

Teachers' Psychological Transformation from the use of Corporal Punishment to Alternative Disciplinary Measures in South African Schools

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A research report submitted in partial fulfilment of the requirements for the degree of Masters in Education (Educational Psychology), Department of Psychology, Faculty of Humanities, School and Community Development, University of the Witwatersrand, Johannesburg, 15 March 2024.

Abstract

South Africa has a history of violence, originating from the previous apartheid regime. This includes violence in private and public settings such as in the home, school and neighbourhood. One of the positive socio-political changes introduced by the new democratic government was the abolition of corporal punishment in schools. However, the delay in empowering teachers with alternative means to corporal punishment had an impact on discipline in schools that is still prevalent to this day. Teachers believe that their power to discipline learners has been curtailed, and they therefore find it difficult to maintain a culture of teaching and learning in schools. The purpose of this qualitative study was to investigate teachers' psychological transformation from the use of corporal punishment to positive disciplinary measures. The main aim of the current study was to explore teachers' understanding of alternatives to corporal punishment (ATCP) in South African primary schools. The study adopted a qualitative approach, with data being collected through a biographical questionnaire, individual and focused group in-depth semi-structured face-to-face interviews, and document analysis. Data was analysed through thematic analysis. The ethical principles adhered to were informed consent, anonymity, confidentiality and non-maleficence. Cultural-historical activity theory was employed as a theoretical lens to further explore the teachers' mental shifts from the use of corporal punishment to ATCP. Findings suggest that teachers perceive positive discipline as viable with the collective effort of parents, teachers, learners and the larger community. Despite the historicity and internalisation of corporal punishment by teachers, fear of incarceration, fear of dismissal from work, and the abhorrence of violence, necessitated a mental shift. Contradictions between private and public use of disciplinary measures were illuminated as a threat to the effective implementation of ATCP in schools.

Keywords: Alternatives to corporal punishment, Code of Conduct, Corporal punishment, Cultural Historical Activity Theory, Discipline, Psychological transformation

Dedication

This research report is dedicated to my late father, Patrick Sello Mogatjane; thank you for instilling in me the value of education and for believing in my capabilities. You were willing to work hard to ensure that my academic journey was provided for financially. As an avid reader yourself you have also exposed me to the world of reading which helped me navigate my way through this research project. For as long as I remember your unwavering support and love has pulled me throughout my academic journey, and for that, I will forever be indebted to you for being my pillar of strength.

Acknowledgements

I would like to acknowledge and extend my sincere gratitude to the following people and organisations:

- To God be the glory, with you nothing is impossible. Thank you for being the promise keeper.
- To my mother, Salome Mogatjane, your love, support and continuous prayers conspired in my favour.
- To my late grandmother, Josephine Bakwa, thank you for instilling in me the power of prayer which sustained me throughout this cumbersome journey.
- To my children, Otlotleng and Goratileone, thank for your unconditional love, understanding and unwavering support.
- To my aunts, Moleboheng Bakwa and Disebo Magethi, thank you for the moral support and assisting me to navigate academic challenges encountered.
- To my husband, Mpho Kau, thank you for making it possible for me to embark on this academic journey.
- To my family at large, thank you for all the years of support and encouragement. Your unwavering pride in me has encouraged me to keep pushing even in the hardest of times, and for that, I will forever be grateful.
- To the South African College of Applied Psychology, thank you for an opportunity to conduct a mini-thesis which helped me to develop research skills used to make this project a success.
- To the University of the Witwatersrand, thank you for affording me the opportunity to become part of your Masters programme and for guiding me throughout this journey.
- To my research supervisor, Dr Simangele Mayisela, thank you for all your support, guidance and valuable feedback, your passion for CHAT has inspired me greatly.
- To the Gauteng Department of Education for giving me permission to conduct this research project in the two schools.
- I would also like to thank the principals and participants from the two primary schools for interest in my research, your time and effort is highly appreciated.
- To my editor, Luke Perkins, I am grateful for your assistance.

Declaration

I, Irish Kau (2582923), declare that this is:

A Research project submitted in partial fulfilment of the requirements for the degree of Masters in Education (Educational Psychology) in the Faculty of Humanities, University of the Witwatersrand, Johannesburg, March 2024. And that this research project is my own 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: 11/03/2024

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List of Acronyms

ATCP: Alternatives to corporal punishment

CHAT: Cultural-Historical Activity Theory

DC: Disciplinary Committee

DoE: Department of Education

HOD: Head of Department

DBST: District Based Support Team

SA: South Africa

SADTU: South African Teachers Democratic Union

SAHRC: South African Human Rights Commission

SBST: School Based Support Team

SGB: School Governing Body

SMT: School Management Team

SASA: South African School Act

SIAS: Screening Identification Assessment and Support

UNESCO: United Nations Educational, Scientific and Cultural Organisation

Chapter 1: Introduction and background

Corporal punishment is still prevalent in South African schools, despite its ban in 1996. Twenty-five years later, teachers in some South African schools are still battling to follow the prescripts of the law regarding physical punishment after it was outlawed, and to implement alternative means to corporal punishment introduced by the government in 2000. This is evident not only in the extensive research conducted on corporal punishment, but also in media headlines, with reports of punishment ranging from slaps to the use of PVC pipes, brutal assaults, and pouring hot water on learners (Venter, 2021). Researchers maintain that the four-year gap between the abrupt ban and the introduction of alternatives to corporal punishment (ATCP) contributed to the prevalence of corporal punishment because teachers were not given an opportunity to prepare mentally to adapt to new measures (Maphosa & Shumba, 2010). These new measures include positive disciplinary strategies such as rewarding good behaviour, the use of open-ended time out and treating learners with empathy while providing them with the opportunity to express healthy remorse (DoE, 2000). However, recent newspaper articles report on the continuous use of corporal punishment, for instance a grade 5 learner was assaulted by a teacher and consequently experienced severe bleeding from the ears which required extensive medical attention (Bakhuria, 2024; Venter, 2024).

Many teachers, according to research, believe that corporal punishment is an efficient method of correcting inappropriate behaviour and maintaining classroom discipline (Mahlangu et al., 2021). Venter and van Niekerk (2011) argue that teachers may understand the issue of children's rights; however, they also think that learners' rights supersede those of teachers. The significance of the current study is to bridge a gap in our knowledge of teachers' psychological transformation from the use of corporal punishment to positive disciplinary measures. As previously indicated, extensive research on the prevalence of corporal punishment and its harmful effects on the physical, mental and behavioural well-being of the children, has been conducted globally and in South Africa (Ferguson, 2013; Mahlangu et al., 2021; Mayisela, 2018). However, there is a dearth of studies exploring teachers' understanding of alternatives, and their transformation away from the use of corporal punishment in South African schools.

1.1 Research aims

The aim of this study is to explore teachers' understanding and the use of ATCP in South African schools. This qualitative investigation seeks to explore teachers' psychological transformation from the use of corporal punishment to alternative disciplinary measures in selected primary schools.

1.2 Rationale

According to the Centre for Child Law, regardless of the complete ban on corporal punishment, it is still prevalent in schools (Venter, 2021). The current study was triggered by recent newspaper articles that highlighted the inhumane physical punishments suffered by learners at the hands of some teachers (Njilo, 2020; Shange, 2020). The purpose of this study is to explore the extent to which teachers understand the use of alternative means to corporal punishment. "A civil society group testified to the SA Human Rights Commission (SAHRC) in Limpopo that some teachers employed prior to 1994 were the ones still administering corporal punishment" (Sobuwa, 2021), because this is what they know. The significance of this qualitative investigation lies in exploring how the teachers who used corporal punishment prior to the ban were able to stop using physical punishment. The significance of the study is therefore to promote the use of positive disciplinary measures in order to alleviate challenges pertaining to learner discipline in South African schools. Furthermore, the research study will inform those who are formulating new strategies to solve the problem of corporal punishment in schools.

1.3 Research objectives

The following research objectives outline what the research report plans to achieve:

- To understand the teacher's psychological shift from the use of corporal punishment to administering alternative disciplinary measures.
- To explore the teachers' understanding of ATCP
- To explore the ATCP measures used by teachers to discipline learners.
- To investigate the extent to which teachers were trained to administer viable disciplinary measures.

1.4 Research question

This section focuses on the research questions, illustrating what questions this study aims to answer with its objectives.

Primary research question

1. How are teachers in South African primary schools making a psychological shift from the use of corporal punishment to administering ATCP?

Secondary research questions

1. How do teachers in South African primary schools understand the use of ATCP?
2. What are the ATCP measures used by teachers to discipline learners?
3. How are teachers equipped to administer viable alternative disciplinary measures?

1.5 Conclusion

This research report on teachers' psychological transformation from the use of corporal punishment to alternative means of discipline consists of five chapters. The first chapter has conceptualised the research topic by introducing the background of this research study, and further elucidating the study's research aims, rationale, objectives and research questions. Chapter two explores the key concepts, theoretical framework, and literature pertaining to legislation prohibiting corporal punishment, positive discipline and teachers' mental shifts. Chapter three delineates the methods used to conduct this research, which include, but are not limited to, research design, research methods, instruments and data analysis. In addition, it discusses the ethical considerations along with the reflexivity of the researcher. Chapter four outlines the research findings and the discussion thereof, while Chapter five provides a summary of the research report and the limitation of this research study, and ends with recommendations for possible intervention and future research.

Chapter 2: Literature review and theoretical framework

The preceding chapter provided an introduction and a background to the study. This section of the study reviews literature in two areas; that is, literature pertaining to the topic and literature pertinent to the theoretical framework. With regard to the topic, the review includes the conceptualisation of discipline and related constructs such as corporal punishment, alternatives to corporal punishment (ATCP), the relevant legislative framework, and teachers' psychological transformation. Literature relating to Cultural-historical activity theory (CHAT) as a suitable theoretical framework for this kind of study is also reviewed to shed light on the cultural-historical nature of discipline in the South African context.

2.1 Discipline and corporal punishment

Research studies conducted nationally and globally conclude that many teachers equate corporal punishment with discipline (Coetzee & Mienie, 2013). They believe that corporal punishment is an effective method of correcting deviant behaviour and thus maintaining classroom discipline. UNESCO (2006) describes discipline as the way of teaching or training a person to adhere to rules or a code of behaviour for a short or long period of time. However, this definition sounds flawed, because training someone to adhere to rules does not equate to discipline. Discipline is rather an inside-out process; the person should first understand the meaning and the values of the rules (Mayisela, 2017) in order to self-regulate. Nevertheless, in the case of young children who are not yet cognitively developed to comprehend the value of the rules, the modelling of positive behaviour is therefore imperative. Makhasane and Chikoko (2016, p. 1) define corporal punishment as “the use of physical force with the intention to cause pain but not injury, for the purpose of correction and control”. It includes extreme physical acts of punishment such as striking the child in the face, hitting the child with an object, and shaking or pushing the child (Ferguson, 2013). As Mayisela (2017) succinctly puts it, the focal point of administering corporal punishment is primarily on discouraging the child's improper conduct, with little or no attention paid to the effects of the physical pain. Furthermore, the use of corporal punishment can also extend to emotional and psychological domains such as verbal abuse, deprivation of basic needs such as food and the use of toilet facilities (Moyo et al., 2014). Psychological punishment hurts children's feelings and their development as students and people (Arenas Diaz & Rodriguez Vega, 2015).

The detrimental effects of corporal punishment that have been extensively researched include the potential negative child outcomes such as heightened aggression and physical harm to the child (Armijo et al., 2022; Ferguson, 2013; Gershoff & Grogan-Kaylor, 2016), which perpetuates violence in the general society. Hence, the notion of violence begets violence (DoE, 2000). It is for this reason that the use of corporal punishment was outlawed in most countries, and in South Africa in 1996. Similarly, in a meta-analysis (Gershoff & Grogan-Kaylor, 2016) the findings cited 13 detrimental outcomes of corporal punishment, including, amongst others:

- Affective effects such as low self-esteem, depression, emotional dysregulation and anti-social behaviour (Calvino, 2021)
- Behavioural effects including hyperactivity, anxiety, and the likelihood of children becoming abusers themselves (Moilanen & Rambo-Hernandez, 2017).
- Cognitive effects such as learning difficulties, mental health challenges and suicidal ideation.

The negative impact of corporal punishment on children's emotional, behavioural, cognitive and brain development was further encapsulated in a quarter-century analysis (Durrant & Ensom, 2017). Furthermore, in the debate about corporal punishment, Skelton (2015, p. 339) recounts the use of corporal punishment on children as “cruel, inhumane and degrading”.

2.2 Local, regional and global legislation prohibiting corporal punishment

The humiliating and violent nature of corporal punishment led to the prohibition of the act in private and public spheres locally, continentally and globally (Skelton, 2015; Calvino 2021; Vohito, 2021).

2.2.1 The South African context

The history of corporal punishment in South Africa dates back to the rule of the British Empire in the early 1800s (Mayisela, 2017; 2018) while the use of corporal punishment on children was further legislated by the apartheid government through section 345 of the Criminal Procedure Act No 33 of 1960 (Calvino, 2021; Skelton, 2015). Mayisela (2017) further contends that despite corporal punishment not being legally specified as a form of discipline in schools, teachers acting ‘in loco parentis’ adopted the use of corporal punishment in schools. As parents themselves, teachers deemed it necessary to apply the same form of punishment they use in their homes. The introduction of a new democratic dispensation in South Africa in the early

1990s saw the abolition of corporal punishment in schools. The legislative framework relating to corporal punishment includes the following:

The Constitution of the Republic of South Africa

The 1996 South African constitution as the supreme law of the land states that “everyone has the right not to be treated or punished in a cruel, inhuman or degrading way” (South Africa, 1996a). In addition, “the South African constitution explicitly enshrines, guarantees and protects human rights in general and children’s rights in particular” (Maphosa & Shumba, 2010, p. 88).

The South African Children’s Act

To give effect to certain rights of children as contained in the constitution, the Children’s Act 38 of 2005 was promulgated and subsequently followed by the Children’s Amendment Act 41 of 2007 (South Africa, 2007). The objective was to enhance the care and protection of children from any form of harm, whether physical or psychological. Corporal punishment violates children’s rights of respect for their human dignity and physical integrity. It is the most common form of violence against children, and is degrading and inhumane. Thus, one of the requirements of the African Children’s Charter for states, including South Africa, is to ensure that discipline by parents and teachers respects the child’s human dignity (Vohito, 2021; Calvino, 2021). However, both these scholars argue that contrary to the private space, physical punishment is regulated more in the public space. The inconsistency thereof was further highlighted by the permission given to parents to reprimand their children using corporal punishment provided the reprimand did not result in severe child injury, known in common law as “moderate and reasonable chastisement” (Calvino, 2021). This practice created disciplinary challenges in schools, whereby the same child is physically punished at home to instil discipline, yet such disciplinary acts are specifically prohibited in schools. Such contrasting messages could easily be challenging to process, not only to young minds, but to adults as well. To encourage positive parenting, the Constitutional Court has recently (2019) ruled against “reasonable and moderate chastisement” (Calvino, 2021). Parents are thus prohibited from employing corporal punishment as a form of discipline.

The National Education Policy Act

The National Education Policy Act (Act No. 27 of 1996) further stipulates that “no person shall administer corporal punishment or subject a learner to psychological or physical abuse at any educational institution” (South Africa, 1996b:3). Teachers should therefore find positive disciplinary measures to maintain discipline in schools. Failure by teachers to adhere to this stipulation could lead to suspension and/or dismissal. Furthermore, teachers are mandated by

the South African Council of Educators' (SACE) Code of Professional Ethics to acknowledge, uphold and promote basic human rights (Coetzee & Mienie, 2013).

The South African Schools Act

According to the South African Schools Act (Act No 84 of 1996, Subsection 10.1 and 10.2), no one may administer corporal punishment to a learner at a school (South Africa, 1996c). Furthermore, anyone who violates subsection (10.1) is guilty of an offence and is liable on conviction to a sentence that could be imposed for assault (South Africa, 1996c). The main aim of this Act is to ensure that all learners not only have access to quality education without discrimination but are also protected from any form of physical harm perpetrated by teachers.

2.2.2 The Regional /African context

In accordance with the African Charter on the Rights and Welfare of the Child (African Children's Charter) any form of discipline, whether privately or publically administered, should be administered in such a manner that it respects the child's human dignity (Skelton, 2015; Calvino, 2021; Vohito, 2021). In the region, as of June 2021, about 10 states, South Africa included, have prohibited the use of corporal punishment at home and in schools (Calvino, 2021). The rationale behind the prohibition was also to discourage learners from perceiving violence as an acceptable behaviour. However, Calvino (2021) posits that the explicit prohibition of corporal punishment poses a significant challenge in Africa, with countries such as Botswana still maintaining the use of corporal punishment.

2.2.3 The Global context

Internationally, Article 19 of the United Nations Convention on the Rights of the Child (UNCRC), propagates the protection of children from all forms of violence and abuse (UNCRC, 1989; Calvino, 2021) by parents and teachers. This was the first legally binding international instrument that established grounds for the abolishment of corporal punishment, with countries such as Sweden experiencing a significant societal shift and decline in the use of corporal punishment (Durrant, 2010; Calvino, 2021). Similarly, a study conducted in Germany on the prohibition of corporal punishment reported significant changes in under a year (Bussman, 2004). South Africa has committed itself to implementing the obligations as propagated by UNCRC, as evidenced by the 1996 public ban and the 2019 prohibition of corporal punishment in homes.

In comparison to the global context the guidelines on ATCP in South Africa and other African countries do not have a wide reach (Vohito, 2021) with the exception of the abolition of corporal punishment. This is because some of the ATCP measures introduced are westernised and do not take in to cognisance the socio-economic and cultural aspects (Mayisela, 2017).

2.3 Positive discipline and alternatives to corporal punishment

The ban on corporal punishment brought a lot of uncertainty into the teaching fraternity. Teachers in general felt disempowered following the promulgation of this act because they believed that discipline could not be maintained without corporal punishment (Venter & van Niekerk, 2011). The ban also necessitates a move by teachers away from the use of corporal punishment, which is seen as negative discipline, to a more positive way of disciplining the learners. Hence the introduction of ATCP in the year 2000 by the South African government to enhance positive discipline. The main focus of the Code of Conduct in schools must be positive discipline (DoE, 2000). Every South African school must establish a Code of Conduct that is consistent with the constitution, to enable educators to fulfil their human rights mandate of instilling positive discipline. Positive discipline is therefore grounded in human rights (Coetzee & Mienie, 2013).

The Guidelines for Educators state that positive discipline is about understanding how individuals learn, building their skills and instilling self-discipline (Durrant, 2010). Sekiwu and Botha (2014) maintain that the aim of schooling is to impart to learners positive values as problem-solving instruments; thus, a clear link between values and positive school discipline exists. Positive discipline does not only foster encouragement and mutual respect amongst students, teachers and parents, but also promotes basic and cultural values (Somayeh et al., 2013). Despite extensive research done on, and arguments in favour of, positive discipline, teachers continue to struggle with implementing ATCP. The findings of various studies indicate that most teachers perceive the use of ATCP as ineffective, inadequate, and time-consuming (Mashau et al., 2015; Singo, 2017; Mahlangu et al., 2021).

2.4 Psychological transformation of teachers

The current study investigated the teachers' psychological transformation from the use of corporal punishment to alternative disciplinary measures in South African schools. The main aim was to explore teacher's understanding of alternative means to corporal punishment in South African schools. Psychological transformation can be described as a significant change

or shift in an individual's thoughts and/or behaviour patterns; a change that typically necessitates a significant shift in thought patterns and values (Transformation, n.d.). Venter and van Niekerk (2011) noted that teachers struggle to shift their paradigm of authoritarian discipline in the classroom to a more positive way of disciplining learners. Teachers must therefore critically examine their own beliefs and assumptions about discipline. A number of reasons have been cited by various researchers for the prevalence of corporal punishment. Firstly, Moyo et al. (2014) argue that educators administer corporal punishment because that is what they have learnt from their teachers; the behaviour was modelled for them and incorporated into their value system. Corporal punishment is internalised by South African teachers, hence the difficulty in abandoning the practice (Mayisela, 2018). Secondly, there is inadequate training on alternative methods of discipline (Rampa, 2014; Sibanda & Mpofo, 2017) and a lack of consultation (Moyo et al, 2014) as well as a lack of training and periodic reviews (Mashau et al, 2015). A large number of teachers have not received training on ATCP and therefore lack appropriate skills to manage discipline (Singo, 2017).

Lastly, Ogbonnaya and Awuah (2019) noted the existence of disparities in educational quality across races and provinces in South Africa. They further cited that in South Africa, the government has attempted to bridge the gap by categorising public schools into quintiles based on the socio-economic status of the schools' geographical locations. The quintile categories range from Quintiles 1–3, including the poorest geographical locations consisting of previously disadvantaged non-fee paying schools, and Quintiles 4–5, including former Model C fee paying schools found in the wealthiest geographical locations. This disparity has an impact on the general discipline in schools (Okonofua et al, 2016). Mahlangu et al. (2021) argue that corporal punishment is no longer used as a form of discipline in previously white schools, whereas in previously disadvantaged schools it is still a common practice. They further posit that learners from low-income families are more likely to be subjected to corporal punishment. A study conducted in the United States by Gershoff and Font (2016) also reported on the widespread prevalence of, and disparities in, the use of corporal punishment at school district levels in public schools. Corporal punishment has the potential to be used in a discriminatory fashion.

2.5 Cultural-historical activity theory

CHAT was developed by Lev Vygotsky between the 1920s and 1930s, with cultural mediation as its focal point (Vygotsky, 1987; Engeström, 2001). It was expanded upon by his colleague and disciple Alexei Leont'ev to take into account the socially mediated nature of activity (McAvinia, 2016). The activity theory has evolved through three generations of research;

Vygotsky's identification of the triangle was the first generation, followed by Leontov's work on the collective nature of human nature together with Engeström's activity system model; the third was the development of two interacting activity systems (Engeström, 2001); (Yamagata-Lynch, 2010). CHAT proponents posit that an individual's development takes place first in the social plane (interpsychological) through interaction with others, and secondly in the intrapsychological plane, where cultural tools are transformed into psychological tools, resulting in higher psychological functions (Vygotsky, 1997; Roth & Lee, 2007). Activity Theory is defined as a conceptual framework based on the idea that activity is primary, that doing comes before thinking, and that goals, images, cognitive models and abstract notions such as definition and determinant growth of people doing things are interconnected (Hashim & Jones, 2007). Yamagata-Lynch (2010) and Sawyer (2014) further argue that humans make use of psychological tools such as language to self-reflect and to assess their own activity before, during and after carrying it out. The purpose of CHAT is to promote changes in activity systems that result from participant self-reflection (Grimat-Alvaro & Ametller, 2021).

Vygotsky's CHAT was employed as a theoretical lens to further explore teachers' understanding of ATP in South African schools. Hashim & Jones (2007, p. 2) posit that "Activity theory is a theoretical framework for analysing and understanding human interaction through the use of tools and artefacts". These are historically created social artefacts that are used by humans to master and improve their natural psychological processes. CHAT's relevance in situations that have significance in historical and cultural contexts renders the theory appropriate for the current study because teachers themselves are members of a historically situated educational community (Vygotsky, 1987; Roth & Lee, 2007).

2.5.1 The Multiple Activity Systems of CHAT

In accordance with the Activity theory, the work activity is divided into three analytical components: **subject** (the person being studied), **tool** (mediating device to execute the action) and **object** (the intended activity/outcome) (Hashim & Jones, 2007). Engeström (2001) added two new units of analysis; **rules** (set of conditions to regulate behaviour) and **division of labour** (distribution of work).

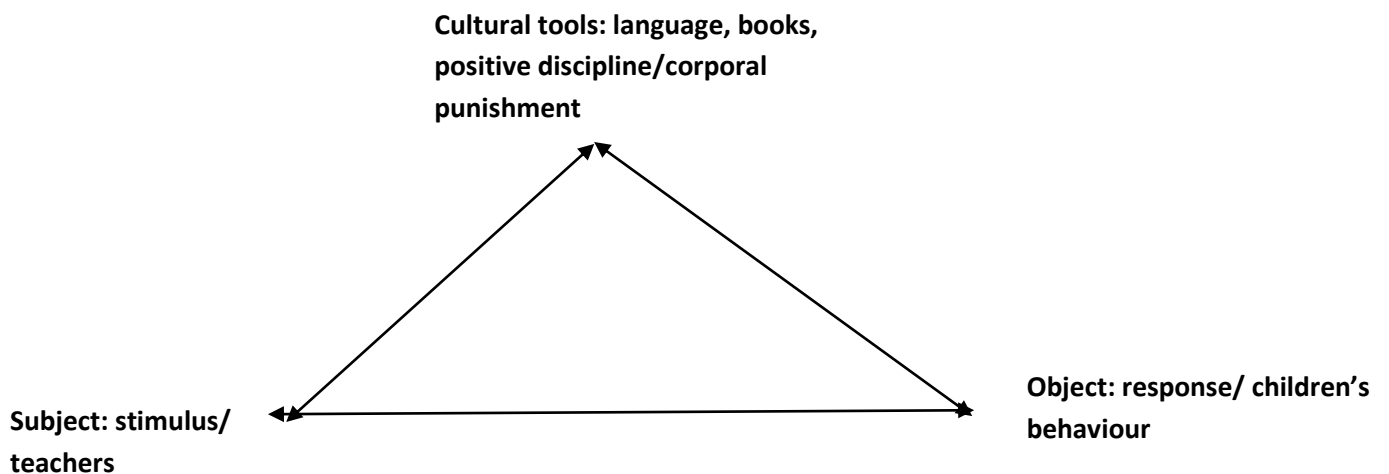


Figure 3: Vygotsky's first generation triangle adapted from Vygotsky (1987).

In the current study, the teachers are the subject, teaching and learning is the intended activity, language/corporal punishment/ATCP is the mediating device (tools) by which teaching and learning is executed, the rules are the codes of conduct as stipulated by legislation, and lastly the division of labour refers to the general members of the community, which include parents, teachers, learners and other stakeholders. In the schooling activity system, the interconnectedness of components has an outcome, namely self-regulation. (Armijo et al, 2022) define self-regulation as the child's ability to regulate cognitive, emotional and social demands through culturally acceptable behaviour. Furthermore, teachers are participants whose purposes (teaching and learning) and cultural tools (language/corporal punishment) are rapidly and constantly changing (Hashim & Jones, 2007). Their psychological transformation and development are socially constructed because human consciousness is derived from social activity. By transforming the world, human beings also transform themselves psychologically (Sawyer, 2014). Therefore, the psychological transformation of teachers from the use of corporal punishment to the use of alternative disciplinary measures was best explored in terms of CHAT. CHAT is frequently used as a paradigm in qualitative research to design transformative interventions (Grimat-Alvaro & Ametller, 2021). Therefore, CHAT was used

as a lens to further understand the main research question; How are teachers in primary schools making a psychological shift from the use of corporal punishment to administering ATCP?

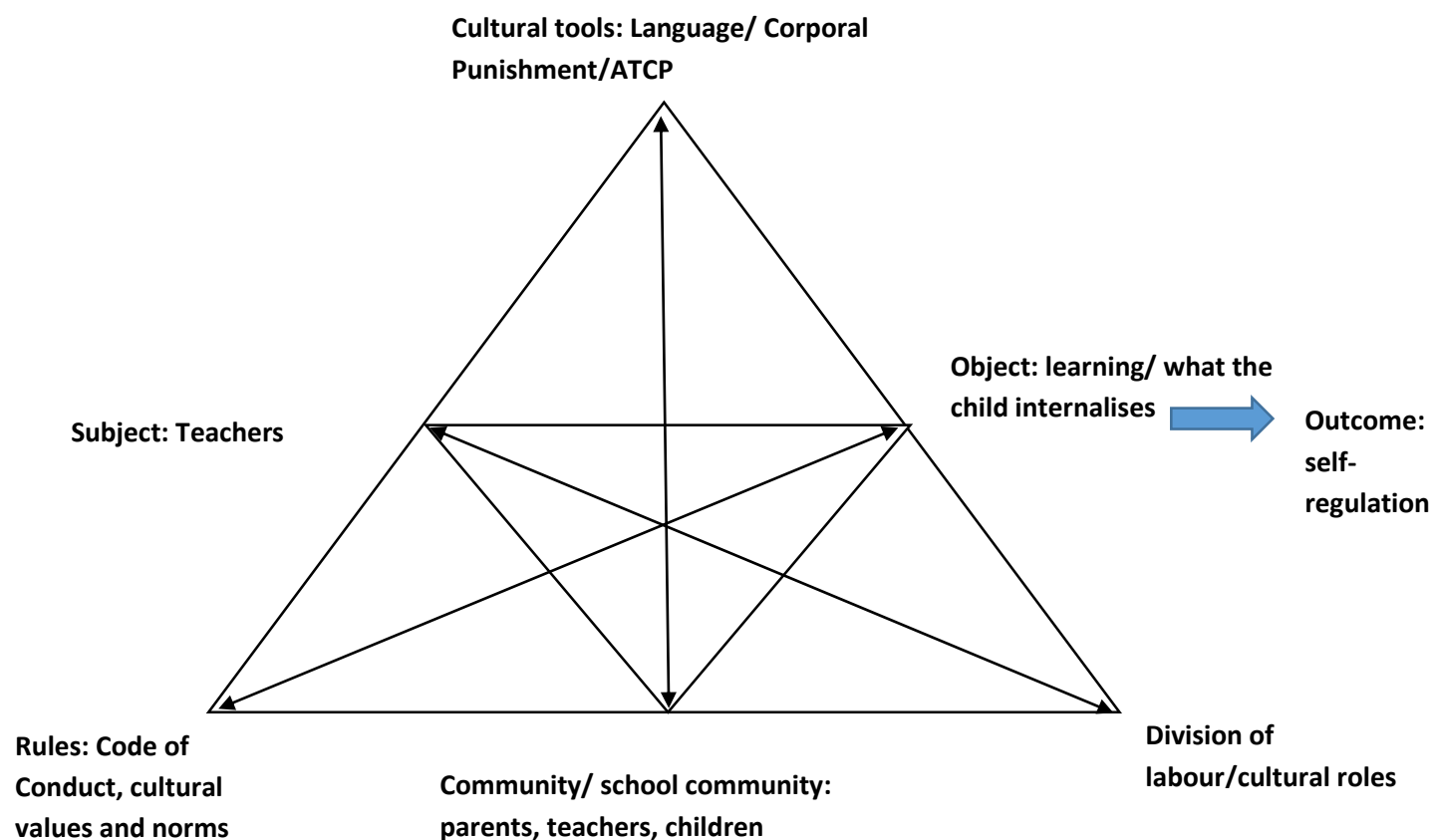


Figure 4: Vygotsky's second generation model adapted from Madyarov (2012) and Mayisela (2017).

2.5.2 Historicity and contradictions

As explained in the preceding section, the analytical activity systems inherent in CHAT place emphasis on the importance of history in the continuous development of human experience. Vygotsky maintained that to study something historically entails studying it in the process of change (Grimat-Alvaro & Ametller, 2021). Thus, investigating the specific histories of the living communities, individuals and their activities assisted the researcher in answering the question, “How do teachers understand and use ATCP?” This investigation also highlighted

the contradictions embedded in the activity system. According to Roth and Lee (2007, p. 25), the activity, as in all the dialectical units, harbours inner contradictions; “when inner contradictions are conscious, they become the primary driving force that bring about change and development within and between activity systems”. These contradictions are historically accumulated inner clashes within the activity system themselves. The construct of contradictions provides a theoretical lens (Madyarov & Taef, 2012) to understand the teachers’ intrapsychological development emanating from the transformation of cultural tools into psychological tools (Mayisela, 2017). Goodnough (2018) succinctly defines contradictions as the disturbance, divide, tensions and breakdowns experienced within the system. In the same breath (Mayisela, 2018) posits that contradictions are an integral part of change and should therefore be understood and embraced to make meaning of the transformation that occurs within a particular system. Roth and Lee (2007) further explicate four types of contradictions identified by Engeström.

Primary contradictions

At this level, contradictions may be internal to a fundamental entity; that is, they may occur when subjects want to reach a particular object; however, they make use of a tool that has a negative outcome. In the schooling activity system, some teachers would use corporal punishment as a mediation tool, thus modelling emotional dysregulation and impacting on children’s regulatory abilities (Armijo, 2022).

Secondary contradictions

At a secondary level, discrepancies may occur between two constituent entities, namely the *object* and the *rules*. Thus, contradictions may take place in the relationship between material or cultural *tool* and the *intended outcome* of the activity; for instance, the internalisation of corporal punishment as opposed to the prohibition of corporal punishment.

Tertiary contradictions

The third level encompasses contradictions that exist between the object (motive) of the dominant activity system and the object of a culturally more advanced form of activity. Thus, contradictions may emanate as a result of new dispensations as opposed to culturally old practices that are still held dear in communities.

Quaternary contradictions

At the fourth level clashes may exist between the central activity and one of its neighbouring activities. As suggested by literature corporal punishment is still used by some parents despite its ban through the legislative system.

A closer look at these inner contradictions enabled the researcher to gain valuable insights into how larger socio-political and economic struggles mediate local practices (Lee & Roth, 2005) within the system; thus, the trouble or clash expressed in ongoing activity can be addressed either by a change of goals or complete abandonment (Roth & Lee, 2007).

2.6 Conclusion

The purpose of this chapter was to review literature pertinent to teachers' handling of learner discipline in schools. Additionally, the chapter has elucidated legislative framework on the prohibition of corporal punishment in South Africa, the continent and globally. Furthermore, it discussed the introduction and implementation of ATCP in South African schools. In addition, the components of CHAT and their particular reference to this study were discussed. Finally, the historicity and contradictions inherent in the schooling activity system were also discussed. The next chapter provides a detailed explanation of the qualitative research approach used in the current study.

Chapter 3: Methodology

This section of the research report outlines the designs and procedures the researcher used to answer the research questions for this study. The primary research question: How are teachers in South African primary schools making a psychological shift from the use of corporal punishment to administering alternatives to corporal punishment (ATCP)? The secondary questions pertinent in refining the methodology are: 1) How do teachers in South African primary schools understand the use of ATCP; 2) What are the ATCP measures used by teachers to discipline learners? and 3) How are teachers equipped to administer viable alternative disciplinary measures? For clarity of thought for this investigation, Cultural-Historical Activity Theory (CHAT), a constructivism framework inspired by Vygotsky, was applied in this research. Vygotsky asserts that the meaning that individuals make of their life experiences and ontological phenomena is socially constructed (Mabry, 2008). Given this theoretical view adopted for this study, a qualitative research approach was found to be suitable to the study because it seeks an in-depth understanding of the phenomenon relating to the teachers' psychological shift from corporal punishment, as opposed to quantitative research, which gathers a range of numeric data (Ahmad, et al., 2019). Qualitative research focuses on making meaning of experiences, culminating in understanding, all of which takes place in the mind and are therefore mental processes. A qualitative research approach therefore provided the researcher with the opportunity to interact with the individuals and groups of teachers whose mental transformation the researcher aimed to understand (van Rensburg, 2010). Various aspects of trustworthiness were considered and integrated throughout the research process which include (O'Leary, 2004):

- *Credibility* which entails the accuracy of the data collection achieved through data triangulation.
- *Transferability*, the multiple data collection methods ensured a rich description of findings applicable to similar context but not to a larger population.
- *Dependability* achieved through rigorous data collection techniques, an in-depth description of the study procedures and well-documented data analysis.
- *Confirmability* achieved through a reflexive practice to keep findings and conclusions free from bias.

This chapter begins with a discussion of the research design and its purpose in answering the research questions. This is followed by the elucidation of the qualitative research method employed and the selection of cases and participants. Furthermore, the chapter provides an

outline of the data collection tools used, which includes questionnaires, face-to-face interviews and document analysis. In addition, data analysis and ethical considerations are further discussed. Finally, the reflexivity of the research study is explicated.

3.1 Research design

Since this research study seeks to explore teachers' understanding of alternative disciplinary methods to corporal punishment, CHAT will be applied to understand the historicity that informs the internalisation of the phenomenon of corporal punishment, and the meaning teachers attach to the alternative positive disciplinary measures. Historically, corporal punishment was used in South African schools to maintain order and discipline. With the advent of democracy in 1994 and the subsequent abolition of corporal punishment, teachers who were previously using corporal punishment and have been exposed to childhood corporal punishment are finding it difficult to abandon the practice and adopt positive disciplinary measures (Maphosa & Shumba, 2010; Mayisela, 2018). This study therefore employed a qualitative interpretive case study design because of its emphasis on the importance of insiders' viewpoints (van Rensburg, 2010). The teachers' historical perceptions of corporal punishment and how they understand the use of ATP are the focal point of the study. Mabry (2008) further posits that qualitative or interpretivist study implies the constructivist theory that knowledge is constructed through social interaction. In-depth face-to-face interviews were used to elicit the meaning attached (Willig, 2013) to positive disciplinary measures. The reason for using a qualitative research approach was to understand the views and perceptions teachers have with regards to the disciplining of learners in the South African context. Willig (2013) asserts that the qualitative method not only helps the researcher to gain more vision into different challenges experienced in order to develop concepts for theories, but also enables the researcher to look deeper into different problems and discover new thoughts to the individual's views. A qualitative approach and a case study design therefore enabled the researcher to seek more in-depth knowledge about the participants' experience, meaning and perspectives about the phenomenon of corporal punishment. A case study is defined by Mohajan (2018) as an observation of an activity or individual bound within a specific time, setting and context. The case studies explored in this research include two public primary schools, one of them situated in a township and one in a city.

3.2 Data collection methods and tools

A qualitative approach enables the researcher to use multiple techniques in order to generate data (Makhasane & Chikoko, 2016). The researcher made use of more than one data source

(data triangulation) to investigate the teachers' mental shifts in their totality (van Rensburg, 2010). The rigorous techniques used to gather the data contributed towards the credibility of the study. Thus, the study made use of biographical questionnaires, interviews and document analysis to collect data.

3.2.1 Biographical questionnaire

The researcher made use of biographical questionnaires (Appendix F) to document the life and experiences of each individual teacher. The background information of the participants enabled the researcher to answer the question, How do teachers who were previously using corporal punishment understand and use ATCP? According to CHAT, an individual's development process occurs both historically and within his lifespan (Sawyer, 2014). The information gathered through questionnaires was valuable in ascertaining the extent to which the teachers have internalised the use of corporal punishment, and what they themselves think of childhood disciplinary experiences.

3.2.2 Semi-structured interviews

In order to explore the teachers' understanding of the use of ATCP, data was also collected through the use of semi-structured face-to-face interviews with one senior member of the School Management Team (SMT) as well as a focus group interview (FGI) of teachers. Semi-structured interviews are defined by Longhurst (2003, p. 103) as "a verbal interchange where one person, the interviewer, attempts to elicit information from another person by asking questions". These questions were thus prepared beforehand, which enabled the researcher to be prepared and confident while conducting the interviews. The interview schedule (Appendix G) used consisted of open-ended questions that necessitated in-depth discussions delving into the reasons behind the answers, opinions and emotions. Thus, with the semi-structured interviews, the development of rapport and dialogue was initiated (Keller & Conradin, 2019). The face-to-face interviews were conducted within the school premises and at a time of convenience for the interviewees. Keller and Conradin (2019) further maintain that a place selected should be comfortable and easily accessible for participants. Data was recorded with the use of both an audio recorder and a smartphone to capture the participants' direct responses, which were thereafter transcribed verbatim.

3.2.3 Document analysis

In qualitative research, document analysis entails interpreting documents to explore the research topic (Bowen, 2009) in order to answer the main question. In the current study, the researcher made use of two types of documents; public documents such as the Department of Education ATCP of 2000, which contains the positive disciplinary measures to be used in all

South African schools, as well as physical evidence or artifacts (O'Leary, 2004) in the form of the Schools Code of Conduct and the School Policy on Learner Discipline, which details disciplinary procedures to be followed by teachers to discipline learners or some documentation of communications with parents through mechanisms and tools such as the learner diary.

3.3 Participants and selection of participants

Since a case study design was adopted for this study, a two-phase case selection process was utilised in the current research to answer the question, How do teachers who were previously using corporal punishment understand the use of ATCP and how have they shifted from corporal punishment?

The first phase involved the selection of two cases of schools. Yin (2009) assert that a two-case design is worthy of being objective because it affords the researcher sufficient access to potential data. The two cases were selected from a broad spectrum of schools in South Africa; one school from the quintile 1–2 category and the other from the quintile 4–5 category of school. Convenience sampling, a non-probability technique used to select participants because of their convenient accessibility and proximity to the researcher (Dudovskiy, 2018), was applied to select the two public primary schools for the purpose of this study. According to research by Mayisela (2017), corporal punishment is still rife in primary schools, on learners whose age is formative and critical for development. Public schools were identified because they cater for the majority of teachers in the South African schooling system. A purposeful selection of participants based on their particular characteristics (van Rensburg, 2010) was used in the second phase.

The second phase involves the selection of participants from the two selected cases of schools. These participants constitute the cases of the study. These participants were cases of teachers who are using ATCP and are teaching at a primary school. Furthermore, these participants were between the ages of 50 to 65 and their teaching experience ranged from 19 to 38, suggesting that historically they have been exposed to corporal punishment. The researcher did not have the financial nor human resources to select more than two schools. The exclusion criteria were therefore participants from private schools and secondary schools, and younger teachers who were not exposed to corporal punishment in their childhood. The current study also excluded teachers who still prefer to use corporal punishment as evidenced in the latest research studies.

3.4 Data analysis

The analysis of the raw data from the interviews commenced with verbatim transcription of the recorded interviews, leaving out any identifiable information about the participants (Maguire & Delahunt, 2017) and the original recordings were thereafter deleted. Analysing data is one of the critical components of qualitative research; it involves the sifting and sorting from masses of data collected, and reorganising these into themes (van Rensburg, 2010). Thematic analysis was used to obtain common themes within the research topic; teachers' psychological transformation from the use of corporal punishment to alternative disciplinary measures. Thematic analysis revolves around obtaining themes or patterns from participants' responses (Maguire & Delahunt, 2017). The researcher followed a six-step approach to thematic analysis, distinguished by Braun and Clark (2012), which includes:

1. *Familiarising myself with data:* In this first phase I immersed myself in the masses of data by reading repeatedly the textual data, including demographic questionnaire transcripts from the interviews, observation notes taken during interviews, and the codes of conduct (Braun & Clark, 2006). The process of data analysis began with the capturing of the biographical questionnaire. This was done to determine the participants' demographic characteristics such as gender, age, highest education level, teaching experience, etc. The demographic characteristics enabled the researcher to determine whether the sample is representative of the population that was targeted. For example, age determined childhood exposure to unregulated corporal punishment during the Bantu Education of the Apartheid system. Despite the small sample size, the demographic characteristics of the sample assisted the researcher to potentially understand how their individual characteristics such as teaching experience, childhood exposure to corporal punishment and training on ATCP have contributed towards their intermental transformation (teachers' current disciplinary practices). Thus, the responses gathered from the demographic questionnaire also enabled the researcher to further heighten the validity of the study. A thorough reading of transcripts coincided with note-making, ensuring that data was read as data, which means reading it critically and analytically (Braun & Clarke, 2012), bearing in mind the objectives of this study.
2. *Generating initial coding:* During this phase, I used codes to reduce the large amount of data into smaller, meaningful units (van Rensburg, 2010) by assigning codes to the interviewee responses. This data condensation process is a crucial part of vertical data analysis (Gaudet & Robert, 2019). At this stage, codes were attached to chunks of words

varying in size; phrases and words that I could potentially use as themes. In this rigorous phase I used CHAT as my microscope depicting six lenses, one for each activity in the multiple activity system, which includes the *community* (school community), *subject* (teachers), *division of labour* (cultural roles), *tools* (language/CP/ATCP), *rules* (Code of Conduct), and the *object* as the internalised outcome. Furthermore, the activities were colour-coded to illuminate what the teachers uttered and what the utterances mean for their transformation from the use of corporal punishment to alternative disciplinary measures. Through semantic condensation (Gaudet & Robert, 2019) I was able to focus on the symbolic content, reducing the content to different meanings in the light of the research question.

3. *Generating themes:* The capturing of themes is the most significant part of data (Maguire & Delahunt, 2017). In this phase of my research, I used all the codes to construct themes (Braun & Clark, 2012) relating to the mental shift of teachers as agents of change in the schooling activity system, including other related themes. These codes were subsequently categorised into themes ranging from the most to the least important (Langemeir & Nissen, 2004), as well as more to less frequent. The responses were further analysed thematically to establish patterns. Braun and Clarke (2019) describe themes as “creative and interpretive stories about data” (p. 594) generated through the researcher’s reflexive and thoughtful engagement with data. Furthermore, the themes were formulated on the basis of the CHAT model to identify tools, contradictions and transformations. To conclude the phase, my candidate themes were represented in a form of a table (Appendix A) and collated with all the data extracts pertinent to each theme. Thus, I used CHAT to magnify teachers’ transitions from the use of corporal punishment to ATCP.
4. *Reviewing potential themes:* To verify quality, constructed themes were reviewed in relation to the coded data and the entire data set. Codes that did not correlate with the dataset specific for a particular theme were either discarded or moved to other relevant themes.
5. *Defining and naming themes:* With the research objectives in mind, I then clarified the themes by defining and naming them into overarching themes and sub-themes (Maguire & Delahunt, 2017). Themes were defined and named through a vertical and horizontal analysis, which included the research questions, themes and relevant extracts from all ten participants.

6. *Interpretation and reporting:* In this last phase, I embarked on a thorough interpretation of the generated data to finally produce a solid report while making an argument (Maguire & Delahunt, 2017) that answers my main research question: How are teachers in South African primary schools making a psychological shift from the use of corporal punishment to administering ATCP? To achieve this, I made use of horizontal analysis to find essential insights to understand the phenomenon of teachers' intermental transitioning (Gaudet & Robert, 2019)

Applying the steps to the study enabled the researcher to become familiar with the phenomenon of ATCP and the teachers' understanding thereof. In line with the qualitative approach, theory from data analysis emerged through inductive processes (van Rensburg, 2010); O'Leary, 2004). The inductive/data-driven nature of data analysis enabled the researcher to understand the participants' experiences and how they make meaning of such experiences (Braun & Clarke, 2023).

3.5 Research procedure

A reflection on the step-by-step procedure in achieving the aims of the research study is as crucial as the research design and methods, and tools used to collate the data. In the current study, the research proposal was first formulated and reviewed by readers who referred it to the Ethics Committee for clearance. The Ethics clearance was applied for and subsequently the Ethics clearance certificate number H22/06/15 (Appendix N) was granted from the Human Research Ethics Committee Non-medical, University of the Witwatersrand. Furthermore, permission to conduct research at sites was applied for from the Gauteng Department of Education (Appendix L) and was granted (Appendix M). The researcher began the selection of cases and recruitment of participants through telephonic conversations with the school principals to arrange for face-to-face meetings. During the meetings, the aims and objectives of the study were articulated as per the Participation Information Sheets (Appendix B&C) respectively. Additionally, permission for conducting this research study at the two primary schools was applied for from the School Governing Bodies (Appendix H&J). Once permission was granted by the SGBs, the researcher then made a second visits to the sites to collect data. Selected participants were gathered together and information pertinent to the study was further explained. The participants were also informed that their participation in the study was entirely voluntary. Furthermore, there were no benefits for participation nor any foreseeable harm intended. However, measures were put in place in case harm was created:

- The first interview with the school principal, prior to the interview where the participants signed the consent form (Appendix D) for as per ethical considerations.
- A biographical questionnaire (Appendix F) was completed by the participants to provide demographic information as well as childhood experiences of corporal punishment and previous training on ATCP.
- The individual interview with the principal was then conducted using an interview schedule (Appendix G). While on site, the School Code of Conduct and/or Learner Diaries were made available for the researcher's perusal. The documents were also made available via email for the purpose of the subsequent data analysis.
- Upon completion of the individual interview, an interview with the focus group of four teachers ensued. The participants in the group also completed the biographical questionnaire and the confidentiality agreement.

Given the fact that a focus group interview is interactive, this research activity could neither be confidential nor anonymous. Sim and Waterfield (2019) argue the problematic nature of group interview because of the researchers limited control over what can be communicated by participants outside the group. Thus, to mitigate the risk involved in the breach of confidentiality (Sim & Waterfield, 2019), each participant in the focus group signed the confidentiality agreement (Appendix E). Furthermore, despite being part of a group, participants were afforded an equal opportunity to respond to the interview questions.

- During interviews, data were recorded with an audio-recorder and a smartphone to capture the actual verbal interaction between the researcher and participants. The researcher also took notes to record critical information that was useful during the data analysis process.
- Once all data was collected, the data was transcribed verbatim with the use of Microsoft Word. The data was further analysed by means of thematic analysis and then synthesised to answer a broader research question.
- The final step in this study included the writing of a research report based on the research proposal and the review of literature to collate the data generated.

3.6 Ethical considerations

A classic definition of ethics in qualitative research is doing what is good and avoiding harm (Aluwihare-Samaranayake, 2012). This research study adhered to the following ethical principles; informed consent, anonymity, confidentiality and non-maleficence. The principle of respect reflects a moral concern for the autonomy and privacy of participants (Fihsher & Anushko, 2018); thus, in the present study, participants were first provided with detailed information about the study (Appendix B and Appendix C), for which I gave full disclosure of the aims, objectives and expectations of their involvement in this study to enhance their liberty to give their informed consent in the form of writing and signing a consent form (Appendix D). The form stated that the participants understand the information about the study, they understand that their information would be kept private, and that only the researcher would have access to the information. Confidentiality is explained as the ability to match participants' identities to their responses; information was therefore only made known between the researcher and the participants (Duplooy-Cilliers et al, 2016).

The participants deserve to know all the information pertaining to the study and how their identities will be protected. For this reason, the ethics principle of Anonymity was evoked and adhered to. Duplooy-Cilliers et al. (2016) define Anonymity as a practice in which the participants' names are not recorded at any stage of the research, by using code names or pseudonyms. However, Anonymity and Confidentiality have limitations, as in the case of group interview. According to Gibbs (1997), focus groups are not fully confidential or anonymous, because the material is shared with the others in the group. Sim and Waterfield (2019, p. 3003) assert that "Confidentiality and Anonymity are potentially problematic because of the researchers limited control over what participants may subsequently communicate outside the group." As indicated previously, in order to mitigate the risk involved in the breach of confidentiality, the focus group participants signed a confidentiality agreement (Appendix E).

The ethical principle of Non-maleficence was also adhered to and is defined by (Jungers & Gregoire, 2013) as behaviour that is not harmful towards participants including emotional, physical and psychological harm. The level of risk in the current study was maximum, which implies that it may reveal some types of low-level illegal activities (HREC, 2021). Ethical issues may emerge in the study if participants refer to specific instances in which they have illegally used corporal punishment on learners at school. The researcher kept complete focus of the study on alternative methods by reiterating and re-emphasising adherence to the ground

rules established during the briefing session. The researcher initiated a Briefing Phase to discuss and negotiate a set of ground rules, especially in the case of sensitive topics such as corporal punishment.

In addition, the Participants Information Sheet (Appendix B & C) made participants aware of the researchers' ethical obligation to report any form of physical punishment meted out to learners. As per the informed consent, no intentional harm was caused during research. However, participants were provided with contact details of psychological counselling services to assist with any potential harm that may result from the research study. Ethical clearance was applied for and subsequently obtained from the Wits University Human Research Ethics Committee (Appendix N) before the research study was conducted in order to ensure that all objectives and ethical guidelines have been followed and that no participant will be harmed during this research study. Further ethics gatekeeping processes were adhered to; this means the researcher was granted permission from the participants' institutions. For this study, the researcher applied for permission to conduct the study from the Gauteng Department of Education (Appendix L) and permission was subsequently granted (Appendix M).

3.7 Reflexivity

Reflexivity in research entails the researchers' awareness of the self in relation to the research topic being investigated. It entails being aware that the researcher and the object of study affect each other mutually and continuously influencing each other during the research process (Haynes, 2012). Patnaik (2013) posits that directing enquiry towards the self enables the researcher to bring out the inter-subjectivity inherent in qualitative work. According to Guillemin & Gillam (2004), reflexivity in research is an active ongoing process that pervades all stages of the research process. In order to ensure credibility, I was constantly aware of, and tried to minimise, the implications of my own potential emotions, attitudes, biases and preconceived notions, which may impact on the understanding of certain information during data collection (Patnaik, 2013). The aim of the current study is to explore how teachers in South African primary schools understand and use ATP. I acknowledge that my particular concern for the findings of the current study put me in a position of potential bias and I therefore ensured that constant supervision of methods and analysis of data occurred throughout the research process. An attempt was also made to guard against transferring my own preconceived notions about ATP to participants. In order to minimise transferring own biases to the participants during the interview process, I formulated a well-planned interview guide with unbiased

questions. The questions were free of bias and not leading to participants, particularly because I have been in the teaching fraternity for a number of years and would not want to influence the interview process in any way. Guillemin and Gillam (2004) further caution researchers to constantly assess their actions and roles in the research process; I therefore subjected myself to constant supervision and also subjected all my actions to the same critical scrutiny as the rest of the data.

3.8 Conclusion

The focal point of this chapter was the qualitative research design used in the current study and the methodology employed including data collection; selection of cases; selection of participants and analysis of data. Ethical considerations were further elaborated on. The biographical questionnaire was used to collect data on teachers' childhood experiences of corporal punishment to further understand their psychological transformation. The next chapter focuses on the findings and discussion of themes.

Chapter 4: Findings and discussion

This chapter reports on findings of the research on the teachers' psychological transformation from the use of corporal punishment to alternative disciplinary measures. It encompasses the final phase of the Braun and Clarke's six steps approach to thematic analysis (2012). Following the microscope analogy, Cultural-Historical Activity Theory (CHAT) was employed as an analytical tool to delineate what was uttered by teachers and what these utterances mean for their psychological transformation. In line with the components of trustworthiness I was cognisant and reflexive of how these utterances may have affected my feelings as a former teacher. Thus to minimise bias data checked and rechecked throughout the process of analysis (O'Leary, 2004). The focus in generating themes was on the multiple activities embedded in the schooling system, which encompass the entire school community; the teachers as subjects; the division of labour; the rules and the tools used by teachers to attain the intended outcome (internalisation).

In this section of the study, four overarching themes and ten subthemes are interpreted and discussed in relation to the objectives of the study: 1) to understand the teacher's intermental shift from the use of corporal punishment to alternatives to corporal punishment (ATCP); 2) to explore the teachers' understanding of ATCP; 3) to explore the ATCP measures used by teachers to discipline learners; and 4) to investigate the extent to which teachers were trained to administer viable disciplinary measures. The chapter begins with descriptive data of teachers, including the demographic characteristics of the participants of the study as well as their training in ATCP. The chapter then discusses the findings of the thematic analysis along with the integration of CHAT as a theoretical framework.

4.1 Biographical profile of participants

The researcher made use of biographical questionnaires (Appendix E) to document the life and experiences of each individual teacher. The background information of the participants enabled the researcher to answer the question, How do teachers who were previously using corporal punishment understand the use of ATCP? Table 1 below shows a summary of findings pertaining to teachers who were teaching in both systems; that is, before and after the abolishment of corporal punishment in 1994; including training in ATCP and/or none.

Primary School A						
<i>Participants</i>	<i>Position</i>	<i>Age Range</i>	<i>Gender</i>	<i>Highest Qualification</i>	<i>Training in ATCP</i>	<i>Experience in Years</i>
AP1	Principal	50–59	Female	Honours	yes	35
AP2	Teacher	50–59	Female	Honours	No	29
AP3	Teacher	50–59	Female	Diploma	No	29
AP4	Teacher	50–59	Male	Diploma	No	25
AP5	Teacher	50–59	Female	Honours	No	19
Primary School B						
<i>Participants</i>	<i>Position</i>	<i>Age Range</i>	<i>Gender</i>	<i>Highest Qualification</i>	<i>Training in ATCP</i>	<i>Experience in Years</i>
P6	Principal	60–65	Male	Honours	Yes	28
P7	HOD	50–59	Female	Honours	No	30
P9	HOD	50–59	Female	Honours	No	34
P10	HOD	50–59	Female	Honours	Yes	26

Table 1: Descriptive data of research participants

4.2 Thematic analysis

This section of the current study focuses on the findings from the thematic analysis of data that emerged from the in-depth interviews. A total of four CHAT-related overarching themes and a number of sub-themes are interpreted and discussed. The first theme is the teachers as subjects in the community, encompassing childhood exposure to corporal punishment and teachers' understanding of positive discipline as sub-themes. The second theme is the division of labour with is the role of the school governing body (SGB) in school discipline and the role of other committees in school discipline as sub-themes. The third theme is cultural disciplinary tools and related subthemes such as the teachers' perception of ATCP, inadequate and/or lack of training, the impact of socio-economic conditions, and cultural disposition and contradictions

The fourth and last theme to be discussed refers to rules and the intended outcome with the sub-themes ethos embedded in the Code of Conduct and its efficacy, and object/intended outcome (see Appendix A).

4.2.1. Teachers as subjects in the school community

In relation to CHAT, the community is the integral part of the activity system. However, in this theme a special focus is on teachers as agents of change in the community. Other community role players are discussed in the subsequent theme. To answer the question of teachers' psychological transformation from the use of corporal punishment to alternative disciplinary measures, one has to explore the historicity of the phenomenon of corporal punishment.

Childhood exposure to corporal punishment

Historically, children were subjected to corporal punishment both privately (at home) and publicly (at school) to achieve a desired outcome. In the current study, the participants suffered the same fate when they were growing up. Table 2 below indicates the participant's childhood exposure to corporal punishment:

<i>Participants</i>	<i>Method of Discipline used at Home</i>	<i>Method of Discipline used at school</i>	<i>Measures believed to be effective</i>
P1	Beating and scolding	Corporal punishment	Talking to learners
P2	Corporal punishment	Corporal punishment	Extra work after contact time
P3	Corporal punishment	Corporal punishment	Reciting a prayer
P4	Corporal punishment	Corporal punishment and physical training	Extra work after school
P5	Corporal punishment	Corporal punishment	Extra work during play time
P6	Spanking and deprivation of some rights	Corporal punishment	ATCP
P7	Hitting, shouting and food deprivation	Corporal Punishment	Talking to learners and instilling values.
P8	Washing dishes and withdrawing privileges.	Corporal Punishment	Extra work
P9	Corporal punishment	Corporal punishment	Talking to parents and corporal punishment
P10	Corporal punishment	Corporal punishment	Parental involvement and corporal punishment

Table 2: Participant childhood exposure to corporal punishment

Having been exposed to corporal punishment for their entire childhood, as well as using it for the most part of their teaching career, when asked how they felt about the abolishment of corporal punishment, participants had conflicting views about it:

Participant 9: *I'm against it, on one side, because I believe that it worked, but I believe that some educators went too far by hurting learners. It can have a psychological impact on the learner, as the learner grows older. I'd say corporal punishment is effective when the learner is still young.*

Participant 6: *No, I was not happy. I remember at that time we saw corporal punishment as the only means to discipline a learner. When it was abolished, some of us who were in the leadership of unions were taken on board. We were taken through the debates; and valid points were made. We were made to see reason because the Bill of Rights Constitution had been put in place. So, instead of throwing educators under the bus, we had to come up with alternatives. So the transition was not that easy on teachers.*

As alluded to previously, the ban on corporal punishment left many teachers frustrated and angry because corporal punishment was basically what they knew and had practised for decades, as verbalised by the participants in this study:

Participant 4: *When we were learners, educators used corporal punishment to discipline us, so when I became an educator, I saw it fit to discipline a learner through corporal punishment. However, because of the abolishment of corporal punishment, I felt as if I was held hostage because I wanted to use corporal punishment to discipline a learner, but I couldn't, and the absence of corporal punishment affected the lesson times. So I'd say that it has been a difficult transition.*

Participant 2: *I'd say that corporal punishment was effective because it motivated us when we were learners to do our homework and study for the upcoming examinations. However, because these learners are aware that corporal punishment has been abolished, they do not bother to do their homework or study for examinations.*

Based on the responses of the participants, it is evident that their exposure to corporal punishment has resulted in the internalisation of corporal punishment as a disciplinary tool

(Mayisela, 2018; Armijo et al., 2022). Thus, transitioning from the use of corporal punishment to ATCP was perceived as difficult and time-consuming (Mashau et al., 2015; Moyo et al., 2014). Despite not using corporal punishment, these participants still regard corporal punishment as the most effective method of discipline (Mahlangu et al., 2021; Sibanda & Mpofu, 2017). Furthermore, the fear of losing their careers and/or being convicted for assault (South Africa, 1996) also prompted participants to explore alternative measures to corporal punishment as echoed in the following extracts:

Participant 8: I was once suspended for 18 months for using corporal punishment as a form of discipline. If an educator uses corporal punishment as a form of discipline, they'd be ending their career.

Participant 3: I wouldn't say I thought about it. I, too, had to adapt to the new law and stop disciplining a child through corporal punishment because of the repercussions of me doing so. I did not want to face jail time, so I stopped corporal punishment. There'd come a time where I wanted to use corporal punishment, but the repercussions would subconsciously restrain me.

Participant 4 also mentioned that when corporal punishment was abolished, educators were a bit reluctant and resisting the transition (Maphosa & Shumba, 2010), but when they heard reports of an educator being dismissed from work because of the use of corporal punishment and the overall repercussions, they would feel helpless and resort to other measures such as dismissing the learner out of the classroom. However, some participants indicated their outright abhorrence of the practice despite being exposed to corporal punishment throughout their childhood. Although the behaviour was modelled to them and incorporated into their value system (Moyo et al., 2014), they were able to reflect critically on their own beliefs and assumptions about discipline (Venter & van Niekerk, 2011) to bring about intermental transformation:

Participant 1: Personally I hated it, when it was banned I was happy because when I was still at school I would see how teachers were beating learners, especially those with learning difficulties, if a learner gets a lower mark he will be beaten, little did they understand that people are not the same intellectually, I remember when we did athletics, a teacher will come behind us with a stick and when they say go then the teacher will start beating you as you are running and if you could not run faster he will

beat you up as if the stick will turn you into a sprinter. Those things will hurt my feelings so much to the extent that I would literally cry when other learners were punished.

Participant 8: *I view corporal punishment as assault. I'd say I'm happy that the use of corporal punishment has been abolished. However, I'd say that what went wrong are the alternatives to corporal punishment not being made clear to educators.*

Participant 6: *I'm happy that corporal punishment has been banned, it was too violent. I'm pushing for the alternatives to corporal punishment and positive reinforcement.*

The abovementioned views are indicative of the participants' willingness to change their paradigm of practising authoritarian discipline (Venter & van Niekerk, 2011) to a more constructive and positive manner of disciplining learners. Furthermore, the participants acknowledged the impact of learning barriers on learner conduct, which can be misconstrued as misconduct.

Teachers' understanding of positive discipline

To explore teachers' understanding of ATCP it is imperative to look at the meaning they attach to positive discipline as a mediation tool in the schooling activity system. Participants' views on positive discipline were varied; some believe that it is an effective measure that does not kill the child's morale, whereas others feel frustrated in trying to implement ATCP:

Participant 8: *I'd say that corporal punishment is an instant reaction whereas positive discipline is something that is strategically planned, controlled, and yields a positive outcome. Positive discipline is continuous, and leads to improvement in behaviour. Most learners that are ill-disciplined are learners with learning barriers, so when positive discipline is applied to such learners, it boosts their self-esteem that will lead to good behaviour. With positive discipline, we aim to build.*

Participant 9: *I think it is when a child takes responsibility of their actions. It is a child understanding the repercussions of their behaviour. Positive discipline is about sitting down with a learner and explaining to them what is going to happen if they continue misbehaving. I view time-out as a form of positive discipline. Time-out should be used to reflect their rights and the responsibilities of those rights.*

However, some participants are of the view that positive discipline only works in some instances but not in all cases, as some learners make a mockery of it. This is supported by Mayisela's (2021) study, which found that detention as a positive disciplinary tool is

contradictory and ineffective in the case of repeated offenders. These are learners who are physically punished at home and expect the same treatment from teachers, failing which they become problematic. The parental use of corporal punishment could result in poor development outcomes such as lower moral internalisation and aggression (Armijo, 2021).

Participant 4: I would say it works with the majority of learners, I would say about 75% but with the other 25% they turn it into a joke, you often hear them say ‘when they take me to the principal, I cry and ask for forgiveness and she will say I must write down my apology and that’s it. It is frustrating, but the majority of learners toe the line, they change behaviour even the parents would come and commend me for the behavioural change of their children.

As mentioned previously, participants view positive discipline as constructive. Despite corporal punishment being modelled to them and incorporated in to their value system (Moyo et al, 2014), they were able to reflect critically on their own beliefs and assumptions about discipline (Venter & van Niekerk, 2011). Their views are in line with the CHAT principles where changes in the activity system are initiated through self-reflection (Sawyer, 2014; Grimat-Alvaro & Ametller, 2021). As members of the historically situated educational community (Roth & Lee, 2007) these teachers took it upon themselves to embrace changes in the activity system by fostering mutual respect amongst learners, teachers and parents to promote cultural values (Somayeh et al., 2013).

4.2.2 The division of labour

In the current study, the division of labour was identified as one of the dominant themes in the teachers’ mental shift and the use of positive learner discipline. The *division of labour*, a key component of CHAT (Engeström, 2001), refers to the distribution of work amongst the general members of the community. In the schooling activity system, the community includes parents, teachers, learners, education departments and other stake holders. Teachers reiterated the role of the parents in establishing and applying positive disciplinary measures in their schools.

Participant 6: The disciplinary committee has to formulate guidelines to enhance effective disciplinary methods, however we need parents to be actively involved in order or this to be a success.

Participant 9: The minute a learner misbehaves; I contact their parent. I do not follow the disciplinary procedures of informing the principal and other protocol. I deal with

the matter immediately. There was a learner who brought a knife to school, and I immediately contacted their parent, and then later informed the principal.

Participant 8: *We give learners homework to be assisted by parents...when work is always incomplete we note it in the learner's books and also contact the parents.*

Participant 1: *we have minor issues such as late coming then we call parents and after a meeting with parents there will be a change in behaviour*

Parental involvement is constituted in the SGB, which has a responsibility amongst other things to ensure that discipline is maintained in the school for the effective implementation of teaching and learning (*the intended activity*). This is done through the implementation of the school Code of Conduct (*Rules and Regulations*).

The role of the SGB in school discipline

Some members of the SGB form an integral part of the Disciplinary Committee (DC), responsible for dealing with serious cases of learner misconduct. Thus, teachers would often refer such cases to the DC for intervention as per the school's Code of Conduct.

Participant 6: *We met with the DC and the SGB to reconstitute the IDC which will formulate guidelines to enhance effective disciplinary methods... disciplinary problems within our school emanate from the 2020/2021 COVID- 19 pandemic era...learners were at home for a couple of months and they did as they pleased without any forms of discipline*

Participant 1: *We have a form for minor and major offences...after having spoken to the child to no avail we involve the DC and the SGB. So yes we refer major cases to the SGB when all attempts to discipline him has failed.*

In the study conducted by (Mashau et al, 2015) increasing parental involvement may eventually provide solutions to difficult challenges in the classroom. Thus, engaging parents in disciplining learners is one way used by teachers in this study to enhance positive discipline as opposed to administering corporal punishment, which is viewed as rather punitive in nature, as succinctly put by participants:

Participant 7: *Positive discipline is not punitive; you don't use it to punish the child but to correct their behaviour...I believe that it is the right way of disciplining a learner instead of physically punishing them, corporal punishment is instant reaction.*

Participant 10: *To go back to my point, I do not prefer corporal punishment as it's too physical. An alternative I prefer is parents speaking to their children about their behaviour.*

Participant 8: *I'd say that corporal punishment administers emotional relief for the educator. It is not used out of love, hence I view it as assault. It is not a corrective measure. When we were learners, our peers dropped out of school because of being fearful of corporal punishment, but I'm glad that in this day and age, learners can attend school as corporal punishment is no longer a barrier.*

The abovementioned views of participants help answer the question, How are teachers making a psychological shift from the use of corporal punishment to administering alternative disciplinary measures? The participants drew from their past experiences where some schoolmates had to drop out of school because of corporal punishment, which instils fear rather than values such as self-discipline, respect and responsibility (DoE, 2000; Moyo et al., 2014). Furthermore, they acknowledge the use of corporal punishment as more of a relief to the teacher's frustration than ensuring corrective behaviour on the part of learners. In the current study, participants make use of various committees to implement viable disciplinary measures.

The role of other committees in school discipline

In addition to the SGB, there are various committees used by teachers to implement positive discipline in schools. The School Based Support Team (SBST) is the immediate support structure established to deal with diverse needs of learners, including disciplinary challenges in schools. Participants reiterated that more often than not, they refer cases of misconduct to the SBST to explore the root cause of the bad behaviour.

Participant 1: *you sit with parents trying to understand the root cause of the problem, it works but not all the time, sometimes the bad behaviour will continue, we have a committee the school support based team which often helps with ill behaviour, we refer such cases to them and they work hand in hand with the social workers and the district.*

Participant 3: *A learner may realise that they cannot read or comprehend what the educator is saying so they would rather disrupt the lesson, so the SBST helps by intervening and giving the learner some activities.*

Participant 6: *The SBST members are the ones that deal with cases where learners need to be diagnosed due to their recurrent behaviour. This is very important in tackling disciplinary issues because learners who are not identified as problematic learners may*

become a nuisance in the classroom because they would not be comprehending as they would be seeing their peers progressing.

The views of the participants are indicative of measures taken by teachers to enhance positive discipline as a process of assisting learners to refrain from ill-behaviour rather than employing corporal punishment as a quick-fix solution that does not yield the desired outcome of teaching and learning. These teachers believe that hurting children through physical punishment does not work well in permanently changing behaviour, because it does not change the child's underlying attitudes and values as in the case of positive discipline (Sekiwu & Botha, 2014; DoE, 2000). Furthermore, the SBST refers cases to the District Support Based Team (DBST), which liaises with the Department of Social Services to explore the root cause of ill-discipline in schools and to implement positive disciplinary strategies. Despite using parental involvement as a mediation tool in teaching and learning, some participants indicated challenges that often leave them confused and frustrated in the implementation of positive discipline as represented in the next theme.

4.2.3. Cultural disciplinary tools

In this study, teachers make use of ATCP to discipline learners with the outcome of assisting them to develop culturally acceptable behaviour or to self-regulate. However, their transitioning was by no means a simple feat. Thus, exploring flaws within the schooling activity system enabled the researcher to gain more insight in the difficulties experienced by teachers in their endeavour to move away from the use of corporal punishment, despite its use at home.

Teachers' perceptions of ATCP

As mentioned previously, the 1996 ban on corporal punishment left teachers frustrated and overwhelmed (Sibanda & Mpofu, 2017) with regards to discipline in schools. To mitigate the circumstances, the department of education introduced ATCP in the year 2000. The 5-year gap between the ban of corporal punishment and the introduction of ATCP (Maphosa & Shumba, 2010) forced educators to become innovative in order to come up with new measures. In this study participants resorted to dismissing learners from the classroom, frog jumps and sitting on an invisible chair or on the floor; however, as time went by, they were told that such measures are unacceptable (Moyo, Khewu, & Bayaga, 2014) because they may cause psychological harm, which is one form of corporal punishment (Arenas Diaz & Rodriguez Vega, 2015).

ATCP is defined as a disciplinary strategy that emphasises effective communication, respect and positive educational exchanges between teachers and learners that encompass recommended disciplinary measures such as verbal warning, detention, demerits, community work and small menial physical tasks (Moyo et al., 2014; Maphosa & Shumba, 2010). In the study conducted by Singo (2017) it was argued that ATCP are not clearly defined. Participants in the current study shared the same sentiments:

Participant 1: *I once browsed through the (ATCP) document a long time ago, the strategies we are using are not necessarily from that document. That document does not say much, it is neither clear nor contain concrete strategies, for instance it will tell you to talk to the learner, it is a challenge, we found ourselves at loggerheads with what is acceptable and what is not.*

Participant 6: *Some of the alternatives are not even effective. They are only good on paper. Not all the alternative measures yield results. For instance, there is no misconduct that may lead to detention or suspension.*

In their quest to administer alternative measures to instil positive values in learners, teachers have to grapple with a major difficulty of not being sufficiently trained or not trained at all in ATCP. Evidence suggests that in some schools the ATCP is not used, and in others it is wrongly implemented, as a result of which the envisaged outcome is not reached (Moyo, Khewu, & Bayaga, 2014).

Inadequate and/or lack of training

In every activity system, for change to be successfully implemented efficient training is essential. Singo (2017) posits that one of the difficulties teachers are facing in the implementation of ATCP is lack of and/or insufficient training. Participants in the current study reiterated the same challenge. According to Table 1 above, only three out of 10 participants received training on ATCP. Despite being trained, these participants regarded their training inadequate and insufficient as there were no reviews.

Participant 7: *I was trained for two hours only; I don't remember most of the things because it was a long time ago in 2004. It was a once off training; there were no reviews.*

Participant 8: *I was a member of the SBST where we were informed of the ATCP. The union SADTU also trained us for a week. I still remember some of the things and I apply them. However, I still feel that ATCP should be reviewed and fragmented to the different age groups and psychological development of learners.*

Furthermore, in the study by Moyo et al. (2014) it was established that not enough was being done to train teachers in alternative methods or discipline, with educators ‘floundering’ to find alternatives that enabled them to feel in control of the children they taught. According to participant 9, some educators do not have any knowledge of ATCP and this leads to frustration; she herself was never trained in ATCP but only knew them through international online communities. In addition, the department of education hires new educators annually who are not inducted on ATCP because these measures are not taught at tertiary institutions. Thus, training on implementation along with periodic reviews (Mahlangu et al., 2021) are critical in ensuring the effective implementation of ATCP.

However, lack of training on the part of the department did not deter some participants, who took it upon themselves to learn about alternative disciplinary measures. Participants 2, 3 and 5 mentioned that some of the ATCP measures they apply in their classrooms were adopted from the former model C schools where their children attend. As parents themselves, they would attend meetings in these schools where information about positive discipline is shared. Hence, the disparity in the quality of education in South African schools (Ogbonnaya & Awuah, 2019; Mahlangu et al., 2021) has an impact on the implementation of ATCP.

The impact of socio-economic conditions

The disparity in the quality of education in South African schools (Ogbonnaya & Awuah, 2019) has an impact on the implementation of ATCP. In the study by Mahlangu et al. (2021) it was found out that the formerly white schools use alternative means to corporal punishment, as opposed to public schools, where corporal punishment is still common practice. It is important to note that the successful implementation of ATCP depends on variables such as availability of resources (human and financial), shared values and parental involvement, as mentioned by some participants in the current study:

Participant 2: the alternative methods used as opposed to corporal punishment are effective where my children attend school (former Model C), but they are ineffective in our school. In addition to this, the parents do not seem to care, which makes the learners more disruptive.

The Merits/Demerits system requires financial capability to be effective. Throughout the year, learners acquire merits for good conduct and academic achievement (DoE, 2000) and are rewarded with badges and honours during the award ceremony. This practice is prevalent in schools within the quintile 4–5 category where learners pay school fees. However, schools in

the quintile 1–2 category cannot afford such practices because allocated funds from the department are mainly used for teaching and learning materials.

Participant 6: The merit points will be accumulated per term; however, the badges will be awarded during a merit function in the fourth term. We also decided to award learners who might not have had a chance to shine academically, but have done exceptionally well in sports, as this will be positive reinforcement. We will also award learners who are well-behaved. We decided to get badges with conspicuous colours that will indicate that the learner has garnered enough merit points to earn that badge. The badge will have a positive rippling effect because the learners will go around portraying that positivity.

Furthermore, participants in the current study adopted positive disciplinary strategies other than the ones contained in the ATCP document. One such strategy is making use of the learner diary (see Table 3 below). Making use of a learner diary facilitates communication between parents and teachers on a daily basis. Parents are kept up to speed with not only the child's academic progress at school but also the misdemeanours that the child may have committed. However, not all schools can afford to make use of the sanction of contacting parents through a diary to address learner misconduct. This system of contacting parents from time to time throughout the year rather than at the end of the term (Mashau et al., 2015) has a positive impact on learner discipline.

Participant 6: Our school uses a system (learner diary) where parents need to make an appointment with me or an educator to discuss a learner's behaviour. Acts of misconduct are also made known to parents through the Diary. Parents should sign the code of conduct contained in the Diary to ensure that they are bound by the school rules.

As Sekiwu and Botha (2014) and Somayeh et al. (2013) argue, there is a clear link between positive discipline and values. It is believed that the use of ATCP not only fosters values such as self-discipline but also peace, tolerance, cohesion, respect and responsibility, which are the cornerstones of a peaceful and tolerant society (Moyo et al., 2014) as propagated by the new democratic dispensation. However, this propagation is widely affected by the unequal distribution of resources in South African schooling system. According to participants in this

study the implementation of detention as a positive disciplinary measure is viewed differently in the so-called township schools and former Model C schools.

Participant 6: Not all the alternative measures yield results. For instance, there is misconduct that may lead to detention or suspension. For example, my children went to a predominantly white school, and it is evident that there is a difference in our culture and values as opposed to the culture and values of white people. My children took detention seriously. When reprimanding them, I would tell them that I'd tell their educator to subject them to detention, and they would correct their behaviour. I'd say that this school is a glorified township school. The learners do not value coming to school. If I suspend one learner, all learners will follow suit with that behaviour just so that they are suspended. They will see the suspended learners as heroes and heroines. Positive discipline is encompassed by values and attitude.

Although the government has tried to bridge the gap in the quality of education among various races through the quintile categorisation of public schools (Ogbonnaya & Awuah, 2019), the disparity has an adverse impact on discipline in particular and learning in general. Furthermore, in this study, participants lamented the impact of crime on learner discipline. The school is situated in a high-risk area where teachers constantly fear for their lives.

Participant 4: I would say that the area they live in also influences how the learners behave. Furthermore, the learners have siblings who are gangsters and I would say that they [learners] adopt certain behaviours and mannerisms from spending a lot of time with such people. For example, when an educator reprimands a learner, the learner will tell an educator that they will tell their sibling or someone they know that belongs to a gang.

Participant 1: There is a learner amongst the group of problematic learners who is like a thug... a gangster of some sort, he has a gun and they rob people, actually they used to be two but one has dropped out. There was a hijack incident near our school, a furniture truck was hijacked and I saw my grade 7 learner as part of the group that was offloading furniture from the truck. On that day he was absent from school. He also bullies most of the teachers. You can't even detain them after school, it's not safe.

Based on the extracts above, it is evident that participants in this study are facing disciplinary challenges. Issues such as poverty, violence in the neighbourhood and fear for personal safety

(DoE, 2000) impact negatively on learner discipline and the effective implementation of ATCP. From the information gathered from participants, the area where the school is situated is listed as the most dangerous area in Gauteng Province. The exposure to gangsterism and various forms of violence impedes human growth (Hoosen et al., 2022) and has an impact on learner transgression, which mostly includes bullying, stealing and violent threats to teachers. Learners are accustomed to seeing dead bodies covered up in the morning on their way to school. What bothers the participants is the manner in which the learners would talk about such occurrences as though is a normal part of their daily lives.

Participant 1 further indicated that measures such as detention cannot be applied at their school because of the high rate of crime in the area. Everyone must leave immediately after school for safety reasons. However, they have put measures in place to navigate these challenges, one of which is referring extreme cases to the SBST. Amongst the strategies used by the SBST is to liaise with the DBST and department of social services for intervention. The strategies are clearly delineated in the school Code of Conduct. In this study, detention is not the only force working against teachers in their transformation, as outlined in the following sub-theme.

Cultural disposition and contradictions

The school is a microcosm of the community, meaning that what happens in the school setting is influenced by activities in the community at large. In the same manner as teachers, parents are also culturally exposed to corporal punishment. These are the parents who grew up during the apartheid era where physical punishment/lashing were implemented to ensure the dominance and superiority of the white race (Mayisela, 2017). The practice is referred to by Mayisela (2018) as the internalisation of corporal punishment as a disciplinary tool. Thus, these parents still believe in the effectiveness of corporal punishment as a corrective measure of discipline. The proponents of CHAT contend that the mind develops dynamically through the internalisation of social interaction using cultural tools (Sawyer, 2014). In the current study, it was found out that parents still use physical punishment as a tool to instil discipline in the home environment. The participants from both schools reiterated calls by parents to use corporal punishment to discipline learners.

Participant 4: when you call a parent for intervention... the parent will tell the educator to use corporal punishment to discipline the learner... to add on to my previous point about the manner in which we discipline a learner at school versus at home, you may find that when a parent is called in for intervention, they physically discipline the child

in the presence of an educator. Now the educator has to intervene by being the middleman and protecting the child from being beaten by the parent. The parent will then question why are you stopping them from hitting the child because according to their understanding, they were called to the school to discipline the child.

Participant 2: The parent will reiterate that you should use corporal punishment to discipline the learner knowing very well that if we use corporal punishment to discipline the learner, the parent is most likely to report the incident to the police. So, because of this dilemma, we end up telling the parent that we will not physically discipline the child, but a way forward would be to come up with an amicable solution, with the involvement of the parent.

This is a classic case of miscommunication between the home environment and the school environment, which has the potential of derailing transformation of the activity system and render the efforts of teachers as transformation agents difficult. In the study conducted by (Moyo et al. 2014, p. 2) “the Member of Executive Council (MEC) for Education in KwaZulu-Natal publicly announced her support for the use of corporal punishment”, and thus had an ‘internal arrangement’ with her child’s teachers to punish him physically if they deem it necessary. In the current study, some participants were also given permission by some parents to administer corporal punishment to their children.

Participant 9: I’ve got permission to do so from his mother. He is a special needs learner who is repeating grade one. The mother said that the only way the learner will listen to me is if I hit him on his hand, but I do not do it.

As alluded to previously, the practice of “moderate and reasonable chastisement” (Calvino, 2021) created disciplinary challenges in schools, whereby the same child is physically punished at home to instil discipline, yet such disciplinary acts are prohibited in schools. Such contrasting messages are challenging to process, not only for the young minds of learners but for teachers as well. However, the participants in this study were able to embrace these contradictions to make meaning of the transformation that occurs within the schooling system. In their attempt to enhance positive discipline they blatantly refused to heed the call of parents to administer corporal punishment. According to Participant 1, the beating is done at home; that is how children are punished at home, hence teachers find themselves having to counsel

both the parent and the child. It is imperative to note that teachers as parents themselves empathised with the plight of parents:

Participant 4: However, you cannot blame the parent because although corporal punishment has been abolished, we still discipline our children in a physical manner at home. So, I sometimes feel pressured to use corporal punishment to discipline a learner because I do not see any difference between a learner and my own child.

This is an indication that transformation is a process and not the end goal; having been exposed to childhood corporal punishment, teachers find it difficult not to think about it. However, they acknowledge that there are viable ways that can be used to instil discipline in schools.

4.2.4 Rules and the intended outcome

In the CHAT activity system *rules* entails a set of conditions used to achieve desirable outcome as per cultural values and norms. Similarly, in the schooling activity system the Code of Conduct is used by teachers to instil appropriate behaviour in an educational setting. The participants in this study made repeated reference to the Code of Conduct as the main disciplinary tool in schools, which precipitated their transformation from the use of corporal punishment to positive discipline. This warranted a closer look at what this document entails and the effectiveness thereof.

Ethos embedded in the Code of Conduct and its efficacy

The ethos of the Code of Conduct is congruent with the constitution and the legislative framework governing the prohibition of corporal punishment (DoE, 2000). In the literature reviewed, positive discipline is said to be grounded in the Code of Conduct. The Code of Conduct is regarded as “essential to the successful implementation of an alternative to corporal punishment” (DoE, 2000, p3) and should therefore reflect the rights and responsibilities of the community of learners, educators and parents, providing guidelines for good conduct and moral behaviour. Thus, school communities were encouraged to develop their own disciplinary code to set up the framework and the consequences for misbehaviour, taking into account all parties involved in discipline. This is in line with the principles of CHAT where positive discipline as a cultural tool involves everyone within the activity system of the school community. The objective of using it is to instil discipline, where socially acceptable and academic appropriate

behaviour will be the outcome. In the current study, evidence suggest that both cases adhered to the call of the national department of education; see Table 3 below:

Primary School A	
<i>Documents selected</i>	<i>Data Analysed</i>
<i>Learner Code of Conduct</i>	Drawn up in consultation with the SGB and includes disciplinary procedures followed.
<i>Minor Offence Form</i>	Used to summon parents to a disciplinary hearing for a minor offence such as late coming, work not done, misbehaviour etc.
<i>Major Offence Form</i>	Used to summon parents to a disciplinary hearing for a major offence, bullying, substance abuse, disruptive behaviour, gambling, possession of dangerous weapons etc.
Primary School B	
<i>Leaner Code of Conduct</i>	Drawn up in consultation with the SGB and includes disciplinary procedures followed.
<i>Learner Diary</i>	Issued yearly; includes the Code of Conduct for leaners and is used to communicate with parents on a daily basis if needs be. 3 Categories of misconducts, <i>Category A- Minor misconduct, B- Serious misconduct may lead to suspension, and C-Serious misconduct may lead to expulsion.</i>
<i>Screening Identification Assessment and Support/SIAS Document</i>	Used by the SBST to support vulnerable learners and for intervention in matters of discipline.

Table 3: Documents and data analysed. Adapted from Bowen (2003)

Participants make use of the Code of Conduct to implement disciplinary measures as contained in the ATPC. A variety of learner transgressions are stated in the Code of Conduct and are categorised into minor and major/serious transgressions. Each transgression has a sanction depending on the severity of the offence as per the South African School Act. This is in line with guidelines on dealing with misconduct using level 1 to level 5 sanctions as contained in the ATPC (DoE, 2000). According to participants, these measures are effective in maintaining positive discipline:

Participant 1: So we do have a code of conduct, it is effective and we have communicated the document to the parents but sometimes teachers forget about it. It just becomes a document that we have submitted to the district and that's it. Now it's the time to renew policies so since we have made it a priority including that of safety and security things

have improved a lot. The teachers of today do not take initiatives like when I told you that the code of conduct needs to be revisited, if I don't initiate such things nobody will do that. I always talk to the SMT about this challenge, that they are part of the management so they must take initiatives.

The extract above suggests a collaboration between teachers and parents in handling matters of discipline in the school. Thus, communication is an integral aspect of collaboration. The renewal of policies as mentioned by participant 1 is critical in positive discipline because safety and security strengthens the abandonment of the use of corporal punishment. In the current study, participants reiterated the importance of constantly reminding parents of the Code of Conduct, which is done mostly during parent's meetings. However, there is also complacency on the part of some teachers to ensure the effective implementation of the Code of Conduct. Participant 1 reiterates the division of labour as an integral part of their transformative process. The department of education contends that schools should adopt a *whole school approach* wherein classroom discipline reflects the school policies (DoE, 2000). Thus, a congruence should exist between classroom and school strategies.

Participant 10: Yes, we do have them (classroom rules), Educators and the SMT brainstorm and come up with the rules. The classroom rules are standard for all grades. We also refer them to the code of conduct, because each learner has a school diary that contains the code of conduct.

Participant 9: My learners and I work together to come up with classroom rules, that are then added to the standard rules that educators come up with.

Participant 3: We have classroom rules and I usually make them aware of the rules at the beginning of the year. For example, we discuss the classroom rules and they suggest a couple of rules. I then go on to ask if they're my rules or theirs, and they will say it is their rules.

In this study, it was found out that the efficacy of the Code of Conduct depends on the manner in which information is disseminated to both learners and parents, and how often. Thus, it is imperative to bring everyone on board including those who join the school in the middle of the year to avoid miscommunication. Mashau et al. (2015) contend that a discipline plan should be posted in every classroom and hallways to conscientise learners about acceptable behaviour and the consequences of unacceptable conduct, the intended outcome internalised by the object in the activity system.

Object-intended outcome

In accordance with CHAT, one of the activities in the multiple activity systems is the *object*, which entails the intended activity or outcome of ATCP as mediating tools used by teachers to guide learners to develop culturally appropriate conduct. This implies the internalisation of positive values. However, a number of studies have found that the abolishment of corporal punishment and the subsequent introduction of ATCP brought a substantial decline in school discipline (Makhasane & Chikoko, 2016; Maphosa & Shumba, 2010; Moyo et al., 2014). Furthermore, in the study by Mashau et al. (2015) it is contended that teachers suffer violent acts of bullying at the hands of learners, including gun threats. In this study, the teachers also lamented the lack of discipline prevalent amongst learners:

Participant 1: Mind you, it is a grade 7 learner who brought the gun to school. The learner even has the audacity to tell the educator to go and tell the principal to give him back his toy gun. So, generally, the discipline has plumaged. We are experiencing a whole lot of misdemeanours that are committed within the school premises as well as outside contact time

Participant 4: For example, there was an incident where a furniture truck was robbed of its goods, and the learners applauded the heinous crime. They were impressed. The learners who live in this community are exposed to daylight robbery which has been normalised as they perceive it as a good thing. They were supposed to see school as a positive aspect in their lives.

Participant 5: You end up being overwhelmed because of the learners' misconduct. You end up questioning your ability to discipline the learners without the use of corporal punishment. You also end up doubting yourself because you start thinking that maybe what you're saying is nonsensical, maybe that's why the learners do not listen, and you end up being frustrated.

In the current study, it was further found that learners commit misdemeanours, including minor offenses such as late-coming, absenteeism, swearing, and school work not done. The major offenses include bullying, possession of harmful substances, vandalism, skipping detention and cheating during examinations. The offenses and the ATCP measures taken against a learner are stipulated in the school Code of Conduct. However, according to participants, this does not

deter learners as they continue to contravene the rules. This makes them question the effectiveness of positive discipline, despite having adopted it as a mediation tool. This cohort of teachers finds themselves navigating such forces in the midst of their transitioning, which makes it a difficult endeavour.

4.3 Conclusion

To conclude, chapter four has discussed the findings of the research report, which aimed to understand the teacher's psychological shift from the use of corporal punishment to administering alternative disciplinary measures. This study has discovered four overarching themes, which include: Teachers as subjects in the community; the division of labour; cultural disciplinary tools; and rules and the intended outcome. Furthermore, reference was made to CHAT to demonstrate the interdependence of various instruments within the schooling activity system used by the teachers (subjects) to attain the intended outcome. The next chapter comprises the summary and conclusion of this research report.

Chapter 5: Summary and conclusion

This study explored teachers' psychological transformation from the use of corporal punishment to alternatives to corporal punishment (ATCP). The cultural-historical factors that affected the selected teachers' intermental shift were also explored.

5.1 Summary of the study

The primary research question was: How are teachers in South African primary schools making a psychological shift from the use of corporal punishment to administering ATCP? The secondary questions pertinent in refining this qualitative investigation are: 1) How do teachers in South African primary schools understand the use of ATCP? 2) What are the ATCP measures used by teachers to discipline learners? and 3) How are teachers equipped to administer viable alternative disciplinary measures? For clarity of thought for this investigation, Cultural-historical activity theory (CHAT), a constructivism framework inspired by Vygotsky, was applied in this research. CHAT was used to understand the historicity that informs the internalisation of the phenomenon of corporal punishment, and the meaning teachers attach to the alternative positive disciplinary measures. Convenience sampling, a non-probability technique, was used to select participants because of their convenient accessibility and proximity to the researcher (Dudovskiy, 2018) and was also applied to select the two public primary schools for the purpose of this study. The participants were teachers who are using ATCP and are teaching at a primary school. Furthermore, these participants were between the ages of 50 to 65 and their teaching experience ranges from 19 to 38 years, suggesting that historically they have been exposed to corporal punishment. The researcher did not have the financial nor human resources to select more than two schools. The exclusion criteria were therefore participants from private schools and secondary schools, and younger teachers who were not exposed to corporal punishment in their childhood. The current study also excluded teachers who still prefer to use corporal punishment, as evidenced in the latest research studies. Data was collected through the use of biographical questionnaires, interviews and document analysis. Thematic Analysis was utilised to generate themes related to the research questions.

The findings in the current study make a valuable contribution towards the phenomenon of ATCP as a viable disciplinary measure. The participants in the study view positive disciplinary measures as an appropriate strategy to instil discipline in schools. However, the participants are not oblivious to the challenges associated with the implementation of ATCP measures

introduced by the democratic government in the year 2000. Challenges range from ATCP not being clearly defined, to inadequate training, parental insistence on corporal punishment, socio-economic difficulties, and others. The transition was rather challenging to the participants due to the historicity of the phenomenon of corporal punishment. Vygotsky contended that “social relations create the very essence of our psychological processes”, emphasising a dialectical relation between social history and the individual (Roth & Lee, 2007; Sawyer, 2014).

A major threat to the transformation, that was revealed in this study, is the contradiction that exist between home/private and school/public. A number of pieces of legislation have been passed to declare corporal punishment a criminal offence in schools. Because of fear of incarceration, dismissal from work and the abhorrence of the practice, participants in this study had to refrain from using corporal punishment. Parents, on the other hand, were allowed to make use of corporal punishment for almost two decades after it was banned in schools. This was made possible by what was termed ‘reasonable and moderate chastisement’ (Vohito, 2021; Calvino, 2021). It was only in 2019, after a constitutional court judgment, that parents were prohibited from using physical punishment as a form of discipline in the home. Despite the judgment, this study revealed that some parents are still using corporal punishment and expect teachers to do the same. Participants in this study refused to become part of such an ‘internal arrangement’ because they view corporal punishment as a punitive instant reaction. The teachers in the study were able to transform in the midst of the activity system that still uses corporal punishment. Thus, private corporal punishment is one of the forces that acts against their transformation. However, they refuse to succumb to the pressure of external forces. Furthermore, the inequality inherent in the South African system of education results in disparities in the use of corporal punishment (Okonofua et al, 2016).

In an attempt to mitigate such disparities, the education department has encouraged schools to develop their own set of ATCP other than the ones mandated by government (Moyo et al, 2014). The findings of this study are in line with those of Venter & van Niekerk (2011) who argue that teachers should develop skills to bridge the gap between reactive and proactive discipline. The participants in this study have reiterated planning and consultation as the key to positive discipline. In their attempt to become proactive, the participants engage both learners and parents right at the beginning of the year. In consultation with the governing body, the learner Code of Conduct is established, which is later adopted and signed by individual parents. Furthermore, classroom rules are derived from the Code of Conduct and learners play an active role in tailoring them in accordance with their expectations as a group of individuals

in the same classroom. Having the buy-in of both parents and learners enables teachers to implement ATCP efficiently. This collaborative effort is in line with CHAT.

The themes generated from the study include amongst others the childhood exposure to corporal punishment, cultural disposition and contradictions, the impact of socio-economic conditions, and insufficient training on ATCP which has an impact on how teachers understand the implementation of positive disciplinary measures in the classroom. This impacts negatively on their mental transitioning from the use of corporal punishment to alternative disciplinary measures which may have broader implications for educational practice. The findings of this study may therefore inform the formulation of new strategies to solve the problem of corporal punishment in schools.

5.2 Limitations of this study

According to (Ross & Zaidi, 2019) limitations are inherent weaknesses in the study that may influence outcomes and conclusions of the research. The findings of the current study are unfortunately limited by the small sample size; data was collected from only 10 participants, 5 participants per case studied. A further limitation was the time available to visit the two sites, which had to be done before the end of the third term. Hence, this current study cannot be generalisable; however, qualitative research does not aim to generalise to a larger population. Nevertheless, Anderson (2010) posits that findings can be transferrable to another setting.

Reflexivity acknowledges the impossibility of remaining outside of one's subject matter while conducting qualitative research (Willig, 2013). The validity of the data coming out of a qualitative research approach only, using in-depth interviews, may have been compromised by factors such as desirability of the researcher. The researcher therefore acknowledges that her own values, experiences, interests or beliefs could have shaped the research process. In conducting this study, I was always mindful of my role as a former teacher in all the stages of the study. I was constantly aware of, and tried to minimise, the implications of my own potential emotions, attitudes, biases and preconceived notions, which may implicate my understanding of certain information when interacting with participants to attain credibility in the research study (Patnaik, 2013). Despite the limitations of the small sample size, the conclusions of the current study can still provide preliminary recommendations for implementing positive disciplinary measures in schools.

5.3 Recommendation for future research

One of the objectives of this study was to understand what training on ATCP were teachers exposed to. This study revealed that some participants received insufficient training, while others, including newly appointed teachers, received no training. Furthermore, participants reiterated the inability on the part of the education department to review the implementation of ATCP. From these findings, it is recommended that the training of teachers on ATCP should be done on a regular basis and periodic reviews should be instituted.

Secondly, based on the abovementioned limitations, the following recommendations for future studies are suggested. It is recommended that more cases should be selected in order to achieve a sizable sample of teachers. Alternatively, a mixed method of qualitative and quantitative approaches can be employed to include more teachers who are now using ATCP as a form of a disciplinary strategy.

This study explored the views of teachers who have the experience of using both corporal punishment and ATCP. It could be interesting to explore the views of teachers who have always been using alternative methods, to expand information on the use of positive discipline. The findings of this research report suggest that a poor socio-economic background, and a high crime rate in particular, is a contributory factor to ill-discipline in schools. This study also highlighted the role of the SBST in mitigating this challenge. The data gathered in the current study can be utilised to shed light on this finding.

5.4 Conclusion

In this chapter, the summary of this study was discussed, focusing on the main themes gathered from the thematic analysis. The themes generated will make a contribution to the existing literature on the use of alternative methods of discipline. Furthermore, this chapter identified limitations of the study, and addressed ways in which these limitations can be mitigated in future studies.

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Appendices

Appendix A: Summary of themes and sub-themes

Number	Theme	Sub-themes
1.	Teachers as subjects in the community	Childhood exposure to corporal punishment. Teachers' understanding of positive discipline.
2.	The division of labour	The role of SGB in school discipline. The role of other committees in school discipline.
3.	Cultural disciplinary tools	Teachers' perception of ATCP Inadequate and/or lack of training The impact of socio-economic conditions Cultural disposition and contradictions
4.	Rules and intended outcome	Ethos embedded in the Code of Conduct and its efficacy Object-intended outcome



Appendix B: Participant information Interview

11 July 2022

Participant Information Sheet (PIS)

Dear Sir / Madam

My name is **Irish Kau**. I am a Masters student in the **Psychology Department** at the University of the Witwatersrand, Johannesburg. My supervisor is **Dr Simangele Mayisela**. I am conducting a research study about Alternatives to Corporal Punishment. The study title is Teachers' Psychological Transformation from the use of Corporal Punishment to Alternative Disciplinary Measures in South African Schools.

I am inviting you to take part in an **interview**. If you decide to take part, your part in this research study will last about **45-60 minutes** for the individual interview. The interview will take place within the school premises at the time of your convenience, after working hours. The COVID 19 protocols such as the wearing of masks, social distancing and the use of sanitisers will be adhered to.

With your permission, I would like to audio record the interview. This data will be stored safely in a password protected computer at my place of residence for 5 years. Only the researcher, Irish Kau, will have access to this data. During the research activity, I will need to ask for some personal information about you, including answers to demographic questions.

The interview will be confidential. When I share the results of the research study, I will not include your name or anything else that could identify you. With your permission, other researchers may use the data collected from this research study subject to their own ethical clearance, but your name and any personal information will not be used or passed on.

If you decide to take part in the research study, it should be because you want to volunteer. You do not have to take part. You can stop being in the study at any time. You do not have to answer any questions if you do not want to. You will not get any direct benefits if you choose to join the research study. You will not lose any services; benefits or rights you would normally have if you decide not to join. Taking part in the research study will not cost you anything. You will not be paid for being in this research study. Furthermore, the researcher has ethical obligation to report abuse to children including the use of physical punishment to learners. Such instances will be reported to the Head Master.

The risks for this research study are no more than what happens in everyday life. Some of the questions asked may make you feel sad, upset or bring bad memories. If this happens, I will stop the interview and continue another time. If you need some support or counselling services following the interview, these are available free of charge at **Online Lifeline** and the contact details for the counselling service are **012 804 3619**, [http: www.lifelinepta.org.za](http://www.lifelinepta.org.za).

This research study will be written up as a research report. The report will be available on the university library website. If you would like to receive a summary of this report, I will be happy to send it to you. If you have any questions during or afterwards about this research study, feel free to contact me on the details listed below. If you have any concerns or complaints about the ethical procedures of this research study, you are welcome to contact the University Human Research Ethics Committee (Non-Medical), telephone +27(0) 11 717 1408, email hrecnon-medical@wits.ac.za.

Yours sincerely,
Irish Kau

A handwritten signature in black ink, appearing to be 'Irish Kau', written on a light background.

Researcher:

Irish Kau, email 2582923@students.wits.ac.za, Cell No: 0835741359

Supervisor:

Dr Simangele Mayisela, email simangele.mayisela@wits.ac.za, Contact No: 011 717 4529

Appendix C: Participant Information Focus Group

11 July 2022



Participant Information Sheet (PIS)

Dear Sir / Madam

My name is **Irish Kau**. I am a Masters student in the **Psychology Department** at the University of the Witwatersrand, Johannesburg. My supervisor is **Dr Simangele Mayisela**. I am conducting a research study about Alternatives to Corporal Punishment. The study title is Teachers' Psychological Transformation from the use of Corporal Punishment to Alternative Disciplinary Measures in South African Schools. Participants are teachers between the ages of 40-65 with 15 or more teaching experience.

I am inviting you to take part in a **Focus group interview**. If you decide to take part, your part in this research study will last about **60 minutes**. The interview will take place within the school premises at the time of your convenience, after working hours. The COVID 19 protocols such as the wearing of masks, social distancing and the use of sanitisers will be adhered to.

With your permission, I would like to audio record the interview. This data will be stored safely in my place of residence for 5 years. Only the researcher, Irish Kau, will have access to this data. During the research activity, I will need to ask for some personal information about you, including answers to demographic questions.

The Focus group interview is interactive therefore this research activity can neither be confidential nor anonymous. However, participants in group interviews will be encouraged to keep confidentiality by signing a confidentiality agreement. I will not divulge your personal identities in the research report. When I share the results of the research study, I will not include your name or anything else that could identify you.

With your permission, other researchers may use the data collected from this research study subject to their own ethical clearance, but your name and any personal information will not be used or passed on.

If you decide to take part in the research study, it should be because you want to volunteer. You do not have to take part. You can stop being in the study at any time. You do not have to answer any questions if you do not want to. You will not get any direct benefits if you choose to join the research study. You will not lose any services; benefits or rights you would normally have if you decide not to join. Taking part in the research study will not cost you anything. You will not be paid for being in this research study. Furthermore, the researcher has ethical obligation to report physical punishment meted out to learners. Such instances will be reported to the Head Master.

The risks for this research study are no more than what happens in everyday life. OR Some of the questions asked may make you feel sad or upset. If this happens, I will stop the focus group interview and continue another time. If you need some support or counselling services following the interview, these are available free of charge at **Online Lifeline** and the contact details for the counselling service are **012 804 3619**, [http: www.lifelinepta.org.za](http://www.lifelinepta.org.za).

This research study will be written up as a research report. The report will be available on the university library website. If you would like to receive a summary of this report, I will be happy to send it to you.

If you have any questions during or afterwards about this research study, feel free to contact me on the details listed below. If you have any concerns or complaints about the ethical procedures of this research study, you are welcome to contact the University Human Research Ethics Committee (Non-Medical), telephone +27(0) 11 717 1408, email hrecnon-medical@wits.ac.za.

Yours sincerely,
Irish Kau



Researcher:

Irish Kau, email 2582923@students.wits.ac.za, Cell No: 0835741359

Supervisor:

Dr Simangele Mayisela, email simangele.mayisela@wits.ac.za, Contact No: 011 717 4529

Appendix D: Consent Form



Interview Consent Form

Title of Research project: Teachers' Psychological Transformation from the use of Corporal Punishment to Alternative Disciplinary Measures in South African Schools.

Name of researcher: Irish Kau

I,, agree to participate in this research project.

I agree to the following:

(Please circle the relevant options below)

The research study was explained to me. I understand what this study is all about.	YES	NO
--	-----	----

I understand that all information I provide for this study will be treated confidentially.	YES	NO
--	-----	----

I agree that direct quotations from my interview may be used by the researcher in their research report	YES	NO
---	-----	----

I agree that the interview be audio recorded	YES	NO
--	-----	----

I agree that other researchers may use the information I provide in my interview (depending on their own ethics clearance being obtained) but my name and any personal information will not be used or passed on	YES	NO
--	-----	----

I understand that I may withdraw my participation from the study at any time without penalty	YES	NO
--	-----	----

Signature of Participant _____

Date _____

Signature of Researcher _____

Date _____



UNIVERSITY OF THE
WITWATERSRAND
JOHANNESBURG

Appendix E: Confidentiality Agreement

CONFIDENTIALITY AGREEMENT

Title of Research Project: Teachers' Psychological Transformation from the use of Corporal Punishment to Alternative Disciplinary Measures in South African Schools.

The Researcher: Irish Kau

As a member of the Focus group I understand that I may have access to confidential information about the research study and other participants in the group. By signing this statement, I am indicating my understanding of my responsibilities to maintain confidentiality and agree to the following:

- I understand that names and any other identifying information about the research study and other participants in the group are completely confidential.
- I agree not to divulge, publish, or otherwise make known to unauthorized persons or to the public any information obtained in the course of this research project that could identify the persons who participated in the study.
- I understand that all information about the study or participants obtained or accessed by me as a member of the focus group is confidential. I agree not to divulge or otherwise make known to unauthorized persons any of this information.
- I agree to notify the researcher immediately should I become aware of an actual breach of confidentiality or a situation which could potentially result in a breach, whether this be on my part or on the part of another person.

Signature

Date

Printed name

Signature of the researcher

Date

Printed name

Appendix F: Demographic Questionnaire

Biographical Questionnaire

Tick the appropriate option

1. Teaching Experience (No of years):

2. Age Range

40-49

50-59

60-65

3. Qualifications

Certificate

Diploma

Honours

Masters

Doctorates

4. Current Position

Teacher

HOD

Deputy Principal

Principal

5. What methods of discipline were used by your teachers?

6. What methods of discipline were used by your parents?

7. What methods of learner discipline do you believe is effective?

8. Have you been exposed to any training on alternatives to corporal punishment?

Appendix G: Interview and Group Schedules

Interview Schedule

1. How would you describe the general learner discipline in your school?
2. What is your understanding of Positive Discipline?
2. How efficient is the school's Code of Conduct?
3. What Alternative disciplinary measures are used in the school? Are they clearly defined?
4. How were the teachers trained to use alternatives to corporal punishment?
5. What is your view on the ban of corporal punishment?
6. How would you describe your transition from using corporal punishment to the use of alternatives to corporal punishment?
7. How are learners and their parents made aware of the school's discipline rules?
8. Does the school have a Disciplinary Committee? If so, what kind of misdemeanours are referred to the Disciplinary Committee?
9. What other strategies, not related to those documented as ATCP are you using to discipline learners? Do these strategies work?

Focus group Schedule

1. The ban on corporal punishment is often viewed as radical, how did you deal with this change?
2. What is your understanding of positive discipline?
3. What disciplinary measures do you use to correct misbehaviour in your classroom?
4. What is your view on alternatives to corporal punishment?
5. How were you trained to make use of alternatives to corporal punishment?
6. Which disciplinary strategies would you consider effective in correcting misbehaviour in the classroom and why?
7. What is your view on the ban of corporal punishment?
8. Can you go back with your mind and take me through your first response when corporal punishment was abolished.
9. How is that response different from your current view about the abolition of corporal punishment?
10. How are your learners made aware of discipline rules in the classroom?
11. How would you describe the general discipline in your classroom?
12. What other strategies, not related to those documented as ATCP are you using to discipline learners? Do these strategies work?
13. What kind of misdemeanours do you often refer to the Disciplinary Committee?



Appendix H: Letter of Permission to the school

2 April 2022

The Principal
Primary School A
Tshwane West District

Sir/Madam

Permission to conduct Research

My name is Irish Kau and I am an Educational Psychology Masters student at the University of Witwatersrand. I am engaged in a research project in primary schools as a requirement towards the fulfilment of this qualification. The title of the study is; Teachers' Psychological Transformation from the use of Corporal Punishment to Alternative Disciplinary Measures in South African Schools.

I am therefore requesting permission to conduct my research study at your institution. The study will be conducted in the form of individual interviews and focus group. The participants will complete a demographic questionnaire. The interview will take place after working hours outside the school premises to adhere to the Gauteng Department's COVID 19 regulations. The COVID 19 protocols such as the wearing of masks, social distancing and the use of sanitisers will be adhered to. To ensure confidentiality the name of your school and that of participants will not be revealed in my research report. If you wish to see the report, I will be glad to give you a copy.

Your school's participation in this research study is voluntary and you may withdraw at any point and there will be no penalties. For further information about the study, please contact my supervisor, Dr S. Mayisela: 012 717 4529, email simangele.mayisela@wits.ac.za

Yours Sincerely

Irish Kau

Appendix I: Permission Letter from the Principal



To: Kau I.K

From: [REDACTED]

Date: 29 July 2022

Madam

Subject: Permission to conduct Research

Your letter dated 2nd April 2022 addressed to the school on the above stated matter refers.

The school takes pleasure in granting you permission to conduct research for your Educational Psychology Masters qualification on the topic "Teachers' Psychological Transformation from the use of Corporal Punishment to Alternative Discipline Measures in South African Schools" under the supervision of Dr S Mayisela. The importance of research in this crucial field cannot be overemphasised.

The school further takes this opportunity to wish you success in your studies in that field and hopes that your contribution would stand the education field in the country in good stead.

Kind Regards



Appendix J: Letter of Permission

Letter of Permission to the school

2 April 2002

The Principal
Primary School B
Tshwane North District

Sir/Madam

Permission to conduct Research

My name is Irish Kau and I am an Educational Psychology Masters student at the University of Witwatersrand. I am engaged in a research project in primary schools as a requirement towards the fulfilment of this qualification. The title of the study is; Teachers' Psychological Transformation from the use of Corporal Punishment to Alternative Disciplinary Measures in South African Schools.

I am therefore requesting permission to conduct my research study at your institution. The study will be conducted in the form of individual interviews with the principal/deputy principal and focus group interview with teachers. The participants will be teachers with fifteen or more teaching experience and will complete a questionnaire to provide demographic information as well as their teaching background. The interview will take place after working hours within the school premises. The COVID 19 protocols such as the wearing of masks, social distancing and the use of sanitisers will be adhered to. To ensure confidentiality the name of your school and that of participants will not be revealed in my research report. If you wish to see the report, I will be glad to give you a copy.

Your school's participation in this research study is voluntary and you may withdraw at any point and there will be no penalties. For further information about the study, please contact my supervisor, Dr S. Mayisela: 012 717 4529, email simangele.mayisela@wits.ac.za

Yours Sincerely

Irish Kau

Appendix K: Permission Letter from the Principal

GAUTENG DEPARTMENT OF EDUCATION

Dear Iris Kau

Permission to conduct a Research Study.

Title of study: Teachers' Psychological Transformation from the use of Corporal Punishment to Alternative Disciplinary Measures in South African Schools.

████████ Primary School Governing Body and Management Team hereby grant you permission to conduct the research study as outlined in the letter dated 02 April 2022.

The study in return will benefit the school and the society in general.

Hoping and trusting that you will find the information in order.

Yours Faithfully

████████████████

████████████████

Principal

████████████████

████████████████

SGB Chairperson

Appendix L:2021/2022 GDE Research Request



For admin. Use only:

Ref. no.:

2021/2022 GDE RESEARCH REQUEST FORM

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

PARTICULARS OF THE RESEARCHER

1.1	Details of the Researcher	
a) Surname and Initials:	Kau I.K	
b) First Name/s:	Irish Kholoane	
c) Title (Prof/Dr/Mr/Mrs/Ms):	Mrs	
d) Student Number:	2582923	
e) SA ID Number:	6908220768087	
f) Work permit no. (If not SA citizen)		

1.2	Private Contact Details	
a. Home Address	c. Postal Address (if different)	
432 Acorn Road		
Lynnwood		
Menlo Park		
Pretoria		

b. Postal Code: 0081	d. Postal Code:
e. Tel:	f. Cell: 0835741359
g. Fax:	h. E-mail: irish1kau@gmail.com

1. PURPOSE & DETAILS OF THE PROPOSED RESEARCH

2.1	Purpose of the Research (Place a cross where appropriate)
	<i>Undergraduate Study – Self</i>
	<i>Postgraduate Study – Self</i> ×
	<i>Private Company/Agency – Commissioned by Provincial Government or Department</i>
	<i>Private Research by Independent Researcher</i>
	<i>Non-Governmental Organisation</i>
	<i>National Department of Education</i>
	<i>Commissions and Committees</i>
	<i>Independent Research Agencies</i>
	<i>Statutory Research Agencies</i>
	<i>Higher Education Institutions only</i>
2.2	Full title of Thesis / Dissertation / Research Project
	Teachers' Psychological Transformation from the use of Corporal Punishment to Alternative Disciplinary Measures in South African Schools.
2.3	Value of the Research to Education (Attach Research Proposal)
	The research will promote the use of Alternatives to corporal punishment introduced by the Education department in the year 2000.
2.4	Date
	a. <u>Estimated</u> date of completion of research in GDE Institutions September 2022
	b. <u>Estimated</u> date of submission of Research Report /Thesis/Dissertation and Research Summary to GDE: March 2023
2.5	Student and Postgraduate Enrolment Particulars
	a. Name of institution where enrolled: University of Witwatersrand

b. Degree / Qualification:	Master of Education (Education Psychology)
c. Faculty and Discipline / Area of Study:	Psychology
d. Name of Supervisor / Promoter:	Dr Simangele Mayisela

2.6	Employer (or state Unemployed / or a Full Time Student):
a. Name of Organisation:	Full-time Student
b. Position in Organisation:	
c. Head of Organisation:	
d. Street Address:	
e. Postal Code:	
f. Telephone Number (Code + Ext):	
g. Fax Number:	
h. E-mail address:	

2.7	PERSAL Number (GDE employees only)
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--	--	--	--	--	--	--	--

2. PROPOSED RESEARCH METHOD/S

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

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

YES	X	NO	
-----	---	----	--

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

YES	X	NO	
-----	---	----	--

2.3 Use of official documents

YES	X	NO	
If Yes, please specify the document/s: Code of Conduct			

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

YES	X	NO	
Focus group interview with 5 teachers			

2.5 Standardised Tests (e.g. Psychometric Tests)

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

3. INSTITUTIONS TO BE INVOLVED IN THE RESEARCH

3.1 TYPE and NUMBER of Institutions (Please indicate by placing a cross alongside all types of institutions to be researched)

INSTITUTIONS	Write NUMBER here
Primary Schools X	2
Secondary Schools	
ABET Centres	
ECD Centres	
LSEN Schools	
Further Education & Training Institutions	
Districts and/or Head Office	

3.2 Name/s of institutions to be approached for research (Please complete on a separate sheet if space is found to be insufficient).

Name/s of Institution/s
Primary School A
Primary School B

3.3 District/s where the study is to be conducted. (Please indicate by placing a

cross alongside the relevant district/s)

District/s			
<i>Ekurhuleni North</i>		<i>Ekurhuleni South</i>	
<i>Gauteng East</i>		<i>Gauteng North</i>	
<i>Gauteng West</i>		<i>Johannesburg Central</i>	
<i>Johannesburg East</i>		<i>Johannesburg North</i>	
<i>Johannesburg South</i>		<i>Johannesburg West</i>	
<i>Sedibeng East</i>		<i>Sedibeng West</i>	
<i>Tshwane North</i>	×	<i>Tshwane South</i>	
<i>Tshwane West</i>	×		

If Head Office/s (Please indicate Directorate/s)													

3.4 The approximate number of learners to be involved per school (Please indicate the number by gender: M- Male and F- Female)

Grade	<i>ECD</i>		<i>1</i>		<i>2</i>		<i>3</i>		<i>4</i>		<i>5</i>		<i>6</i>	
<i>Gender</i>	M	F	M	F	M	F	M	F	M	F	M	F	M	F
<i>Number</i>														

Grade	<i>7</i>		<i>8</i>		<i>9</i>		<i>10</i>		<i>11</i>		<i>12</i>	
<i>Gender</i>	M	F	M	F	M	F	M	F	M	F	M	F
<i>Number</i>												

3.5 The approximate number of ECD Practitioners/educators/officials involved in the study (Please indicate the number in the relevant column)

<i>Type of staff</i>	<i>Educator/s</i>	<i>ECD Practitioners</i>	<i>HODs</i>	<i>Deputy Principal/s</i>	<i>Principal/s</i>	<i>Office-Based Officials</i>
<i>Number</i>	8				2	

4.6 Letters of Consent (Attach copies of Consent letters to be used for Principal, SGB and all participants. For learners also include parental consent letter)

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

Groups	×	Individually	×
---------------	---	---------------------	---

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

Participant/s	Activity	Time
4 participants per school	Focus group	90 minutes
1 participant per school	Interview	60 minutes

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

<u>Before</u> school hours		<u>During</u> school hours (for limited observation only)		<u>After</u> School Hours	×
-----------------------------------	--	--	--	----------------------------------	---

SEE Condition 5.4 on Page 7

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

First Term		Second Term	×	Third Term	×
-------------------	--	--------------------	---	-------------------	---

5. 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 permission may be withdrawn should any of these conditions be flouted:

- 1) The District/Head Office Senior Manager/s concerned, the Principal/s and the chairperson/s of the School Governing Body (SGB.) must be presented with a copy of this letter.
- 2) The Researcher will make every effort to obtain the goodwill and co-operation of the GDE District officials, principals, SGBs, teachers, ECD Practitioners, parents, and learners involved. Participation is voluntary and additional remuneration will not be paid;
- 3) Research may only commence from the second week of February and must be concluded by the end of the THIRD quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
- 4) Because of COVID 19, pandemic researchers can ONLY collect data online, telephonically, or may make arrangements for Zoom with the school Principal. Requests for such arrangements should be submitted to the GDE Education Research and Knowledge Management directorate. The approval letter will then indicate the type of arrangements that have been made with the school.

- 5) The Researchers are advised to make arrangements with the schools via Fax, email, or telephonically with the Principal.
- 6) Research may only be conducted **BEFORE or AFTER** school hours so that the normal school program is not interrupted. The Principal and/or Director must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
- 7) Items 3 and 6 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and paid for by the Gauteng Department of Education.
- 8) It is the researcher's responsibility to obtain written consent from the SGB/s; principal/s, educator/s, ECD Practitioners, parents, and learners, as applicable, before commencing with research.
- 9) The researcher is responsible for supplying and utilizing his/her research resources, such as stationery, photocopies, transport, faxes, and telephones, and should not depend on the goodwill of the institution/s, staff, and/or the office/s visited for supplying such resources.
- 10) All research conducted in GDE Institutions is anonymous. The names and personal details of the GDE officials, schools, ECD Centres, principals, parents, teachers, ECD Practitioners and learners that participate in the study may neither be asked nor appear in the research title, report/thesis/ dissertation, or GDE Research Summary.
- 11) On successful completion of the study, the researcher must supply the Director: Education Research and Knowledge Management, with electronic copies of the Research Report, Thesis, Dissertation as well as a Research Summary (on the GDE Summary template). Failure to submit these documents may result in future permission being withheld, or a fine imposed for BOTH the Researcher and the Supervisor.
- 12) Should the researcher have been involved with research at a school, ECD Centres, and/or a district/head office level, the Director/s and school/s concerned must also be supplied with a GDE Summary.
- 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;

6. DECLARATION BY THE RESEARCHER	
6.1 I declare that all statements made by myself in this application are true and accurate.	
6.2 I have read, understand and accept ALL the conditions associated with the granting of approval to conduct research in GDE Institutions and I undertake to abide by them. I understand that failure to comply may result in permission being withdrawn, further permission being withheld, a fine imposed and legal action may be taken against me. This agreement is binding.	
6.3 I promise once I have completed my studies, (before graduation) or on successful project completion, to submit electronic copies of my Research Report / Thesis / Dissertation as well a GDE Summary on the GDE template sent to me with my approval letter or found on www.education.gpg.gov.za	
Signature:	
Date:	20/03/2022

7. DECLARATION BY SUPERVISOR / LECTURER / PROMOTER	
7.1	<i>I declare that: (Name of <u>Researcher</u>) ...Mrs Irish Kau.....</i>
7.2	<i>is enrolled at the institution to which the undersigned is attached.</i>
7.3	<i>The questionnaires / structured interviews/tests meet the criteria of:</i> • Educational Accountability; • Proper Research Design; • Sensitivity towards Participants; • Correct Content and Terminology; • Acceptable Grammar; • Absence of Non-essential / Superfluous items; • Ethical clearance
7.4	<i>The student/researcher has agreed to ALL the conditions of conducting research in GDE Institutions and will abide by them.</i>
7.5	<i>I will ensure that after successful completion of the research degree/project/study an electronic copy of the Research Report / Thesis / Dissertation and a Research Summary (on the GDE template) will be sent to the GDE. Failure to submit the Research Report, Thesis, Dissertation, and Research Summary may result in: permission being withheld from BOTH the student and the Supervisor in the future and a fine may be imposed.</i>
7.6	Surname of the Supervisor : Mayisela
7.7	First Name/s of the Supervisor : Simangele
7.8	Title: Dr
7.9	Institution / Organisation: University of Witwatersrand
7.10	Faculty / Department: Psychology
7.11	Telephone: 011 717 4529
7.12	E-mail address: simangele.mayisela@wits.ac.za
7.13	Signature: 
7.14	Date: 2 April 2022

ANNEXURE A: GROUP RESEARCH

This information must be completed by every researcher/student/field worker who will be visiting GDE Institutions for research purposes, besides the main researcher who applied and the Supervisor/ lecturer / Promoter of the research.

By signing this declaration, the researcher/students / fieldworker accepts 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.....

DECLARATION BY RESEARCHERS / STUDENTS:

Surname & Initials	Name	Tel	Cell	Email address	Signature

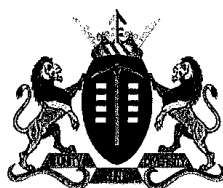
N.B. This form (and all other relevant documentation where available) may be completed and forwarded electronically to Gumani.Mukatuni@gauteng.gov.za, please copy (cc) ResearchInfo@gauteng.gov.za. The last 2 pages of this document must however have the original signatures of both the researcher and his/her supervisor or promoter. It should be scanned and emailed, posted, or hand-delivered (in a sealed envelope) to Mr. Gumani Mukatuni, 7th Floor Marshal Street, Johannesburg. All inquiries about the status of research requests can be directed to Mr. Gumani Mukatuni and/or Ms. Busi Mchunu on tel. no. 011 355 0775/1379.

Other Information:

- i) On receipt of all emails, confirmation of receipt will be sent to the researcher. The researcher will be contacted via email if any documents are missing or if any additional information is needed.
- ii) If the GDE Research request submitted is approved, a GDE Research Approval letter will be sent by email to the researcher as well as the Supervisor / Lecturer / Promoter. Please ensure that your email address is correct.

- iii) After successful completion of your research, please send your Research Reports / Thesis / Dissertations and GDE Research Summaries (on the template provided to both the Researcher and the Supervisor with the GDE Research Approval letter) to the same addresses as the GDE Research Request documents were sent to, namely: Gumani.Mukatuni@gauteng.gov.za, Busi.Mchunu@gauteng.gov.za and copy Faieth.Tshabalala@gauteng.gov.za and ResearchInfo@gauteng.gov.za.

Appendix M: GDE Approval Letter



GAUTENG PROVINCE

Department: Education
REPUBLIC OF SOUTH AFRICA

8/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	22 April 2022
Validity of Research Approval:	08 February 2022– 30 September 2022 2022/153
Name of Researcher:	Kau I.K
Address of Researcher:	432 Acorn Road
	Lynnwood, Menlo park
	Pretoria
Telephone Number:	083 5741 359
Email address:	Irish1 kau @gmail.com
Research Topic:	Teachers Psychological Transformation in the use Alternative Disciplinary Measures in South African Schools.
Type of qualification	Master of Education (Education psychology)
Number and type of schools:	2 Primary Schools
District/s/HO	Tshwane North and Tshwane West

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

[Signature] 25/04/2022

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below are met. Approval may be withdrawn should any of the conditions listed below be flouted:

1

Making education a societal priority

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0488

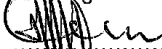
Email: Faith.Tshabalala@gauteng.gov.za

Website: www.education.gpg.gov.za

1. The letter 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. **Because of the relaxation of COVID 19 regulations researchers can collect data online, telephonically, physically access schools, or may make arrangements for Zoom with the school Principal. Requests for such arrangements should be submitted to the GDE Education Research and Knowledge Management directorate.**
4. **The Researchers are advised to wear a mask at all times, Social distance at all times, Provide a vaccination certificate or negative COVID-19 test, not older than 72 hours, and Sanitise frequently.**
5. 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 has been granted permission from the Gauteng Department of Education to conduct the research study.
6. 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.
7. The Researcher will make every effort to obtain the goodwill and cooperation of all the GDE officials, principals, and chairpersons of the SGBs, teachers, and learners involved. Persons who offer their cooperation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
8. Research may only be conducted after school hours so that the normal school program 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.
9. 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.
10. 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.
11. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
12. The researcher is responsible for supplying and utilising his/her 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.
13. 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.
14. On completion of the study, the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
15. 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.
16. 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 summary of the purpose, findings, and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards



Mr. Gumani Mukatuni

Acting CES: Education Research and Knowledge Management

DATE: 25/04/2022

2

Making education a societal priority

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0488

Email: Faith.Tshabalala@gauteng.gov.za

Website: www.education.gpg.gov.za

Appendix N: Ethics Approval



Research Office

HUMAN RESEARCH ETHICS COMMITTEE (NON-MEDICAL)
R14/49 Kau

CLEARANCE CERTIFICATE

PROTOCOL NUMBER: H22/06/15

PROJECT TITLE

Teachers' Psychological Transformation from the use of
Corporal Punishment to Alternative Disciplinary Measures in
South African Schools

INVESTIGATOR(S)

Mrs I Kau

SCHOOL/DEPARTMENT

Human and Community Development/

DATE CONSIDERED

24 June 2022

DECISION OF THE COMMITTEE

Approved
Risk Level: Low

EXPIRY DATE

09 August 2025

DATE 17 August 2022

CHAIRPERSON

(Professor J Watermeyer)

cc: Supervisor : Dr S Mayisela

DECLARATION OF INVESTIGATOR(S)

To be completed in duplicate and **ONE COPY** returned to the Secretary at Room 10004, 10th Floor, Senate House, University. **Unreported changes to the application may invalidate the clearance given by the HREC (Non-Medical)**

I/We fully understand the conditions under which I am/we are authorized to carry out the abovementioned research and I/we guarantee to ensure compliance with these conditions. Should any departure to be contemplated from the research procedure as approved I/we undertake to submit an amendment of the protocol to the Committee. **I agree to completion of a regular progress report. For Minimal and Low studies, this is due annually on 31 December. For Medium and High Risk studies, this is due twice annually on 30 June and 31 December.**

Irish Kau
Signature

17 / 08 / 2022
Date

PLEASE QUOTE THE PROTOCOL NUMBER ON ALL ENQUIRIES

Appendix O: Major Offence Form

GAUTENG DEPARTMENT OF EDUCATION

MAJOR OFFENCE	
Parent's Name:	
Learner's Name:	
Grade:	
Educator:	
State of Offence:	
Witness:	
Solution/Punishment Given:	
Your child has committed an offence as per details above. You are therefore summoned to a meeting of the above learner as per the following details: Date: Time: Venue: Signatures: 	
XX RETURN SLIP	
I, parent of hereby acknowledge receipt of the summon and confirm my attendance on the date scheduled.	
 Signature	 Date

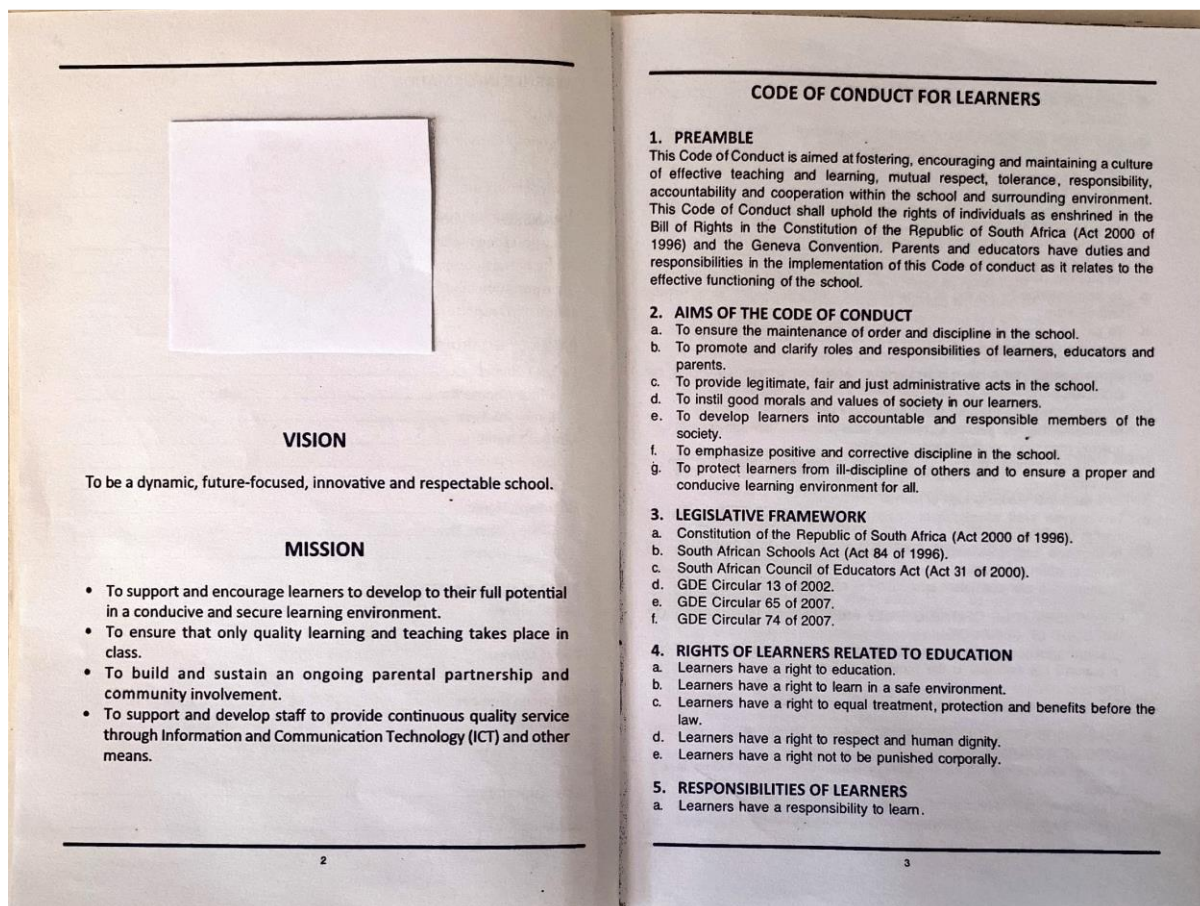
Appendix P: Minor Offence Form

GAUTENG DEPARTMENT OF EDUCATION

<u>MINOR OFFENCE</u>	
Parent's Name:	
Learner's Name:	
Grade:	
Educator:	
Date:	
State of Origin:	
Witness:	
Solution/Punishment Given:	
Your child has committed an offence as per details above. You are therefore summoned to a hearing of the above learner as per the following details: Date: Time: Venue: 	
Signatures:	Class Teacher HOD Principal
RETURN SLIP	
I, parent to hereby acknowledge receipt of the summon and confirm my attendance on the date scheduled.	
Signature	Date

Appendix Q: Learner Diary

Code of Conduct for Learners



6. RESPONSIBILITIES OF PARENTS IN SUPPORT OF THE CODE OF CONDUCT

- a. To support the school and to cause their children to observe the school rules and regulations and to accept responsibility for their learner children's behaviour.
- b. To have interest in their children's school work.
- c. To attend meetings convened by the school's governance structure; principal and / or educators at the school.
- d. To ensure that their children attend school regularly and punctually.
- e. To provide their children with basic equipment required for school work.
- f. To promote positive relations between all members of the school community.
- g. To acknowledge by signing all communication from school and to send back tear-off slips.
- h. To pay all school fees timeously or follow proper procedures to apply for exemption from paying.

7. RESPONSIBILITIES OF THE PRINCIPAL IN SUPPORT OF THE CODE OF CONDUCT

- a. To foster positive behaviour within the school set-up.
- b. To ensure that all personnel, parents and learners are conversant with policies regarding positive learner behaviour.
- c. To ensure implementation of corrective disciplinary measures where appropriate.
- d. To ensure that record is kept of learner behaviour.
- e. To organise staff development sessions regarding the management of learner discipline.
- f. To organise interviews with parents about the progress and behaviour of learners, when essential.
- g. To ensure fair and consistent application of corrective disciplinary steps.

8. RESPONSIBILITIES OF THE DEPUTY PRINCIPAL(S) IN SUPPORT OF THE CODE OF CONDUCT

- a. To support the principal in the inculcation of a positive culture for the school.
- b. To support the principal in the provision of learner support and guidance regarding positive behaviour.
- c. To be responsible for the supervision and mentoring of school prefects.

9. RESPONSIBILITIES OF THE PHASE HEADS IN SUPPORT OF THE CODE OF CONDUCT

- a. To have discussions about disciplinary tendencies and concerns in the school.
- b. To identify when to refer disciplinary cases.
- c. To organise meetings and interviews with parents on learner behaviour.

- d. To control and manage the administrative system of disciplinary referrals and interventions.

10. RESPONSIBILITIES OF EDUCATORS IN SUPPORT OF THE CODE OF CONDUCT

- a. To create a learner-centred environment where discussions are allowed among learners in a focused and orderly manner.
- b. To prepare and plan lessons to run smoothly so that discipline is maintained in class.
- c. To give out clear, easy to follow and unambiguous instructions to learners.
- d. To refrain from using unacceptable language when talking to learners.
- e. To refrain from issuing threats that cannot be carried out.
- f. To apply positive reinforcements to learners as motivation, through praise.
- g. To have classroom rules prominently displayed in each classroom.
- h. To apply corrective action only in accordance with the Code of Conduct.
- i. To apply corrective action to the offender(s) only and not the whole class.
- j. To always be on the alert to identify mischief-makers by moving around in the classroom instead of always sitting down during lesson presentation.
- k. To approach the Heads of Department and / or Grade leaders for advice and support regarding interventions and how to handle specific learner needs.

11. DUTIES AND RESPONSIBILITIES OF THE SCHOOL GOVERNING BODY (SGB) IN SUPPORT OF THE CODE OF CONDUCT

- a. To develop and revise the Code of Conduct on a regular basis in consultation with parents and educators.
- b. To support creation of a positive learning environment in the school.
- c. To ensure that disciplinary processes are handled with acceptable and available legislative framework.
- d. To constitute a Disciplinary Committee.
- e. To conduct fair hearings when called to do so and to focus on positive reinforcements and corrective learner behaviour.
- f. To keep minutes of disciplinary hearings held.
- g. To hold meetings with parents to discuss disciplinary matters.

12. GENERAL SCHOOL RULES

- a. The school starts at 07h25 for the register period which ends at 07h35 for the first teaching period to commence.
- b. Late-comers must report to the register educators and shall be entered in the late-comers' register. Under no circumstances should a learner be turned away from school.
- c. The school ends at 13h30.
- d. Gates shall be locked between 08h00 and 13h30.
- e. Learners shall only be allowed out of class when in possession of a class pass.

- f. Learners shall only be allowed to leave the school premises during school hours with a written and signed request from parents. The school reserves the right to check the authenticity of that request.
- g. Learners shall not be allowed to leave the school premises during school hours unless under special circumstances and in the company of a recognised adult / parent / guardian, after signing the learner's leave register.
- h. A learner who absents himself / herself from school without prior notification must bring written proof from the parent / guardian, stating reasons for his / her absence.
- i. In instances where a learner falls ill, the parents shall be called to fetch the learner from the school.
- j. Should the parents not be immediately traceable, the learner shall be confined to the sick room until further steps are taken to contact the parents / guardians.
- k. In cases of accidental injuries or should the learner be deemed to be critically ill, arrangements shall be made to take the learner to the nearest health centre and the parents be notified immediately.
- l. The parent who fetches the learner during school hours must sign the learner out in the Administration Office before collecting the learner. Positive identification may be required before permission to collect the learner is granted.
- m. Parents visiting the school to discuss the welfare of their children with the Principal and / or educators must only do so after contact time and with prior arrangements.
- n. No guns and / or any form of ammunition is allowed on the school premises. Any form of ammunition legally possessed by any parent visiting the school must be declared with the security officers at the entrance point.
- o. Learners shall not be allowed to sell any wares except on formally arranged entrepreneurs' days.

13. LEARNERS' GENERAL BEHAVIOUR

- a. Learners shall have no right to insult another learner, educator or parent in or outside of the school premises.
- b. Learners shall not be allowed to possess, display use or distribute any illegal substance inside or outside of the school premises. The school reserves the right to conduct random search and seizure procedures, subject to legal prescripts allowing it to do so, if the school finds good cause for such an action to be taken.
- c. Bullying, fighting and teasing is strictly not permissible on the school premises.
- d. Vandalism and graffiti are strictly prohibited. Learners shall respect other people and the school's property.

- e. Learners' property must be clearly marked with the child's name and grade. No stickers with offensive and undesirable slogans are allowed on school bags and clothing.
- f. Stealing shall not be allowed. Lost and found property must be lodged with the register teacher or at the Administration Office.
- g. Learners must take reasonable steps to ensure that books and textbooks are kept neat and tidy. It is the responsibility of learners to ensure that books are covered in plastic for their safekeeping.
- h. Textbooks issued to learners remain the property of the school and shall be returned to the school at the end of the year. Lost and damaged textbooks must be compensated for by the parent / guardian of the learner.
- i. Learners seeking transfer letters shall not be issued with same until all school property, including monies owing to the school are settled.
- j. Learners shall not be allowed to climb through the fence to enter or leave the school premises.
- k. Cellphones, iPhones, radios, and / or any electronic gadgets are not allowed on the school premises unless with prior arrangement by the teacher/s for e-learning purposes. If found, such will be confiscated and stored in a safe place until the parent comes and accounts for it.
- l. Gambling of any sort is not allowed on the school premises.
- m. School grounds and classrooms must be kept neat and tidy at all times.
- n. Playing around the Administration Offices is strictly prohibited.
- o. Learners shall walk in an orderly manner, quietly when going to and from assembly. Learners shall show the utmost respect for proceedings during assembly.
- p. Prefects should at all material times maintain visibility and act in a supervisory manner.
- q. Learners must cross the road at designated areas under scholar patrol supervision.
- r. Learners shall not get involved in any intimate relationships with each other and shall not display any acts of intimacy towards each other.

14. CLASSROOM EXCHANGES

- a. Class exchanges shall be done quickly, quietly and in an orderly fashion.
- b. Learners shall line up in front of their classes and wait for the teacher to order them in.
- c. Learners shall not litter, especially during class exchanges.
- d. Learners' bags shall be neatly lined up in front of their classes in the morning and during breaks.
- e. Learners' visits to the toilets / bathrooms shall be regulated by means of class passes.

15. GENERAL APPEARANCE

a. Girls

- (i) Hair must be neatly tied with an elastic band, ribbon or hair band in school colours when it exceeds the neckline or the collar.
- (ii) Peroxiding, tinting, streaking or exotic colouring of hair is not allowed.
- (iii) Make-up on the face and nail polish on nails shall not be allowed.
- (iv) Only button gold or silver earrings or sleeper earrings are allowed.
- (v) No jewellery, e.g. bracelets, chains, finger rings, tongue rings, eye or nose studs are allowed except for cultural and religious purposes and with prior notification by the parents / guardians. Only a wristwatch with a normal arm piece and badges for medicinal purposes, e.g. medic-alert are allowed.
- (vi) Manicures and pedicures are not allowed. Nails must be kept short and clean.
- (vii) Tattoos shall not be allowed.
- (viii) School dresses shall be of knee-length and not shorter than that.
- (ix) Parents / Guardians shall inform the school in writing if their children are not to wear proper school uniform for whatever reason. Documentary evidence may be needed to substantiate that.

b. Boys

- (i) Hair must be kept neat.
- (ii) No hair gel or dye shall be used.
- (iii) No plaited hair shall be acceptable.
- (iv) No nail polish on nails shall be allowed.
- (v) No jewellery, e.g. bracelets, chains, finger rings, tongue rings, eye or nose studs are allowed except for cultural and religious purposes and with prior notification by the parents / guardians. Only a wristwatch with a normal arm piece and badges for medicinal purposes, e.g. medic-alert are allowed.
- (vi) No big fancy buckle belts are allowed.
- (vii) Tattoos shall not be allowed.
- (viii) Parents / Guardians shall inform the school in writing if their children are not to wear proper school uniform for whatever reason. Documentary evidence may be needed to substantiate that.

16. DRESS CODE SCHOOL UNIFORM

a. Summer Uniform

BOYS	GIRLS
Grey shorts (Compulsory)	Prescribed school dress
Orange short-sleeved shirt	N/A

Grey socks (long)	Green socks with orange and white stripes
Black (Traditional back to school lace up) shoes, e.g. Bata, Student Prince or Toughees	Black (Traditional back to school buckle-up or lace-up) shoes e.g. Bata, Student Prince or Toughees
b. Winter uniform	
Grey long trousers	N/A
Prescribed school's green and orange tracksuit	Prescribed school's green and orange tracksuit
Green jersey	Green jersey
Green Drimac jacket	Green Drimac jacket
Orange long-sleeved shirt	Orange long-sleeved shirt
Grey socks (long)	Green socks with orange and white stripes (long)
Black (Traditional back to school lace up) shoes, e.g. Bata, Student Prince or Toughees	Black (Traditional back to school lace up) shoes, e.g. Bata, Student Prince or Toughees

NB. Girls are allowed to have green or black ski-pants (stiffies) underneath their dresses. However, these should not be longer than the dress they are wearing. Learners may wear white vests or T-shirts only underneath the school uniform.

- c. Green shorts and orange golf shirts may be worn at sports events and Lifeskills / Life Orientation (Physical Education periods) only. Sportswear is official school wear. All general appearance rules still apply when learners are in sportswear.

Casual Clothes

- a. Casual clothes (civvies) will only be worn with the instruction of educators. Notifications to that effect will be handed to parents beforehand to inform them.
- b. Short skirts / dresses are not permissible. The length of the dress / skirt should be a palm's hand from seam to the knee.
- c. The midriff of a girl shall not be exposed.
- d. Face make-up or painted nails are not allowed, unless on special projects.
- e. T-shirts, shorts, wind breakers, tackies, sandals or any casual wear may be worn with school uniform on special occasions.

17. CATEGORIES OF MISCONDUCT

a. MINOR MISCONDUCT (CATEGORY A)

- (i) Late coming – 5 points.

- (ii) Absent without reason or without parents' consent - 5 points.
- (iii) Failure to bring Learning Support material at home - 5 points.
- (iv) Littering - 5 points.
- (v) Failure to adhere to dress code - 5 points.
- (vi) Chewing / eating in class - 5 points.
- (vii) Failure to use gate as entrance and exit point - 5 points.
- (viii) Leaving the classroom without the class pass - 5 points.
- (ix) Teasing - 5 points.
- (x) Swearing - 5 points.
- (xi) Copying (homework or classwork) - 5 points.
- (xii) School work not done - 5 points.
- (xiii) Playing in the toilets or where not allowed - 5 points.
- (xiv) Wearing casual clothes without permission or prior arrangement - 5 points.
- (xv) Playing with electronic stuff, e.g. cellphone during school time - 5 points.
- (xvi) Doing other work than the one instructed to do - 5 points.
- (xvii) Bunking classes - 5 points.
- (xviii) Unauthorised selling in the school premises - 10 points.

b. SERIOUS MISCONDUCT THAT MAY LEAD TO SUSPENSION (CATEGORY B)

- (i) Failure to comply with corrective action in Category A - 20 points.
- (ii) Insults any learner, educator or parent - 30 points.
- (iii) Bullying or fighting - 10 points.
- (iv) Cheating in a test, examination or any other form of assessment - 20 points.
- (v) Engages in any act of public indecency - 20 points.
- (vi) Sexual harassment - 30 points.
- (vii) Possession of alcohol, drugs or any suspicious material - 50 points.
- (viii) Being under the influence of alcohol, drugs or any substance of stupefying effect - 50 points.
- (ix) Possession of pornographic material - 50 points.
- (x) Vandalism - 30 points.
- (xi) Defacing school property with graffiti - 10 points.
- (xii) Defacing school with graffiti depicting hate speech - 30 points.
- (xiii) Tampering with staff vehicles - 20 points.
- (xiv) Throwing around dangerous objects that could cause potential damage to life and property - 20 points.
- (xv) Smoking - 50 points.
- (xvi) Leaving school premises without permission - 20 points.

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- (xvii) Threatening other learners and staff with weapons or verbally - 50 points.
- (xviii) Disrespecting staff (swearing, back-chatting, or any unacceptable behaviour) - 30 points.
- (xix) Slipping detention - 50 points.
- (xx) Disruptive behaviour - 10 points.
- (xxi) Racist behaviour - 50 points.
- (xxii) Xenophobic behaviour - 50 points.
- (xxiii) Signing own tear-off slips and tests - 20 points.
- (xxiv) Gambling - 50 points.
- (xxv) Disruptive cellphone use in class - 20 points.
- (xxvi) Refusal to obey lawful instructions - 20 points.
- (xxvii) Misbehaviour during detention - 30 points.

c. SERIOUS MISCONDUCT THAT MAY LEAD TO EXPULSION (CATEGORY C)

- (i) Failure to comply with corrective action in category B - 50 points.
- (ii) Theft or act of dishonesty to seriously prejudice another person - 50 points.
- (iii) Possession of, consumption of or dealing in illegal substances - 50 points.
- (iv) Being in possession of any dangerous weapon - 50 points.
- (v) Assaulting another person with an intention to do grievous bodily harm - 300 points.
- (vi) Malicious damage to property - 50 points.
- (vii) Rape, or engaging in any activity which may qualify as sexual assault - 300 points.
- (viii) Murder - 500 points.

18. DISCIPLINARY MEASURES

a. CATEGORY "A" OFFENCES

- (i) Number of demerit points: 50 - 100 points:
 - (1) Verbal warning.
 - (2) Contact parents.
 - (3) Counselling.
- (ii) Number of demerit points: 100 - 150 points:
 - (1) Written warning.
 - (2) Contact parents.
 - (3) Counselling.
- (iii) Number of demerit points: 150 - 200 points:
 - (1) Contact parents.

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Appendix R: Data Analysis Snippets

Themes/Participants	P1 An extract or quote	P2 An extract or quote	P3 An extract or quote	P4 An extract or quote	P5 An extract or quote
Theme: Community	<i>We refer cases to SBST/SGB/DSBT</i>	<i>We issue support letters to parents</i>	<i>We do not have a supportive community.</i>	<i>Disruptive family settings, parents shout at us, our hands are tight.</i>	<i>Parents fail to discipline children instead they swear at us.</i>
Division of Labour (parental/community involvement)	<i>Parents request us to send their children to 'Stout school'</i> <i>Adopt a Cop program helps with cases of serious misconduct.</i>	<i>The DC is not functional</i>		<i>Parents tell us to use corporal punishment</i> <i>DC exist in theory/non-existent.</i>	<i>Figure out what to do with this child because I have failed.</i>
Theme: Community	<i>The beating is done at home. That's how they are punished at home. We counsel both parent and child.</i>	<i>Parents discipline children physically at home, that's what they expect from us.</i>	<i>I believe that CP is more effective, it was used on us.</i>	<i>Our educators used CP, not using CP affects lesson times.</i>	<i>When called for intervention parents beat children in front of us.</i>
Contradictions	<i>In the past most learners dropped out of school due to CP.</i> <i>Home:</i> <i>School: Corporal punishment</i>	<i>Abolition of CP ruined everything. It instilled fear in learners</i>		<i>At home physical punishment is used.</i>	

RQs/ Objectives	Themes/Participants	P6 An extract or quote	P7 An extract or quote	P8 An extract or quote	P9 An extract or quote	P10 An extract or quote
RQ: How are teachers in South African primary schools making a psychological shift from the use of Corporal Punishment to administering alternatives to corporal punishment.	Theme: <i>Community</i> <i>Division of Labour</i> (parental/community involvement) Impact of Socio-economic conditions	<i>the DC and SGB to reconstitute the IDC - enhance effective discipline. We need active involvement of parents.</i> <i>COVID- smaller classes</i> <i>SBST - LSEN</i> <i>SGB may co-opt a community member to the DC.</i> <i>Is a glorified township school.</i>	<i>The parents as well as the SGB</i> <i>The DC is ineffective.</i> <i>The involvement of the SGB is ineffective</i> <i>in informal settlements who are unruly because they are not disciplined at home.</i>	<i>We also note it in the learners' books that their homework is incomplete and also contact the parents.</i> <i>During parents' meeting- Parents do not check the learners' books nor diaries.</i>	<i>The minute a learner misbehaves, I contact their parent.</i> <i>the minute I contact the parent about their misconduct, their parents will scream at them over the phone.</i>	<i>They are not involved in their child's academics.</i> <i>learners come from broken families, which affects the learner emotionally.</i>
RQ/ Objective: Teachers' Psychological	Theme: <i>Community/ tools</i>	<i>My parents used spanking and deprivation of some rights.</i>	<i>Hitting, Shouting and not getting food.</i>	<i>My parents used chores, withdrawal of privileges.</i>	<i>A bit of corporal punishment and some talks.</i>	<i>They used corporal punishment.</i>

Appendix S: Editor's Certificate

TO WHOM IT MAY CONCERN

This certificate confirms that the following manuscript has been checked for standard and appropriate academic English usage, and edited accordingly. Changes made after the issuing of this certificate are not covered by it.

Title: Teachers' Psychological Transformation from the use of Corporal Punishment to Alternative Disciplinary Measures in South African Schools

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