any other form of child abuse) on the part of the school or teachers, the researcher will discuss these with the parties involved, and report this to the principal of the school and the Gauteng Department of Education for purposes of intervention and prevention?		

Name & Surname	
Date	
Signature	

Appendix 9: Audio-recording Consent Form (Focus Group)

I _____ give consent to Sinovuyo Arosi to audio-record during the focus group sessions of her research study.

I understand that: **(please tick)**

		Agree	Disagree
1	My participation is voluntary.		
2	I am liberty to reject the researcher's invitation to participate in this research study should I will.		
3	I am at liberty to withdraw from participating in this study at any point. I am also aware that should I withdraw at the group discussion stage of data collection my contribution cannot be extracted from the recorded audio.		
4	My name and any other person-identifying information will not be used in the reporting of the research, therefore, keeping my identity anonymous and confidential.		
5	My participation involves the researcher conducting focus group sessions.		
6	I understand that the group discussions may be audio recorded, and I may refuse to be recorded should I wish to.		
7	Audio recordings of group sessions will be password protected and used for academic purposes only (report writing and presenting at academic conferences).		
8	Should the researcher note any unethical or illegal behavior (namely, corporal punishment or any other form of child abuse) on the part of the school or teachers, the researcher will discuss these with the parties involved, and report this to the principal of the school and the Gauteng Department of Education for purposes of intervention and prevention.		

Name & Surname	
Date	
Signature	

Appendix 10: Audio-recording Consent Form (Individual Interview)

I _____ give consent to Sinovuyo Arosi to audio-record during the individual interview of her research study.

I understand that: **(please tick)**

Agree			Disagree
1.	My participation is voluntary.		
2.	I am liberty to reject the researcher's invitation to participate in this research study should I will.		
3.	I am at liberty to withdraw from participating in this study at any point. I am also aware that should I withdraw during the interview my contribution will be discarded.		
4.	My name and any other person-identifying information will not be used in the reporting of the research, therefore, keeping my identity anonymous and confidential.		
5.	My participation involves the researcher asking me interview questions.		
6.	I understand that interviews may be audio recorded, and I may refuse to be recorded should I wish to.		
7.	Audio recordings will be password protected and used for academic purposes only (report writing and presenting at academic conferences).		
8.	Should the researcher note any unethical behaviour (namely, corporal punishment or any other form of child abuse) on the part of the school, the researcher will discuss these with the parties involved, and report this to the principal of the school and the Gauteng Department of Education.		

Name & Surname	
Date	
Signature	

Appendix 11: Demographic Questionnaire

1. Age in years:

22-25		26-30		31-35		36-40		41-45		46-50		51-55		56-60	

2. Gender (put a cross):

Male		Female	

3. Current position (put a cross):

Teacher		HOD		Deputy Principal		Principal		SGB member	

4. Experience (no. of years you have been teaching): _____

5. Qualifications (state all qualifications: the certificate, diploma, degree or any other qualification you have in education):

Qualification	**Year obtained**
1.	
2.	
3.	
4.	
5.	

6. State any training you received regarding:
   a. school discipline _____
      _____
      _____
   b. school violence _____
      _____
      _____
   c. learners support needs _____
      _____
      _____

7. Please indicate the grades, the number of children in those grades and the learning areas you teach:

Class	**Grade**	**Number of learners**	**Learning/Subject Areas**
Class 1			
Class 2			
Class 2			
Class 4			

8. Please name at least 4 discipline problems you encounter with your learners, in order of frequency, starting with the most frequent to the least frequent.

Discipline Problems	**Discipline methods used for this discipline problem?**	**Is this method effective or not effective?**	**Why do children do this misbehaviour?**
1.			
2.			
3.			
4.			

9. Please answer the following questions:

9.1 State at least 5 discipline mechanisms you use or prefer to discipline children in the order of your preference level from high to low.

_____

_____

_____

9.2 What do you know about the use of corporal punishment in South Africa?

_____

_____

_____

9.3 What are your views on the abolition of corporal punishment?

_____

_____

_____

9.4 State discipline mechanisms officially used by your school.

_____

_____

_____

9.5 Explain your understanding of the relationship between learner support need and learner mis/behaviour.

_____

_____

_____

9.6 What teacher support is needed in your school for discipline management?

_____

_____

_____

10. Please answer the following questions:

Please elaborate	
What alternatives to corporal punishment do you use?	
How did you know about these alternatives?	
Did you find the alternatives effective?	
Who formulated the class rules?	
How are parents involved to maintain discipline?	
How can your school be assisted to effectively maintain discipline?	

Thank you for taking the time to complete this questionnaire!

Appendix 12: Semi-structured Focus Group Schedule

Section A: CULTURAL-HISTORICAL AND COMMUNITY

1. Tell me how you were disciplined as a child:
   - at home?
   - at school?
2. Tell me the Corporal Punishment (CP) experience you remember today – that you think made an impact on your life.
3. Why do you think it made an impact?
4. As you remember teachers who used CP, how was your relationship with them?
5. Did CP change your behaviour, say in that particular incident you remember, or any other in general?

Section B: SOCIAL RULES AND DIVISION OF LABOUR AND COMMUNITY

1. At your school who used CP? The principal or all the teachers
2. When was CP used – were there rules guiding teachers when to use CP?
3. How was CP administered? Were there rules guiding how CP should be administered - what objects were used, and how often?
4. How were your parents involved in school discipline and CP?

Section C: CURRENT STATE, OBJECT AND TOOLS

1. What discipline challenges /problems do you encounter with learners.
2. Corporal punishment is abolished, why is that so?
3. How do you feel about the abolishing of CP?
4. Who else, in your experience, opposes the use of CP to discipline learners (other teachers, HoD, the Principal, the District officials, the Teacher Union, Parents, the SGB, etc.)?
5. Tell me more about this, where and when did you experience such objection of the use of CP?
6. What discipline measure are you currently using?

(Consciously identify discipline strategies that teachers are currently using)

7. What do you think of these strategies that you are using – are these effective?

(How effective is detention, …., …., …. – explore each of the strategies mentioned?)

8. How is the use of CP in your school affecting learning?

9. How is corporal punishment affecting the learners?

10. How do learners respond to CP?

11. Would you please describe what kinds of student behaviour warrant corporal punishment?

Appendix 13: Semi-structured Individual Interview Schedule

Section A: CULTURAL-HISTORICAL AND COMMUNITY

6. Tell me how you were disciplined as a child:

- at home?
- at school?

7. Tell me the Corporal Punishment (CP) experience you remember today – that you think made an impact on your life.

8. Why do you think it made an impact?

9. As you remember teachers who used CP, how was your relationship with them?

10. Did CP change your behaviour, say in that particular incident you remember, or any other in general?

Section B: SOCIAL RULES AND DIVISION OF LABOUR AND COMMUNITY

5. At your school who used CP? The principal or all the teachers

6. When was CP used – were there rules guiding teachers when to use CP?

7. How was CP administered? Were there rules guiding how CP should be administered - what objects were used, and how often?

8. How were your parents involved in school discipline and CP?

Section C: CURRENT STATE, OBJECT AND TOOLS

12. What discipline challenges /problems do you encounter with learners.

13. Corporal punishment is abolished, why is that so?

14. How do you feel about the abolishing of CP?

15. Who else, in your experience, opposes the use of CP to discipline learners (other teachers, HoD, the Principal, the District officials, the Teacher Union, Parents, the SGB, etc.)?

16. Tell me more about this, where and when did you experience such objection of the use of CP?

17. What discipline measure are you currently using?

(Consciously identify discipline strategies that teachers are currently using)

18. What do you think of these strategies that you are using – are these effective?

(How effective is detention, …., …., …. – explore each of the strategies mentioned?)

19. How is the use of CP in your school affecting learning?

20. How is corporal punishment affecting the learners?

21. How do learners respond to CP?

22. Would you please describe what kinds of student behaviour warrant corporal punishment?

Appendix 14: The Debriefing Sheet



October 2019

Room 211, Emthonjeni Centre
The University of Witwatersrand
1 Jan Smuts Avenue
Johannesburg
2000

Dear Participant,

Thank you for participating in my research study. Your time has been valuable.

This study involved you answering a demographic questionnaire, attending focus group sessions or an individual interview. These were intended to examine teachers' psychological state in relation to their preference and use of corporal punishment.

I am exploring the intergenerational transmission of violence in South African schools. I am interested in the mind of the township primary school teacher and how the use of corporal punishment affects the township primary school learner-teacher relationship. My research is particularly examining the psychological aspects that contribute to the perpetuated use of corporal punishment despite the legislated school discipline guidelines. Additionally, I will be looking at how the data collected addresses how social aspects of culture and history form part of this violent cycle.

The data collected transcribed and analyzed. Should you wish, the written report will be made available to you - and all subsequent publications and conference papers.

I am aware that the content addressed during your participation may have been distressing and inducing discomfort. Below I have included the details of a low fee clinic that runs on a Wednesday at the Emthonjeni Centre at the University of Witwatersrand. Additionally, I have

also shared the details for the South African Depression Anxiety Group (SADAG). SADAG is an agent that provides psychological interventions, specializing in treating depression, trauma, bipolar, suicidality, anxiety/panic disorders, compulsive disorders and substance abuse.

Emthonjeni Centre	**South African Depression Anxiety Group**
University of Witwatersrand	http://www.sadag.org/
011 717 4513	Mental Health Helpline
	011 234 4837

Thank you again for your participation.

Sincerely,

Sinovuyo Arosi
Masters' Student and Researcher
Wits University
syno@live.co.za | 072 622 9524

Appendix 15: Gauteng Department of Education Research Request



GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

For admin. use

GDE RESEARCH REQUEST FORM

REQUEST TO CONDUCT RESEARCH IN INSTITUTIONS AND/OR OFFICES OF THE GAUTENG DEPARTMENT OF EDUCATION

1. PARTICULARS OF THE RESEARCHER

1.1	**Details of the Researcher**
Surname and Initials:	Arosi S L
First Name/s:	Sinovuyo Luyanda
Title (Prof / Dr / Mr / Mrs / Ms):	Ms.
Student Number (if relevant):	705924
ID Number:	9404180537081

1.2	**Private Contact Details**
Home Address	***Postal Address (if different)***
	Room 211, Emthonjeni Centre
	University of Witwatersrand
	1 Jan Smuts Avenue
	Johannesburg

Postal Code:	***Postal Code:*** 2000
Tel:	
Cell: 072 622 9524	
Fax:	
E-mail: syno@live.co.za	

2. PURPOSE & DETAILS OF THE PROPOSED RESEARCH

2.1	**Purpose of the Research (Place cross where appropriate)**
Undergraduate Study - Self	
Postgraduate Study - Self	X
Private Company/Agency – Commissioned by Provincial Government or Department	
Private Research by Independent Researcher	
Non-Governmental Organisation	
National Department of Education	
Commissions and Committees	
Independent Research Agencies	
Statutory Research Agencies	
Higher Education Institutions	

2.2	**Full title of Thesis / Dissertation / Research Project**
The Investigation of Intrapsychological Processes of Primary School Teachers	
with regards to the use of Corporal Punishment: A Case Study.	

2.3	**Value of the Research to Education (Attach Research Proposal)**

The history of the South African school is marked by practices of violence in the learner-to-learner relationship as well as the learner-teacher relationship. Violent and physical means of disciplining school children are still prevalent today. Research shows that teachers are aware of the legislature and they do consider the legal consequences of using corporal punishment in the classroom. However, this has not guaranteed the cessation of the use of corporal punishment in South African schools. Additionally, the Department of Education published a document that proposed Alternatives to Corporal Punishment. Despite these efforts, the use and preference for corporal punishment is still rampant.

Many studies have examined corporal punishment as a disciplinary mechanism used and preferred in some South African schools. Furthermore, the attitudes, perceptions and views of learners' and teachers' on the use of corporal punishment have been reported by researchers. The published work on corporal punishment in South Africa mostly answers questions around what perpetuates its use and why.

A study by Mayisela (2017) was the first to employ the Cultural-Historical Activities Theory (CHAT) to look at socio-historical and cultural factors associated with the use of

corporal punishment. Mayisela's (2017) work illustrates the under-investigated reinforcements of the transgenerational use of corporal punishment. The complex structures of the internal psychological processes of learners and teachers are not adequately examined in an effort to understand this violent practice

The current study borrows the theoretical approach (CHAT) as an innovative and helpful lens to use in further exploring the complexities related to the preference of corporal punishment. This study intends to spur the conversation about child discipline in schools towards a more socio- culturally and historically informed conversation. Through interrogating CHAT's concept of intrapsychological states, this study seeks to provide a theoretically in-depth explanation of the teacher's internal world as a stakeholder in the school. Additionally, the outcomes of this study may form a companion to policies and codes that seek to alleviate the preference and use of corporal punishment in South African schools.

2.4	**Proposed date of completion of study/project and submission of research findings to GDE**
Completion date:	November 2020
Submission to GDE date:	

2.5

	Student and Postgraduate Enrolment Particulars (if applicable)
Name of institution where enrolled:	University of Witwatersrand
Degree / Qualification:	Master of Education (Educational Psychology)
Faculty and Discipline / Area of Study:	Humanities Faculty – Psychology Department
Name of Supervisor / Promoter:	Dr Simangele Mayisela

2.6	**Employer (where applicable)**
Name of Organisation:	
Position in Organisation:	
Head of Organisation:	
Street Address:	

Postal Code:	
Telephone Number (Code + Ext):	
Fax Number:	
E-mail:	

2.7

	PERSAL Number (where applicable)

3. PROPOSED RESEARCH METHOD/S

(Please indicate by placing a cross in the appropriate block whether the following modes would be adopted)

3.1*Questionnaire/s (If Yes, supply copies of each to be used)*

YES	**X**	**NO**	

3.2 *Interview/s (If Yes, provide copies of each schedule)*

YES	**X**	**NO**	

3.3 *Use of official documents*

YES		**NO**	**X**
If Yes, please specify the document/s:			

3.4 *Workshop/s / Group Discussions (If Yes, Supply details)*

YES		**X**	**NO**

Focus group sessions will be used to explore in depth the discipline strategies used at the school. The focus group technique will be useful in looking at corporal punishment as a central topic of discussion. Furthermore, this technique will allow the researcher to observe how teachers interact with and respond to each other while they discuss school discipline. How teachers "build up a view out of the interaction" will allow the researcher to answer the research questions.

The group interview schedule will be designed and used to guide the discussion in the focus group sessions.

An audio-recording device will be used to record all the focus group sessions. These audio recordings will be transcribed and used for data analysis.

3.5 ***Standardized Tests (e.g. Psychometric Tests)***

YES		**NO**	**X**
If Yes, please specify the test/s to be used and provide a copy/ies			

4. INSTITUTIONS TO BE INVOLVED IN THE RESEARCH

4.1*Type of Institutions (Please indicate by placing a cross alongside all types of institutions to be researched)*

INSTITUTIONS	**Mark with X here**
Primary Schools	X
Secondary Schools	
ABET Centres	
ECD Sites	
LSEN Schools	
Further Education & Training Institutions	

Other		

4.2 Number of institution/s involved in the study (Kindly place a sum and the total in the spaces provided)

Type of Institution	Total
Primary Schools	**1**
Secondary Schools	
ABET Centres	
ECD Sites	
LSEN Schools	
Further Education & Training Institutions	
Other	
GRAND TOTAL	**1**

4.3 Name/s of institutions to be researched (Please complete on a separate sheet if space is found to be insufficient)

Name/s of Institution/s
ABC Primary School

4.4 District/s where the study is to be conducted. ***(Please indicate by placing a cross alongside the relevant district/s)***

District	
Ekhuruleni North	
Ekhuruleni South	**X**
Gauteng East	
Gauteng North	
Gauteng West	
Johannesburg Central	
Johannesburg East	
Johannesburg North	
Johannesburg South	
Johannesburg West	
Sedibeng East	
Sedibeng West	
Tshwane North	
Tshwane South	
Tshwane West	

If Head Office/s (Please indicate Directorate/s)
Rampoepi Maboa - 0113896261

4.5 Number of learners to be involved per school (Please indicate the number by gender)

Grade	1		2		3		4		5		6	
Gender	B	G	B	G	B	G	B	G	B	G	B	G
Number	0	0	0	0	0	0	0	0	0	0	0	0

Grade	7		8		9		10		11		12	
Gender	B	G	B	G	B	G	B	G	B	G	B	G
Number	0	0	0	0	0	0	0	0	0	0	0	0

4.6 Number of educators/officials involved in the study (Please indicate the number in the relevant column)

Type of staff	*Educators*	*HODs*	*Deputy Principals*	*Principal*	*Lecturers*	*Office-Based Officials*
Number	35	0	0	0	0	0

4.7 Are the participants to be involved in groups or individually?

Participation

Groups	X
Individually	X

4.8 Average period of time each participant will be involved in the test or other research activities (Please indicate time in minutes)

Participant/s	Activity	Time
Teachers	Demographic Questionnaire	30 minutes
Teachers	Group Interviews	3 hours (90minutes x 2 sessions)
Teachers	Individual Interviews	2 hours (60 minutes x 2 interviews)

4.9 *Time of day that you propose to conduct your research.*

Before school hours	During Break	After School Hours
		X

4.10 ***School term/s during which the research would be undertaken***

First Term	Second Term	Third Term
X	X	X

CONDITIONS FOR CONDUCTING RESEARCH IN GDE

Permission may be granted to proceed with the above study subject to the conditions listed below being met and may be withdrawn should any of these conditions be flouted:

1. ***The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.***
2. ***The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.***
3. ***A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.***
4. ***A letter/document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.***
5. ***The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.***
6. ***Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.***
7. ***Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If***

incomplete, an amended Research Approval letter may be requested to conduct research in the following year.

8. ***Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.***
9. ***It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.***
10. ***The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.***
11. ***The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.***
12. ***On completion of the study, the researcher must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.***
13. ***The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.***
14. ***Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.***

DECLARATION BY THE RESEARCHER	
1. ***I declare that all statements made by myself in this application are true and accurate.***	
2. ***I accept the conditions associated with the granting of approval to conduct research and undertake to abide by them.***	
Signature:	
Date:	

NB. If a group of Students / Researchers will be conducting the same research in the same/different GDE Institutions, Annexure A (attached) must be completed and signed by each researcher.

DECLARATION BY SUPERVISOR / PROMOTER / LECTURER	
I declare that: (Name of Researcher): Sinovuyo Luyanda Arosi	
1. is enrolled at the institution / employed by the organisation to which the undersigned is attached.	
2. The questionnaires / structured interviews/tests meet the criteria of: ***Educational Accountability*** ***Proper Research Design*** ***Sensitivity towards Participants*** ***Correct Content and Terminology*** ***Acceptable Grammar*** ***Absence of Non-essential / Superfluous items***	
Surname:	Mayisela
First Name/s:	Simangele
Institution / Organisation:	University of Witwatersrand
Faculty / Department (where relevant):	Humanities
Telephone:	+27 11 717 4529
Fax:	
E-mail:	simangele.mayisela@wits.ac.za
Signature:	
Date:	

N.B. This form (and all other relevant documentation where available) may be completed and forwarded electronically to Diane.Buntting@gauteng.gov.za The last 2 pages of this document must however have the original signatures of both the researcher and his/her supervisor or promoter. (For Group Research Annexure A, must also have original signatures.) These pages may be faxed to (086 594 1781) or hand delivered (in a sealed envelope) to Diane Buntting, Room 509, 111 Commissioner Street, Johannesburg. All enquiries pertaining to the status of research requests can be directed to Diane Buntting on tel. no. 011 843 6503.

ANNEXURE A:

ADDITIONAL INFORMATION FOR GROUP RESEARCH

This information must be completed by **every** researcher/ student who will be visiting GDE Institutions for research purposes.

By signing this declaration, the researcher / students accept the conditions associated with the granting of approval to conduct research in GDE Institutions and undertakes to abide by them.

Supervisor/ Promoter / Lecturer's Surname and Name: Dr Mayisela Simangele

DECLARATION BY RESEARCHERS / STUDENTS:

Surname & Initials	**Name**	**Tel**	**Cell**	**Email**	**Signature**
Arosi SL	Sinovuyo		072 6229524	syno@live.co.za	

Appendix 16: Principal Approval Letter

RE: Research - The Investigation of Intrapsychological Processes of Primary School Teachers with regards to the use of Corporal Punishment: A Case Study.

Dear Sinovuyo Arosi,

This is a letter to approve you conducting research at _____ Primary School.

We acknowledge receipt of your signed GDE forms and ethical approval. We look forward to working with you.

Kind regards,

The Principal

_____