

The implementation of alternatives to corporal punishment in selected Pretoria schools

by

Siegfried Dorfling

Submitted in partial fulfilment of the requirements for the degree

MAGISTER EDUCATIONIS (Management, Law and Policy)

in the Faculty of Education

at the

UNIVERSITY OF PRETORIA

SEPTEMBER 2022

DECLARATION

I declare that the dissertation, which I hereby submit for the degree Magister Educationis in Management, Law and Policy at the University of Pretoria, is my own work and has not previously been submitted by me for a degree at this or any other tertiary institution.

.....

XXXXXXXXX

31 September 2022

ETHICAL CLEARANCE CERTIFICATE



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE**CLEARANCE NUMBER:** **EM 19/03/03****DEGREE AND PROJECT**

MEd

The implementation of alternatives to corporal
punishment in selected Pretoria schools

INVESTIGATOR

Mr Siegfried Dorfling

DEPARTMENT

Education Management and Policy Studies

APPROVAL TO COMMENCE STUDY

9 May 2019

DATE OF CLEARANCE CERTIFICATE

20 July 2022

CHAIRPERSON OF ETHICS COMMITTEE: Prof Funke Omidire

Mr Simon Jiane

Dr Andre du Plessis

This Ethics Clearance Certificate should be read in conjunction with the
Integrated Declaration Form (D08) which specifies details regarding:

- Compliance with approved research protocol,
- No significant changes,
- Informed consent/assent,
- Adverse experience or undue risk,
- Registered title, and
- Data storage requirements.

ACKNOWLEDGEMENTS

I would like to extend my utmost gratitude to the following people who made it possible for me to reach this lifelong goal:

- To my Lord and Saviour Jesus Christ, who has never left nor forsaken me. He guided and provided me with the knowledge, patience and perseverance to pursue and complete this study.
- To Dr André Du Plessis, my research supervisor, the continual support and advise through the whole process speaks volumes of your ability as a supervisor and mentor.
- To my editor, Ms Isobet Oberholzer, thank you for the professional service you provided to me in the finalisation of this study.
- My sincere gratitude to the University of Pretoria, for the platform they provided for me to achieve, pursue and complete this study.
- Lastly, to the participants of this study, your willingness to participate and input you provided is what made it possible to complete this study. All of you contributed significantly to the rich data for this study.

DEDICATION

This research is dedicated to the people who supported me unconditionally through the last 4 years and without whom I would not have been able to pursue and complete this study: My parents, Sieg and Hermien Dorfling, who provided me with the resources and platform to pursue my academic career, and my brother, Jan-Louw Dorfling for his unfailing encouragement.

To my partner, Ingrid Blom, for all your love and always believing in me and encouraging me to chase my dreams.

To my best friend, Rudi Loibner, for the countless hours of advice and mentorship throughout the pursuit and completion of this study.

I am sincerely grateful for all of you and the involvement you have had in my life. May God bless you beyond measure.

.

LANGUAGE EDITOR



Kommunikasie/Communication
&
Taaldienste/Language Services

Certificate of Editing

TO WHOM IT MAY CONCERN

This is to confirm that I have completed the language editing of the mini-dissertation **The implementation of alternatives to corporal punishment in selected Pretoria schools** by Siegfried Dorfling submitted in partial fulfilment of the requirements for the degree **Magister Educationis** in the Faculty of Education at the University of Pretoria.

Yours faithfully

Isobet Oberholzer

16 September 2022

072 924 8777

isobet50@hotmail.com

ABSTRACT

Since the publication of the Alternatives to Corporal Punishment-document in 2000, studies have indicated that ill-discipline in schools is on the rise. It can be argued that this approach is not that effective as indicated by Mergler, Vargas and Caldwell (2014: 30). The primary research question is as follows: How do educators in selected schools in Pretoria perceive the implementation of alternatives to corporal punishment in the maintenance of school discipline? The participants in this study were the Head of Department, Head of Academics, Head of Discipline, and School Psychologist/Counsellor at four selected schools. This study was conducted from an interpretivist paradigm due to its potential to investigate the alternatives to the corporal punishment phenomenon by analysing the individual aspects that ultimately form the concept as a whole.

This study made use of a qualitative research approach with a multiple case study design. Sixteen educators were purposively sampled from four schools in Pretoria. Data was collected using semi-structured interviews and document analysis. The interviews were transcribed, and documents analysed for the purposes of data analysis. Categorisation was used to organise the raw data into smaller topic clusters which were then used to formulate eight themes which were: Punitive disciplinary methods, the most commonly used alternatives to corporal punishment (ATCP), School discipline requires parent-child-teacher collaboration, Department of Basic Education's disciplinary regulations considered insufficient, Professional development (PD), Prevention is better than cure (preventative disciplinary methods), Good discipline teaches, Effective school discipline is centered around communication, teamwork and consistency, and The human rights element.

Key terms:

School discipline; Alternatives to corporal punishment; Punitive disciplinary measures; Preventative disciplinary measures; Exclusionary disciplinary measures; Restorative justice; Professional development

LIST OF ABBREVIATIONS

ATCP	Alternative to Corporal Punishment
ATED	Alternatives to Exclusionary Discipline
CD	Co-operative Discipline
CoC	Code of Conduct
DBE	Department of Basic Education
DC	Disciplinary Committee
DHET	Department of Higher Education and Training
DoJ	Department of Justice
DoE	Department of Education
GDE	Gauteng Department of Education
HOD	Head of Discipline
MEC	Member of the Executive Council
MoES	Ministry of Education and Sport
MTSS	Multi-tiered system of support
PBIS	Positive Behavioural Interventions and Supports
PD	Professional Development
PSS	Primary Societal Sphere
RJ	Restorative Justice
RJP	Restorative Justice Practices
SAOU	Suid-Afrikaanse Onderwys Unie
SAPS	South African Police Service
Schools Act	South African Schools Act
SATU	South African Teachers Union
SEL	Social and Emotional Learning
SGB	School Governing Body
SMT	School Management Team
SSS	Secondary Societal Sphere

SWPBIS	School-Wide Positive Behavioural Interventions and Supports
--------	---

TABLE OF CONTENT

CHAPTER 1

INTRODUCTION TO THE STUDY

1.1. BACKGROUND	1
1.2. PROBLEM STATEMENT	2
1.3. RATIONALE	3
1.4. AIMS AND OBJECTIVES OF THE STUDY	3
1.5. THE PURPOSE OF THE STUDY	4
1.6. RESEARCH QUESTIONS	4
1.6.1. Main research question	4
1.6.2. Sub-questions	4
1.7. CONCEPTUAL FRAMEWORK	4
1.7.1. Preventative discipline measures	5
1.7.2. Punitive discipline Measures	6
1.8. RESEARCH SCOPE	6
1.9. RESEARCH APPROACH.....	6
1.9.1. Research design	6
1.9.2. Selection of participants	7
1.9.3. Data collection strategies	7
1.9.4. Data analysis and interpretation	7
1.10. OUTLINE OF STUDY.....	8

CHAPTER 2

LITERATURE REVIEW

2.1. INTRODUCTION	9
2.2. BACKGROUND	9
2.3. THE REGULATORY FRAMEWORK OF SCHOOL DISCIPLINE	11
2.4. <i>IN LOCO PARENTIS</i> AND THE OBLIGATION OF EDUCATORS TO DISCIPLINE LEARNERS	14
2.5. CONCEPTUALISING ALTERNATIVES TO CORPORAL PUNISHMENT	16
2.5.1. PUNITIVE MEASURES	17
2.5.1.1. Punishment	17
2.5.1.2. Exclusionary methods of discipline.....	19
2.5.2. PREVENTATIVE MEASURES	20
2.5.2.1. Positive discipline	21
2.5.2.2. Approaches to positive discipline	24

2.5.2.2.1. Restorative Justice Practices (RJP)	24
2.5.2.2.2. Positive Behavioural Interventions and Supports (PBIS)	25
2.5.2.2.3. Social and Emotional Learning (SEL)	27
2.5.2.2.4. Co-operative Discipline (CD)	28
2.6. EDUCATOR DISEMPOWERMENT	28
2.7. TRAINING AND IMPLEMENTATION OF ALTERNATIVES TO CORPORAL PUNISHMENT	32
2.8. CONCLUDING REMARKS	34

CHAPTER 3

RESEARCH METHODOLOGY

3.1. INTRODUCTION	37
3.2. RESEARCH PARADIGM	37
3.3. METHODOLOGY	37
3.4. RESEARCH DESIGN	38
3.5. DATA COLLECTION	39
3.5.1. Sampling of participants	39
3.5.2. Gaining access to participants	40
3.5.3. Data collection strategy	40
3.5.3.1. Semi-structured interviews	40
3.5.3.2. Document analysis	43
3.6. DATA ANALYSIS AND INTERPRETATION	44
3.7. ETHICAL CONSIDERATION	45
3.8. TRUSTWORTHINESS AND CREDIBILITY	46
3.9. ADVANTAGES OF THE RESEARCH APPROACH USED	46
3.10. CONCLUDING REMARKS	47

CHAPTER 4

PRESENTATION OF DATA

4.1. INTRODUCTION	48
4.2. DESCRIPTION OF PARTICIPANTS	49
4.3. PRESENTATION OF DATA	52
4.3.1. Theme 1: Punitive disciplinary methods are the most commonly used alternatives to corporal punishment (ATCP)	53
4.3.2. Theme 2: Discipline is parent-child-teacher collaboration	54
4.3.3. Theme 3: Department of Basic Education's (DBE) and Department of Higher Education and Training's (DHET) disciplinary regulations considered	

insufficient	57
4.3.4. Theme 4: Professional Development (PD)	61
4.3.4.1. Internal professional development and mentorship programmes can promote educator morale and authority	61
4.3.4.2. Lack of educator knowledge regarding non-exclusionary discipline methods	67
4.3.5. Theme 5: Prevention is better than A cure (preventative discipline)	70
4.3.6. Theme 6: Good discipline teaches	72
4.3.7. Theme 7: Effective school discipline is centred around communication, teamwork, and consistency	73
4.3.8. Theme 8: The human rights element	77
4.4. DOCUMENT ANALYSIS	79
4.4.1. Disciplinary actions	80
4.4.2. Chain of command	81
4.4.3. Disciplinary procedures	83
4.4.3.1. School 1's disciplinary procedures	83
4.4.3.2. School 2's disciplinary procedures	84
4.4.3.3. School 3's disciplinary procedures	85
4.4.3.4. School 4's disciplinary procedures	85
4.4.4. Restorative Justice Practices (RJP); Positive Behavioural Interventions and Supports (PBIS); Social and Emotional Learning (SEL); and Co-operative Discipline (CD)	86
4.5. CONCLUDING REMARKS	87

CHAPTER 5

DISCUSSION OF FINDINGS

5.1. INTRODUCTION	88
5.2. PUNITIVE DISCIPLINARY METHODS ARE MOST COMMONLY USED ALTERNATIVE TO CORPORAL PUNISHMENT (ATCP)	88
5.3. SCHOOL DISCIPLINE REQUIRES PARENT-CHILD-EDUCATOR COLLABORATION	89
5.4. DEPARTMENT OF BASIC EDUCATION'S (DBE) AND DEPARTMENT OF HIGHER EDUCATION AND TRAINING'S (DHET) DISCIPLINARY REGULATIONS CONSIDERED INSUFFICIENT	91
5.5. PROFESSIONAL DEVELOPMENT (PD)	92

5.5.1. Internal professional development and mentorship programmes can promote educator morale and authority	92
5.5.2. Lack of educator knowledge with regards to non-exclusionary discipline methods	95
5.6. PREVENTION IS BETTER THAN CURE (PREVENTATIVE DISCIPLINE)	95
5.7. EFFECTIVE SCHOOL DISCIPLINE IS CENTRED AROUND COMMUNICATION; TEAMWORK; AND CONSISTENCY	98
5.8. THE HUMAN RIGHTS ELEMENT	100
5.9. DOCUMENT ANALYSIS	101
5.9.1. Disciplinary actions	101
5.9.2. Chain of command	101
5.9.3. Disciplinary procedures	101
5.9.4. Restorative Justice Practices (RJP), Positive Behavioural Interventions and Supports (PBIS), Social and Emotional Learning (SEL), and Co-operative Discipline (CD)	102
5.10. CONCLUDING REMARKS	102

CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

6.1. INTRODUCTION	103
6.2. ANSWERS TO THE RESEARCH QUESTIONS	104
6.2.1. How do educators in selected Pretoria Schools perceive the implementation of alternatives to corporal punishment in the maintenance of school discipline?	104
6.2.2. What non-exclusionary alternatives are used in selected Pretoria schools in the maintenance of school discipline?	104
6.2.3. How do alternatives to corporal punishment contribute to the holistic schooling environment in selected Pretoria schools?	105
6.2.4. Who are the educators involved with the maintenance of school discipline in selected Pretoria schools?	107
6.2.5. How successful do educators in selected Pretoria schools perceive to corporal punishment to be?	107
6.3. SIGNIFICANCE OF THE STUDY	108
6.4. RECOMMENDATIONS	109
6.5. SUGGESTIONS FOR FUTHER RESEARCH	110
6.6. WEAKNESSES OF THE STUDY	111

6.7. CONCLUDING THE STUDY	111
REFERENCES	112
ADDENDUMS	118
ADDENDUM A: GDE RESEARCH APPROVAL LETTER	118
ADDENDUM B: LETTER TO PRINCIPALS	120
ADDENDUM C: CONSENT FORMS	122
ADDENDUM D: INTERVIEW PROTOCOL	124

LIST OF FIGURES

Figure 1.1: Two branches of Alternatives to Corporal Punishment	5
---	---

LIST OF TABLES

Table 4.1: Description of participating schools	49
Table 4.2: Biographical description of participants	49
Table 4.3: Description of disciplinary actions of participating schools	80
Table 4.4: A brief description of the chain of command followed by the participating schools	82

CHAPTER 1

INTRODUCTION TO THE STUDY

1.1. BACKGROUND

Section 10 of the South African Schools Act No 84 of 1996 prohibits corporal punishment in South African schools and any person who contravenes this “is guilty of an offence and is liable on conviction to a sentence which could be imposed for assault”. Therefore, educators are expected to apply alternatives to corporal punishment when managing learner discipline. In an age of increased learner misconduct, educators are constantly being challenged to ensure a disciplined teaching and learning environment without the use of corporal punishment. In October 2000, the Department of Basic Education published a document on Alternatives to Corporal Punishment (ATCP). This document contained all the relevant measures and procedures needed to curb learner misconduct in a post-corporal punishment era. Moyo, Khewu and Bayaga (2014: 2) and Njogu (2007: 1) have indicated that, despite the use of these alternatives to corporal punishment, levels of learner misconduct are still high. This raises the question as to how effective the implementation of alternatives to corporal punishment are.

Studies have shown tension between strategies built on moral commitment and self-regulation on the one hand, and the punitive measures used by schools in their attempts to implement alternatives to corporal punishment on the other hand (Moyo, Khewu & Bayaga, 2014: 11). Maphosa and Shumba (2010: 393) argue that alternatives to corporal punishment are ineffective due to the lack of proper implementation thereof, hence leaving educators feeling disempowered in their ability to administer and maintain proper discipline in schools since the abolition of corporal punishment (Maphosa & Shumba, 2010: 393). Ross (2012: 47) provides that the combination of restorative justice practices (RJP), positive behavioural interventions and supports (PBIS) and social and emotional learning (SEL) have shown that they can have a positive effect on reducing the number of disciplinary issues in the schooling environment if educators are well trained (Ross, 2012: 47).

With reference to the 80-15-5 model of Curwin and Mendler (1988), Burke (2008: 194) explains that according to this model it is estimated “that 80 percent of [learners] in most classes never or rarely break the classroom rules and cause disruptions” This model further indicates that only about 15 percent of learners break rules on a regular basis,

while only 5 percent are chronic rule breakers. However, some educators spend 30 to 80 percent of their time on addressing learner misconduct. What is evident is that the modern-day educator needs to successfully manage learners to increase time spent on teaching and learning. Burke (2008: 194) explains:

“With the increased emphasis on high-stakes standardised tests, standards, and accountability, educators must increase time-on-task to prepare students to meet rigorous academic goals.”

1.2. PROBLEM STATEMENT

Since the publication of the Alternatives to Corporal Punishment document in 2000 (DBE, online), studies have provided results indicating that ill-discipline in schools is on the rise, hence it can be argued that this approach is not effective. Previous research conducted on the effectiveness of alternatives to corporal punishment has shown that alternatives to corporal punishment fail in their ability to decrease learner misconduct in schools, locally and internationally (Dunn & Kaufman, 2015: 3). Since the introduction of the alternatives to corporal punishment approach, many schools have relied heavily on the use of exclusionary discipline methods to curb student misbehaviour. However, research has shown that this method of removing a disruptive student, fails in its ability to modify student misbehaviour (Mergler, Vargas & Caldwell, 2014: 30).

Moyo, Khewu and Bayaga (2014: 3) and Maphosa and Shumba (2010: 388) indicate that various methods have been proposed to address and eliminate dysfunctional behaviour, but very few are proven to be successful. The effectiveness of said alternatives comes under scrutiny when we look at them from an effective implementation perspective. Although various alternative strategies are prescribed, the implementation of said strategies, as well as the education of educators in said alternatives, is where the problem truly lies (Moyo *et al.*, 2014: 12). Educators, both local and international, seem to know about the alternatives to corporal punishment, but feel that these alternatives are not effective in curbing dysfunctional behaviour. Maphosa and Shumba (2010: 389) and Moyo *et al.* (2014: 12) contend that there is virtually no consistency present between discipline methods used in schools and the Alternatives to Corporal Punishment strategy. Furthermore, Maphosa & Shumba (2010: 396) and Moyo *et al.* (2014: 4) indicate that there remains a strong support for corporal punishment, as well as considerable disagreement with statements opposing corporal punishment. Not enough evidence suggests that alternatives to corporal punishment are effective in structure and

implementation. These findings suggest that due to the lack of understanding by educators regarding the Alternatives to Corporal Punishment strategy, it has bred an unbelief in the strategy as a whole (Maphosa & Shumba, 2010: 397; Moyo *et al.*, 2014: 12). Also, in terms of effectiveness, Moyo *et al.* (2014: 3) state the following: “What is clear is that since the ban on corporal punishment in 1996, there is still no remarkable change in learners’ behaviour...”. Therefore, this study will investigate how alternatives to corporal punishment are currently being implemented in South African schools.

1.3. RATIONALE

In my experience as an educator, I have come to the realisation that learner discipline is a major educational issue due to the rise of learner misconduct, the lack of training of educators regarding alternatives to corporal punishment and the inability of educators to implement such measures effectively. It is more than two decades since the publication of the Alternatives to Corporal Punishment document by the Department of Education in 2000. Much research on alternatives to corporal punishment has been conducted regarding the various types of discipline strategies that are available for schools to implement in cases of student misconduct (Maphosa & Shumba, 2010: 387; Dunn & Kaufman, 2015: 2; Lustick, 2017: 297; and Mergler *et al.*, 2014: 29). A few strategies such as Restorative Practices, Positive Behavioral Interventions and Supports and Social and Emotional Learning, have been proposed about positive discipline and relational correction, but very few schools seem to be implementing these ‘new age’ strategies effectively.

Discipline in the South African education system need to be improved so that it can provide more effective, efficient and practical means of discipline and encourage educational value by contributing to learning. This research could contribute to the body of knowledge of education management, law and policy in the sense that it provides guidance as to how alternatives to corporal punishment can be implemented effectively by making use of non-exclusionary disciplinary methods and involving the school community as whole regarding learner discipline.

1.4. AIMS AND OBJECTIVES OF THE STUDY

The aim of this study was to investigate the implementation of alternatives to corporal punishment in selected schools in Pretoria.

The objectives of the study were to determine:

- How the perceptions of educators about ATP influence their discipline maintenance.
- What ATED methods are available to educators.
- Type(s) of support educators receive regarding ATP and ATED.

1.5. THE PURPOSE OF THE STUDY

This study seeks to determine how alternatives to corporal punishment are being implemented in public schools. Furthermore, this study aims to gain a better understanding of the perceptions of educators regarding the ATP document prescribed by the DBE and the implementation thereof in South African schools. In addition, the study attempts to gain insight into the knowledge-base of educators with regard to the concept of positive discipline in a post-corporal punishment era.

1.6. RESEARCH QUESTIONS

1.6.1. Primary research question

The primary research question is as follows:

How do educators in selected schools in Pretoria perceive the implementation of alternatives to corporal punishment in the management of learner discipline?

1.6.2. Sub-questions

In support of the primary research question, the following sub-questions were formulated:

- What non-exclusionary alternatives are used in selected schools in Pretoria in the management of learner discipline?
- How can alternative discipline methods contribute to the holistic schooling environment in selected schools in Pretoria?
- Who are the educators involved with the management of learner discipline in selected schools in Pretoria?
- How do educators in selected Pretoria schools perceive the success of alternatives to corporal punishment?"

1.7. CONCEPTUAL FRAMEWORK

Based on the review of literature, the conceptual framework used for this study divides alternatives to corporal punishment into two main branches, namely preventative discipline measures and punitive discipline measures. This is illustrated in Figure 1.1:

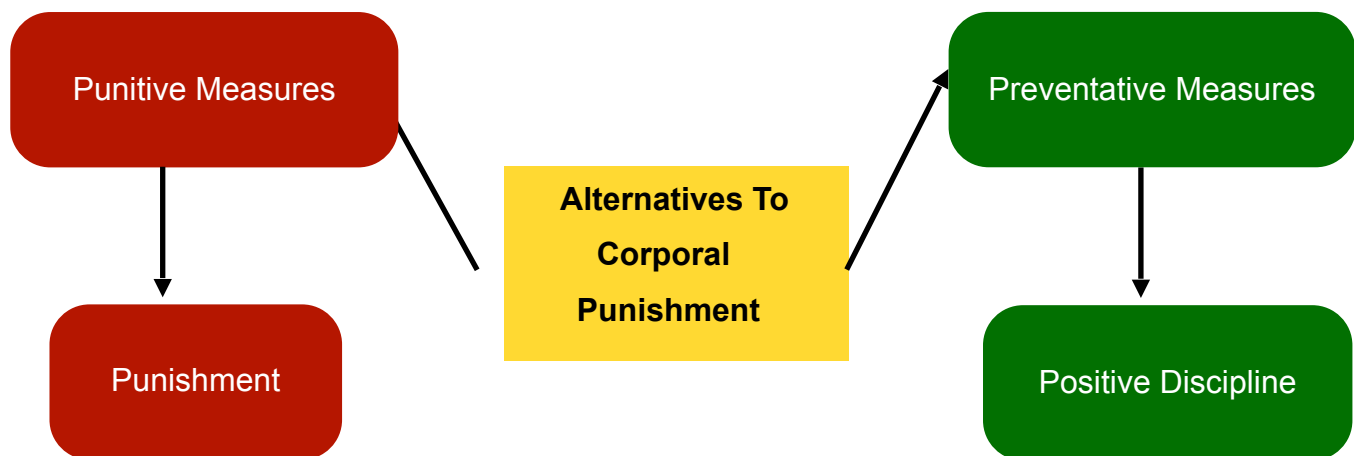


Figure 1.1: Two branches of alternatives to corporal punishment

1.7.1. Preventative discipline measures

According to Oosthuizen, Wolhuter & Du Toit, (2003: 469) the primary approach to preventative discipline is to focus on positive methods of discipline. It entails methods of discipline that do not damage, but rather builds the learner's self-esteem. It also encourages the learner to participate and to cooperate. Not only do these methods of discipline gradually enable a learner to learn the various skills involved in assuming responsibility for what happens to him and helps him to take the initiative but also allows the learner to feel valued. Ultimately it promotes the development of self-discipline.

Positive discipline as an approach discards the use of any violence-based discipline methods. This approach is aimed at guiding learner behaviour. It focuses on enforcing good behaviour through the role the educator plays as mentor and guide to the learner and by the school making a long-term investment in the learner's development. This approach ultimately supports the full development of the learner. In doing so, it improves the educational environment by relinquishing fear and encouraging enjoyment and

engagement in learning and teaching the learners self-discipline (DoE, 2012: 2). Reyneke (2015: 59) explains:

“The discipline concept has the dimensions of control and order at its essence while aiming to create an environment that is conducive to teaching and learning, but that it should also focus on the holistic development of the child. It should develop the child’s self-discipline and contribute to making him/her a responsible citizen.”

1.7.2. Punitive discipline measures

Punitive means “inflicting, involving, or aiming at punishment (Merriam-Webster Online Dictionary, 2018). Punitive discipline measures include the use of exclusionary methods such as detention, suspension and expulsion. These methods are focused on removing a disruptive learner from the educational environment. However, Reyneke (2015: 64) argues that these punitive measures are in fact contributors to misconduct itself. Ross (2012: 11) explains that educators have attempted various Alternatives to Corporal Punishment strategies to address the issue at hand, but most of the methods implemented are deemed to be punitive in nature, leading to problematic behaviour becoming more drastic than before.

The use of punishment is a generational mechanism to manage behaviour. Reyneke (2015: 61) explains that “the main focus of this approach is to determine what rule was broken, who is to blame and what the punishment is going to be...”. He argues that this process is an adversarial one and can lead to a variety of negatives for all the parties involved.

1.8. RESEARCH SCOPE

This study focused on how educators in fee-paying public schools in Pretoria perceive the implementation of ATP in the maintenance of school discipline. This study did however not assess the actual discipline maintenance practiced in schools. The content of the ATP and the respective Codes of Conduct of the participating schools were not evaluated by the research. The focus is only on the perceptions of educators regarding the implementation of ATP within their respective educational environments.

1.9. RESEARCH APPROACH

This was an interpretivist qualitative study. The participating schools were identified on the basic premise that variations may exist with regard to the perception and implementation of ATCP in the manner educators maintain discipline, due to the differences between the communities where the participating schools are situated and the demography of the student and educator population of the participating schools.

1.9.1. Research design

For this study, I chose to make use of a multiple case study design due to its potential as a method of inquiry in investigating the phenomenon of alternatives to corporal punishment in practice where the limitations concerning context and phenomenon are clearly defined. In addition, a multiple case study design enabled me to use multiple sources of evidence (Yin, 2003: 118). Nieuwenhuis (2016: 75) explains that a case study is defined by “the fact that it is a bounded system and that it does not necessarily mean that one site only is studied”.

1.9.2. Selection of participants

The participants of this study were purposely selected through stratified purposive sampling in accordance with pre-selected criteria pertaining to the research question. Hence four schools were sampled, two primary schools and two secondary schools. Four participants from each school were invited to participate. Said participants were also selected in accordance with a pre-selected criterium (educators involved with discipline maintenance).

1.9.3. Data collection strategies

The data collection strategy consisted of two data collection methods, namely document analysis and semi-structured interviews. Documents that were analysed in this study were the codes of conduct for learners of the participating schools, more specifically the sections pertaining to the management of learner discipline.

Nieuwenhuis (2016: 87) indicates that semi-structured interviews are used in research projects to corroborate the data emerging from other data sources. This type of interview is relatively specific due to the participants having to answer a pre-determined set of questions whilst simultaneously allowing for clarification and probing of the answers given by the participant. The interview schedule of semi-structured interviews defines the line of

inquiry (Nieuwenhuis, 2016: 87). I used this data gathering tool due to its potential to open new lines of inquiry directly related to the phenomenon being investigated.

1.9.4. Data analysis and interpretation

I made use of two data analysis procedures. Firstly, hermeneutics due to its specific perspective on data analysis being that of analysing the concept of alternatives to corporal punishment as a whole and at each individual part thereof (Nieuwenhuis, 2016: 59). Secondly, I made use of content analysis due to its ability to analyse qualitative responses and it being a process of multiple perspectives, identifying answers in the text to ultimately understand and interpret the raw data (Nieuwenhuis, 2016: 59).

1.10. OUTLINE OF THE STUDY

Chapter 1: Introduction

Chapter 1 contains both the background and introduction of the study. Furthermore, the problem statement, purpose, aims, objectives as well as the research questions, scope, approach, design, conceptual framework, methods of data collection and the data analysis model are also presented.

Chapter 2: Literature review

In the following chapter (Chapter 2) I present a review of literature relevant to the research topic, more specifically to Alternative to Corporal Punishment (ATCP), the regulatory framework for school discipline, both preventative and punitive disciplinary measures, educator disempowerment and professional development.

Chapter 3: Research methodology

In Chapter 3 the research methodology and research design that the study utilised are further explained. This chapter includes the strategies I employed to enhance the trustworthiness of the data and the dependability of the findings.

Chapter 4: Presentation of data

Chapter 4 contains a presentation of the data.

Chapter 5: Discussion of findings

Due to the large volume of data, a separate chapter (Chapter 5) is devoted to a discussion of the findings.

Chapter 6: Conclusion

In Chapter 6 I present my conclusions and recommendations. Chapter 6 also contains suggestions for practice and future research.

CHAPTER 2

LITERATURE REVIEW

2.1. INTRODUCTION

In this chapter, I examine the implementation of the Alternatives to Corporal Punishment (ATCP) discipline strategy through the exploration of relevant literature. In the 21st century, school educators are confronted by increased levels of learner misconduct. Various strategies exist to curb this problem but most of these are deemed punitive and exclusionary. Detailed consideration is given to the regulatory framework of school discipline, the conceptualisation of ATCP, both punitive and preventative disciplinary methods and the training for and implementation of ATCP. The aim of the literature review is to determine whether ATCP is effective, efficient and practical and if new, more proactive and preventative methods are available for schools to implement.

2.2. BACKGROUND

In a study conducted by Njogu (2007: 1), findings indicated that ill-discipline in secondary and tertiary institutions in Kenya have increased at an alarming rate. Various incidents were reported where students were engaged in violent riots leading to widespread disruption, resulting in severe financial problems for the Kenyan government. Although many alternative methods of discipline have been suggested, the predominant theme pointed to the recall of corporal punishment in Kenyan institutions (Njogu, 2007: 1). Maphosa (2011: 79) and Maphosa and Shumba (2010: 387) indicated that teachers in South Africa struggle to maintain discipline in the absence of corporal punishment.

In South Africa, Section 10 of the South African Schools Act, 84 of 1996 (hereafter referred to as the Schools Act) explicitly prohibits corporal punishment, stating that “any person who contravenes is guilty of an offence and liable on conviction to a sentence which could be imposed for assault”. However, according to Maphosa and Shumba (2010: 389), “discipline must be maintained in the school and classroom situations so that the education of learners flourishes without disruptive behaviour and offences”. These authors indicated that the Schools Act places the responsibility of the maintenance of discipline on educators. This raises the issue of educators having to devise alternative disciplinary strategies to counter misconduct while taking the rights of children into consideration. What is concerning, is the statement by Maphosa and Shumba (2010: 389) that the Schools Act is not explicit about what disciplinary methods educators are to employ in the

case of student misconduct. Furthermore, Maphosa and Shumba (2010: 398) asked the following question: “What disciplinary measures should be instituted against perpetrators in a way that would not infringe on their rights?” They provided the following clarification:

“The Act reiterates the provisions of the Constitution and states categorically that learners should not be punished in a cruel or demeaning manner and should not be detained in solitary confinement or locked out of safe environments. This implies that the educators should protect, promote and respect the rights of learners. As such, the implementation of disciplinary measures in schools results in a dilemma on how educators should discipline learners without infringing on the learners’ rights.”

Maphosa (2011: 76) sought to determine the disciplinary measures that are employed by educators to deal with both major and minor forms of misconduct and found that educators perceive disciplining learners and punishing them as the same. Furthermore, he found that disciplinary measures for both major and minor forms of misconduct were largely punitive and reactive, rather than preventative and proactive. Educators waited for learners to commit an offence before any action could be taken. Maphosa (2011: 79) concluded that disciplinary measures such as corporal punishment were still prevalent in some schools and that some of the disciplinary measures used infringed on the rights of the learners.

Moyo *et al.* (2014: 3) argued that the solution to disciplinary problems experienced in the school environment is not well described in literature. The current alternatives to corporal punishment are outdated and based on methods that fail to curb student misbehaviour (Moyo *et al.*, 2014: 3). According to the ATCP Discipline Strategy Report written by Asmal (DoE, 2000: 24), discipline should not be destructive, but constructive. This is further emphasised in the report: “The main focus of the code of conduct of schools must be positive discipline; it must not be punitive and punishment-oriented, but should facilitate constructive learning” (DoE, 2000: 9).

Lustick (2017: 309) and Mergler, *et al.* (2014: 30) indicated that negative perceptions of alternatives to corporal punishment are created by a lack of knowledge. Studies have shown that when educators are properly educated on and trained in alternatives to corporal punishment, both in theory and in practice, the system can be successful in decreasing student misconduct. Furthermore, there is evidence that the effective implementation of alternatives to corporal punishment helps improve academic achievement and decreases the need for exclusionary discipline. This, however, is a time-

consuming process, but if executed effectively, can yield tremendous results (Lustick, 2017: 309; Mergler *et al.* 2014: 30).

Maphosa (2011: 79) indicated that the use of disciplinary methods in South African schools is well documented. He explained that educators are provided with disciplinary measures to consider depending on the extent of the misconduct by the learner. Minor transgressions included the following:

- Being late for class;
- Not completing assignments; and
- Disobedience of instruction.

Maphosa (2011: 79) suggested that disciplinary measures for minor cases may include verbal warnings, community service and demerits. Examples of major cases included the following:

- Inflicting minor injuries;
- Plagiarism;
- Racial or sexist remarks;
- Discriminatory tendencies;
- Possession of a weapon; and
- Drug distribution.

Suggested disciplinary measures for major cases included suspension, expulsion and various more serious (criminal) measures. Schools are advised to issue a written warning in the likelihood of suspension from the school, refer the learner(s) to a counsellor or social worker and employ various other remedies, subject to the permission of the provincial department of education. In such cases, schools work in collaboration with the concerned parents and school governing bodies in the decision-making process.

2.3. THE REGULATORY FRAMEWORK FOR SCHOOL DISCIPLINE

Human rights play an important role in schools. Looking at detention as a method of discipline, one can argue that this is an unlawful method of discipline according to Section 28(1)(g) (Children's rights) of the South African Bill of Rights (RSA, 1996b). This section

states that children are “not to be detained except as a measure of last resort, in which case, in addition to the rights a child enjoys under sections 12 and 35, the child may be detained only for the shortest appropriate period and has the right (RSA, 1996b):

- To be kept separately from detained persons over the age of 18 years; and
- To be treated in a manner and kept in conditions that take account of the child’s age”.

In the past, corporal punishment was the main tool of upholding discipline in schools. However, as mentioned earlier, this type of punishment was banned by the introduction of the Schools Act in 1996. The Constitutional Court found in *S v Williams* 1995(3) SA 632 (CC) that corporal punishment is an unconstitutional infringement of a child’s rights. *S v Williams* was a consolidation of five different cases involving six juveniles, all convicted by different magistrates and sentenced to juvenile whipping. The concern was whether the use of corporal punishment in accordance with the provisions of Section 294 of the Criminal Procedure Act is consistent with the provisions of the Constitution of the Republic of South Africa. This judgement has forced schools to adapt and find alternative methods of discipline. Section 28(2) of the Constitution determines that “a child’s best interests are of paramount importance in every matter concerning the child” (De Waal *et al.*, 2005: 600). Referring to Section 10 of the Schools Act, Prinsloo (2005: 7) explained the duties that must be assumed by those involved in educational environments pertaining to learner discipline:

- Section 8(1) of the Schools Act requires the school governing body (SGB) to write a code of conduct regarding the learners after consultation with all relevant parties (learners, parents, educators).
- Section 8(2) of the Schools Act indicates that the code of conduct must be directed towards establishing a disciplined and purposeful schooling environment, striving towards the improvement and maintenance of the quality of the learning process. Section 8(4) of the Schools Act highlights the legal responsibility of learners to comply with the code of conduct of the school they are enrolled in.
- Section 8(5) of the Schools Act dictates that a code of conduct must create room for due process to take place to safeguard the interests of the learner and all party involved regarding the disciplinary proceedings.

This implies that the disciplinary committee must take certain procedural steps in accordance with the rules of natural justice (e.g., the *audi alterem partem* rule - “listen to the other side”) before acting against a learner (Joubert & Prinsloo, 2000: 179). A learner is furthermore entitled to a fair and unbiased hearing.

It is paramount that the public understands what these rights are meant to protect and accomplish and what the limitations are. De Waal, Currie and Erasmus (2005: 164) explained that Section 36(1) of the Constitution does provide for learners’ rights to be limited, but such limitations are subject to certain conditions. Section 36(1) states the following: “The rights in the Bill of Rights may be limited only in terms of law of general application to the extent that the limitation is reasonable and justifiable in an open and democratic society based on human dignity, equality and freedom, taking into account all relevant factors.”

Also stipulated in Section 36(1) of the Constitution are the relevant factors that should be considered when considering any limitations to the rights of others: “... the nature of the right; the importance of the purpose of the limitation; the nature and extent of the limitation; the relation between the limitation and its purpose; and less restrictive means to achieve the purpose.”

With reference to Section 36(2) of the Bill of Rights (Limitation of rights), De Waal and Currie (2005: 164) further explained that no law may limit any right in the Bill of Rights other than in accordance with Section 36(1) of the Bill of Rights (Limitation of rights),. However, as indicated by Prinsloo (2005: 7), it is noteworthy that no right is absolute. Prinsloo (2005: 7) clarifies this in the following manner:

“... when an individual learner is infringing on the right to a safe school environment of all the other learners at a school (e.g., by selling drugs to younger learners), such an individual's right to education may be limited ...”

Section 39(1) of the Constitution underlines three important points that must be considered when interpreting the Bill of Rights: “(1) when interpreting the Bill of Rights, a court, tribunal, or forum; (a) must promote the values that underlie an open and democratic society based on human dignity, equality and freedom; (b) must consider international law; and (c) may consider foreign law” (RSA, 1996b). Section 38 of the Bill of Rights outlines and describes the enforcement of rights.

In summary, the above background emphasises the limitations and enforcement of rights. In addition, Section 39 of the Constitution provides a guideline in terms of the interpretation of the rights contained in the Bill of Rights in Chapter 2 of the Constitution (De Waal *et al.*, 2005: 159). De Waal, Currie and Erasmus (2005: 145) explained that the interpretation of the Bill of Rights involves two enquiries, namely: the meaning or scope of a right must be determined and then it must be determined whether the challenged law or conduct conflicts with the right.

2.4. IN LOCO PARENTIS AND THE OBLIGATION OF EDUCATORS TO DISCIPLINE LEARNERS

The phrase *in loco parentis* is one of the most frequently used terms in the educational environment. The Merriam-Webster online dictionary defines the phrase *in loco parentis* as “in place of a parent” (Merriam-Webster, n.d.[a]). According to Stuart (2009: 969), *in loco parentis* is a common law doctrine that has been used to characterize the on-campus relationship between a school and its students. As originally conceived, the doctrine was used primarily to justify and defend student (learner) disciplinary actions: the school stood in the shoes of the parent and had authority to discipline, almost at will.

Oosthuizen and Van der Walt (1998: 89) indicated that *in loco parentis* implies that the educator must perform the role of “acting parent”. They (Oosthuizen and Van der Walt, 1998: 89) mentioned that the maintenance of discipline is one of the most important responsibilities of parenting. As such, *in loco parentis* is a legal instrument designed to bring about order to the duties of educators in the school environment. A more philosophical reasoning among jurists indicated that they compare the duties of parents to those of educators, but do not associate them with each other, or regard them as identical (Oosthuizen & Van der Walt, 1998: 89). Oosthuizen and Van der Walt (1998: 93) explained the dynamics of the *in loco parentis* principle as follows:

“*In loco parentis* refers to the interaction between two societal spheres, e.g., those of the school and the family. The family is regarded as the primary societal sphere since education commences within the context of the family.”

Due to the family functioning as the primary societal sphere, the school is then seen as the secondary sphere, as the child is entrusted to the secondary sphere by the primary sphere. Schools and educators function within set juridical parameters, providing them with discretion regarding the education of a child within the context of the school

functioning as a societal relationship (Oosthuizen & Van der Walt, 1998: 93). Mohammed, Gbenu and Lawal (2014: 318) argued that while a child is in the care of an educator, some of the natural parental privileges are carried over to the educator for him/her to be able to carry out his/her duties. Mohammed *et al.* (2014, 319) stated that the educator must recognise that moral and legal obligations now rest upon him/her in all aspects of the work and assume various responsibilities in accordance thereof.

Oosthuizen and Van der Walt (1998: 93) indicated that education takes place in various interacting societal spheres. They argued that it is important to understand the position of educators *in loco parentis*, as education is not the primary task of those involved. The primary task of the various persons involved is determined by the primary task of the societal sphere within which they function. Oosthuizen and Van der Walt (1998: 91) explained this as follows:

“Education in the parental home is therefore qualified by the primary task of loving care for the children as family members (the ethical aspect of reality), whereas education at school is qualified or characterised by logical-analytical activity (the analytical aspect of reality).

“The difference between the respective primary tasks of the parental home and that of the school brings forth a parallel difference between the competence area and authority of both parents and educators, although both are involved with the same child. Due to the difference between the competency areas and authority spheres of educators and parents, the educator can never replace the parent as the primary educator of the child. In principle, educators cannot be entrusted with the parental task of education as bestowed by the loving care of the family. This educative task, as a societal sphere, is qualified by the school’s primary task of teaching-learning, in other words, by analytical processes.”

According to Oosthuizen and Van der Walt (1998: 96), *in loco parentis* included an educator’s right to maintain discipline. Upon conception, this right includes the drafting of a school code of conduct which in essence affords educators the ability to take disciplinary steps against learners. The promulgation of the Schools Act has confirmed the *in loco parentis* position of South African educators. Section 8 of the Schools Act stipulates that “a code of conduct for learners ... aimed at establishing a disciplined and purposeful environment” must be adopted by the governing bodies of all public schools (RSA, 1996).

As indicated by Mohammed et al. (2014: 319) it is therefore unmistakable that educators must serve as a parent to the learners under their care and to ensure that they – the learners – receive a well-rounded education.

Oosthuizen and Van der Walt (1998: 97) indicated that Sections 10 (human dignity), 11 (freedom and security of the person) and 30 (the rights of a child) of the interim Constitution of 1993 produced the impression that no educator had the right to administer corporal punishment. This was confirmed to the fullest after the passing into law of the Schools Act – Section 10. This drastically altered the *in loco parentis* position of the educator (Oosthuizen and Van der Walt, 1998: 97).

Oosthuizen and Van der Walt (1998: 91) highlighted various misconceptions pertaining to *in loco parentis*:

- Firstly, the notion that a school is derived from family. It may be that a group of parents were influential in the erection of a school. However, a school remains an independent societal relationship with unique structures, aims and tasks.
- Secondly, the notion that educators' authority stem from the parental home (primary sphere). However, since educators are the office bearers of an independent societal sphere, they possess independent authority.
- Thirdly, the notion that parents can delegate their educative task to educators. This would result in the retraction of the parental home as a societal relationship.
- Fourthly, the notion that educators can educate learners to full maturity. Within the context of sphere sovereignty, educators' tasks are restricted to educative teaching.
- Fifthly, the notion that a child's status is unchanged when commuting from the parental home to the school. The child assumes the status of a learner when he/she enters the educational environment.

Oosthuizen and Van der Walt (1998: 92) therefore argued that the *in loco parentis* principle must be applied in such a way that the fundamental difference between the educative tasks of the parent and educator are not neglected. However, as explained by Mohammed et al. (2014: 319), educators have a duty to care and must be sensitive in their approach to matters affecting the well-being of a learner and act as an adviser and counsellor.

2.5. CONCEPTUALISING ALTERNATIVES TO CORPORAL PUNISHMENT

Alternatives to corporal punishment can be divided into two distinct branches, namely punitive discipline measures and preventative discipline measures.

2.5.1. Punitive disciplinary measures

According to Ross (2012: 11), many learners come into educational environments lacking the necessary social skills and emotional support to perform academically. He argued that educators have attempted various alternatives to corporal punishment to address the issue. However, most of the methods implemented are punitive, exacerbating the problem (Ross, 2012: 11). Maphosa (2011: 83) identified the different kinds of disciplinary measures used to deal with both minor and major forms of learner indiscipline. Maphosa (2011: 83) found that “verbal reprimands, talking to learners, demotion of learners from leadership positions, manual labour, making learners kneel on the floor, sending learners out of the classroom and the denial of privileges” are the most frequently used disciplinary methods used in both minor and major disciplinary cases. These methods are all punitive in nature.

Flannery, Fenning, Kato and McIntosh (2014: 112) emphasised one major contributor to school disengagement. When behavioural challenges take place, educators are more likely to remedy the situation using punitive disciplinary measures. Among these, the most common measures are suspension and expulsion, even though these measures are “predictive of reduced school connectedness, increased dropout and entry to the juvenile justice system” (Flannery *et al.*, 2014: 112).

Similarly, Maphosa (2011: 84) found that disciplinary measures used to remedy minor forms of misconduct were retributive in nature. Furthermore, Maphosa (2011: 84) confirmed that there are disciplinary measures intended to “fix” misbehaving learners. Using punitive disciplinary measures affirms the thinking behind disciplining learners where one deserves to be punished as “pay back” for the misconduct that has occurred. Punitive measures of discipline do not create a base for the learners to understand their disciplinary issues and lack in assisting learners with examples of acceptable behaviour. Therefore, Maphosa (2011: 84) argued that disciplinary measures should be corrective and not retaliatory.

2.5.1.1. Punishment

Reyneke (2015: 62) indicated that educators are – or should be – aware of the punishment methods used in curbing learner misconduct. However, what educators do not always realise, is that often “punishment leads to shaming and ... shaming leads to negative behaviour” (Reyneke, 2015: 62). Punishment is recognised as an acceptable part of the concept of discipline, but it should be seen as a last resort. When punishment needs to be implemented, it should be a natural consequence of the misconduct by the student. Reyneke (2015: 60) further contended that punishment should be logical and explained that illogical punishment only adds fuel to the fire regarding learner misconduct. Disciplinary techniques should rather “contribute to the personal development of children ... they need to be supported into becoming socially responsible citizens of their schools and their communities” (Reyneke, 2015: 60).

Maphosa (2011: 77) argued that discipline differs from punishment in the way that it impacts the learner. This author argued that disciplined behaviour means behaving in ways that shows respect and responsibility. Furthermore, the goal of discipline is “for the learner to develop self-discipline through their own efforts rather than through the efforts of another by means of monitoring, threats, fear and force” (Maphosa, 2011: 77). This is in direct contrast to what punishment entails. Maphosa (2011: 77) explained that “punishment stops the behaviour, but only for a moment and has no long-term positive outcomes.” (2007: 30) He expanded on this point as follows:

“In the context of South African schooling discipline is often understood more narrowly as punishment and as a result many mistakenly equate discipline with punishment. Most people, educators and parents alike, use the word ‘discipline’ to mean control through punitive measures. To many people discipline suggests physical punishment, to others, rigid control of rules, regulations and autocratic authority. It is also indicated in the Child’s Health Encyclopedia that many people associate the word ‘discipline’ with punishment, which falls short of the full meaning of the word and that through discipline, children can learn self-control, self-direction, competence and a sense of caring.”

Serakwane (2008: 27) stated that discipline as “a form of activity intends to regulate children and to maintain order in schools”. The concept thus holds that learners comply with a certain code of behaviour, i.e., school rules. The term may also refer to punishment that is the consequence of transgression of the code of behaviour. For this reason, the use

of the word 'discipline' would sometimes mean behaving within the school rules and sometimes it would mean the administration of punishment. In this way discipline is seen as both preventive and corrective.

According to Reyneke (2015: 57), socially and economically afflicted learners bring negative exposure from their communities into the school environment. Due to the toxic effect punishment has on children, especially those affected by abuse and rejection, it can lead to student misconduct. Reyneke (2015: 57) explained:

"Children's social environment, diversity, the human rights culture, poorly qualified educators, unprofessional conduct by educators and the climate of the school and the classroom are some of the most common factors that contribute to school-based violence and other forms of misconduct."

Maphosa (2011: 83) correlated this with the findings of Van Wyk (2001) that most educators in the South African education sphere have limited knowledge regarding effective discipline strategies. In their study in 2010, Maphosa and Shumba stated that since the banning of corporal punishment, educators are challenged with addressing student misconduct using alternative disciplinary strategies (Maphosa & Shumba, 2010, 389). In his regard, Maphosa (2011: 83) stated the following:

"Use of punitive disciplinary approaches contradicts calls by the Committee for Children (2004) for disciplinary measures that encourage moral and mental development, as well as a sense of responsibility in children."

Serakwane (2008: 12) made the statement that punishment is focused on the misconduct and often does little to improve a child's future behaviour and that "adults who punish the child, teach the child that the adult rather than the child, is responsible for the way the child behaves". Maphosa (2011: 78) explained that learners then associate discipline with people who are in positions of power and that they only need to behave in their presence. Serakwane (2008: 31) explained further:

"... punishment has negative effects on children, such as inducing shame, guilt, anxiety, increased aggression, lack of independence and lack of caring for others and greater problems with parents, educators and other children ..."

Maphosa (2011: 78) indicated that on the other hand discipline should be centered on supportive and preventative strategies aimed at establishing order and control in the classroom, promoting a positive classroom environment, building self-esteem and

establishing effective relationships with all parties concerned. Maphosa's (2011: 78) argument in this regard is compelling: "While punishment condemns misbehaviour, discipline encourages self-disciplined behaviour which is important for a learner's behaviour without external push."

2.5.1.2. Exclusionary methods of discipline

Nelson (2018; 23) defined exclusionary methods of discipline as "any type of school disciplinary action that removes or excludes a student from instruction". In South Africa, two of the most common exclusionary discipline practices in schools are suspension and expulsion. In terms of the situation in the United States of America, Riestenberg (2015: 1) stated the following:

"The unintended outcomes of suspension and other exclusionary discipline policies are well documented. The U.S. Department of Education and the U.S. Department of Justice, no less, have recommended school districts change their discipline practices to keep learners in schools, learning and off the streets and out of the criminal justice system."

Darensbourg, Perez and Blake (2010: 197) argued that the school-to-prison-pipeline indicates that the use of exclusionary methods of discipline (detention, suspension and expulsion) has led to the alienation of learners from the learning process through steering learners from academic and classroom achievement towards the criminal justice system. Skiba, Arredondo and Williams (2014: 555) added that the effects of exclusionary methods are likely arbitrated by short-term negative outcomes that are undoubtedly increasing the risk of more serious outcomes. Skiba *et al.* (2014: 556) furthermore held that increased use of school exclusion methods may reduce academic engagement, consequently impacting student achievement negatively.

Gregory, Cornell and Fan (2011: 26) found that the schools that learners rated as having the lowest levels of support and academic expectations corresponded with the highest rates of exclusionary methods of discipline. Skiba *et al.* (2014: 558) argued that these consequences have led to a national reconsideration of out-of-school suspension and expulsion as methods of discipline. The discourse on discipline approaches has settled into a predictable narrative: zero-tolerance policies, unsupported by research and fail learners. These exclusionary methods of discipline promote harsh suspension and expulsion policies that remove learners from school (Lustick, 2017: 308).

2.5.2. Preventative measures

Serakwane (2008: 27) included control, correction and prevention as part of his definition of discipline, stating that discipline is designed to prevent, suppress and redirect student misconduct. Therefore, preventative methods of discipline are designed to deter or avoid incidences of disciplinary problems (Oosthuizen *et al.*, 2003: 466). The primary approach in preventative discipline should thus be to focus on positive methods of discipline. These entail methods of discipline that do not damage, but rather build the learner's self-esteem (Oosthuizen *et al.*, 2003: 468). They also encourage the learner to participate and to cooperate. Not only do these methods of discipline gradually enable a learner to learn the various skills involved in assuming responsibility for what happens to him/her and help him/her to take the initiative, they also allow the learner to feel valued. Ultimately these methods promote the development of self-discipline (Oosthuizen *et al.*, 2003: 467). Supporting this view, Osher, Bear, Sprague and Doyle (2010: 51) contended that in an educator-centered approach, the main focus is obeying school rules where the educator uses positive reinforcement and punishment to direct learner behaviour. However, in a learner-centered approach, the educator will strive to help learners to develop in terms of regulating their own actions and behaviours and to build compassionate trusting relationships.

According to Serakwane (2008: 31) good discipline indicates that discipline is not a single act, but rather a process. It forms the basis of educating children, encouraging them to be in harmony with themselves and coexisting with others. Serakwane (2008: 31) indicated that the goal of discipline is to make it possible for children to understand their behaviour, to be proactive and responsible in their decision-making and to be respectful towards themselves and those around them (Serakwane, 2008: 31).

Skiba *et al.* (2014: 559) explained that various urban school districts in the USA have revised their codes of conduct in such a manner as to make use of preventative measures and use suspension and expulsion only as a last resort. The authors argued that national consensus is developing regarding the need to replace exclusionary methods of discipline that appear to be ineffective and non-objective, with a more preventative and instructional approach towards the development of safe and healthy school climates.

2.5.2.1. Positive discipline

The process of positive discipline involves giving learners clear guidelines regarding good behaviour and then providing adequate support to these learners as they learn to abide by the guidelines. The Ministry of Education and Sport in Uganda (MoES) (2008: 27) explained as follows:

“Positive discipline does not reward children for poor behaviour. It provides children with an opportunity to grow as individuals by understanding their mistakes and appreciating how appropriate behaviour can bring them positive experiences and opportunities.”

Maphosa (2011: 78) explained that positive discipline is centered around the understanding that discipline must be taught and that discipline teaches. Maphosa (2011: 78) said that not only does positive discipline teach, it helps children feel a sense of belonging; it is respectful and encouraging to all parties involved; has been effective for a long time; educates children in proper social and life skills; and invites children to discover their capabilities: “The issue of positive discipline, therefore, entails prevention of indiscipline and thrives on the use of proactive, empowering and cooperative approaches to the management of learner indiscipline.”

Naker and Sekitoleko (2009: 24) argued that the first step to be taken towards finding alternatives to corporal punishment is to fully understand the contributing factors to a child's behaviour which include the realisation of their needs. These needs include acceptance, belonging, emotional and physical security and respect. Naker and Sekitoleko (2009: 27) explained that positive discipline involves channeling learners' behaviour and supporting them to make responsible decisions that are in their best interest. Learners are not coerced. In this way they will learn from their mistakes and develop self-discipline.

Maphosa (2011: 78) supported this view and argued that positive discipline should involve the use of non-punitive disciplinary measures and should strive to teach crucial life and social skills in a fashion that is respectful to all parties involved. Maphosa (2011) explained that positive discipline finds its importance in the observation that children who feel a sense of belonging in their community, including friends, family and school, are less likely to fall victim to misconduct. Furthermore, children need to learn how to be contributing members of their community (Maphosa, 2011: 78).

Positive discipline practices are conceptualised by Lustick (2017: 308) as follows:

“Positive discipline practices, including restorative discipline, offer an alternative. In these practices, students are educated about how to manage their emotions and their conflicts in a manner that does not disrupt the educational process.”

Positive discipline is thus a different approach for directing children’s behaviour by focusing on their emotional and psychological needs (MoES, 2008: 26). In a handbook published in 2008 by the Ministry of Education and Sport (MoES) of Uganda, the aim of positive discipline is described as helping children take responsibility for making sound decisions as well as to understand that it is in their best interest. Furthermore, it helps children learn self-discipline without the negative effects of inflicting fear and thereby infringing on the learning process (MoES, 2008: 50; Reyneke, 2015: 60). In a document published by the Department of Basic Education (DBE, 2012: 2), positive discipline is defined as an approach that discards the use of any violence-based disciplinary methods. This approach is aimed at guiding learners’ behaviour. It focuses on enforcing good behaviour through the role the educator plays as mentor and guide to the student and by the school making a long-term investment in the student’s development. This approach ultimately supports the full development of the student. In doing so, it improves the educational environment by relinquishing fear, encouraging enjoyment and engagement in learning and teaching the learners self-discipline (DoE, 2012: 2).

In a document on the management of discipline in schools published in 2000 by the then DoE, reference was made to another form of discipline, namely democratic discipline. DoE (2000: 15) explained democratic discipline as follows:

“Democratic discipline places emphasis on the process which is based on participation and involvement. Procedures could include allowing learners to explore their own ideas and feelings about behaviour, involving them in the development of the code of conduct, agreeing on the consequences of good and bad behaviour, ensuring that the code fits with other school processes, involving parents and revisiting the process, evaluating it and changing things if necessary.”

The DoE (2000: 9) stated that discipline, rather than punishment, should be used proactively and constructively. In such a system, learners experience an educative, corrective approach in which they learn to exercise self-control, respect others and accept the consequences of their actions (DoE, 2000: 9). The MoES in Uganda (2008: 46)

indicated that in a positive discipline approach, a disciplinary response should be relevant to the misbehaviour, proportional to the offence, focused on correcting the behaviour, not humiliating the learner and aimed at rehabilitation (learning from mistakes), not retribution (payback).

In addition, the DoE (2000: 17) provided the following strategies for behaviour modification:

- Setting of expectations;
- Positive reinforcement;
- Consistent consequences; and
- Modelling of good behaviour

The first action when using positive discipline should not be the application of the above-mentioned principles, but rather to decide whether disciplinary action is appropriate or not (MoES, 2008: 46). An educator's first challenge therefore is to understand the reasons for a learner's misconduct and to evaluate whether the misconduct warrants a disciplinary response (MoES, 2008: 46).

2.5.2.2. Approaches to positive discipline

According to Mergler *et al.* (2014: 26), three main approaches regarding alternatives to exclusionary methods can be identified in literature, namely restorative justice practices (RJP), positive behaviour interventions and supports (PBIS) and social and emotional learning (SEL). These methods are best implemented holistically in the school environment and constitute a paradigm shift from the punishment of learners to the teaching and recognition of positive behaviour and the building of a holistic learning community. Studies have shown that removing disruptive learners from the classroom will not correct learner misbehaviour and does more harm than good (Mergler *et al.*, 2014: 30). Mergler *et al.* (2014: 30) contended that the above-mentioned approaches all suggest that there are restorative methods that are not punitive that can successfully decrease the use of exclusionary methods, curb student misconduct and enhance academic performance.

2.5.2.2.1. Restorative justice practices (RJP)

The Department of Justice in the USA conceptualised restorative justice as follows (DoJ, 2018: 3):

“An approach to justice that aims to involve the parties to a dispute and others affected by the harm (victims, offenders, families concerned and community members) in collectively identifying harms, needs and obligations through accepting responsibilities, making restitution and taking measures to prevent a recurrence of the incident and promoting reconciliation.”

Lustick (2017: 301) indicated that restorative justice has moved away from the more traditional practices by asking learners and adults, from an individual perspective, to establish shared relationships and values. He stated that disciplinary infraction is not a misconduct to be punished, but rather a relational harm to be restored. The success of this system has led to it being adopted in the educational sector as a method of curbing learner misconduct. Mergler *et al.* (2014: 27) explained:

“This model creates a system that focuses on developing relationships among students and school administrators, teaching students how their actions affect the school community and providing a platform for students and administrators to engage in righting the wrongs caused by the student’s behaviour.”

Furthermore, this model supports both educators’ and learners’ emotional health, well-being and the learning potential of those involved in the school community (Mergler *et al.*, 2014: 27). Mayworm, Sharkey, Hunnicutt and Schiedel (2016: 385) explained that RJP aims “to engage, rather than exclude, learners who misbehave in schools”. RJP has gained much attention on both the social and academic spectrums due to its potential as a positive discipline method. RJP’s are seen as the alternatives to exclusionary methods of discipline, that primarily focus on exclusionary methods of discipline, such as suspension and/or expulsion (Riestenberg, 2015: 2). RJP’s can be organised into what is referred to as a multi-tiered system of support (MTSS) which is based on building relationships using fair practices to create a more holistic school community. Furthermore, RJP’s strive to educate those involved about the necessary relationship-building skills as well as to foster and develop internal strength. RJP’s primarily make use of the power of ‘relational correction’ to provide direction for the rebuilding of relationships (Riestenberg, 2015: 3).

2.5.2.2.2. Positive behavioural interventions and supports (PBIS)

Mergler *et al.* (2014: 28) stated that like RJP, PBIS aim to decrease the need for exclusionary discipline methods through improving the school climate and modifying student behaviour. Mergler *et al.* (2014: 28) explained:

“Positive behavioural interventions and supports is an evidence-based disciplinary model that uses a three-tier system of behavioural support. It is not a one-size-fits-all curriculum but rather an approach to discipline that can include a number of different strategies at each tier, allowing each school to tailor and update its discipline policies to meet the individualised needs of learners and educators.”

PBIS is also based on MTSS with the first tier involving a school-wide system that develops and consistently teaches clear expectations of learners regarding their behaviour (Mergler *et al.*, 2014: 28). Second tier methods are focused on small-group interventions that may include small classes and teaching social skills and strategies for conflict resolution, whereas third tier methods are more focused on highly individualised responses to learner misconduct (Mergler *et al.*, 2014: 28). These may include functional behavioural assessment, as well as personalised support plans involving strategies based on assessment regarding the modification of learner behaviour (Mergler *et al.*, 2014). In their study conducted in the USA, Flannery *et al.* (2014: 120) examined the effects of implementing PBIS on levels of individual learner problematic behaviour in high schools and found the following:

“Results of a multilevel latent growth model showed that although rates of problem behaviour were higher in intervention schools during the baseline year, there was a statistically significant decrease in problem behaviour for learners in schools implementing School-Wide Positive Behavioural Interventions and Supports (SWPBIS) over the course of the study, whereas there was a steady increase in problem behaviour in comparison schools.”

To realise a decrease in student misconduct and the use of exclusionary methods, schools should focus on methods that are prevention orientated. SWPBIS is such a method (Flannery *et al.*, 2014: 112). It is an MTSS-aligned strategy with the reaction to intervention entailing that schools focus on developing an effective, efficient and predictable school environment; learners are being taught expected behaviour and provided with support for success on a prevention-oriented basis and the use of data to evaluate outcomes and direct decisions regarding school practices and student needs (Flannery *et al.* 2014: 112). Flannery *et al.* (2014: 112) found that both in elementary and middle school environments the implementation of SWPBIS yielded positive outcomes such as improved achievement, improved school climate and reductions in both suspensions and office referrals. However,

McIntosh, Mercer, Nese, Stickland-Cohen and Hoselton (2016: 3) found that the sustainability of SWPBIS still eludes both researchers and practitioners. McIntosh *et al.* (2016: 3) furthermore indicated that the systems-level implementation of SWPBIS requires a vast number of resources that schools spend on adopting these practices which are unlikely to be sustainable.

Flannery *et al.* (2014: 120) indicated that although misconduct rates were higher during the baseline year in intervention schools, a statistically significant decrease was recorded in misconduct among learners in schools using SWPBIS. In contrast, there was a stable increase in student misconduct at comparison schools. A follow-up analysis done by Flannery *et al.* (2014: 120) designed for the examination of SWPBIS implementation reliability, brought to light a noteworthy statistical reverse relationship between the strength of SWPBS implementation reliability and student misconduct. It showed that SWPBIS not only meaningfully reduced student misconduct, but the degree of reduction was also related to the degree at which the critical features of SWPBIS were delivered (Flannery *et al.*, 2014: 120). However, McIntosh *et al.* (2016; 209) argued that:

“...few large-scale empirical studies have been conducted into the variables that predict sustainability of practices in schools. Identifying malleable variables that enhance sustainability of evidence-based practices is a much-needed area of research.”

Flannery *et al.* (2014: 122) stated that some structural variables found mostly in high schools could hinder the implementation of SWPBIS. These include the size of the school, the number of educators in management positions, teaching staff and organisational issues regarding school-department placings. Flannery *et al.* (2014: 113) indicated that the evidence base for SWPBIS is still in its infancy. However, these authors found that office disciplinary referrals (ODR) reduced as time progressed in the schools that implemented SWPBIS compared to a marked increase in schools that did not implement SWPBIS.

2.5.2.2.3. Social and emotional learning (SEL)

According to Serakwane (2008: 59), successful discipline is dependent on educators' ability to form positive relationships with their learners. The relatibility of educators to a diverse learner population influences the positivity of learner-educator interactions. Educators are challenged with issues including exceptionality, culture, gender and race. Serakwane (2008: 59) argued that to reduce learner misconduct, educators need to create

a relevant and meaningful learning environment, nurture independent thinking, progressively work towards acceptance and diversity, foster cooperative learning, refrain from excessive control tendencies and nullify the use of punishment as a remedy for student misconduct.

Drawing from Nelsen, Lott and Glenn (2002), Serakwane (2008: 59) highlighted the following important aspects of educator-student relationships when SEL is applied:

- Student misconduct slowly becomes insignificant in educational environments where a climate of acceptance, dignity, encouragement and respect exists.
- Educators must display a caring attitude towards their learners for the development of the desired perceptions and skills.
- This caring attitude is supported by educators who demonstrate a personal interest in their learners, open communication with learners, encouragement of learners and the provision of opportunities to learn critical life skills.
- Facilitation of good student behaviour can be achieved by removing barriers to virtuous relationships. By avoiding certain relationship barriers, educators can bring about substantial progress in student behaviour.

2.5.2.2.4. Co-operative discipline (CD)

Maphosa and Shumba (2010: 396) indicated that this theory of discipline seems to work with learners because it offers corrective, supportive and preventive disciplinary measures. These measures are more proactive and valuable than the frequently used reactive measures that could fail to remedy the harm caused. Maphosa and Shumba (2010: 396) argued that the changing societal needs require educators to develop new techniques and strategies to promote the order and control necessary to promote effective teaching and learning. According to Flannery *et al.* (2014: 112), secondary schools in particular need disciplinary measures that improve long-term learner results, especially for those learners who require behavioural support.

According to Maphosa and Shumba (2010: 397), the main objective of co-operative disciplinary measures is to inspire learners to make informed choices as well as to develop positive behaviour. To achieve this, there must be a collective effort from the learner, educator, school management and parent/guardian. Self-esteem is a critical ingredient of the emotional development and growth of a child. Learners with positive self-esteem feel

that they belong and are valued, ultimately helping to foster cooperation and responsibility. They (Maphosa and Shumba) concurred and explained that positive discipline fosters an environment that promotes self-discipline because the learner has a positive self-image and is therefore more likely to apply self-control. It implies that learners should realise that they are the ones responsible for their behaviour. In addition, discipline from a position of power alone teaches learners that they only need to show good behaviour if somebody is around to punish them (Maphosa & Shumba, 2010: 397).

2.6. EDUCATOR DISEMPOWERMENT

Due to the banning of corporal punishment, teaching as a profession has become stressful and challenging, leaving educators demotivated and feeling hopeless (Moyo, Khewu & Bayaga, 2014: 2). Oosthuizen *et al.* (2003: 458) argued that the most pressing problem for educators is how to create and maintain discipline in schools and deciding whether preventative or punitive measures should be favoured. According to Serakwane (2008: 32), schools in the past rarely recorded cases of serious student misconduct. One would find occasional misconduct regarding dress code violations, but violent behavioural misconduct was scarce. In more recent times it is rare to not find a school without aggressive and sometimes criminal behaviour, even in the best neighbourhoods (Serakwane, 2008: 33).

Educators are bombarded with an array of misconduct types. This, according to Serakwane (2008: 33), involves not only new educators but also seasoned ones who struggle with classroom management and student misconduct. What is clear is that the issue of effective discipline strategies as well as the implementation thereof concerns all within the educational environment. In the same vein, Serakwane (2008: 37) argued that one in every three educators consider leaving the teaching profession due to disruptive school environments and indicated that some educators place the blame on parents, stating that parents “simply do not teach their children discipline” (Serakwane, 2008: 33).

Poor learner behaviour is one of the leading factors affecting the South African school environment (Serakwane, 2008: 1). Furthermore, Serakwane (2008: 1) asserted that school discipline is a major educational issue because it produces a stressful working environment, leading to more and more resignations. However, Serakwane (2008: 1) also pointed out that many educators are successful in schools with learners from all walks of life and they enjoy their jobs and find it rewarding.

Maphosa and Shumba (2010: 395) argued that alternatives to corporal punishment are ineffective due to the lack of proper implementation, leaving educators feeling disempowered in their ability to administer and maintain proper discipline in schools. In a similar vein, researching educators' disciplinary approaches to learners' disciplinary problems in Nigerian secondary schools', Nakpodia (2010: 149) found the following:

“Nigerian teachers insinuated that the reason for the exponential growth of cases of student misconduct is that school regulations are not founded on educators' strategies for disciplining children. Teachers lamented that they are excluded in matters of disciplining a learner. Therefore, they did not only feel disempowered, but also helpless, especially when they encounter discipline challenges in classrooms where the school head is not always nearby.”

Nakpodia (2010: 149) indicated that these educators felt stripped of rightful authority over learners, contributing to their disempowerment. Poor learner discipline affects the work of educators' jobs in at least two ways. Firstly, educators feel insecure, claiming that schools are no longer places of order and safety. Secondly, poor performance of learners due to the amount of time spent on disciplinary matters infringes on the time needed for teaching, leaving learners underprepared for examinations (Nakpodia, 2010: 150).

Similarly, Maphosa and Shumba (2010: 395) found that there is a general feeling of disempowerment amongst educators in the absence of corporal punishment. They (Maphosa and Shumba) argued that the rise in learner indiscipline has resulted in educators abdicating their responsibility to discipline learners and that learners in turn take advantage of the current disciplinary system because they know the pain of the punishment will not be equal to that of corporal punishment.

Moyo et al. (2014: 3) contended that educators in South Africa feel that the alternatives to corporal punishment strategy implemented by the Department of Basic Education (DBE) is lacking, ineffective and generally a waste of time. In addition, they contended that the DBE is unconcerned with the problems the strategy creates and do not understand the magnitude of the impact it has on teaching and learning and the management of schools. In this regard, Reyneke (2015: 57) argued that some of the proposed alternatives to corporal punishment are contributing to problematic learner behaviour, resulting in further social and economic problems in the community.

Maphosa (2011: 84) indicated a rise in disciplinary cases involving suspension from school and found that manual labour, demotion, detention and suspension were the most frequent disciplinary methods implemented to remedy serious learner misconduct. This points to a need to distinguish between discipline and punishment within the school environment. Maphosa (2011: 84) expressed doubt in the motive behind these methods when considering that more proactive, supportive and preventative methods are needed. Some of the current disciplinary methods employed by schools infringe on learners' rights, for example the use of detention and manual labour as a deterrent to student misconduct are in breach of Sections Section 28(1)(g) and Section 12(1) of the Constitution which stipulate that no child shall be treated in an inhuman or degrading manner (Republic of South Africa, 1996b). Maphosa (2011: 84) reminded educators about their critical role within the discipline sphere in an environment highly sensitive to children's rights.

Maphosa and Sumba (2010: 397) indicated that educators do not have the capacity to impart discipline to learners without punishing them and that schools must be able to devise new functional alternative disciplinary measures to remedy learner misconduct. Furthermore, they (Maphosa and Shumba) argued that this portrays the predicament schools are confronted with in having to respect children's rights while simultaneously finding effective discipline measures to curb student misconduct. Linked to the above-mentioned, Maphosa and Sumba (2010: 396) suggested that educators seem to view the rights given to their learners as more important than the rights they as educators have. Maphosa and Shumba (2010: 396) articulated this argument as follows:

"It is interesting to note from the findings that educators are aware that children's rights were important and needed to be protected. However, their argument is that leaving children to act as they pleased is not only unacceptable but equally a form of abuse that does not consider the children's future as responsible citizens."

This argument by Maphosa and Shumba (2010: 396) must be viewed against the background that in society, citizens are expected to live within the confines of the law, abiding by its rules and regulations and understanding that transgressing these laws, rules and regulations, will yield some form of consequence.

According to Chisholm (2007), the issue concerning learners' rights pertaining to the context of disciplinary measures was found to be one of the most critical issues in the dispensation of the modern education system. However, this is qualified by Maphosa and

Shumba (2010: 396) in the following manner: “These rights have limitations and one important observation is that an individual’s rights should not interfere with the rights of others.” According to Moswela (2008: 93), the occupation of an educator is multi-faceted due to educators performing more than one role, such as the role of a counsellor, lawyer, policeperson, social worker and doctor. Moswela (2008: 93) explained:

“He/she performs without formal training in these areas despite certain legal prohibitions and ethical considerations that must be observed when executing these jobs. These jobs, though necessary, are not the teacher’s core business and there is considerable evidence that the training of teachers has not adequately equipped them for the wide and increasing demands from these other jobs.”

Moswela (2008: 102) indicated that two areas of need were identified by educators: learners’ rights and punishment. These two areas are related since improper use of punishment can constitute the violation of a learner’s rights. Therefore, educators feel that knowledge about education law is required to make decisions about the punishment of learners (Moswela, 2008: 102). In their interaction with pupils, teachers are expected to maintain law and order if meaningful teaching and learning are to take place (Moswela, 2008: 93). Oosthuizen and Van der Walt (1998: 89) explained that in terms of the principle of *in loco parentis*, educators have the authority and are entitled to enforce learner discipline. They are, however, subject to the condition that the disciplinary measures are determined by the educational context the learners and educators find themselves in.

2.7. TRAINING AND IMPLEMENTATION OF ALTERNATIVES TO CORPORAL PUNISHMENT

According to Njogu (2007: 19), teaching learners the important life skill of self-discipline is a challenging assignment. This process requires attention, cooperation, patience and moral understanding of a child. Njogu (2007: 15) indicated that the debate amongst educators and psychologists is that children can cultivate attitudes, knowledge and skills through methods contrasting with the punitive methods of the past. Emphasis should be placed on guidance and counselling techniques. Furthermore, parents, educators and all relevant guardians must be trained to effectively apply alternatives to corporal punishment (Njogu, 2007: 15).

According to Moswela (2008: 102), the necessity of educational law knowledge is dual-factored: It protects educators from civil liability and is essential to the professional enrichment of educators. Furthermore, educators need this knowledge to relate their job to legal principles. In contrast, the educators have been found wanting in an area claimed to be professional. School principals and educators with a basic knowledge of educational law would spare both the government and schools the embarrassment of losing face regarding such situations (disciplinary practices and procedures). Moswela (2008: 102) stated that not only should teachers rely on formal courses for the acquisition of knowledge on educational law, statutes such as the Constitution, more particularly the Bill of Rights, relevant education laws and case law can broaden an educator's knowledge of general law. However, educators and those in management positions are generally lacking in this regard (Moswela, 2008: 102).

Maphosa and Shumba (2010: 397) and Moyo *et al.* (2014: 3) indicated that educators feel that current alternatives to corporal punishment are not effective in curbing student misconduct and provided evidence that the general support for alternatives to corporal punishment by educators is disturbingly low. Consequently, the understanding of alternatives to corporal punishment amongst educators is poor (Maphosa & Shumba, 2010: 396; Moyo *et al.*, 2014: 12). Mayworm *et al.* (2016: 1) stated that few methods about training and supporting educators in terms of the implementation of alternatives to corporal punishment exist. This hinders effective implementation of alternatives to corporal punishment. Such practices need to be implemented consistently in a coordinated manner before they can be rigorously evaluated. This necessitates effective educator professional development (PD) as a first next step (Mayworm *et al.*, 2016: 2). However, there has been little emphasis on PD and support for educators using RJP (Mayworm, *et al.*, 2016: 1).

According to Flannery *et al.* (2014: 112), for new innovations to be successfully introduced and implemented, attention must be given to the context in which it is being implemented. Flannery *et al.* (2014: 112) explained that there are common contextual variables that must be considered when deciding to implement such innovations in high schools. For example, educators in secondary schools may believe that learners who are in a secondary school have already learnt to behave appropriately in their social interactions. As a result, secondary school educators may perceive it as less important to teach socially acceptable behaviour to their learners (Flannery *et al.*, (2014: 113).

Research on the combination of RJP, PBIS and SEL has shown that educating and training educators properly with regard to alternatives to corporal punishment can have a positive effect on reducing the number of disciplinary issues and discipline referrals in the school environment (Ross, 2012: 48). Educating educators about more appropriate disciplinary methods and the development of improved procedures and systems is the only way the goal of establishing positive change in the social environment can be attained. However, Ross (2012: 19) argued that this goal can only be achieved by educating and training educators regarding more appropriate methods of discipline. Teise (2015: 67) warned that curbing student misconduct using RJP is a time-consuming process and that schools and educators should realise that changing learners' discipline for the better does not happen quickly because it is dependent on first establishing a strong value system within a school.

Furthermore, Teise (2015: 67) argued that not only does RJP contribute to the human project of education, but it also advances both visions of the Constitution of South Africa and education in the country in general. The implementation of RJP requires hard work and dedication, but the results of such programmes are worth the effort (Mergler *et al.*, 2014: 30).

Referring to the teacher effectiveness training model, Serakwane (2008: 42) argued that effective classroom management is theorised as the facilitation of a shift of discipline management responsibilities from the educator to the learners. Furthermore, Serakwane (2008: 41) emphasised the importance of educating learners to regulate and manage their own behaviour instead of using control-oriented or power-based disciplinary measures, arguing that these measures have no influence on the learners, bar compelling them to do as they are told. Continuing in the same vein, Serakwane (2008: 41) explained that the teacher effectiveness training model dismisses the use of rewards and punishments because they are controlling measures and that influencing learners is completely different from controlling them.

Serakwane (2008: 41) indicated that these measures create new issues ranging from rebellion to withdrawal, also adding that praise and reward do little to decrease student misconduct. Educators are to move towards cooperation with learners and in the process avoid the use of measures based on praise, power, punishment, or reward, explaining that educators ought to influence learners towards positive discipline (Serakwane, 2008: 42).

In support of effective educator training, Maphosa and Shumba (2010: 396) and Maphosa (2011: 76) recommended that developmental workshops be held at schools with emphasis on creating awareness for the need and use of alternative methods of discipline. In addition, educators should be trained in supportive and cooperative measures and be armed with the necessary tools to always administer discipline effectively without the need for any form of punitive discipline. Moswela's (2008: 104) argument that educators should know educational law is relevant. The educational legal framework should form part of the subject matter regarding the training of educators at institutions of higher learning (Moswela, 2008: 103). Discipline requires cooperation, learners should be empowered to report cases of physical abuse and that the channels for this be clearly indicated to them. Lastly, there must be a close partnership between the parents and educators towards the development of self-discipline (Maphosa & Shumba, 2010: 397; Maphosa, 2011: 85).

2.8. CONCLUDING REMARKS

This chapter examined the implementation of ATCP through the exploration of the factors involved in discipline maintenance. In the 21st century, schools and educators are constantly challenged by rising learner misconduct. Various methods exist to curb this scourge, but most of these methods are deemed punitive and exclusionary. Detailed consideration was given to the South African regulatory framework of school discipline, the conceptualisation of ATCP, both punitive and preventative disciplinary methods and the training for and implementation of ATCP. I endeavoured to investigate, through the review of literature pertaining to ATCP, whether it is effective, efficient and practical and if new and more proactive and preventative methods are available to schools.

Various aspects concerning ATCP found in the literature have been presented in this chapter. There is agreement that most of the methods used in discipline maintenance are of a punitive, retributive and/or exclusionary nature (Njogu, 2007: 40; Maphosa, 2011: 76; Moyo *et al.*, 2014: 11; Ross, 2012: 11; Flannery *et al.*, 2014: 112). Maphosa (2011: 84) confirmed that punitive disciplinary methods do not help learners to understand their misconduct and do not offer examples of acceptable behaviour. Reyneke (2015: 64) stated that what is not always realised is that often, punishment re-enforces misbehaviour due to its negative impact on learners. Maphosa (2011: 78) explained that punishment only temporarily stops the learner's behaviour and has no long-term positive effects and outcomes. In support, Skiba *et al.* (2014: 557) added that the effects of exclusionary methods are likely arbitrated by short-term negative outcomes that are undoubtedly

increasing the risk for more serious outcomes. Due to the consistent increase in learner misconduct, educator authority is constantly being challenged and morale amongst educators is on the decline (Moyo *et al.*, 2014: 2; Nakpodia, 2010: 150; Maphosa & Shumba, 2010: 389).

Moswela (2008: 97) argued that the *in loco parentis* principle must be applied in such a way that the central differences between the educative tasks of the parent and educator are not ignored. Thus, educators must always be aware of the rights of the children and the teachers. It is also important that educators keep abreast of changes in discipline structures over time. Serakwane (2008: 27) and Oosthuizen *et al.* (2003: 466) indicated that discipline must counteract, restrain and redirect learner misconduct, adding that preventative methods of discipline are designed to avoid or deter incidences of learner misconduct. Maphosa (2011: 78) explained that positive discipline is centered on the knowledge that discipline is taught and it teaches. The MoES in Uganda (2008: 27) explained that positive discipline provides learners with opportunities to develop through understanding both the negative/restrictive impact of misconduct and the positive/enhancing impact of good behaviour.

Four main approaches to positive discipline were identified in the literature: RJP, PBIS, SEL and CD (Maphosa & Shumba, 2010: 396; Mergler *et al.*, 2014: 27; Flannery *et al.*, 2014: 112; Mayworm *et al.*, 2016: 2; Rienstenberg, 2015: 11). These methods are best implemented holistically in the school environment and constitute a paradigm shift from punishment to education and recognition of positive behaviour and building an inclusive educational environment. Maphosa and Shumba (2010: 397) and Serakwane (2008: 45) argued that these approaches have the potential to inspire learners to make informed choices as well as to develop positive behaviour.

Educators feel that currently ATCP is not effective in curbing learner misconduct. Evidence from the literature suggests that the general support for ATCP among educators is disturbingly low. This has contributed to the lack of knowledge about ATCP (Maphosa & Shumba, 2010: 396; Moyo *et al.*, 2014: 3; Mayworm *et al.*, 2016: 1). Educators are also not informed regarding educational law (Moswela, 2008: 104). If educators are properly educated and trained in all areas concerning ATCP, this approach could decrease learner misconduct as well as disciplinary referrals within the educational environment.

In the next chapter, I discuss the methodology and research design I applied in this study. I also present the sampling and data analysis strategies I employed. A discussion of ethical aspects that needed to be considered is also included.

CHAPTER 3

RESEARCH METHODOLOGY

3.1. INTRODUCTION

In this chapter the methodological framework of the study is presented. This entails the research paradigm; methodology; research design; data collection and methods; data analysis and interpretation. Furthermore, the relevant ethical considerations applicable to this study are noted and the validity and reliability of the study will be discussed.

3.2. RESEARCH PARADIGM

This study was conducted from an interpretivist paradigm due to its potential to investigate the alternatives to the corporal punishment phenomenon by analysing the individual parts that ultimately form the concept as a whole. Interpretivism found its origin in hermeneutics, which involves the study of the theory and practice of interpretation (Nieuwenhuis, 2016: 58). Nieuwenhuis (2016: 59) refers to the “hermeneutic circle” as described by Hans-Georg Gadamar (1986), which means that “to understand the whole it is necessary to understand the parts...” Furthermore, interpretive studies generally attempt to understand phenomena through the meanings that people assign to them (Nieuwenhuis, 2016: 59). The main objective of interpretivist research is thus to bring forth a perspective of a situation and to analyse the situation under study to provide clarity and understanding to the way people make sense of their particular situation or the phenomena they find themselves in (Nieuwenhuis, 2016: 60).

3.3. METHODOLOGY

According to Gitchel and Mpofu (2012: 59), two main methodological paradigms are found in social science research, namely qualitative and quantitative. Each paradigm has different assumptions about how reality should be fully understood. For this study I chose a qualitative research design due to its potential as a phenomenological research approach, as stated by Creswell and Creswell (2018: 50):

Phenomenological research is a design of inquiry coming from philosophy and psychology in which the researcher describes the lived experiences of individuals about a phenomenon as described by participants. This description culminates in the essence of the experiences for several individuals who have

all experienced the phenomenon. This design has strong philosophical underpinnings and typically involves conducting interviews.

Creswell and Creswell (2018: 50) explained that qualitative research makes use of various methods of inquiry including case studies, ethnographies, phenomenologies or grounded theory studies. Through these methods of inquiry, the researcher collects data with the primary intent of developing themes from the collected data. Nieuwenhuis (2016: 50) described qualitative research as: "...research that attempts to collect rich descriptive data in respect of a particular phenomenon or context with the intention of developing an understanding of what is being observed or studied."

I therefor focused on how individuals and groups view and understand the world and construct meaning out of their experiences.

3.4. RESEARCH DESIGN

According to Ferreira (2012: 35) a research design explains the sort of study to be undertaken by the researcher. Quantitative research is often based on casual-comparative, correlational, experimental, or quasi-experimental research designs. Ferreira (2012: 35) described qualitative research as studies that are rather based on action research, case study or ethnographic research designs. A qualitative research design is a design or blueprint moving from philosophical assumptions towards specifying selection of respondents, the various data gathering techniques to be employed and the data analysis to be conducted (Ferreira, 2012: 35). Therefore, as explained by Ferreira (2012: 35), the "choice of the research design is based on the researcher's assumptions, research skills and research practices and influences the way in which he or she collects data".

For this study, I chose a multiple case study design due to its potential as a method of inquiry to investigate the phenomenon of alternatives to corporal punishment within the practice where the limitations concerning context and phenomenon are clearly defined. In addition, a multiple case study design enabled me to use multiple sources of evidence. Nieuwenhuis (2016: 75) explained that a case study is defined by "the fact that it is a bounded system and that it does not necessarily mean that one site only is studied". Furthermore, Morgan and Sklar (2012: 75) explained that case study research is not a research method, but rather a research approach and that the employment of a case study approach affords the researcher the ability to approach the phenomenon under

investigation from various epistemological and ontological perspectives found within the case study design.

3.5. DATA COLLECTION

In his book *Collecting qualitative data: a realist approach*, Maxwell (2012: 103) stated that “...the main consequence of realism for qualitative data collection is that the data are usefully seen, not simply as ‘texts’ to be interpreted, or as the ‘constructions’ of participants, but as evidence for real phenomena and processes.” The data can be used to interpret these phenomena and then tested again against additional data. The data collection methods are not always a reflection of the research questions or follow reasonable inferences. They are actual but distinct and separate parts of the research design (Maxwell, 2012: 104). The use of various data collection methods decreases the risk of systematic biases or limitations reflected by the researcher. By using various data collection methods, the researcher gains a wider and more confident understanding of the concerns under investigation.

3.5.1. Sampling of participants

Qualitative research makes use of non-probability and purposive sampling approaches instead of probability or random sampling approaches (Nieuwenhuis, 2016: 79). Non-probability sampling is a sampling technique where the odds of selection of any member for the sample cannot be calculated, that is, everyone will not have an equal chance for participation in the study (Maree & Pietersen, 2016: 172). In this study I made use of purposive sampling (this method is used in special situations where the sampling is done with a specific purpose in mind) as well as convenience sampling (this method is useful in exploratory research where the researcher is interested in ascertaining an inexpensive and quick approximation of the truth) (Maree & Pietersen, 2016: 178). The selection of participants is defined by the characteristics needed from the data source (Nieuwenhuis, 2016: 79). The participants were selected according to their potential as the primary source of data to provide in-depth descriptions of their experiences in their particular positions. Using four schools as the sample for this investigation provided the opportunity to investigate a range of schools in various areas of Pretoria. Therefore, the criterion for selection of the participating schools was thus based on the location of the schools.

At each school four participants were identified and invited for participation in this study, allowing for a total of 16 participants. The selection criteria for the participants in study

were based on post level, teaching experience and their potential to provide rich data pertaining to the research problem. The four participants at each school were the head of grade, the head of academics, the head of discipline and the school psychologist/counsellor. Since three of the participants (head of grade, head of academics, head of discipline) form part of the chain of command with regard to school discipline and the fourth participant (school psychologist/counsellor/social worker) is involved in the rehabilitation of learners with various behavioural issues, these participants were deemed as the most likely to have dealt with learner disciplinary issues and the implementation of ATCPs within their schools. In addition, these individuals are core members of the school's discipline management structure and would have managed various levels of learner misconduct.

3.5.2. Gaining access to participants

As one of the first steps of the data collection process, written permission was obtained from the Gauteng Department of Education (GDE). This is included as Addendum A. Before commencing with fieldwork, permission to conduct the research at their respective schools was obtained from the principals of each participating school (Addendum B). I discussed the purpose of the study and the ethical considerations pertaining to the study with each principal and the consent forms were completed. Two schools (School 1 and School 2) immediately agreed to participate. However, the search for two more schools to participate was long and tiresome. Several schools declined to participate before School 3 and School 4 agreed to partake in the study.

3.5.3. Data collection strategy

The data collection strategy consisted of two data collection methods, namely document analysis and semi-structured interviews. The documents that were analysed in this study are the schools' codes of conduct. This method provided data pertaining to both policy and practice in respect of learner discipline in the participating schools.

3.5.3.1. Semi-structured interviews

The use of semi-structured interviews afforded me the opportunity to investigate and analyse the views and experiences of the participants regarding the implementation of ATCPs in their respective schools. This type of interview is relatively short and specific due to the participant having to answer a predetermined set of "open-ended questions about their ideas, beliefs, views and opinions". This allows for clarification and probing of the

answers given by the participant. The interview schedule of semi-structured interviews defines the line of inquiry (Nieuwenhuis, 2016: 87). I used this data gathering instrument due to its potential to open new lines of inquiry directly related to the phenomenon being explored. Nieuwenhuis (2016: 87) explained that the general purpose of semi-structured interviews “is to acquire rich and descriptive information that will enable the researcher to understand the social reality of the participant and to saturate data”.

In their article titled *Writing Interview Protocols and Conducting Interviews: Tips for Students New to the Field of Qualitative Research*, Jacob and Furgerson (2012: 2) indicated that an interview protocol is not merely a list of interview questions. The interview protocol extends to the procedural level of interviewing. It includes a script of what the interviewer will be saying before the interview starts and a script of what the interviewer will say upon the conclusion of the interview. Furthermore, an interview protocol contains prompts that serve as reminders to the researcher to stay focused on the information he or she wants to collect. According to Jacob and Furgerson (2012: 2) “interview protocols become not only a set of questions, but also a procedural guide for directing a new qualitative researcher through the interview process”. The interview protocol used in this study is included as Addendum D.

The first part of the interview protocol involved sharing information regarding the purpose of the study; data sources to be used, ethical considerations, length of the interview, context of the interview, data being collected, the interview structure as well as signing of the consent form (Cresswell, 2014: 6). During the second part of the interview, participants were asked to provide biographical and demographical information about their school. This included the total number of learners, language of instruction and number of educators. The participants were requested to provide personal information about their years of teaching experience, academic qualifications and the role they play in the school management team and the management of discipline at their school.

The third part of the interview focused on the individual perspectives and experiences of each participant. This was done by means of the predetermined set of questions which were included in the interview protocol. These questions were guided by the literature review. Participants were allowed to elaborate briefly on their answers to the questions and were asked to answer in a structured and reliable manner (Mills & Gay, 2016: 568). Clarification and probing strategies were implemented where necessary throughout the interviews (Nieuwenhuis, 2016: 89).

There are a variety of advantages for the researcher when using semi-structured interviews (Seabi, 2012: 90). Semi-structured interviews are firstly generally easy to direct. Secondly, semi-structured interviews afford the researcher the opportunity to observe non-verbal cues. Thirdly, semi-structured interviews allow access to the identity and context of each participant, which can be a benefit during the data analysis phase of the study. Fourthly, semi-structured interviews guarantee that all questions will be presented due to the control afforded to the researcher.

In addition, Newcomer, Hatry and Wholey (2015: 494) indicated that semi-structured interviews are appropriate when follow-up, for example member checking, is required. Newcomer *et al.* (2015: 494) suggested that researchers should consider the use of semi-structured interviews in the following situations:

- When there is a need to gather independent thoughts of individuals within a group.
- When sensitive questions need to be asked to which participants are unlikely to respond to within a group.
- When undiscovered areas are examined with unfamiliar issues where interviewers need room to find and pursue useful leads.

Connolly (2016: 174) stated that the use of semi-structured interviews offers the researcher the flexibility to diverge somewhat to explore unconsidered areas. Additionally, Cresswell (2014: 240) and Nieuwenhuis (2016: 87) indicated that semi-structured interviews can be developed in such a manner that it seeks to understand people and the environment in which they function, allowing the researcher to ask and discuss questions and probe answers to clarify uncertainties. Semi-structured interviews allow for an atmosphere of trust to be created wherein participants can open and discuss their specific experiences.

There are, however, also disadvantages involved with semi-structured interviews. Newcomer *et al.* (2015: 493) emphasised that semi-structured interviews rarely involve big enough samples to allow for broad generalisations of the findings to be made. I needed to plan meticulously as I could only conduct a set number of interviews per day as determined by the availability of the participants.

Mills and Gay (2016: 569) indicated that interviews that have to be conducted and transcribed are challenging and time-consuming. Moreover, the possibility existed that participants would not be presenting their true views, but rather the data that he or she

believed to be the “right” answer in accordance with what he or she believed the interviewer wanted to hear (Cresswell, 2014, 240). The possibility of a lack of trust or rapport between the researcher and participant could lead to the participant being hesitant to provide data-rich information (Cresswell, 2014, 240; Nieuwenhuis, 2016: 87).

Some of the participants were side-tracked during the respective interviews and the researcher had to re-establish focus (Nieuwenhuis, 2016: 87). For example, at School 2, Participant G, ‘high-jacked’ the interview, rendering the data unusable. This forced me to interview a different participant at School 2 to obtain suitable data.

The well-being of a participant during an interview can also influence his or her responses (Edwards & Holland, 2013: 92). At School 4, Participant P for reasons unknown was initially hesitant and not forthcoming to respond and discuss the various questions and topics during the interview. However, as mentioned by Mills and Gay (2016: 577), through the creation of a secure, comfortable and supportive atmosphere, sufficient data was extracted from the participant. Mills and Gay (2016: 39) highlighted an important factor for consideration: the phrasing of questions to obtain the required information. The interview questions were written in English, but most of the participants requested to respond in Afrikaans. This required me to translate the questions into Afrikaans where needed.

3.5.3.2. Document analysis

Seabi (2012: 91) explained that various qualitative research designs (case studies, ethnographies, qualitative surveys and action research) use documents as part of their data as documents can provide researchers with abundant information. The documents used in this study were the code(s) of conduct of the participating schools. The analysis of the code(s) of conduct will offer insights into both the practices and policies of the participating schools regarding discipline maintenance.

The greatest advantage of the use of document analysis is the triangulation of data resulting in the enhancement of the trustworthiness of the findings of a study. Bowen (2009: 31) provides various other advantages of the use of document analysis ranging from availability to comprehensiveness. The use of document analysis provides a researcher with an efficient data collection method (document analysis is based on data selection rather than data collection). Document analysis has a low reactivity rate and a lack of obtrusiveness due to documents not being affected by the research process. Furthermore Bowen (2009: 31) provided that document analysis offers the researcher

stability in that the researcher's existence does not change that which is being investigated. In conjunction with stability, document analysis presents the researcher with factual documentation (inclusion of exact details, events, names and references) as well as comprehensiveness (documents cover a long period of time, various events and settings).

According to Bowen (2009: 31) the disadvantages associated with document analysis are insufficient detail as documents that are created independently sometimes lack the sufficient detail to answer the research question to satisfaction. In conjunction with the insufficient detail, document analysis can be hindered by selective bias through an incomplete collection of documents. Furthermore, Bowen (2009) indicated that the researcher could be prevented to access or retrieve documents through being deliberately blocked or denied access.

Both Seabi (2012: 92) and Bowen (2009: 32) pointed out that documents can be biased, i.e., based only on the author's views and not representing other views as well. Bowen (2009: 32) argued that these disadvantages are in fact flaws rather than disadvantages. However, due to their cost-effective and efficient nature, documents offer more advantages than disadvantages.

3.6. DATA ANALYSIS AND INTERPRETATION

I made use of two data analysis procedures. Firstly, I used hermeneutics, which is a specific perspective on an analysis of the concept alternatives to corporal punishment (ATCPs) as a whole and at each individual part thereof (Nieuwenhuis, 2016: 59). This was presented in Chapter 2. Secondly, I made use of content analysis. This method is suited to the analysis of both the qualitative responses to the questions asked during the semi-structured interviews and the document analysis. Content analysis is also a process of identifying multiple perspectives and interpreting the text to ultimately understand the raw data to provide answers to the research questions (Nieuwenhuis, 2016: 101).

Throughout the reading process of the interview transcripts, the transcripts were analysed using hand-written notes. This allowed the amount of data to be reworked to a more manageable size through the categorisation of the data into smaller topic clusters (Fraenkel & Wallen, 2006: 436). These were then used to formulate conclusions and to identify patterns, regularities and themes (Bertram & Christiansen, 2017: 123 ; Thomas, 2006: 242). Themes and sub-themes were generated through an inductive process,

describing participants' approaches, experiences and knowledge regarding ATCP (Mills & Gay, 2016: 582). After all the transcripts had been coded, ten (10) initial themes were identified. After the re-examination of the transcripts, parallel themes were combined, thus reducing the final number of themes (Creswell, 2014: 277).

3.7. ETHICAL CONSIDERATIONS

According to Creswell (2014: 256) ethical principles are not merely an afterthought within the research process. Ethical principles must at all levels receive prime consideration and be explained practically. Before I commenced with the fieldwork, I applied to the Ethics Committee of the Faculty of Education at the University of Pretoria – Addendum D. Thereafter, permission had to be granted by the Gauteng Department of Education (GDE) and the respective principals of each school.

Avoidance of undue intrusion is an important consideration. Researchers should focus on avoiding approaches that may place an undue burden on participants (Ritchie, Lewis, McNaughton Nicholls & Ormston, 2014: 87). A second important principle of social research is informed and voluntary consent; these must always be considered and obtained from participants. This entails that prospective participants should be given sufficient information to empower them to duly consider their participation in the study. The important message to convey to the participants is the purpose of the research and its aims (Ritchie *et al.*, 2014: 109). Hence a letter of consent as well as their permission to be interviewed was obtained from each participant (Maree & Van Der Westhuizen, 2016: 42) and a copy is attached as Addendum E. It was also important to note that the features of qualitative research methods, the proximity in relationship between the researcher and the researched, as well as the flexible and unpredictable nature of that which is said and observed, could have an impact on the measure of adversity experienced (Ritchie *et al.*, 2014: 94). To ensure a low level of adversity, the participation in this study is voluntary. Participants of this study are free to withdraw at any stage as stated in the consent form (Informed Consent) signed by the participants. Related to this, are the issues of anonymity and confidentiality. Anonymity means that the researcher cannot identify the respondent or setting. Confidentiality entails that the researcher knows but promises not to share the information with other people. Anonymity and confidentiality were achieved through the use of the consent form (Informed Consent). Prior and during the data collection process, I assured the participants that their right to full anonymity and confidentiality will be respected. Data collected from this study will be kept strictly confidential and neither

school nor the participants will be identifiable in any report. Educators who agreed to participate in the study may withdraw at any time during the research process without any penalty. The participants selected the venue where the semi-structured interviews were conducted. The interviews were transcribed by me and the electronic files are password protected.

3.8. TRUSTWORTHINESS AND CREDIBILITY

Two major components that play a critical role in the quality criteria are trustworthiness of the data and the credibility of the findings. Emphasis falls on two data-collection methods namely document analysis and semi-structured interviews. Several semi-structured interviews were conducted with school management team members. In-depth analysis of the ATPC discipline strategy and codes of conduct of participating schools as prescribed by the DBE were also conducted. Triangulation is to be confirmed using multiple data sources, verification of raw data, keeping note of research decisions taken, use of independent coders, stakeholder checks, verification and validation of the findings, controlling the bias, avoiding generalisation, choosing quotes carefully, maintaining confidentiality and anonymity and stating the limitations of the study upfront (Di Fabio & Maree, 2012: 141).

The credibility of the data will be confirmed through member checking, meaning the process of printing a draft copy of the information that was gathered in the interviews and then presenting the participants with this copy to verify the raw data gathered (Nieuwenhuis, 2016: 114).

Researchers are never completely objective and they bring prior knowledge or experience to the situation (Male, 2016: 174). Hence, care was taken that the transcripts reflected the precise words of the participants and that authors received due recognition for their contributions. In addition, as a participating observer, meaningful interpretations could be made during the interviews and valuable notes were recorded (Mills & Gay, 2016: 401). The findings in this study can thus be supported by the data such as the audio recording of the interviews, transcripts, member checking and hand-written codes.

3.9. ADVANTAGES OF RESEARCH APPROACH USED

This study was aimed at investigating the implementation of alternatives to corporal punishment in selected schools in Pretoria. According to Nieuwenhuis (2016: 58) interpretivism stems from hermeneutics which entails that "... in order to understand the

whole it is necessary to understand the parts... “ (Nieuwenhuis 2016: 59). This allowed me to investigate the concept of ATCP and the implementation thereof both in its entirety and as individual parts of a bigger system.

Choosing the qualitative research approach afforded me the opportunity to collect rich descriptive data in respect of ATCP in both theory and practice through the use of multiple case study design (Nieuwenhuis, 2016: 50, 75). This afforded me the ability to approach the implementation of ATCP from various perspectives found within the case study design (Morgan and Sklar, 2012: 75).

Through the use of both semi-structured interviews and document analysis, I was able to triangulate my data by means of multiple data sources and stakeholder checks in order to guarantee that my data is suitable (Di Fabio & Maree, 2016: 141). The rich descriptive data that triangulation provided me with increased the credibility and trustworthiness of my study.

3.10. CONCLUDING REMARKS

In this chapter the rationale for the research design as well as the data collection strategies were discussed. Trustworthiness and credibility issues were defined and explained, as well as the ethical considerations applicable to the study. In Chapter 4 I present the data and my findings.

CHAPTER 4

PRESENTATION AND DISCUSSION OF THE DATA

4.1. INTRODUCTION

The data that emerged from the semi-structured interviews and respective codes of conduct is presented in this chapter. The data communicates both the theory (document analysis) and practice (semi-structured interviews) regarding the management of learner discipline and by implication, the implementation of alternatives to corporal punishment at the participating schools. The interviews were based on thirteen (13) questions and the responses will be presented according to the eight themes with sub-themes as explained in Chapter 3 (Section 6: Data analysis and interpretation).

A brief description of the participants is followed by the presentation of the data according to the following themes:

- Theme 1: Punitive disciplinary methods the most commonly used alternatives to corporal punishment (ATCP),
- Theme 2: School discipline requires parent-child-teacher collaboration,
- Theme 3: The Department of Basic Education's disciplinary regulations are considered insufficient,
- Theme 4: Professional development (PD):
 - Internal opportunities and development for PD and mentorship programmes are key to educator morale and authority.
 - Lack of educator knowledge with regards to non-exclusionary discipline methods.
- Theme 5: Prevention is better than cure (preventative disciplinary methods),
- Theme 6: Good discipline teaches,
- Theme 7: Effective school discipline is centred around communication, teamwork and consistency, and
- Theme 8: The human rights element.

4.2. DESCRIPTION OF PARTICIPANTS

A brief demographic description of the participating schools is shown in Table 4.1 followed by a biographical account of each participant in Table 4.2.

Table 4.1: Demography of the participating schools

School	Total number of learners	Total number of teachers	Medium of instruction (English / Afrikaans)	Education level (pre-primary=pps, primary=ps, secondary=ss)
1	1 360	87	Afrikaans	ss
2	1 598	105	Afrikaans	ps
3	1 164	51	Afrikaans	ps
4	630	49	English	pp, ps and ss

The schools that participated in this study are diverse in respect of demography and have households with different levels of income, include single to multi-gender, language of instruction, primary school to secondary school and educator-learner ratios. The participating schools also varied in location, some in more affluent areas than others.

Table 4.2: Biographical description of participants

School	Participant (M/)	Biographical details
1	A (F)	Experience: 19 years at Post Level 1 and 14 years at Post Level 3. Qualifications: B.A., B.Ed., PGCE. Current position: Deputy Principal: Head of Academics and ICT. Role in school management: Manages academic administration and Information and Communication Technology, deals with all cases of academic misconduct.

	B (M)	Experience: Initially appointed as a teacher-assistant. 8 years at Post Level 1. Qualifications: LL.B., PGCE. Current position: Head of discipline, grade head and headmaster of the junior hostel. Role in school management: Manages serious misconduct, reviews code of conduct and policies, advise in respect of disciplinary practices and procedures, involves with annual planning process.
	C (F)	Experience: 26 years at Post Level 1 and 8 years at Post Level 2. Qualifications: B.A., B.Ed. Current position: Head of the Afrikaans department, elected educator representative in the SGB.
	D (F)	Experience: 22 years as psychologist in private practice, works for the school on a consultancy basis. Qualification: B.A., Diploma in Higher Education, B.Ed. (Psych), M.Ed. (Psych) and D.Ed. (Educational Psychology). Current position: Tends to learners with serious emotional and behavioural problems.
2	E (M)	Experience: 8 years of experience, currently at Post Level 1. Qualifications: B.Ed. (FET phase). Current position: Grade head; member of disciplinary committee; grounds committee
	F (F)	Experience: 26 years at Post Level 1. Qualifications: B.Ed., B.Ed. (Hons). Role in school management: Head of department of educational guidance.
	G (F)	Experience: 3 years at post level 1: Qualifications: B.Ed. ECD. B.Ed. (Hons). Role in school management: Member of social and grounds committee.

	H (F)	Experience: 21 years at Post Level 1; 2 years at Post Level 2; 6 years at Post Level 3. Qualifications: Diploma in Higher Education. Role in school management: Deals with administrative and academic matters.
3	I (M)	Not available. Participant I chose not to disclose
	J (F)	Experience: 3 years at Post Level 1; 14 years at Post Level 2; 1 year at Post Level 3. Qualifications B. Prim. (Ed.), B.Ed. (Hons), M.Ed. Role in school management: Head of department of educational guidance, coordinator of the school-based support team (SBST), the Integrated Quality Management System (IQMS) and the school administrative team (SAT) and deals with various administrative matters, welfare and social problems.
	K (M)	Not available. Participant I chose not to disclose
	L (F)	Experience: 35 years of which 15 years in senior management. Qualifications: Diploma in ECD, B.A. Current position: Head of the Foundation Phase department. Role in school management: Marketing, union representative.
4	M (F)	Experience: 21 at Post Level 1. Qualifications: B.A., Diploma in Higher Education. Role in school management: Religious education coordinator for secondary section of the school.
	N (F)	Experience: 36 years at Post Level 1. Qualifications: Diploma in Higher Education. Role in school management: Religious education coordinator for primary school section.
	O (F)	Experience: 5 Years as social worker. Qualifications: B.A. (SW) Hons. Role in school management: Not formally part of management but functions as the school counsellor and designated child safety officer in respect of school discipline.

	P (F)	Experience: 30 years. Qualifications: B.A. (Ed). Diploma in Education Management. Role in school management: Deputy principal.
--	--------------	--

As illustrated in Table 4.2, seven of the participants have more than twenty years' experience in education. Two participants have more than fifteen years' experience, followed by one participant with more than ten years' experience. Only one participant has less than five years' experience. Two participants chose not to disclose their biographical information, This is therefore a diverse group of participants.

Eight of the participants have more than one qualification, ranging from B.A. degrees to a D.Ed. in Educational Psychology. Four participants have B.A. degrees, two have PGCE certificates, three have B.Ed. degrees, one has an LL.B. degree, four have Diplomas in Higher Education, one has a B.Ed. (Psych), M.Ed. (Psych) and D.Ed. (Educational Psychology) and one has a B. Prim. Ed., B.Ed. (Hons) and M.Ed. Four of the participants are currently Post Level 1 educators, two are Post Level 2 educators and three are Post Level 3 educators. The range of qualifications and years of experience contributed to rich descriptive data.

4.3. PRESENTATION OF DATA

The responses from the participants are presented and discussed using the themes and sub-themes as headings.

4.3.1. Theme 1: Punitive disciplinary methods are the most commonly used alternatives to corporal punishment (ATCP)

Participant A indicated that School 1 uses detention as a disciplinary method but is uncertain about other methods. She felt that detention is a non-exclusionary discipline method because learners sit together in class and are not deprived of their right to education. Expulsion and suspension are rare. Learners who are suspended, are allowed to return to school after a week.

School 1's disciplinary policy leans toward punishment but serves as a preventative measure because it is implemented consistently and regularly (Participant B). Participant C said School 1 uses detention as the primary deterrent for learner misconduct, also serving as a teaching tool. She agreed with Participant B that the consistent implementation of the system contributes to its success.

Participant D felt that detention is a double punishment. If a learner plays a sports game but must sit detention, then detention comes first. This means the learner cannot play the next game if he/she missed the previous one. Learners experience detention as severe punishment due to what they lose.

Participant E indicated that School 2 also employs detention as its main deterrent for learner misconduct. He indicated that the system is based on learners receiving demerits relevant to their infraction. If they have a certain number of demerits, they are sent to detention:

... our discipline system with demerits like 'homework not done' is relatively good, whereafter they are punished with detention.

Participant G indicated that in the ECD phase learners are allowed 15 demerits whereafter they are sent to detention. She also explained that there are some disciplinary infractions that warrant direct detention:

... for ECD you [get] 'naughty' demerits and when the learner reaches 15 demerits, they must sit detention ... No mercy is shown when a child is bullying another, the result is direct detention. Our headmaster is very strict about it, the children know it, if you fight or use foul language at school, you are sent for direct detention...

Participant H mentioned the responsibility of the educator, who in School 2 gets assigned detention supervision as part of their extra mural activities. She felt detention does not only punish the learner, but also the educator:

Look, we have to do detention supervision, it is seen as part of my extra-mural activities and unfortunately it takes place on a Friday afternoon. In actual fact, the educators are being punished ...

In summary: the data indicated that the participating schools still rely heavily on the use of detention as a means of curbing student misconduct. Although no specific mention was made about detention as a disciplinary method, the participants of School 3 and School 4, mentioned that their respective codes of conduct indicated that detention is still used as a disciplinary method to curb student misconduct. The data confirmed Maphosa's (2011: 84) findings that in many schools disciplinary methods both for minor and major misconduct are largely punitive and reactive rather than preventative and proactive. The data gathered also does not adhere to the recommendation in the ATCP Discipline Strategy Report (2000) which states that discipline should be constructive and not destructive. The report furthermore indicates that a school's code of conduct should be focused on positive discipline and not be punitive in nature or punishment orientated.

4.3.2. Theme 2: School discipline requires parent-child-teacher collaboration

Participant A explained that when taking disciplinary action against a learner, there must be open communication with all parties involved (parent, learner and educator). It is critical that the learner and his or her parents are notified of the infringement and informed of the procedure with regard to disciplinary action. Ultimately the learner must understand that the actions taken against him or her are a learning experience and deterrent.

Participant B said that 21st century parents present a lot more challenges due to their sentiment that the system deprives their children. He said more and more parents are challenging the schools' disciplinary system. Participant B pointed out that parents need to have faith in the disciplinary system that their respective schools employ and that they need to accept rather than challenge the disciplinary action chosen by the school.

Participant D was of the opinion that in the schooling environment, educators should have all the authority, but agreed that educator authority is consistently being challenged. Participant D indicated that parents deal with a variety of problems in their personal lives, which results in them shifting 50 percent of the role they should play in a child's life to the educator. This inevitably leads to the child realising that there is a gap in one sphere of influence in his/her life. This, in turn, creates room for the child to behave in an undesirable manner because of a lack of teamwork between home and school. Participant D mentioned that this phenomenon existed in learners' homes as well. If the child sees that his/her parents are not working together, he/she will end up taking chances due to the lack of consistency regarding disciplinary actions.

Participant E made a convincing argument that parents should be incorporated in school discipline:

... another alternative we sought was to encourage parental participation, but this created its own problems. For instance, if the learner needs to sit detention, let the parents come too. In that way you include the parents in the child's punishment, but this ultimately has complications ...

Participant E said that in respect of learner misconduct, all parties involved have to realise that the best way forward is to do introspection, respect one another and that everyone present has the same goal in mind. Participant E also said that some parents believe that their children are not treated “good enough” at school. Although he understands this sentiment, he feels that as an educator and a school, there is a broader goal regarding the development of learners:

... some parents think that it is not good enough for their child, however, they only look after one or two children, depending on the size of the family, that is all they must focus on. Obviously, we do not hold it against them, it's their children, but it's here where there needs to be an understanding; we have a bigger group, a bigger goal and a bigger picture that is not always recognised, acknowledged, or respected.

Participant H indicated that parents want to be in control of everything, even the disciplinary processes implemented by the school. She said that parents do not view infractions as seriously as educators do. Participant H explained that parents view demerits as the educators bullying the learners. Parents often focus on the punishment, but not on the learner's behaviour that necessitated the punishment and place the blame on the educators.

Participant I stated that School 3 communicates directly with parents when learner misconduct occurs. Furthermore, he indicated that School 3 employs two heads of discipline, one for Grades 1-3 and one for Grades 4-7. Participant I mentioned that staff members administer the discipline policy consistently:

Our policy works well. An SMS is sent immediately when a learner did not do his/her homework. Because we are consistent, it works 100 percent.

Participant I felt that parents should do their part regarding discipline at home. Participant J argued that what happens in the home and what takes place at school needs to be going in the same direction. She indicated that most of the children in School 3 are still immature. The school is community-orientated and parents of School 3 buy into the policies. Participant K indicated that primary school learners are still young and lack the life skills to deal with certain situations. He felt that most learner misconduct is rooted in the home. Participant F indicated that numerous learners come from dysfunctional homes where discipline is not enforced effectively. She said it seems as if parents are afraid to administer proper discipline or to address improper behaviour.

Participant K stated that he is in favour of communication and implements it well. He explained that in cases of misconduct, learners' parents are contacted. Parents then have a telephonic conversation with their child in the presence of the educator. Participant K said that this method seems to be effective:

... so the father is on board and then we work together. The big thing is that the child now knows that he/she is being watched at school and at home ... it works like a bomb.

Participant L indicated that School 3 is becoming more aware of learner behaviour at school mimicking that of parental behaviour at home. She indicated that some parents encourage their children to challenge educators and some parents are reluctant to discipline their own child/children. Furthermore, Participant L argued that some parents lack parenting skills and some oppose what the school deems effective in terms of school discipline.

Participant M indicated that she has used the same system for more than ten years and she attributes its success to all relevant parties buying in to the system. Participant M furthermore stated that learners know what is expected of them and that if incidents of misconduct occur, the relevant educator can implement the disciplinary system which is discussed with the relevant parties to find the best way forward:

It works, as long as everyone buys in. There is no arguing, the child knows what is expected of her and if it doesn't happen, the teacher, without arguing can implement the actual system. Once it comes through to me, I can either discuss the issue with the parents myself or find alternative ways to make those changes.

In summary, the data indicated that the participating schools have regular contact with parents with regard to learner misconduct. What was evident from the data is that the participants agreed that parents have a defining role to play when it comes to the discipline of learners as the primary societal sphere. This supports what Oosthuizen and Van der Walt's (1998: 93) view that "the family is regarded as the primary societal sphere since education commences within the context of the family". The participants indicated that communication between parents and educators is a contributing factor to the success of a school's disciplinary practices and policies. However, it is important to note that some participants feel that their authority is constantly being challenged (Participants B, D, E and H). A disconcerting fact that was pointed out by several participants is the poor family situations of many learners. Participants indicated that many of the learners who are guilty of misconduct come from dysfunctional homes which some participants deem as the root cause of the misconduct.

Another alarming aspect that emerged from the data is that educators are of the view that discipline issues arose from a learner's home environment. The participants indicated that parents are more likely to question disciplinary actions rather than conform to them (regarding their child/children). A critical factor in the effectiveness of discipline is communication and this was supported by all participants in this study. In addition the participants indicated that it is understandable why parents respond in the manner they do, but what parents need to realise is that the environment wherein they interact with their children differs completely from the environment wherein educators interact with their children. Positive results have emerged from all the participating schools when the lines of communication line between parent-learner-educator work well. Positive discipline (Preventative Measures) is greatly reliant of effective and consistent communication in both societal spheres (home and school).

4.3.3. Theme 3: The Department of Basic Education's (DBE) disciplinary regulations are considered insufficient

Participant A indicated that although they are bound by the regulations of the DBE and to the systems they prescribe, School 1 also employs its own discipline system:

Our discipline system is based on that which the department requires from us, we cannot deviate from this, but naturally we have our own system as

well. However, what the department says about corporal punishment is completely acceptable to me.

Participant B was of the opinion that the DBE's disciplinary regulations come more from an academic point of view and are not always practical. This hampers effective implementation. He said that a school with a strong disciplinary culture might view the DBE's regulations as 'too light' whereas other schools might view it as 'too harsh'.

Participant C felt that the current discipline policy prescribed by the DBE lacks teeth. Furthermore, she indicated that learners have caught wind of this. This has forced educators to 'walk on eggshells'. Participant G indicated that the disciplinary actions prescribed by the DBE do not deter dysfunctional behaviour because in some instances it becomes a popularity contest:

I think it is a little more difficult when you look at grade 6s and 7s. At that age, [punishment is nothing] for some students. They see it as 'cool' or 'what more can you give me?'. Some of them have sat detention so many times they are not frightened by it anymore, they actually do not care.

Participant H stated that the current discipline policy prescribed by the DBE is inhibiting educators to fulfil their duties. She indicated that anything an educator might do with positive intentions can be turned around. Participant H stated that being an educator today is a dangerous occupation:

The current discipline policy of the DBE [Department of Basic Education] makes things difficult for educators, extremely difficult. You are not allowed to 'point' a finger at a child, you are not allowed to raise your voice to a child, everything that I try to impart to the child in a positive way, for instance saying: 'Listen here, you can do better, you can do better than this' can quickly be turned around, so currently education is a risky career to be in ...

Participant F believed School 2 has a 'good' disciplinary system but not an 'effective' one. She indicated that it serves as a deterrent to some learners but to others it seems to be a challenge in terms of who can get the most demerits or friends wanting to sit detention together: "You know, children who really make a joke out of it and then you take it further."

Participant H added that educators work with children and that these children are taught to question educator authority:

You work with children and they are ‘educated’ at home where the parents tell them: ‘Teacher can do this or that’ ...

Participant I said that School 3 does not use the proposed disciplinary methods as prescribed by the DBE. Furthermore, he indicated that School 3 is not concerned with the DBE regulations with regard to school discipline. He felt that the system School 3 employs is sufficient to address and curb learner misconduct:

We do not work according to that list, we have our own discipline system ... Look, you are not allowed to use corporal punishment and we agree 100 percent with that. It is challenging, so we follow our own discipline [system], we are so used to it by now, it does not bother us anymore ...

Participant I indicated that grades 1-3 and grades 4-7 have different discipline systems. The grades 1-3 discipline system is based on small rewards (stars) and grades 4-7 work according to an award-based system for good behaviour.

Participant I was of the view that every school should create and implement their own discipline system and strategies. He stated that the DBE will not help schools in this regard and that the training courses the DBE present are “useless”. Participant I mentioned that School 3 tries to bring in professionals due to the DoE not being able to meet the required standard:

Every school must do it themselves; the DoE [DBE] is not going to help you. We get professionals in. It does not help to send educators to the DoE [DBE]. They are just going to read from a PowerPoint presentation whereas the independent professionals use a more practical approach.

Participant K said that the DBE’s discipline policy is a good place to start for new schools who have no system in place. Furthermore, he stated that the DBE system is a broad framework that can be added to in line with the school’s culture.

Participant L was of the view that the discipline policy and procedures of the DBE work well within the SGB’s of schools. She indicated, however, that schools differ from each other but in School 3 the law is interpreted and implemented correctly. Should the DBE

decide to implement new processes and procedures, Participant L was of the view that it will not work in School 3.

Participant L was of the view that the DBE did not have its 'ducks in a row'. She believed that the DBE does not fully understand what the concept of education entails. She mentioned that the DBE also lacks in the training of educators.

Participant M mentioned that in her experience in public schools, educators seem to struggle with the management of classroom discipline. Participant M believed that the DBE has literally tied the hands of educators with regard to educator authority in the classroom environment. Furthermore, she indicated that she has not read the DBE policy on discipline and is not interested to do so. Participant M is of the opinion that School 4's discipline policy is sufficient, if everyone buys into it.

Participant O indicated that while working with the staff at School 4, she has realised that the educators agree about the "gaps" that exist in the DBE's prescribed discipline policies and practices and that in the areas where there are no "gaps", the procedures are not implemented as prescribed. Furthermore, she stated that the areas where "gaps" do exist are not addressed.

Participant P indicated that she is not familiar with the DBE's disciplinary policies and procedures but knows that corporal punishment is deemed illegal and is not to be used in schools anymore.

In summary: School 1 and 3 employ their own discipline systems. Schools 1 and 3 are aware of the regulations prescribed by the DBE but prefer to use their own systems as they feel that their respective systems are sufficient in curbing learner misconduct. Participant B and K indicated that the DBE's disciplinary regulations come more from an academic stance and are not always practical. Participant L and H are of the view that the DBE do not fully understand the concept of education and what it entails. This hamper effective implementation of the prescribed Alternatives to Corporal Punishment Guidelines by educators. Furthermore, Participants C and F are of the belief that the current discipline policy prescribed by the DBE falls short of the mark regarding effectiveness. The participants are of the view that learners have become aware of this and this has caused educators to be very cautious in their approach to discipline as a whole. Various participants (Participants F, G, H and M) indicated that the disciplinary practices and

procedures prescribed by the DBE do not deter learner misconduct as learners view the disciplinary practices and procedures in place as a challenge or popularity contest.

4.3.4. Theme 4: Professional development (PD)

The data suggested that in-school developmental activities with regard to the management of learner discipline are key aspects that affect educator morale and authority. In addition, the data also indicated that there is a lack of knowledge in respect of non-exclusionary disciplinary measures. Maphosa and Shumba (2010: 397) and Maphosa (2011: 76) recommended that developmental workshops should be held at schools with emphasis on creating awareness for the need and use of alternative methods of discipline. In addition, educators should be trained in supportive and cooperative measures and should be armed with the necessary tools to always administer discipline effectively without the need for any form of punitive discipline. The understanding of alternatives to corporal punishment among educators is poor (Maphosa & Shumba, 2010, 396; Moyo *et al.*, 2014, 12). According to Mayworm, Sharkey, Hunnicutt and Schiedel (2016: 1) few methods of training and supporting educators in terms of the implementation of alternatives to corporal punishment exist. The effective implementation of alternatives to corporal punishment is thus hindered.

According to Moswela (2008: 98) educators need this knowledge to relate their job to legal principles. Moswela (2008: 102) argued that educators have been found wanting in an area claimed to be professional. School principals and educators with a basic knowledge of educational law would spare both the government and schools the embarrassment of losing face in such situations. Moswela (2008: 102) continues stating that teachers should not only rely on formal courses for the acquisition of knowledge on educational law, as statutes such as the 'Constitution, more particularly the Bill of Rights, relevant education laws and case law can broaden an educator's knowledge of general law. Educators and those in management positions are generally lacking in this regard (Moswela, 2008: 104).

4.3.4.1. Internal opportunities and development for professional development and mentorship programmes are key to educator morale and authority.

Participant A indicated that educator morale is influenced by the educator's personality as well as the management of one's authority in the classroom:

Every educator's personality influences it [educator morale]. Basically, if I preset my educator authority in an authoritative manner there are no problems, however, it is difficult for young educators with little experience. Young educators do not know where to draw the line.

Participant A felt that one should always do more to improve educator professional development, stating that schools should learn from one another. Participant A stated that veteran educators (30+ years' experience) often assume that young educators know how to manage discipline in the school environment and that these veteran educators need to take more responsibility for mentoring young educators:

I think one can always do more, one can always continue to train educators and we must, we can learn from each other. A need exists for opportunities where educators can have conversations with each other about how things are done in their respective schools. My generation of educators who have been teaching for 30 years or more, often assume that a young educator, upon arriving at the school, knows what he/she must do, but how must he/she know? We need to take the lead.

Participant B is of the view that novice educators do not receive enough professional development or mentorship. He stated that the grade heads receive some form of professional development but more needs to be done with regard to Post Level 1 educators. He feels that tertiary institutions should put more effort into educating young educators in administration and the implementation of discipline in schools.

Participant B indicated that if there were alternatives to the current disciplinary systems as prescribed by the DBE, room should be made for the educators to develop in accordance with the alternatives to use these effectively and fairly.

Participant B believed that there is an enormous difference between the educators appointed today and more senior educators. He indicated that senior educators do not struggle with maintaining discipline, which leads to better regulated disciplinary systems. Participant B stated that senior educators can resolve most disciplinary infractions internally. Participant B mentioned that young educators often "abuse" the system and enforce discipline outside of regulations more frequently than their senior colleagues. This ultimately leads to confusion among staff members as some might feel that their peers have double standards. This ultimately influences educator morale:

Senior educators feel ... these [new] guys are giving demerits; I need to catch up with them and the junior educator feels: 'Why does [the older] one not use the prescribed system?'. This creates a double standard and definitely affects morale.

Participant C believed that young educators are not sufficiently trained with regard to the administration and implementation of discipline in the school environment. She mentioned that there is an enormous gap where mentorship and mentorship programmes are concerned.

Participant C stated there are numerous professional development courses available. However, according to her, these courses are often presented by persons who have not been part of the education sphere for a long time. Participant C was of the opinion that they have little practical experience in the current state of discipline in the 21st century school and how one should approach it:

These [courses] are presented by someone who was in the education industry 15 years ago, if you are lucky, or even 30 years ago and they want to tell you how fantastic the discipline was in his/her classroom 30 years ago. Or someone who has never taught, these people are out of touch, completely out of touch.

Participant E indicated that schools are bound by the South African Schools Act of 1996 as well as the DBE, yet this participant explained that parents are reluctant to follow due process and often go straight to the DBE instead of allowing the disciplinary processes of the school to take its course:

Obviously, the school's discipline system must be linked to the Schools Act, but I think at times that parents feel they have enough authority and they bypass the process by contacting the DBE directly and the situation is handled from there.

Participant E believed there are sufficient courses available. However, it depended on how schools choose to implement the courses and how educators are trained to also protect themselves.

Participant E also indicated that it is critical to protect all parties involved in the disciplinary process: the educator, the child, the school management team and the parents. This is to ensure that all parties understand and respect the process.

Participant F was of the view that authority comes with experience. She said that educators lack authority due to parents not respecting her school's disciplinary system and ignoring the teachers' authority with the school environment.

Participant F added that it is critical that educators should buy into their school's disciplinary system. She indicated that School 2 has mentorship programmes at the beginning of the year where new educators are taught and guided through the processes. They are also introduced to their respective mentors for assistance throughout the year. Participant F believed there are enough courses, but these focus more on "what not to do" than on "what to do".

Participant G indicated that there is not enough emphasis on proper disciplinary practices for students studying education and that tertiary institutions promote an image of school discipline that is not entirely realistic and accurate. Furthermore, she added that if teachers do not take the responsibility to attend courses and programmes throughout their careers, they will only understand and be able to administer discipline effectively after a long time.

Participant H believed 75 percent of parents do not support educators and that parents view the demerit system as singling out their child:

The morale of educators in respect of discipline is low for this simple reason: I am not saying all parents, but three quarters of the parents do not support the educators. The moment you discipline their child, they feel that you are 'targeting' him/her.

Participant H also mentioned that when educators follow the discipline policy, some parents claim it is too strict. This leads to confusion on the side of the educators:

The moment the headmaster [principal] calls you in to say that a parent came to see him and says that you hand demerits out too easily, then you say: 'Ok, what does our discipline policy say? That when your homework is not done, you are to be given demerit points. If you are late for class, you are to be given demerit points.' The educators strictly follow the discipline policy, but the parents go to the headmaster and say that the

educator is too strict and then the educator gets called in by the headmaster. So, what happens now? The educator goes to his/her HOD and says that he/she has been called in by the headmaster for giving demerits, so he/she is simply not going to give demerit points anymore because he/she gets into trouble for following the rules.

Participant H stated that School 2 has a mentorship program for young educators. Educators are helped in academic areas, disciplinary methods and tools and classroom management. School 2 refers to it as “good practice development”.

Participant I said that School 3 has regular professional development sessions. He explained that a recent session was presented by the SAOU [a teachers’ union] on the topic of classroom discipline.

Participant I believed it is becoming increasingly difficult for educators to have good morale in the workplace due to the attitude of 21st century parents. Participant I added that the 21st-century parents try to interfere at every possible opportunity, wanting to tell educators how to do their job. He explained that this takes a heavy toll, especially on senior educators.

Participant I indicated that School 3 has mentor educators who are assigned to the young educators. He explained that young educators are never left to fend for themselves when situations involve parents and children. Young educators will never talk to a parent without having a mentor present.

Participant K believed that when staff members approach top management with a query or issue, he found that attending to the situation on the spot benefits educator morale as educators see that top management are paying attention to their well-being as well. This ultimately contributed to effectiveness due to staff members being able to trust the processes and procedures of the school. “If you say ‘I am busy, I cannot help now’, the staff members start to distrust the system,” he said.

Participant K also added that the presenters of professional development programmes are often not educators and that the courses are not practical:

How I experienced the courses: the presenter has a ‘beautiful’ course, but he/she is not in the field anymore, so it is easy to say: ‘If you do it like this...’ This is a practical matter. It comes down to this again: if an

educator has an issue in a class and he/she asks for assistance, then 90 percent of the time we try to get to the class immediately and I think that helps. The courses are 'nice' and you learn a few things, but it is not really effective.

Participant L believed that there is no better training for a young educator than to be mentored by a senior educator. Through this experience the educator can observe a variety of factors that will one day benefit to him/her in his/her own classroom.

Participant L indicated that School 3's educators belong to a very good teachers' union and that whenever she senses a disciplinary issue starting to manifest, she immediately contacts the SAOU to arrange for a professional development session to address the matter.

Participant M stated that educators are the primary authoritative figure in the classroom. In her capacity as religious education coordinator (REC), she hopes that she provides the educators at School 4 with the necessary tools to maintain discipline in their classroom.

Participant N is of the view that School 4 is exemplary when it comes to the management of school discipline. She attributed her confidence to the support that the educators of School 4 receive from top management:

I think this school is amazing when it comes to discipline. You as a teacher has a lot of back-ups from your principals, the vice-principal especially. So, it makes a huge difference.

Participant P said that initially it takes some time for young educators to familiarise themselves with the disciplinary procedures and practices of School 4, but eventually they learn how to use it.

Participant P was of the view that, depending on the school, educators are sent on relevant training programmes to educate them in the administration and implementation of the alternatives to corporal punishment their schools use. She explained that she has received intensive training regarding School 4's disciplinary system:

I would say, it depends on the school and what alternative method the school is using. Most of the schools, if they do have an alternative, they will send the teachers for training. I have had training regarding the system that we have here. Because lots of schools introduced it quite a few years

ago, we had intensive training on how to use the tracking system and demerit system.

This complements Njogu's (2007: 15) argument that emphasis should be placed on guidance and counselling techniques and that all stakeholders (parents, educators and all relevant guardians) should receive adequate training to administer ATCP effectively (Njogu, 2007, 15).

Various participants indicated that there are numerous PD courses available but the attendance and content of said courses are subjective. Some educators are of the view that presenters who did not have recent educational experience are not up to date regarding 21st century discipline and what it entails and some educators chose not to attend those courses (Participant E). This is contrary to what Mayworm *et al.* (2016: 1) found in terms of the lack of courses available for the training and support of educators in the implementation of ATCP. What is evident, however, is that whether few methods are available or not, educators are not buying into what these courses are providing and they choose not to partake in them. As a result, schools are looking inwards for solutions and this is evident by the various mentorship programmes that the participating schools have in place as well as by the presentation of private courses for educators to attend at their respective schools by people whom the educators respect and feel represented by.

4.3.4.2. Lack of educator knowledge with regards to non-exclusionary discipline methods

Maphosa and Shumba (2010: 397) and Moyo *et al.* (2014: 3) indicated that educators feel the current alternatives to corporal punishment are not effective in curbing student misconduct and provided evidence that the general support for alternatives to corporal punishment by educators is disturbingly low. Due to the latter, the understanding of alternatives to corporal punishment amongst educators is of a poor standard (Maphosa, 2011, 83; Moyo *et al.*, 2014, 12). Mayworm *et al.* (2016: 1) further stated that few methods regarding training and supporting educators in terms of the implementation of alternatives to corporal punishment exist, resulting in it being ineffective.

Participant A indicated that to her knowledge there are sufficient courses and programmes offered and presented by private companies as well as the DBE. Participant A attributed the success or failure of these courses and programmes to the attendance and participation of educators in said courses and programmes:

Many courses are offered that we must pay for so that our people can attend. Discussion sessions, conversations and presentations by the DoE also exist. I have not attended one yet. I think there are enough opportunities, but the question is whether educators are going to attend.

Participant B indicated that when a learner disrupts a class to such an extent that the educator cannot teach, the rights of the many outweigh the right of the one. Participant B stated that in such a case, the learner is removed from the class and sent to the head of discipline. The parents are then contacted and the learner's behaviour is addressed. The educator also sends an e-mail describing the incident that took place so the head of discipline can take it further. After the learner is reprimanded, he/she is sent back to class.

Participant D stated that she is only aware of detention as a disciplinary method in School 1. She indicated that she knows of other schools that employed physical labour, but this has since been stopped. Participant D stated disciplinary measures have to be regulated to be effective.

Participant C indicated that there is a relation between effective discipline administration and the attitude of the educator involved. She explained that educators do not simply walk into class and the discipline is ten out of ten. Participant C elaborated that classroom discipline improves with time as teachers develop personalised disciplinary systems. She believed that an educator who is prepared and organised leaves no time for learners to misbehave, because they are occupied with the work.

Participant E was aware of some strategies, but he indicated that those strategies are only implemented in cases of serious misconduct (suspension and expulsion). He was also of the opinion that those strategies are ineffective because they do not reach the objectives they are supposed to.

Participant F mentioned that a disruptive learner is removed from the class but stands by the door and still has access to the lesson. She indicated that although the learner misbehaved, he/she still needs to learn and to complete tasks. Alternatively, she stated that said learner can come and finish his/her work during break.

Participant G indicated that detention is a harsh punishment for learners because they must spend an hour doing nothing, then another hour writing out the school's code of conduct. This is embarrassing to learners.

Participant H indicated that more and more educators are leaving the profession because they are not equipped to handle the disciplinary issues that come with today's learners. Participant H felt that maintaining discipline is becoming increasingly problematic:

If we can find a solution for alternatives to corporal punishment it would be great. However, it feels like discipline is becoming increasingly more devastating because the children know that our hands are tied. We do not have a plan B. We all have, such as all schools, a code of conduct that we must follow but we all know that it does not work and we do not have an alternative.

Participant H explained that when a learner's behaviour becomes unbearable, he/she is sent out to stand by the door. He/she must sit and listen. The most important concepts are recorded and can be reviewed later. This empowers educators at School 2:

We put the ball in his/her court so that the parents can never say: 'You sent my child out, you explained work that he/she missed and he/she did badly in a test.' We try to empower the educators in this way.

Participant K indicated that School 3's educators are not allowed to remove a disruptive learner from of class, as seems to be the case in all participating schools. He indicated that educators are allowed to remove a disruptive learner from his/her direct group but not from the entire educational environment. Like Schools 1-3, School 4 also did not allow learners to be sent out of class, instead Participant M explained that the disruptive learner is removed from his/her direct environment and placed at the door.

Participant O confirmed that disruptive learners are removed from their direct environment and placed in a different part of the class where they still have access to the lesson.

Participant P explained that a disruptive learner can only be removed from the educational environment after the learner has been found guilty of serious misconduct and has been suspended.

The evidence from the data indicated that there are various professional development opportunities available to further train educators to manage learner discipline and in cases where schools feel that the opportunities provided by the DBE and DHET are not sufficient, they employ the services of private education and training establishments. Furthermore, the participating schools indicated that mentorship programmes are available

to novice educators where senior educators guide and assist the younger educators facilitate and manage learner discipline in the classroom and the schooling environment as a whole. A factor that raised concern is the reluctance of educators to partake in professional development courses presented by the DBE due to their mistrust in the Department and the content it provides. What is also evident is that educators lack knowledge regarding non-exclusionary discipline methods. Various participants indicated that a misbehaving learner will be removed from his/her direct environment and placed at the classroom door to sustain a disciplined classroom without excluding the misbehaving learner. Furthermore, the use of detention (punishment) is still prevalent within the schooling environment. Educators are not provided with many non-exclusionary disciplinary methods.

4.3.5. Theme 5: Prevention is better than cure (preventative disciplinary methods)

According to Oosthuizen *et al.*, (2003: 476), the primary approach to preventative discipline is to focus on positive methods of discipline. These entail methods of discipline that do not damage, but rather build the learner's self-esteem. It also encourages the learner to participate and to cooperate. Not only do these methods of discipline gradually enable a learner to learn the various skills involved in assuming responsibility for what happens to him and helps him to take the initiative, but they also allow the learner to feel valued. Ultimately, they promote the development of self-discipline (Oosthuizen *et al.*, 2003, 468).

Positive discipline is an approach that rejects the use of any violence-based disciplinary methods. This approach is aimed at guiding student behaviour. It focuses on enforcing good behaviour through the role the educator plays as mentor to the student; and by the school making a long-term investment in the student's development. This approach ultimately supports the full development of the student and in doing so, it improves the educational environment by relinquishing fear, encouraging enjoyment and engagement in learning and teaching students self-discipline (DBE, 2012, 2).

Participant A believes in immediate punishment. She says that corporal punishment, although illegal today, had one important characteristic: It served as immediate punishment. She said that parents mostly punish their children immediately when they misbehave. The system employed in School 1 is detention-based. Participant A said even when a learner misbehaves in such a manner that detention is prescribed, the result remains that the learner will only be sitting his/her detention on an allocated day, which

inevitably means the punishment is postponed. Participant A believed that the postponed of punishment often leads to the learner forgetting why they are being punished.

Participant A has not used detention for several years, because she manages most infractions herself:

The child's marks punish him/her, so I am pleased with the changes we brought in ... Positive discipline for me is that the two children need to be able to speak to one another in order to have some form of restorative relationship between the parties.

For example, when learner is found to be guilty of misconduct against another (learner or educator), the two parties join in conversation to find a solution to remedy the situation that has occurred.

Participant B emphasised that postponed punishment is not effective. Learners misbehave now and need to be punished now, the participant believed that the moment the learner is guilty of misconduct, he/she needs to be reprimanded on the spot. If punishment takes place a week or two later, it is no longer effective.

Participant B indicated that School 1 recently amended the discipline policy and has started to implement restorative justice practices (RJP). He further explained what the process involved by stating that the victim and the perpetrator need to reconcile. School 1 has disciplinary actions in place but if there is a possibility of avoiding the action, the parties involved should work towards that.

Participant C also felt that postponed punishment is not effective. She indicated that if a learner has transgressed, he/she needs to be reprimanded immediately so that the learner can learn as much as possible from the experience.

Participant E indicated that the prevention of misconduct is better than seeking resolution afterwards but mentioned that it is key for educators to receive training and guidance in respect of preventative disciplinary methods.

Participant F believed that educators should always be a step ahead of parents and learners and that it is critical that all parties involved should set goals and work towards them.

Participant J stated that every decision made in her office revolved around what is best for the child. She indicated that educators need to be alert and proactive, explaining that one needs to solve the problem before it occurs.

Participant P mentioned two disciplinary systems that School 4 follows: a demerit system and a tracking sheet system. She indicates that these systems are functioning well in partnership with the “tolls” in place to curb learner misconduct:

The discipline is quite good. We have tolls in place to deal with children who do not comply with the rules of the school the demerit system, the tracking-sheet system ...

For example, when a learner does not complete his/her homework or misbehaves in class, he/she receives a certain amount of demerit points which accumulates to a set amount whereafter detention or more serious ‘tolls’ are used. Participant P believed that positive discipline is not harmful and does not lead to negative feelings towards educators and peers.

The evidence in the data indicates that educators are not in favour of postponed punishment but must use negative discipline methods to remedy learner misconduct. These negative discipline methods adhere to what the DBE has prescribed. What is also clear from the data is that although the participating schools’ discipline systems are in line with the DBE regulations, the participating schools have started to adopt more positive methods such as Restorative Justice Practices that are first and foremost focused on the well-being of the learners.

4.3.6. Theme 6: Good discipline teaches

Participant B believed in positive discipline. He said that the learner needs to understand why he/she is punished. He added that the learner must also understand that the idea is not to punish him/her, but to correct behaviour:

The idea is not just to punish, but to remedy and restore. If he/she is bullying another child, he/she needs to understand why he/she is being punished, you know? One must get to the root of the problematic behaviour.

Participant B indicated that almost all forms of misconduct have a root cause; there is a reason for a learner behaving in a certain manner. Participant B also stated that the

learner needs to learn from the disciplinary action and must grow. Participant C indicated that discipline is there to help a learner to develop in a constructive way. Like Participant A and B, Participant C also thinks that the learner needs to understand the disciplinary actions that follow his/her misconduct and that they should learn from the experience to further their growth as human beings.

Participant E believed that positive discipline entails guidance. He explained that a learner needs to be empowered and that educators should always keep in mind that they are dealing with children on a journey trying to find themselves:

Positive discipline is where one provides guidance. Time and time again I find myself in a situation where I sit with a learner and say: 'let's have a quick chat', giving guidance, building the child's self-esteem.

Participant I felt that positive discipline needs be positive. Furthermore, he stressed that a learner needs to be empowered and that as an educator you achieve better results when you approach a problem in a positive way.

Participant J believed that educators should respect their learners, maintain a positive attitude in the classroom and implement sound classroom management. Positive reinforcement will decrease instances of learner misconduct.

Participant L believed punishment should be relative to the infringement and should reinforce the desired behaviour so that the learner will learn something from it.

Participant M was of the opinion that the disciplinary systems at School 4 work far better than corporal punishment. Her opinion regarding positive discipline supports that of other participants, namely that the disciplinary system is designed to improve the learner through the experience, affording him/her the ability to understand why what he/she has done is not desirable.

Participant O indicated that in the case of corporal punishment, the punishment is short and that one needs alternatives that will have a long-term effect on a learner's behaviour. She felt that learners need to learn from the experience and that they need to be supported through the process to know what and what not to do:

[Learners] must learn from it [punishment] but in a supported manner where you do not break them down. If the child does not know what he/

she is doing wrong, you cannot just go and punish him/her. They need to be informed, what is he/she doing wrong and the consequences thereof ...

In summary, the data indicates that the participants have consensus with regard to learners having to learn from disciplinary action taken against them and grow in the process. Furthermore, the participants indicated that learners going through disciplinary processes need to be supported all the way and that educators need to deal with discipline in a proactive and positive manner for it to have a long-term effect.

4.3.7. Theme 7: Effective school discipline is centered on communication, teamwork and consistency

Participant A emphasised the importance of receiving support from the top management of the school. Furthermore, she indicated that in each school you have differences with regard to educators measuring the severity of misconduct. Participant A continued that said differences are similar to those one would find in a household where a mother feels one way and a father feels differently. She stated that the implementation of disciplinary action, be it at home or at school, is highly subjective. Participant K was of the view that educator authority is determined by the top management of the school; if educators are not supported by top management, then they basically take their authority away. He mentioned an important fact for consideration, which is that personality differs from person to person and that some educators are strict by nature. However, Participant K felt that if authority does not come from the top, educators tend to struggle. Participant N indicated that School 4's discipline policy is very effective since educators have the support of management in their ability to administer and implement School 4's discipline policy effectively:

In this school it is very effective because it is implemented, correctly implemented. It can only be effective if you have the support of management.

Participant B recalled that when he was a learner, educators were well equipped to administer discipline because corporal punishment was still allowed. He added that at that time, you always knew where you stood with the educator. However, the educators of today are not consistent enough to be afforded sole responsibility for disciplinary action. This responsibility needs to be encompassed in guidelines to ensure consistency.

Participant C felt that effective school discipline centred on an inclusive system where no exceptions are made, a rigid system that is administered consistently for every learner. Participant D agreed and added that if a system lacks consistency, learners are prone to pick up on it which in turn can render disciplinary actions ineffective. Participant K indicated that School 3's discipline policy is set up in such a way that if educators follow it they will be protected, not one day on and one day off, stating that consistency is key:

... what we try and do here, if he/she applies the policy they will be protected, he/she must act within the confines of the policy, not one day on and one day off, it is all about consistency.

Furthermore, Participant K indicated that School 3's discipline policy is revised every year and that a discipline policy needs to be fluid. Participant K explained that from 2021 School 3 will be involving parents in their discipline policy revision through their thoughts and input. Participant M was of the view that the discipline policy of School 4 does not differentiate and treats everyone in the same manner. She added that all the parties involved understand their roles in the process and if educators follow School 4's discipline policy from day one, they are sure not to find themselves in trouble:

... we deal with everybody in exactly the same way and it seems to work. The parents know where they are, the children know where they are... We have a good system in place, I think so and if teachers make use of that system from the very first day, then there should not be any hassles.

Participant D said that it is important for learners to know that both parents and educators are on the same side and that their common goal is the progression of the learner. However, Participant D added that in general educators sit on one side and the parents and child on the other. This situation hampers goals being reached:

Yes, what I see for educators or adult role players is to get the child to realise that we are on the same side and to work together, to have the same goal in mind, [for example] 'you must do well throughout the year...' But the general experience is that educators are on one side and the parents on the other, we are playing against each other, everybody is not on the same side looking to achieve the same goal.

Participant K mentioned that effectiveness of school discipline is centred around communication. He indicated that School 3 contacts parents as soon as any situation arises regarding their child/children:

... it is all about communication, the parents know and we always try to communicate as soon as possible with the parents because it is children we are working with.

Participant G said that in School 2 educators do not just punish learners. They enter into a discussion with the misbehaving learner and contact the parents immediately. In doing so, all parties involved understand the process and consequences regarding the disciplinary actions taken:

It is not just a thing of dishing out punishment to a child. You warn the child and say to him or her: 'if this happens again this is what will happen to you...' So, all of them are aware of the consequences and the parents are contacted immediately. The system is designed in such a way that the parents are notified of what the child has done on that day and if it is still not understood by the parents, then they have the opportunity to phone the school and ask what happened.

Participant E indicated that it is crucial for top management to be part of the disciplinary proceedings for serious misconduct. Participant E furthermore indicated that when a parent takes a complaint directly to the DoE it should be deemed invalid due to the proper procedure not being followed. He indicated that School 2 has procedures and processes in place to be able to handle any situation related to learners and that parents need to follow the chain of communication and that the DoE should also abide by this. Participant E explained that if this is not the case, it comes across that the school is not doing its job, which he deemed as utterly false:

If it does not come from the school and goes directly to the department, the complaint must be disregarded because why would you bypass the process? We also have a process for when you have an issue with a subject matter, you are to see the subject head, the HOD and so forth, where you follow the line of communication. I feel the DoE must also be aware of the line of communication and not handle the situation on their

own because it can come across that the school and educators are not doing their jobs, which is utterly false...

Participant F indicated that in School 2 there are three staff members in top management who deal with learner misconduct. She explained that it is crucial for educators involved in disciplinary actions to seek objective opinions and to always work as a team. Participant H indicated that there is tension between staff and management owing to educators feeling that they are doing what they were told but, in the process, they make themselves unpopular with the parents. Participant I was of the view that staff should all be on the same page regarding school discipline and the process involve therein. Furthermore, he indicated that all parties involved in the schooling environment need to know what is expected of them. Participant J stated that there is cohesion between staff in School 3. From the top down, from headmaster to junior educator, there is cohesion as well as teamwork. She added that School 3 is a very caring school and that this is one of the contributing factors to their proactiveness:

There is a lot of cohesion between us, the grade heads, the headmaster, the heads of discipline for the seniors as well as the juniors... I think we are very lucky, we really are lucky at our school due to us working as a team and everyone is of a caring nature at this school. There are not a lot of schools with a caring nature like this one, hence I think that is the reason why everyone is proactive.

Participant O was of the view that School 4's discipline system is a good one if all relevant parties involved are on the same page regarding the processes and procedures. Participant O added that School 4 has strict regulations and that educators have no doubt about how to approach disciplinary issues as they arise:

We have a good system in place, as long as everybody is on board, the parents, educators and management, everyone needs to be on board... We have very strict guidelines, so we do not have to wonder about what to do and what not to do. There are clear guidelines and we have support from the management and most of the parents as well.

Participant I stated that School 3 is continuously busy with the empowerment of its educators and staff and that when School 3 is unable to provide empowerment on their own, they seek out help from external professionals to fulfil that need. Participant I

mentioned that the educators, heads of department and top management work together as a team:

... we always empower them and if we cannot do it, we get extra people to come and help us. We are a team that works together; educators HODs, grade heads, everybody works together.

Participant O emphasised the issue of consistency and consequent implementation. She mentioned that once the educator has warned the learner, the next time said learner misbehaves it should be followed by swift implementation of the discipline policy:

If it is not consequent, you sit with a problem... It does not help just to say to a child: 'Do not do that, it is wrong...' It does not go away, you cannot do that, you must teach him/her, what is the alternative behaviour and what the punishment will be if the behaviour is repeated and the follow through if repeated. This way the child learns what it is about...

To summarise: The data indicates that there are three main contributors to successful disciplinary policies and procedures. They are communication (with learners, parents and educators), consistency (with the implementation according to the policies) and teamwork (all parties involved must work towards the same goal).

4.3.8. Theme 8: The human rights element

Participant D said that in general educators feel powerless. She mentioned that the more senior educators still have some authority, but for the most part educators experience disempowerment due to the lack of consideration for educator rights. Participant D added that this situation is not conducive to educator morale due to their rights not being considered or respected. She furthermore indicated that all the fingers end up pointing to educators and that in the event of them doing something 'good' it is not recognised:

Yes, I do not think that it is very uplifting for their morale because you are not respected. I am very concerned about the educator's morale in general, there is little motivation, in the end everything is turned against them. You can do nothing right and when you do it does not get noticed or acknowledged.

Participant B indicated that in School 1, the educators have the full support of top management. He indicated that School 1 will do all in its power to strengthen the hand of the educator rather than just rolling over and giving the learner the benefit of the doubt:

We will always try to strengthen the hands of the educators rather than just giving the learner the benefit of the doubt...

Participant D mentioned that it came across as if educators have minimum rights and the learners have it all. This leads to parents being prone to take the learner's side without inquiring about the infraction. Participant D furthermore indicated that this created a lack of responsibility amongst learners due to them always having someone to 'clean up after them':

Something that I have realised is that educators have minimal rights and the children have all the rights. This becomes an 'evil' [situation] due to the parents mostly siding with the children which aggravates the problem. They just seem to always have someone to 'cover' for them and they do not take responsibility for their actions.

Participant E indicated that educators' hands are bound with regard to the administration of disciplinary action when dealing with serious misconduct. Participant E was of the opinion that if a learner is disrupting class that he/she is infringing on the rights of his/her classmates and that this furthermore disrupts the educator's modus operandi due to him/her having to always consider children's rights:

... to cuff our hands as educators in the case of serious misconduct where we might feel that the punishment is suitable. We always have to look at children's rights ... when he or she disrupts the class then he or she is infringing on the other learners' rights and your whole plan goes out the window...

Participant F said that the most important thing to remember is to always protect the child. However, she stated that sometimes we tend to overprotect the child because the norms and standards set out by the school and DoE are not always realistic:

... the whole thing goes about protecting the child. Sometimes I feel we overprotect the child; if I take the school, the DoE's prescriptions, it is not always realistic if you ask me...

Participant H stated that the policies of School 2 are set out in such a way that they protect the learner as much as they protect the educator: "Our discipline policy is set out in such a way that it protects the learner and the educator."

Participant L indicated that which is applicable to learners is applicable to educators and vice versa. She says that School 3 recently had a session of violence and abuse and that the law is clear on such matters. However, she was of the opinion that there are few alternatives to this:

Look, it comes down to [this]: if you were to touch a child it will come down to a serious punishment because you have 'assaulted' a minor. We had a presentation about the law with regard to violence against staff, child against child, staff against staff, headmaster against staff. For us it is very clear and there are few alternatives that exist...

Participant L said that one should be very careful with regard to the dismissals of educators due to it having a negative impact on the image portrayed of the educational sector as a career, to aspiring young educators. Participant L reiterated her belief in 'what is good for one should be good for another' mentioning however that at this stage it comes across as if the rules and regulations are only applicable to educators and not learners as well:

One must be careful not to fire educators too quickly, it will scare all the other educators away, so the discipline system must count for the children as well. Now it feels as if it only counts for the educators.

4.4. DOCUMENT ANALYSIS

In this section an analysis of the participating schools' disciplinary practices and procedures listed in their respective codes of conduct, more specifically the section(s) pertaining to the management of school discipline, is presented.

4.4.1. Disciplinary actions

Table 4.3 contains the respective disciplinary actions that the participating schools revert to in instances of learner misconduct. Across all the participating schools the first course of action regarding learner misconduct is either a verbal and/or written warning; or a disciplinary entry (demerit points). Various other disciplinary actions are taken in cases of serious learner misconduct ranging from detention to suspension. This indicated that schools are heavily reliant on punitive disciplinary methods (punishment). Little is mentioned about preventative disciplinary methods such as Restorative Justice Practices (RJP), Positive Behavioural Interventions and Supports (PBIS) or Social and Emotional Learning (SEL).

Table 4.3: A description of the disciplinary actions of the participating schools

School	Disciplinary actions
1	• Warning • May not wear the school tie for a certain period • Community service • Detention • Refusal of privileges. • Removal as school official • Temporary suspension from class • Suspension from school activities. • Expulsion from school in consultation with the DoE All other punishment in accordance with the DBE guidelines
2	• Disciplinary entries • Detention • Report and disciplinary discussion • Disciplinary hearings • Suspension Investigation by SAPS if offence(s) are justifiable in terms of the Criminal Procedure Act, 51 of 1977

3	• Disciplinary entries • Detention • Conversation with both parents and/or guardians of the learner • Referral for counselling • Removal as school official • Temporary suspension from class • Suspension from school activities Expulsion from school
4	• Verbal reminder • Time out at desk at door • Behavioural Journal • Referral to SMT • SMT to contact parents via letter or phone call. Severe clause: In cases of severe misdemeanours, severe action will be taken. Situation is dealt with at SMT discretion

4.4.2. Chain of command

Table 4.4 provides the respective chain(s) of command which the participating schools follow when dealing with minor offences. In all the participating schools, educators are expected to deal with minor incidences of learner misconduct. Either the disciplinary committee (DC) or grade head are an educator's first point of contact when a situation is deemed unmanageable. The educator(s), DC and grade head(s) have the authority to prescribe a suitable punishment for minor offences. In cases of major offences, either the DC, HOD or grade head(s) are directly engaged with the parents, principal and SGB. Cases that require suspension or expulsion are handled in conjunction with the provincial department of education. What is evident is that the participating schools aim to involve parents early in the disciplinary process. Collaboration between all the interested parties (parent-child-educator) is of critical importance to the success of disciplinary practices and procedures. The collaboration between all the parties is primarily facilitated through

communication between the primary societal sphere (parents) and the secondary societal sphere (educators) (Oosthuizen & Van der Walt, 1998: 93).

Table 4.4: A brief description of the chain of command followed by the participating schools.

School	Minor / Major offences	Chain of command
1	Minor offences Major offences	Educator to grade head Grade Head to HOD HOD to DC DC to SGB SGB to GDE
2	Minor offences Major offences	Educator to grade head Grade Head to parents DC to SGB SGB to Principal
3	Minor offences Major offences	Educator to parents DC to parents HOD to principal DC to SGB SGB to GDE
4	Minor offences Major offences	Educator to SMT SMT to parents SMT to SGB

4.4.3. Disciplinary procedures

The disciplinary procedures of the participating schools either start with a warning or demerit entry. Educators are required to assess the seriousness of the misconduct and prescribe the correct disciplinary action. This can be done in conjunction with the grade head and/or DC if needed. Once a learner has reached a predetermined number of warnings or demerits, the next disciplinary action is to be taken. These actions range from the removal of privileges to detention as indicated by Maphosa (2011: 83). In cases of serious learner misconduct, the principal and HOD take the lead in the disciplinary actions with the involvement of the DC, SGB and the provincial department of education. What is evident from the respective disciplinary procedures is that the participating schools are in constant communication with the parents/guardians regarding learner misconduct. Parents/guardians are informed via SMS and/or e-mail and/or telephone of any transgression their child/children may be involved in and are included in all communication (written and verbal) regarding the disciplinary procedures and actions that may follow.

4.4.3.1. School 1's disciplinary procedures

Upon the violation of any of the provisions stipulated in School 1's code of conduct the grade head and relevant educator consult to determine the seriousness of the offence. The grade head and/or educator may impose the relevant penalties corresponding with the offence. The penalties for minor offences are a warning; refusal to wear the school tie; community service or detention (depending on the offence).

Cases of serious misconduct are referred to the head of discipline (HOD) by the respective grade heads. The HOD, at his/her discretion can refer extremely serious cases to the disciplinary committee (DC), the principal and the school governing body (SGB). The HOD is authorised upon conviction to allocate the following penalties in case of major offences: the refusal of privileges; removal as school official; temporary suspension from class; suspension from school activities. In cases where expulsion is considered as an appropriate remedy, the DC is to refer the matter to the SGB who then refers the matter to the Gauteng Department of Education for authorisation. Any finding the SGB makes is regarded as final and no further appeal will be allowed except as per Section 9 of the Schools Act No. 84 of 1996 for appeal to the Gauteng Department of Education.

4.4.3.2. School 2's disciplinary procedures

Educators in School 2 are permitted to make disciplinary entries into the central punishment register as well as the learner's homework book for minor offences. Parents are required to sign each of the entries. Entries consist of either 1, 2 or 15 demerit points. Upon reaching 15 points a learner is eligible for detention. When a learner has qualified for detention the parent / guardian of said learner is to be notified of the reason for the detention and the time and place it is to take place. Avoidance of or failure to attend detention is punishable by two more terms of detention. Parents and learners who feel wronged are to lodge an appeal to the HOD within seven days of the notice. A formal discussion takes place after a learner has completed three detentions and it is recorded in the central punishment register. Upon the completion of five detentions, the learners' name is placed on a report and sent out to the relevant educators. The report is followed by a disciplinary hearing if the learner's discipline has not improved.

Before a disciplinary hearing, the learner and his/her parents/guardians are to be informed of the complaint(s) against their child as well as the place, date and time for the hearing. The learner is provided with all legally entitled documentation. He/she is given the opportunity to state his/her version of the facts presented and have the right to assistance from a legal representative, educator, parent, or guardian; the right to be tried by impartial persons; and the right to be notified in writing of the decision of the DC. After the disciplinary hearing, if the learner is convicted of an offence mentioned in School 2's code of conduct, the DC may suspend the learner for a period of one week; or a period exceeding one week, pending the principal's decision on whether to expel the learner. The SGB must keep record of all disciplinary proceedings.

If the SGB decides to suspend a learner while awaiting the Department of Education's final decision on whether to expel the learner, the principal has seven days to make such a decision. If the learner and his/her parents feel wronged by a decision to suspend or expel a learner, they are to appeal to the Member of the Executive Council (MEC) of the Gauteng Legislator within a period of seven days. In cases that constitute an offence justifiable in terms of the Criminal Procedure Act, 51 of 1977, it is to be investigated by the South African Police Service (SAPS) and dealt with in accordance with the provisions stipulated in the Criminal Procedure Act, 51 of 1977.

4.4.3.3. School 3's disciplinary procedures

School 3 authorises its educators to make disciplinary entries for learner misconduct regarding behaviour, academics and in general. Offences are categorised in four levels and punishment is given according thereto. Educators are only allowed to make an entry once three warnings have been given. Parents are notified via SMS of said transgression. Educators send a letter with a report to parents after every fifth demerit point. Upon reaching 15 demerit points the learner is to serve one term of detention. School 3 also employs community service as a form of detention. The unauthorised avoidance of detention is followed by two more terms of detention, furthermore parents are required to make an acceptable apology. After the accumulation of 20 demerit points, School 3's DC requests a meeting with the parents of the child to work together towards a solution. This may include referral for counselling.

Level 4 violations are investigated by the principal and HOD. The process involves an interview with the parents and learner(s). Referral to the DC of the SGB depends on the nature of the offence. The referral is followed by a disciplinary hearing that may result in the temporary suspension on the learner(s). A recommendation for permanent suspension can be made to the GDE and if the matter remains unsettled an appeal can be lodged with the full SGB. The SGB may suspend the learner for a period of one week; or a period exceeding one week, pending the GDE's decision on whether to expel the learner.

After conviction and sentencing by the DC, a learner may make representations with regards to both to the SGB. The SGB, as the final institution must make a finding regarding both the merits of the conviction and any punishment imposed. Any conviction or sentence by the SGB is regarded as a final finding or sentence with no further right of appeal by a learner, except as far as Section 9 of the South African Schools Act, 84 of 1996, provides for further appeal to the Gauteng Department of Education (GDE).

4.4.3.4. School 4's disciplinary procedures

School 4 makes use of a demerit system in cases of minor offences. The allocation of demerits happens after a learner has been given a verbal warning and/or has been sent for a time out. Each infringement is allocated a certain number of demerits. After accumulating 40 demerits a learner is served with a detention notice no later than the Wednesday and is to be returned to the deputy principal on or before the Friday. The avoidance of detention is punishable by another term of detention on top of the one missed. Upon the

accumulation of two detention letters, two separate warning letters are sent to the parents and by the third warning letter, the learner is eligible for a disciplinary hearing.

The disciplinary hearing will consist of the school management team (SMT), the learner and his/her parent(s) and the chair of the SGB. The result of the disciplinary hearing may be suspension, expulsion, or other corrective interventions. Suspension from class will result in the learner sitting in a separate, supervised venue where he/she can continue with the academic work. In the case of suspension from school, the learner is sent home to be supervised by his/her parent(s) or guardian(s). Academic work will be sent via e-mail.

4.5. RESTORATIVE JUSTICE PRACTICES (RJP); POSITIVE BEHAVIOURAL INTERVENTIONS AND SUPPORT (PBIS); SOCIAL AND EMOTIONAL LEARNING (SEL); AND COOPERATIVE DISCIPLINE (CD)

School 1 has recently started employing RJP. Educators in School 1 see RJP as the foundation to their approaches to conflict management and problem solving both formally as disciplinary actions and informally in the classroom and on school grounds. As an alternative to current school disciplinary action, the SGB and/or SMT will have the discretion to refer learner(s) who are guilty of misconduct and are therefore liable for disciplinary action for deviance practices in accordance with the principles of restorative justice. Furthermore School 1 makes use of Reactive Circles that are designed to address disruptive behaviour that affects the learning environment. In addition, School 1 provides the opportunity for Restorative Interventions, which are problem-solving processes involving the victims and offenders. Lastly, School 1 employs Formal Restorative Conferences that entail a structured formal process that includes all relevant parties. Offenders are held accountable for their actions and victims are given the opportunity to express their feelings. Furthermore, these processes lead to agreements that address repair of damages and prevention of future misconduct. School 2 makes use of positive entries to reinforce positive behaviour amongst its learners. They are honesty; good behaviour; a positive attitude; respectful; hard working; working well with others; being friendly; loyalty; initiative; good morals; and helpfulness. School 3 employs a policy of positive interventions. Classes are encouraged to achieve certain goals throughout the quarter. These include changing classes neatly; neatly line up after break and before class; good behaviour in class; recycling; neatness of site after visit; and promptness of letters and slips. Furthermore, learners are rewarded with positive points for academics, sport, culture and good behaviour. Positive points are communicated to the parents via

SMS and after every fifth point a letter is sent to the learner's parent(s)/guardian(s). School 4 makes use of a merit system. Each merit is allocated a specific number of positive points. Learners start with 0 points at the beginning of the year and points are carried over from term to term. Learners who accumulate points throughout the year are given vouchers from the tuck shop, raffle tickets, airtime etc. depending on the number of points accumulated. Finally, the learner(s) who have the most points at the end of the year are awarded a certificate of meritorious achievement at the yearly prize giving.

5. CONCLUSION OF CHAPTER

This chapter contained the analysed and interpreted data and presented the reduced data that emerged from the transcripts of sixteen participants. The data was categorised using codes and patterns that emerged from the analysis. Furthermore, the data was classified and organised into eight themes with theme four being further divided into two sub-themes. In Chapter 5 the main findings of this qualitative study are discussed.

CHAPTER 5

DISCUSSION OF FINDINGS

5.1. INTRODUCTION

Contained in this chapter is the discussion of the findings after the data analysis was done by means of hermeneutics and content analysis. The transcripts were analysed through the use of hand-written notes which aided the categorisation of the data (Fraenkel & Wallen, 2006: 436). The data of this study was then divided into ten initial themes and refined into eight main themes and two sub-themes (Creswell, 2014: 277).

5.2. PUNITIVE DISCIPLINARY METHODS ARE THE MOST COMMONLY USED ALTERNATIVES TO CORPORAL PUNISHMENT (ATCP)

The data indicated that the participating schools are heavily reliant on punitive disciplinary methods to curb learner misconduct. For example, participants from each school indicated that, whether a school made use of a demerit system or a warning-based system, the result remained detention. This supports Maphosa's (2011, 84) finding that demotion, detention and suspension are the most regularly employed discipline methods to address serious learner misconduct. According to the definition provided for 'punitive' by the Merriam-Webster Online Dictionary (2018), 'detention' forms part of punitive discipline methods due to it being exclusion-based in its roots.

It is also evident that the participating schools employ a distancing mechanism for individual disruptive learners in classrooms. For example, individual disruptive learners are removed from his/her immediate environment and placed somewhere else where he/she still has access to learning. In doing so, the participating schools manage to take control of the situation without infringing on a learners' right to education. This, however, remains a form of punitive discipline. Reyneke (2015, 63) was of the opinion that punitive discipline methods are in fact contributors to learner misconduct. Similarly, Ross (2012, 11) argued that most of the alternative discipline methods employed by schools are still punitive in nature resulting in increased learner misconduct. Flannery, Fenning, Kato and McIntosh (2014, 112) explained that one major contributing factor to school disengagement is the likelihood that educators will rather use punitive disciplinary measures instead of positive disciplinary measures to deal with learner misconduct.

It is evident from the data that some participants believed that the consistent implementation of punishment serves as a preventative method in itself. For example, Participant B indicated that School 1's discipline policy is more punishment-based but is implemented regularly and effectively. Participant D explained that the way detention is utilised in School 1 often serves as a 'double punishment' because learners miss out on extra-mural activities due to having to attend detention. What is also evident from the data is that some schools follow the DBE's disciplinary policies and procedures by the book, as mentioned by Participant C. These schools generally do their best within the constraints provided by the DBE. However, there are also schools that have adapted their discipline policies to be more relevant to their own school context and disregard guidelines provided by the DBE. As indicated by Participant I, these schools argue that their "personalised system" is more effective than the one provided by the DBE.

It also emerged that some of the participants regard the use of punitive disciplinary methods, more specifically detention, as not only punishment for the learners, but it also punishes the educators who are required to supervise detention periods.

5.3. SCHOOL DISCIPLINE REQUIRES PARENT-CHILD-EDUCATOR COLLABORATION

It is important for all relevant parties to be involved in learner discipline processes. In the past corporal punishment seemed to be the most regularly used method, both at the home and in the school environment. The abolishment of corporal punishment has however led to uncertainties regarding disciplinary actions and systems in South African schools.

The term *in loco parentis* is a frequently used term in the educational environment. Merriam-Webster Online Dictionary (2019) defines the phrase *in loco parentis* as "in place of a parent". In conjunction with this Oosthuizen and Van der Walt (1998, 89) indicated that *in loco parentis* with regard to the educator implies the role of "acting-parent". They explained that one of the most important factors with regard to parenting is the instilling of discipline. *In loco parentis* is a legal instrument designed to bring order with regard to the duties of educators in the schooling environment. Oosthuizen and Van der Walt (1998: 89) referred to a more philosophical reasoning amongst jurists, indicating that jurists compare the duties of parents and educators, but do not associate them with each other, or regard them as identical. Oosthuizen and Van der Walt (1998, 93) explained the dynamics of *in loco parentis* as follows: "*In loco parentis* refers to the interaction between two societal spheres, e.g., those of the school and the family. The family is regarded as the primary societal sphere since education commences within the context of the family." Due to the

family functioning as the primary societal sphere, the school is then seen as the secondary sphere, as the child is entrusted to the secondary sphere by the primary sphere. Therefore, the school and educators function within set juridical parameters, providing them with a variety of discretionary measures regarding the education of a child within the context of the school functioning as a societal relationship.

One of the key pillars of discipline maintenance is communication. Participant A explained that open communication with all parties (parent, child and educator) involved in learner disciplinary proceedings, is of critical importance. It is evident from the data that a communication gap often exists between the two societal spheres, namely the primary societal sphere (PSS) and the secondary societal sphere (SSS)) as explained by Participant B's statement that 21st century parents are more challenging. Participant B attributed his claim to the frequency of parents challenging the school's discipline policy. This is supported by Participant D's statement that parents have various issues in their personal lives, leading them to transfer their primary responsibilities to the secondary societal sphere, the school. Participant D explained that this results in the child becoming aware of a lack of influence in one of the societal spheres in his/her life. This in turn leads to the child behaving inconsistently at home and at school due to the child's awareness that there is a lack of cohesion between his/her educators and parents. Participant D added that this phenomenon is also seen in the primary sphere where a rift between parents exists.

It is evident from the data that often, learner misconduct has its roots in the primary societal sphere. For example, Participants F and K explained that many learners come from dysfunctional homes where discipline is not applied consistently or where there are no consequences for bad behaviour. Similarly, Participant L explained that educators are noticing that learner behaviour often mimics that of the parents and that some parents lack the necessary parenting skills. Participant O explained that School 4 must deal with parents who have different views on discipline maintenance than the school. This discrepancy is then noticed by the child, resulting in the child challenging authority more often. This was supported by Participant H's explanation about how parents apparently want complete control over everything, including the school's disciplinary policies and procedures. She was of the view that misconduct is viewed differently in the primary societal sphere than in the secondary societal sphere. In this regard Participant E expressed the opinion that parents should be punished with their children. He explained

that if the parents are participating in their child's bad behaviour, they should participate in his/her punishment. In doing so, Participant E believed that schools can encourage parents to accept responsibility as the primary educators of their children.

Participant B argued that parents need to have faith in the school's discipline policies and procedures. Rather than consistently challenging the school's practices, parents should accept and trust the disciplinary actions taken by the school. According to Participant E parents need to consider that there is a broader goal and bigger picture with regard to the societal development of learners. This is supported by Participant J who indicated that the families (primary societal sphere) and the school (secondary societal sphere) need to work towards the same goal. However, the data suggested that this is not the case.

5.4. DEPARTMENT OF BASIC EDUCATION'S DISCIPLINARY REGULATIONS ARE CONSIDERED INSUFFICIENT

Moyo *et al.* (2014, 3) hold the opinion that educators in South Africa feel that the Alternatives to Corporal Punishment-policy implemented by the Department of Basic Education (DBE), is "ineffective, inadequate and a waste of time". In addition, they feel that the DBE is unconcerned about the problems created by this policy and do not understand its magnitude with regards to the impact it has on teaching and learning and the management of the entire school. The evidence from the data supports the above-mentioned statement. For example, Participant B explained that the DBE's discipline policy (ATCP) stems from a more academical viewpoint and that its methods are not always practical or effectively implementable. Participant B added that some schools might view ATCP as too "harsh" whereas others might view it as too "light". Participant C was in support of the latter view, explaining that ATCP "lacks teeth" and that learners have come to realise this. Participant C stated that this has led to educators having to "walk on eggshells". This is line with what Moyo *et al.* (2014, 2) have indicated in stating that in the post-corporal punishment era, teaching as a career has become stressful and challenging, contributing to the lack of morale amongst educators in South African schools. Participant H explained that ATCP inhibits educators from fulfilling their duties in the secondary societal sphere and that anything done with positive intentions can easily be turned around and used against the educator. Participant H believed that today's learners are "taught" to question educators' authority. What is evident from the data is that learners have developed an 'immunity' towards ATCP as explained by Participant F and Participant G. They stated that learners are not "threatened" by what awaits them after misbehaving.

Both Participant F and G inferred that some learners see poor behaviour as a “challenge” or “popularity contest”. Participant L explained that the DBE does not fully grasp the concept of education in its totality. In her experience, Participant M felt that the DBE has bound educators’ hands with regards to learner discipline and educator authority.

Evidence from the data shows that educators are bound to the regulations set out by the DBE. However, it has emerged that schools have started customising their discipline policies to suit the contextual needs of their respective school and community. For example, Participant M explained that she has not read the DBE’s disciplinary policies and is not interested to do so due to the effectiveness of School 4’s ‘customised’ discipline system. This view was supported by Participant K who explained that there was no need for the DBE’s ATP policy in School 3 due to School 3 having developed their own discipline system. Participant K acknowledged that ATP is a good base to start from and to which one can add to suit the school’s specific needs. Participant I supported this statement by mentioning that schools should create and employ their own discipline systems. However, Participant I added that the DBE is not interested in helping schools to achieve this. This has resulted in schools making use of external professionals due to the DBE not meeting their obligation to support the schools. Participant O explained that educators are of the opinion that gaps exist within the DBE’s disciplinary policies that remain unspoken. She also mentioned that in the areas where there are no gaps the policies lack proper implementation. Participant I concluded that School 3’s discipline system is sufficient and that if the DBE should decide to bring in new regulations, it most likely will not succeed.

5.5. PROFESSIONAL DEVELOPMENT (PD)

5.5.1. Internal Professional Development and Mentorship programmes can promote educator morale and authority

As evident in the previous section, educators generally do not view the ATP document as effective, efficient and adequate. This supports the finding of Moyo *et al.* (2014, 3). This has led to a decline in educator morale over the past decade. Due to the constricting nature of ATP, promoting learner discipline maintenance has become an issue for educators. What transpired from the data is that schools generally do not make use of any professional development programmes offered by the DBE. Schools rely more on external professionals to train their educators with regard to learner discipline. The data also

indicated that there is need to implement mentorship programmes to support educators who are new to the educational environment. For example, Participant A stated that schools can always do more to empower their staff members and that schools need to learn from each other. Participant A explained that senior educators often assume that newly appointed educators understand how to manage learner discipline in their classes and that senior educators need to take more responsibility in the mentoring of new educators. This view is supported by Participant C who contended that young educators are not sufficiently knowledgeable and trained to administer ATCPs effectively and that there is an urgent need for mentorship programmes. Participant F explained that it is of critical importance for educators to “buy” into their school’s discipline policies and procedures. Participant F and Participant H indicated that School 2 has annual mentorship programmes during which newly appointed educators are taught and guided through the processes and procedures pertaining to the management of learner discipline. Participant I explained that School 3 employs similar ‘tactics’ in that young educators are being assigned mentors to aid and support them, especially in situations involving parents and children. Participant L supported this by stating that there is no better training for a young educator than to be able to spend time and observe a senior educator in his/her environment.

Participant B explained that there is an enormous difference in the way experienced educators manage learner discipline compared to how their less experienced colleagues manage learner discipline. Participant B argued that this leads to confusion among educators owing to double standards with regard to discipline management. Participant H brought more confusion to light by explaining that although educators are expected to ‘do things by the book’, parents seem to think their methods are too strict, resulting in educators being reprimanded by senior management for the things they were told to do. Participant B stated that said ‘double standards’ added to the confusion and has a tremendous influence on educator morale. Participant A explained that educator morale is dependent on the personality of individual educators and the leadership style of the principal and other senior staff. Both Participant I and F explained that educators struggle to keep a high morale owing to the difficulty they experience with parents and that the parental interference has a negative effect on especially older educators. Participant F also mentioned that educators lack authority because parents do not respect school’s discipline policies and procedures and in doing so undermine educators’ authority.

Participant K explained that when staff members approach senior management with a disciplinary issue and this is addressed immediately, it results in the upliftment of educator morale due to educators since attention is being paid to their side of the story as well. Participant K added that this leads to more the effective implementation of the school's policies and procedures because educators can "trust the system".

The data suggested that novice teachers do not receive enough professional development or mentorship support. Participant B explained that tertiary institutions should place more emphasis on educating and training aspiring educators with regard to ATCP. In the same vein, Participant G stated that not only do institutions not place enough emphasis on proper discipline practices; they paint a pretty picture of discipline in schools which is far from the reality. Participant B believed that the DBE should ensure that educators are fully equipped to maintain the discipline policy it prescribes. Moswela (2008, 102) explained that knowledge of educational law is essential for educators and that it should form part of the curriculum for educators at tertiary institutions. Moswela (2008, 101) also established that only a small group of educators have sufficient knowledge of education law and that often this knowledge was acquired at international tertiary institutions. Participants C and K explained that although numerous professional development courses are available, they are often presented by persons who are no longer actively involved in the teaching profession and therefore these courses are deemed impractical and ineffective. Participant F explained that these courses are more focused on "what not to do" than on "what to do". According to Participant D there is a shortage of material to present professional development courses in-house. Participant E added that although many courses are available the ultimate value of a course is dependent on the correct implementation of the course content in schools and the quality of the training educators receive.

It is evident from the data that some schools make a concerted effort in equipping and training their educators to administer and implement their school's discipline policies and procedures. For example, Participant I and Participant J explained that School 3 regularly employs the services of specialists from organisations such as the South African Teachers Union (SATU) to provide assistance in the training of educators. This was supported by Participant L's statement regarding the recruitment of specialists to train educators as soon as a new phenomenon is identified. Participant P explained that educators at School 4 are sent for intensive training with regards to matters pertaining to learner discipline. However, Participant P explained that novice educators need time to familiarise

themselves with a school's discipline policies and procedures. Participant N attributed the success of School 4's discipline system to the support staff members received from senior management regarding the management of learner discipline.

5.5.2. Lack of educator knowledge with regards to non-exclusionary discipline methods

According to Maphosa (2011, 83) most educators in the South African educational environment have little knowledge about the effective management of learner discipline. This is supported by Lustick (2017, 303) and Mergler *et al.* (2014, 27) who argued that the negative perceptions educators have of ATCPs are due to a lack of knowledge about the topic. What was evident from the data is that some schools do use professional development and mentorship programmes to educate and train new staff members with regards to the school's discipline policies and procedures. However, what was also evident is that educators lack knowledge about particularly non-exclusionary disciplinary strategies. All the schools participating in this study confirmed the use of detention. When participants were asked if they had any knowledge of non-exclusionary methods of discipline, most of them indicated that they were not aware of any such methods and that they were bound by the DBE's ATCP document. Participants A and D explained that School 1 uses detention as its main disciplinary strategy. Participant A indicated that she is unaware of any other methods or of other schools employing ATCPs. According to Participant D some schools did make use of physical labour, but that this has since been stopped. It was also evident that some educators viewed detention as a non-exclusionary method of discipline as explained by Participant A's statement that detention is not exclusionary because learners sit together in a class. Mergler *et al.* (2014, 30) contended that the removal of a disruptive learner from the educational environment will not correct the learner's behaviour and does more harm than good. Evidence from the data indicated that the participating schools all act in a similar manner regarding a disruptive learner. For example, Participant F explained that a disruptive learner is removed from his/her direct environment and placed elsewhere where he/she still has access to the lesson being presented. Participant F also mentioned that if the disruptive learner has not managed to complete the work required for that lesson, he/she must come during break to finish the work. Participant I stated that a disruptive learner is removed from his/her direct setting and placed at the door to retain access to the lesson. This was reinforced by Participant K who explained that educators are not allowed to send a learner out of the class but can

remove a learner from his/her direct environment without denying him/her access to the lesson. Participants M and O concurred with these measures.

5.6. PREVENTION IS BETTER THAN CURE (PREVENTATIVE DISCIPLINE)

According to Participant A one advantage of corporal punishment was that it served as immediate punishment. Participant A explained that even when a learner misbehaved in such a manner that he/she was given direct detention, he/she will only serve that punishment on a future date. Participant A referred to this as “postponed punishment”. Participant A explained that postponed punishment does not contribute to the learner benefiting from the experience due to him/her forgetting why he/she was punished, resulting in a lack of understanding with regard to the punishment. Participant B supported this by explaining that the moment a learner misbehaves, he/she needs to be reprimanded there and then; when the learner is punished at a later stage, the methods cease to be effective.

Oosthuizen *et al.* (2003: 468) explained that the main approach to preventative measures to learner discipline is to focus on positive disciplinary strategies that do not seek to destroy but rather build the learner’s self-esteem and deter or avoid incidents of learner misconduct. Skiba *et al.* (2014: 559) explained that there is a need to replace exclusionary methods of discipline with more preventative and instructional approaches that will aid in the development of safer and healthier educational environments. Participant B explained that School 1 has started employing restorative justice practices (RJP) and that this process involves resolution between the parties involved and that School 1 is leaning more towards avoiding action, if there is a possibility of doing so. Mergler *et al.* (2014: 26) provided three main approaches as alternatives to exclusionary discipline (ATED), namely: positive behaviour interventions and support (PBIS), social and emotional learning (SEL) and restorative justice practices (RJP). Mergler *et al.* (2014: 26) explained that these methods are best implemented holistically and require a paradigm shift away from punishment towards education and the realisation of positive behaviour and the building of an all-inclusive educational community. This is supported by Participant E who explained that prevention is better than cure but emphasised that it is of critical importance that educators receive specialised training and support in these methods. Mergler *et al.* (2014: 28) explained that said methods confirm the existence of restorative methods that are preventative in nature which can decrease the use of exclusionary discipline methods, promote academic performance and curb learner misconduct. Participant C explained that

there is a relation between effective discipline maintenance and educator attitude. In addition, Participant C explained that educators do not simply start their careers with successful disciplinary strategies but indicated that the management of learner discipline improves over time through the development of “personalised disciplinary systems” (PDS) and that pre-operational and organisational skills go a long way in keeping learners preoccupied. This supported what Maphosa (2011: 84) questioned in respect of the motives of ATCP when more proactive, supportive and preventative methods are needed. This is supported by Participant F who stated that educators should always be “a step ahead” of parents and learners. Participant J agreed with Participant F by and added that educators need to be always aware and proactive to “solve the problem before it occurs”. Participant G believed that although School 2 is employing a preventative discipline system, it is not the case at all South African schools.

The DBE (2012: 2) declared that positive discipline does away with any form of violence-based discipline and that the approach is aimed at guiding learners’ behaviour. Good behaviour should be fostered through the role the educator plays as mentor and guide to the learner; and by the school making a long-term investment in the development of its learners. Maphosa (2011: 78) explained that positive discipline entails the use of proactive, empowering and cooperative approaches to learner discipline. Participant J explained that by treating learners with respect and employing positive reinforcement, learners will start to reciprocate. This supports the development of learners to their full extent and promotes the educational environment through the elimination of fear, the encouragement of enjoyment and the education of learners in self-discipline. In support of this, Participants E and I explained that positive discipline is designed to build up learners and that educators should always keep in mind that they are dealing with children who are on a journey of discovering themselves. This view was corroborated by Participant M who contended that School 4’s discipline system is designed in such a way that the learner is afforded the opportunity and ability to understand why what he/she has done is not desirable behaviour through the experience he/she goes through during the disciplinary proceedings. This supports what Maphosa (2011: 78) indicated that positive discipline does not only educate, it creates a sense of belonging, it is respectful and encouraging to all parties involved, it trains learners in the development of social and life skills and it invites learners to discover their capabilities. For example, Participant B and Participant C both explained that learners need to be able to learn out of the disciplinary actions taken against them. In doing so, Participants B and C explain that one can instill a sense of growth through the process.

This is in support of what Maphosa (2011: 78) who mentioned that positive discipline is centred in the notion that discipline must be taught and that discipline educates. The goal of discipline is to assist learners in developing self-discipline through their own efforts rather than through the efforts of another by means of fear, force, monitoring or threats. Participant B explained that learners must understand that the idea is not to punish but to correct. Participant L explained that the punishment should be relative to the infringement. This supports what both Reyneke (2015: 60) and the Western Cape Department of Education (2000b: 9) stated in terms of discipline needing to be constructive and a natural consequence of misconduct. Participant O explained that corporal punishment had a short-term effect on learner behaviour and that schools need alternatives with long-term effects to record a positive change in learner-behaviour. Both Participant A and Participant E explained that in positive discipline a restorative relationship exists where all parties involved can communicate and work towards the same goal.

5.7. EFFECTIVE SCHOOL DISCIPLINE IS CENTRED AROUND COMMUNICATION; TEAMWORK; AND CONSISTENCY

It is evident from the data that for schools to maintain learner discipline effectively, there should be an open line of communication in the parent-child-educator relationship. Participant A explained that when acting against a disruptive learner, educators must always keep an open line of communication with all parties involved (PSS and SSS). Participant A also indicated that both the parents and the infringing learner(s) need to be notified of the misconduct and be informed of the processes and procedures to follow, so that learners can benefit from the experience and hopefully not transgress again. Participant I explained that educators in School 3 work directly with the help of parents to maintain discipline at home.

Participant D, Participant M, Participant I and Participant O explained that parents (PSS) and educators (SSS) need to be on the same page regarding the development of a learner. Participant D stated that in the current situation in South African schools, educators are on the one side and parents on the other which ultimately inhibits all parties involved from achieving their goal. Participant H explained that tension exists between staff and senior management at their school due to senior management's insistence that everything should be 'done by the book', thereby making themselves unpopular with the parents.

Participant E explained that parents tend to ‘run’ straight to the DBE when their child is being accused of misconduct. Such instances should be deemed as procedurally incorrect and set aside due to parents not following the correct line of communication. Participant E stated clearly that this indicated that parents perceive the school as ‘not doing its job’.

Serakwane (2008: 59) explained that effective management of learner discipline is reliant on educators’ ability to relate to a diverse learner population and that educators constantly need to take race, gender and culture into consideration. Participant C explained that effective discipline maintenance is built on an all-inclusive and strict system that is implemented consistently across the board. This is supported by Participant M’s statement who contended that School 4 does not differentiate and treats all learners the same. Participant J explained that one of the contributing factors to School 3’s proactiveness is the caring attitude of its educators. Participant O and Participant M both believed that the promotion of learner discipline should happen consistently. They argued that if educators “stick to the process” they should not encounter any problems. Participant D and Participant K supported this by explaining that learners are quick to exploit the inconsistent application of disciplinary policies which inevitably renders disciplinary actions ineffective. Participant B explained that novice educators do not implement discipline consistently enough and that they must be provided with the appropriate guidelines and support. Participant K mentioned that educators differ in personality and that some are stricter than others by nature, therefore inadvertently contributing to the inconsistent application of disciplinary procedures and processes.

Participant I explained that School 3 has two heads of discipline, one for Grades R-3 and one for Grades 4-7. This ultimately assists the management of learner discipline due to the separation of the Foundation and Intermediate Phases and the delegation of duties regarding disciplinary processes and procedures. Participant E mentioned that schools’ senior management structures should form part of the disciplinary processes and procedures to ensure consistency, especially with regard to serious misconduct. Participants B, G and K supported this by stating that upon learner misconduct, the parents of the learner must immediately be contacted by the Head of Discipline. Participant F mentioned that School 2 has three staff members in management positions who deal with learner misconduct. Participant N attributed School 4’s effectiveness regarding the management of learner discipline to educators receiving appropriate support from those in management positions.

Participant A explained that it is of critical importance for educators to receive support from top management. Participant A argued that that within each school you have differences in respect of educators' interpretation of the severity of acts of misconduct. Participant A explained that such differences in interpretation are similar to those one finds in a household where a mother feels one way and a father feels differently about a matter. This is a further indication of the subjective nature of discipline in both societal spheres. Participant K explained that educator authority is subject to the support educators receive from top management with regard to promoting learner discipline. Participant J indicated that in School 3 there is great cohesion and teamwork among educators and the senior management of the school. This is supported by Participants F and I's statements that it is crucial for educators to seek objective opinions and to work as a team when it comes to promoting learner discipline.

5.8. THE HUMAN RIGHTS ELEMENT

Moswela (2008: 102) indicated that two areas of need were identified by educators, namely children's rights and punishment. These two areas are related because the improper use of punishment can be constituted as a violation of a child's rights. Therefore, educators feel that a knowledge base regarding education law is required for them to appropriately punish learners. What was evident from the data is that there is confusion among all parties involved with regard to human rights. Parents feel that educators are infringing on their children's rights and educators feel that the circumstances under which they work infringe on their rights. Moswela (2008: 93) explained that in their interaction with learners, educators are tasked with the management of learner discipline while promoting an environment conducive to effective teaching and learning, indicating that educators have the right to administer discipline in a fair, non-discriminatory manner.

Participant H explained that more and more educators are leaving the teaching profession due to them not being equipped or being unable to deal with learner discipline. This supported what Serakwane (2008: 33) stated regarding one in every three educators leaving the profession due to disruptive schooling environments. Participant L supported this by indicating that school management teams should be very careful about dismissals of educators because it can have a negative impact on the image of the educational sector as a career, particularly among aspiring educators. Serakwane (2008: 33) furthermore explained that educators place the blame on parents who do not have sufficient disciplinary skills. Participant D explained that for the most part educators are

feeling powerless and perceive a lack of authority due to their rights not being considered. This, Participant D explained, has an enormous impact on educator morale as educators are always blamed and never praised. According to Participant D it comes across as if learners have all the rights and educators have none, leading to parents giving the benefit of the doubt to the child without even questioning their child's misbehaviour. Participant D explained that this instills a lack of responsibility among learners for they always have someone to "clean up after them". Participant B, however, explained that in the case of School 1, educators have the full support of senior management who do all they can to strengthen the hands of educators rather than just "rolling over" and giving the learner the benefit of the doubt. Participant H explained that School 2's policies are structured in such a way that the rights of all parties involved are respected and protected. This is supported by Participant E's statement that respect and protection aid in the understanding and respecting of the disciplinary processes and procedures. Participant L explained that the policies of School 3 are set out with the intention that what is applicable to the learners is also applicable to the educators. However, Participant L stated that in the 21st century this is not the case and that rules seem to only apply to educators and not to learners. Participant F explained that learners are "over-protected" by the DBE's regulations that are not always realistic. This supported what Maphosa and Shumba (2010: 396) suggested that schools must propose new and functional alternative disciplinary methods to curb learner misconduct. Maphosa and Shumba (2010: 387) also argued that this illustrates the predicament schools are confronted with in having to respect children's rights and at the same time find effective disciplinary methods to remedy learner misconduct. Participant E explained that educators' hands are tied when it comes to learner discipline. For example, a disruptive learner infringes on the rights of his/her fellow learners because the educators are perplexed by the issue of consideration of children's rights. This statement is supported by Participant B's view that, "the rights of many outweigh the rights of one".

5.9. DOCUMENT ANALYSIS

5.9.1. Disciplinary actions

The analysis of the participating schools' code(s) of conduct indicated that the first action taken against learner misconduct is either verbal and/or written warnings and/or the awarding of demerit points. Furthermore, the analysis indicated that all the participating schools are still reliant on punitive disciplinary methods ranging from detention to

suspension, confirming what Maphosa (2011: 84) found regarding the disciplinary methods used by educators being mostly punitive and reactive.

5.9.2. Chain of command

It is evident that all the participating schools require educators to deal with minor incidences of learner misconduct themselves. In cases of serious learner misconduct, educators are required to escalate the matter to the head of discipline (HOD) or grade head whereafter the DC and SGB can also partake in the proceedings if necessary.

5.9.3. Disciplinary procedures

The data indicated that the participating schools either make use of a warning or demerit entry as the beginning of the disciplinary procedure(s). Students are limited to a certain amount of demerits points or warnings before they qualify for other disciplinary actions. These actions vary from school to school, but the most common disciplinary action taken against minor learner misconduct is detention. Both the principal and HOD take charge in cases of serious learner misconduct. They do so in conjunction with the DC and SGB as well as the GDE. Throughout the disciplinary practices and procedures, all the participating schools make considerable efforts to involve both parents and students in the process by means of constant communication between all parties.

5.9.4. Restorative Justice Practices (RJP); Positive Behavioural Interventions and Systems (PBIS); and Social and Emotional Learning (SEL)

An analysis of the respective code(s) of conduct indicated that all the participating schools use of RJP, PBIS and SEL in some or other form. School 1 uses of reactive circles (designed for the addressing of disruptive behaviours); restorative interventions (problem-solving processes involving all parties); and restorative conferences (a structured formal process involving both victims and offenders). School 2 applies positive merit entries (reinforcement of positive behaviour). Schools 3 and 4 also employ positive merit systems in combination with positive interventions.

5.10. CONCLUDING REMARKS

In this section the findings based on the data collected were presented and discussed. This was done in accordance with the central themes and sub-themes that emerged from the data. It is evident from the data that most South African schools still make use of various forms of punitive and exclusionary disciplinary strategies. However, some schools

are starting to employ more preventative and positive disciplinary methods. What was also apparent was that although schools are bound by the DBE's policies and regulations, they have little regard for these. Furthermore, educators feel that the professional development presented by representatives of the DBE lacks both ability and context. It emerged from the data that tertiary institutions do not supply sufficient material with regards to the management of learner discipline, more specifically preventative disciplinary measures. This ultimately contributed to the lack of knowledge about preventative discipline and positive discipline methods. Evidence from the data suggested that educators feel disempowered by the influence parents seem to have in the schooling environment and that educator rights are not respected and protected. What was also evident was that schools have started to employ their own processes and procedures with regard to discipline maintenance. Said schools are also focused on providing mentorship to young educators to aid educator morale and authority.

In the next chapter I present answers to the research questions. I also offer some recommendations to improve practice and suggest areas for further research.

CHAPTER 6

RECOMMENDATIONS AND CONCLUSION

6.1. INTRODUCTION

This study aimed to determine how educators in public schools in Pretoria perceive the implementation of alternatives to corporal punishment in the maintenance of school discipline as well as their perceptions of alternatives to corporal punishment. Furthermore, the study also investigated what alternatives are being used in the maintenance of school discipline and what challenges educators experience in the management of learner discipline and how they deal with these challenges. The research questions that guided this study were:

The primary research question was as follows:

How do educators in selected schools in Pretoria perceive the implementation of alternatives to corporal punishment in the maintenance of school discipline?

The primary research question was supported by the following sub-questions:

- What non-exclusionary alternatives are used in selected schools in Pretoria in the maintenance of school discipline?

- How do alternatives to corporal punishment contribute to the holistic schooling environment in selected schools in Pretoria?
- Who are the educators involved with the maintenance of school discipline in selected schools in Pretoria?
- How successful do educators in selected schools in Pretoria perceive alternatives to corporal punishment to be?

In this chapter I answer the research questions, provide recommendations and suggest areas for further research. I also discuss the strengths and weaknesses of the study.

6.2. ANSWERING THE RESEARCH QUESTIONS

6.2.1. How do educators in selected schools in Pretoria perceive the implementation of alternatives to corporal punishment in the maintenance of school discipline?

It is evident that educators in public schools in Pretoria have negative perceptions of the DBE and ATPC in general. The participants indicated that the implementation of ATPC is rather subjective due to every educator viewing learner discipline differently and by extension educators implement different disciplinary strategies. Some educators are stricter than others resulting in more frequent disciplinary entries and actions taken in comparison with their colleagues. The participants are of the view that ATPC has placed an enormous administrative burden on educators resulting in the implementation of ATPCs being inconsequential. The data suggested that the lack of trust in the system has led to a decline in educator morale and has forced the management of schools to seek alternative professional development opportunities in the private sector to educate and train educators with regard to the management of learner discipline.

It was also evident from the data that educators in public schools in Pretoria believed that the management of learner discipline goes hand in hand with consequences for bad behaviour and consistency in the application of disciplinary policies and procedures. The participants indicated that inconsistent application and implementation of disciplinary policies are quickly identified and exploited by learners. According to the participants, a lack of experience, attitude and personality all contributed to the inconsistency and ineffectiveness of learner disciplinary policies in schools. To counter this, the participants indicated that schools should look to delegate duties regarding the management of learner

discipline maintenance among members of the senior management of the school and that they (senior management) should be involved in the disciplinary procedures at the school. The participants also indicated that educators should receive strong support from the senior management of a school with regards to the management of learner discipline as this most definitely affects educator authority in the school environment.

6.2.2. What non-exclusionary alternatives are used in selected schools in Pretoria in the maintenance of school discipline?

The data suggested that public schools in Pretoria primarily rely on the use of punitive disciplinary methods to address learner disciplinary challenges, as indicated in Chapter 2. The respective codes of conduct of the participating schools vary to some extent, but the golden thread remains the use of some method of exclusionary discipline (detention or removal from the immediate classroom environment). Said codes of conduct also vary in the implementation thereof as some of the participating schools follow and implement the generic DBE disciplinary policies and procedures to the letter, while others have chosen to customise and contextualise their learner disciplinary policies to be more relevant to their local context and community.

It emerged that the use of punitive disciplinary methods not only punishes the learner, but the educator as well. As a result, the participating schools have all started to apply more positive and inclusive disciplinary strategies such as restorative interventions, restorative conferences and positive merit entries. All the participating schools make considerable efforts to communicate with both learner(s) and parent(s) on a continuous basis during the disciplinary process. This ultimately contributes to a move away from exclusionary and punitive disciplinary strategies.

The data corroborated the statements made by Maphosa (2011: 83), Lustick (2017: 303) and Mergler *et al.* (2014: 27) regarding a lack of knowledge among educators in terms of effective strategies to manage learner discipline. The data furthermore highlighted that educators in public schools in Pretoria lack sufficient knowledge about non-exclusionary discipline methods. This is supported by what the participants provided with regard to the removal of disruptive learners from classes as indicated in Chapters 4 and 5.

The participants indicated that although detention remains the main deterrent to learner misconduct, it is largely ineffective due it being a form of postponed punishment. The lack of effectiveness of postponed punishment is attributed to learners not understanding the

reasons behind them being punished because they forgot why they were punished in the first place owing to the time lapse between the infringement and the punishment.

All the participating schools strive to have a more inclusive educational environment. The inclusion of positive and preventative discipline methods is still in its infancy with the participating schools only beginning to implement such methods. It is evident though that there is a general shift in focus away from negative disciplinary strategies (punishment-based) towards more positive disciplinary approaches (relationship-based).

6.2.3. How do alternatives to corporal punishment contribute to the holistic schooling environment in selected schools in Pretoria?

There seems to be confusion among parents and educators about the legal parameters of *in loco parentis*. Various participants indicated that they experience constant pushback from parents regarding the disciplining of learners as indicated in Chapter 4. It is evident that there is a gap in communication between the two societal spheres. Various participants indicated that dysfunctional homes are the root cause of learner misconduct and that learner behaviour is often a mirror image of parental behaviour at home. It is evident that there is a lack of trust between parents and educators with regards to the learner discipline. Furthermore, there is confusion in the two societal spheres (primary and secondary) about human rights. Educators in public schools in Pretoria are of the view that their rights are not being considered due to the challenging environment in which they are required to work.

The data confirmed Serakwane's (2008: 132) findings that educators are leaving the profession due to a lack of education and training with regard to effective management of learner discipline and disruptive schooling environments. A perception is prevalent among educators that children have all the rights and educators have none. Parents are reluctant to question their child's behaviour and rather place the blame on the school and/or individual educator(s). According to the participants, this is a major contributing factor for the decline in educator morale and authority. The participants furthermore indicated that the DBE's rules and regulations seem to only apply to educators. The participants mentioned that the DBE's policies are inherently 'overprotective' and generally unrealistic. This supported the argument by Maphosa and Shumba (2010: 387) that educators are challenged on two fronts. On the one hand educators must respect children's rights and on

the other hand they have to find new positive non-exclusionary methods of discipline to effectively address learner misconduct.

The participants indicated that educators struggle to keep a high morale due to the pressure(s) placed on them by the school management and the parents. The participants indicated that tertiary institutions need to place more emphasis on the education and training of aspiring educators with regard to the theory and practice of the management of learner discipline within the schooling environment. This confirmed Moswela's (2008: 101) argument that educational law should form part of the undergraduate curriculum at tertiary institutions.

The data further indicated that educators view most of the available DBE professional development courses as impractical and ineffective. This is because the presenters of these courses are often not involved in the educational sphere themselves. The participants indicated that these courses are generally based on "what not to do" rather than on "what to do". One participant pointed out that the value of a course is dependent of the correct implementation of the course content within the schooling environment as well as the quality of the training educators receive.

6.2.4. Who are the educators involved with the maintenance of school discipline in selected schools in Pretoria?

The participating schools require educators to deal with minor learner misconduct in their own capacity within the confines of the school's code of conduct. Educators are required to escalate incidences of serious learner misconduct to the HOD or grade head. It is the responsibility of the principal and HOD to lead the procedures with regard to serious learner misconduct. They do so in conjunction with the disciplinary committee of the school governing body as well as the Gauteng Department of Education (GDE).

All the participating schools make considerable efforts to communicate with parents and learner(s) throughout the whole disciplinary process which aid the shift towards positive discipline within the educational environment. The participants all agree that educators (secondary societal sphere) and parents (primary societal sphere) need to work as a team in respect of the development of children.

The importance of mentorship programmes cannot be overstated. The participating schools all try to assign novice educators to mentors to support and assist them with the

required processes and procedures pertaining to learner discipline. However, there seems to be a significant difference in the approaches to learner discipline by more experienced or senior educators as compared to that of more inexperienced educators. This leads to inconsistencies and double standards in the implementation of disciplinary actions. For example, one participant mentioned that educators are expected to do everything by the book but are then reprimanded for being too strict when they implement the code of conduct prescribed to them.

6.2.5. How successful do educators in selected schools in Pretoria perceive alternatives to corporal punishment to be?

Educators in public schools in Pretoria view the Alternatives to Corporal Punishment policy prescribed by the DBE as ineffective, inadequate and a waste of time, as noted by Moyo *et al.* (2014, 3) in Chapter 2. The participants indicated that this policy was drafted from an academic standpoint and lacks practical and implementable methods to curb learner misconduct. Various participants indicated that learners have grown immune to ATC's, they understand that ATCPs "lack teeth" and pose no "threat" to them. Educators are of the view that their hands are bound by the DBE's disciplinary policies when addressing disruptive behaviour. Furthermore, educators are of the view that there are several gaps in the discipline policies and practices and that these gaps are not addressed, leading to the DBE not meeting their obligation towards public schools.

6.3. SIGNIFICANCE OF THE STUDY

Questions that arose during the study were:

- Are educators receiving enough training and education regarding discipline management?
- Do the rights of many outweigh the rights of one (removal from class)?
- Are the current DBE professional development courses up to standard?
- Are tertiary institutions placing enough emphasis on the management of learner discipline in their undergraduate curriculum for education students?

Although the above-mentioned questions are not directly aligned with the research question that guided this study, they offer a valuable perspective on what is happening with regards to the implementation of ATCPs in promoting learner discipline in public

schools. The perspectives of educators in respect of their understanding of ATCPs and Positive Discipline provided useful insight into how educators view the implementation of ATCPs as well as the role that senior educators play in the mentorship of less experienced educators regarding the management of school and classroom discipline. The study contributes to a recognition of the barriers educators face when confronted with learner misconduct.

The findings of the study contribute towards informing current and future educators and schools both private and public at all levels (pre-primary, primary and secondary). More notably, it is especially applicable to pre-primary and primary schools as early detection and rectification of undesirable behaviour is crucial to implement the correct RJP, PBIS and SEL strategies when addressing undesirable behaviour. This study provided valuable insights into the perceptions of educators regarding positive discipline and how educators perceive the current system (ATCP). Furthermore, the study provided valuable information regarding the understanding of both the ATCP policy and positive discipline as well as the effectiveness of not only the concept of ATCP but the implementation of the policy as well. Research needs to be conducted to find ways of integrating RJP, PBIS and SEL into the current ACTP policy as the current measures proposed in the ACTP policy as well as the methods employed by schools are still forms of negative discipline based on punishment and exclusion.

This study has established that there is a genuine need for formal mentorship programmes in the schooling environment to integrate new educators into the school's disciplinary structures as well as to familiarise them with the disciplinary practices, policies and procedures. More comprehensive research is needed to fully understand the demands educators face to maintain discipline in accordance with what the ACTP policy and their respective schools' codes of conduct prescribe. This is pertinent when considering the administrative burden placed on educators when tasked with discipline maintenance and the conditions under which educators are expected to maintain discipline both in the classroom and the school in general.

6.4. RECOMMENDATIONS

Although this study does not allow for generalisation due to its small sample size, the following recommendations are made:

- Firstly, a clear distinction must be made between alternatives to corporal punishment and positive approaches to learner discipline. Positive discipline involves methods of discipline which seek to build up and include, rather than to break down and exclude. Furthermore, positive disciplinary methods encourage cooperation and participation providing learners with the opportunity to learn various skills regarding responsibility. Ultimately, positive discipline leaves the learner(s) feeling valued. Schools should look to employ more inclusive relationship-based disciplinary methods. In conjunction with this, schools should have regular disciplinary intervention sessions for parents to attend. This should be done in combination with sessions where the school's code of conduct is thoroughly discussed and explained to parent, learner and educator. A constant line of communication between both societal spheres (PSS and SSS) is key to the success of positive discipline.
- Secondly, the ATCP policy as prescribed by the DBE has dismissed corporal punishment as a disciplinary method. However, the disciplinary methods prescribed in the ATCPs are still punitive in nature, ultimately based on punishment that, as stated by Reyneke (2015: 64) and Ross (2012: 2), contributed to disruptive behaviour. It is recommended that the current ATCP policy be amended to include a greater emphasis on positive and preventative disciplinary approaches. It is recommended that both independent and public schools shift their focus away from finding a 'cure' for undesirable behaviour and start looking towards ways of preventing such behaviour from occurring. In conjunction with schools, public and private tertiary institutions should adapt their education and training curriculums by placing more emphasis on both the theory and practice of managing learner discipline. In order to aid better synchronisation and alignment between top management and staff with regards to the management of learner discipline, it is recommended that members of school management teams who are involved in managing learner discipline (head(s) of discipline, grade head(s), principals or headmasters/mistresses) have weekly feedback sessions with educators to determine the standard of discipline in the classrooms and the school in general, as well as the morale of the staff and educators. These sessions could also serve as debriefing sessions where educators are given the opportunity to discuss their morale and where management members can evaluate their staff members' morale

and mental condition and if necessary, refer them to the resident school counsellor and/or psychologist for further assessment.

- Thirdly, and in conjunction with the above recommendation, schools should look to implement a formal mentorship programme where senior educators can mentor novice educators as well as assist educators who are new to familiarise them with the school and its discipline practices and procedures. It is also recommended that time should be made for formal professional development sessions aimed at the improvement of learner discipline.

6.5. SUGGESTIONS FOR FURTHER RESEARCH

The area most notably in need of further research pertains to the research question of this study. This study only focused on a small number of participants using only two data gathering tools, namely document analysis and interviews. Due to the small sample size, a similar study with a substantial sample size and more comprehensive data gathering processes, is required to ultimately produce generalisable findings.

This study only focused on how educators perceive the implementation of ATCP and barely scratched the surface of positive discipline, the education and training with regard to positive disciplinary practices and procedures and the contribution of positive discipline to the holistic schooling environment. In terms of a South African perspective ample research still need to be conducted to fully understand the concept of positive discipline and by extension the implementation thereof within the South African school context.

Research regarding the education and training of current as well as aspiring educators in respect of positive discipline and the practices, procedures and policies it entails is inadequate and needs to be investigated in more depth. More research should also be conducted on how educators' performance and mental well-being are affected by the lack of mentorship by management and senior educators in terms of discipline maintenance in the school environment. This is an important area of investigation as educators are required to maintain discipline within the confines of the school but struggle to do so due to their authority being undermined by parents and learners alike and their hands being bound by the outdated prescribed disciplinary methods by both school and government.

6.6 WEAKNESSES OF THE STUDY

Qualitative studies are criticised for mainly two reasons, objectivity and generalisability. According to Myers (2000, 3) "... generalisability is defined as the degree to which the findings can be generalised from the study sample to the entire population." Generalisation is not possible due to the small sample of participants as qualitative research only provides a thorough understanding of a particular problem, while quantitative research allows for findings to be generalised to the whole population (Maree, 2016; 267). Another weakness of this study is the replicability thereof as future researchers may not have access to the same group of participants resulting in other participants being selected causing the findings to differ (Myers, 2000: 3).

6.7. CONCLUDING THE STUDY

With the responsibility placed on educators to ensure a safe and secure school environment, the importance of positive, proactive, effective and efficient discipline systems cannot be overstated. It can no longer be ignored that there is a dire need for more inclusive and up-lifting disciplinary practices, policies and procedures. To support the establishment of these systems, schools need to have formal mentorship programmes for new and novice educators. Furthermore, both private and public organisations need to amend their curriculums to make room for the education and training of current and future educators with regard to positive discipline systems and the effective and efficient implementation thereof.

REFERENCES

- Bertram, C. & Christiansen, I. (2017). Understanding research: An introduction to reading research. Pretoria: Van Schaik.
- Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2), 27.
- Burke, K. (Ed.). (2008). What to do with the kid who...: Developing cooperation, self-discipline and responsibility in the classroom. Corwin Press.
- Chisholm, L (2007). Monitoring children's rights to education. In: A Dawes, R Bray & A van der Merwe (eds). Monitoring child well-being: A South African rights-based approach. Cape Town: HSRC Press.
- Connolly, M. (2016). Selecting appropriate research methods for an educational context. *Doing research in education: theory and practice*, 136-155.
- Creswell, J. W. (2014). *Educational research: Planning, conducting and evaluating quantitative and qualitative research*. Harlow, Essex: Pearson.
- Creswell, J. W. & Creswell, J. D. (2018). *Research design: qualitative, quantitative and mixed methods approaches* (Fifth edition. ed.). Thousand Oaks, California: SAGE Publications, Inc.
- Committee for Children, (2004). Research foundations. Retrieved January 6 August 2011. http://www.cfchildren.org/str_foundations.shtml
- Darensbourg, A., Perez, E. & Blake, J. J. (2010). Overrepresentation of African American males in exclusionary discipline: The role of school-based mental health professionals in dismantling the school to prison pipeline. *Journal of African American Males in Education*, 1(3).
- De Waal J. Currie I. & Erasmus G. (2005). *The bill of rights handbook* (4th ed.). Juta.
- Di Fabio, A. & Maree, J., G. (2012). Ensuring quality in scholarly writing. In: Maree, J., G. (ed.) Complete your thesis or dissertation successfully: Practical guidelines: Juta.
- Department of Basic Education. (2000). ALTERNATIVES TO CORPORAL PUNISHMENT DOCUMENT. https://www.education.gov.za/Portals/0/Documents/Publications/alternatives_corporal_punishment.pdf?ver=2017-09-01-143902-690
- Department of Basic Education. (2012). School safety framework. Positive Discipline and Classroom Management. http://www.cjcp.org.za/uploads/2/7/8/4/27845461/positive_classroom_discipline_and_classroom_management_reader.pdf

- Department of Justice. (2018). Restorative Justice: the road to healing. <https://www.justice.gov.za/rj/2011rj-booklet-a5-eng.pdf>
- Dunn, B. & Kaufman, D. (2015). Restorative Practices. *Education*.
- Edwards, R. & Holland, J. (2013). What is qualitative interviewing? London: Bloomsbury Academic.
- Ferreira, R. (2012). Writing a research proposal. In: Maree, J., G. (ed.) Complete your thesis or dissertation successfully: Practical guidelines: Juta.
- Flannery, K. B., Fenning, P., Kato, M. M. & McIntosh, K. (2014). Effects of school-wide positive behavioral interventions and supports and fidelity of implementation on problem behavior in high schools. *School Psychology Quarterly*, 29(2), 111-124. doi:10.1037/spq0000039
- Fraenkel, J. R. & Wallen, N. E. (2006). How to design and evaluate research in education. 6th. ed. Boston: McGraw-Hill.
- Gitchel, W. D. & Mpofu, E. (2012). Basic issues in thesis writing. In: Maree, J., G.. (ed.) Complete your thesis or dissertation successfully: Practical guidelines: Juta.
- Gregory, A., Cornell, D. & Fan, X. (2011). The relationship of school structure and support to suspension rates for Black and White high school learners. *American Educational Research Journal*, 48(4), 904-934.
- Jacob, S. A. & Furgerson, S. P. (2012). Writing interview protocols and conducting interviews: tips for students new to the field of qualitative research. *Qualitative Report*, 17, 6.
- Joubert, R. & Squelch, J. (2005). Learner Discipline in Schools. Pretoria: Centre for Education Law and Education Policy (CELP).
- Lustick, (2017). Administering discipline differently: a Foucauldian lens on restorative school discipline. *International Journal of Leadership in Education*, 20(3), 297-311.
- Male, T. (2016). *Analysing qualitative data*. In: Palaiologou, I., Needham, D. & Male, T. (eds.) Doing research in education: Theory and practice. Los Angeles: SAGE.
- Malmgren, KW, Trezek, BJ & Paul, PV. (2005). Models of Classroom Management as Applied to the Secondary Classroom. *Clearing House*, Vol. 79, No.1:36-39.
- Maphosa, C. (2011). Discipline versus punishment. Which way for educators in South African Schools? *International Journal on New Trends in Education and Their Implications*, 2(4), 76-87.

- Maphosa, C. & Shumba, A. (2010). Educators' Disciplinary Capabilities after the Banning of Corporal Punishment in South African Schools. *South African Journal of Education*, 30(3), 387-399.
- Maree, J. G., Creswell, J. W., Ebersöhn, L., Ferreira, R., Ivankova, N. V., Jansen, J. D., Nieuwenhuis, J., Pietersen, J., Plano Clark, V. L., Van der Westhuizen, C. (2016). *First Steps in Research*. Pretoria: Van Schaik.
- Maree, J., G. & Pietersen, J.. (2016). Sampling. In: Maree, J., G.. (ed.) *First Steps in Research*. Van Schaik.
- Maree, J., G. & Van Der Westhuizen. (2016). Planning a research proposal. In: Maree, J., G.. (ed.) *First Steps in Research*. Van Schaik.
- Maxwell, J. A. (2012). *A realist approach for qualitative research*. SAGE Publications
- Mayworm, A. M., Sharkey, J. D., Hunnicutt, K. L. & Schiedel, K. C. (2016). Teacher consultation to enhance implementation of school-based restorative justice. *Journal of Educational and Psychological Consultation*, 26(4), 385-412.
- McIntosh, K., Mercer, S. H., Nese, R. T., Stickland-Cohen, M. K. & Hoselton, R. (2016). Predictors of Sustained Implementation of School-Wide Positive Behavioral Interventions and Supports. *Journal of Positive Behavior Interventions*, 18(4), 209-218.
- Merriam-Webster. (n.d.[a]). In loco parentis. In Merriam-Webster.com dictionary. Retrieved March 13, 2021, from <https://www.merriamwebster.com/dictionary/in%20loco%20parentis>
- Merriam-Webster. (n.d.[b]). Punitive. In Merriam-Webster.com dictionary. Retrieved March 9, 2021, from <https://www.merriam-webster.com/dictionary/punitive>
- Mergler, M. S., Vargas, K. M. & Caldwell, C. (2014). Alternative discipline can benefit learning. *Phi Delta Kappa*, 96(2), 25-30. doi:10.1177/0031721714553406
- Mills, G.E. & Gay, L.R. (2016). *Educational research competencies for analysis and applications*. Essex: Pearson.
- Ministry of Education and Sports, Uganda (MoES). (2008).. www.unicef.org. Retrieved from https://www.unicef.org/uganda/Alternatives_for_Corporal_Punishment_Handbook_final_2008.pdf
- Mohammed, M., Gbenu, J. & Lawal, R. (2014). Planning the teacher as in Loco Parentis for an Effective School System. *Mediterranean Journal of Social Sciences*, 5(16), 318-321.
- Moswela, B. (2008). Knowledge of educational law: an imperative to the teacher's practice. *International Journal of Lifelong Education*, 27(1), 93-105.

- Moyo, G., Khewu, N. P. D. & Bayaga, A. (2014). Disciplinary Practices in Schools and Principles of Alternatives to Corporal Punishment Strategies. *South African Journal of Education*, 34(1).
- Myers, M. (2000). Qualitative Research and the Generalisability Question: Standing firm with Proteus. *The Qualitative Report*, 4(3), <https://doi.org/10.46743/2160-3715/2000.2925>
- Naker, D. & Sekitoleko, D. (2009). Positive Discipline: Creating a Good School without Corporal Punishment. Kampala: Raising Voices.
- Nakpodia, E. D. (2010). Teachers' disciplinary approaches to learners' discipline problems in Nigerian secondary schools. *International NGO Journal*, 5(6), 144-151.
- Nelsen, J., Lott, L. & Glenn, S. (2000). Positive discipline in the classroom. Developing mutual respect, cooperation and responsibility in your classroom. Seneca Falls, NY: Parma Publishing.
- Nelson, R. (2018), Disproportionate Exclusionary Discipline for Special Education-Identified Students: An Improvement Study, University of Southern California.
- Newcomer, K. E., Hatry, H. P. & Wholey, J. S. (2015). Conducting semi-structured interviews. *Handbook of practical program evaluation*, 492.
- Nieuwenhuis, J. (2016). Analysing Qualitative Data. In: Maree, J., G. (ed.) First Steps in Research. Pretoria: Van Schaik.
- Nieuwenhuis, J. (2016). Qualitative research designs and data gathering techniques. In: Maree, J., G. (ed.) First Steps in Research. Pretoria: Van Schaik.
- Nieuwenhuis, J. (2016). Introducing Qualitative Research. In: Maree, J., G. (ed.) First Steps in Research. Pretoria: Van Schaik.
- Njogu, T. N. (2007). Effectiveness of guidance and counselling as an alternative discipline method to corporal punishment: A case of Kirinyaga District primary schools, Kenya (Doctoral dissertation, Egerton University).
- Oosthuizen, I. J., Wolhuter, C.C. & Du Toit, P. (2003). www.koersjournal.org.za. Preventative or punitive disciplinary measures in South African schools: Which should be favoured? 4(68), 457-479.
- Oosthuizen, I. J. & Van der Walt, J. L. (1998). A legal and philosophical perspective on the in loco parentis position of teachers. *Koers-Bulletin for Christian Scholarship*, 63(1/2), 89-99.
- Osher, D., Bear, G. G., Sprague, J. R. & Doyle, W. (2010) How Can We improve School Discipline? *Educational Researcher*. 39(1), 48-58.

- Prinsloo, I. J (2005) How safe are South African Schools? *South African Journal of Education* 25(1), 5-10.
- Republic of South Africa, (1996a). The Constitution of the Republic of South African Constitution, 1996 Cape Town: Government Printers.
- Republic of South Africa, 1996b. [www.gov.za. \[Online\] Available at: http://www.gov.za/documents/Constitution/chapter-2-bill-rights#37](http://www.gov.za/documents/Constitution/chapter-2-bill-rights#37)[Accessed 15 10 2019].
- Reyneke, R. P. (2015). Restoring our children: Why a restorative approach is needed to discipline South African children. *Perspectives in Education*, 33(1), 57-72.
- Riestenberg, N. (2015). The restorative implementation: Paradigms and practices. *Restorative Practices in Action Journal*, 1-21
- Ritchie, J., Lewis, J., McNaughton Nicholls, C. & Ormston, R. (2014). Qualitative research practice: A guide for social science students and researchers (Second edition). Los Angeles. SAGE.
- Ross, G. E. (2012). The effects of positive behavioural interventions and support on student discipline referrals and attendance. Dissertations. Paper 30. <http://digitalcommons.wku.edu/diss/30>
- Seabi, J. (2012). Research Design and data collection techniques. In: Maree, J., G.. (ed.) Complete your thesis or dissertation successfully: Practical guidelines: Juta.
- Serakwane, J. M. (2008). Establishing discipline in the contemporary classroom (Doctoral dissertation, University of Pretoria).
- Skiba, R. J., Arredondo, M. I. & Williams, N. T. (2014). More than a metaphor: The contribution of exclusionary discipline to a school-to-prison pipeline. *Equity & Excellence in Education*, 47(4), 546-564.
- Stuart, S. (2009). In loco parentis in the public schools: Abused, confused and in need of change. *U. Cin. L. Rev.*, 78, 969.
- Teise, K. (2015). Are South African education policies on school safety and learners' discipline geared for restorative discipline? *Journal of Educational Studies*, 14(2), 50-73.
- Thomas, D.R. 2006. A general inductive approach for analysing qualitative evaluation data. *American Journal of Evaluation*, 27(2): 237-246.
- Van Wyk, N. (2001). Perceptions and practices of discipline in urban black schools in South Africa. *South African Journal of Education*, 2 (30), 195 – 201.
- Yin, R. K. (2003). *Case study research: Design and methods* (3.rd. ed.). Thousand Oaks, California. Sage Publications.

Court case

S v Williams 1995(3) SA 632 (CC)

ADDENDUMS

ADDENDUM A: GDE RESEARCH APPROVAL LETTER



GAUTENG PROVINCE

Department: Education
REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	10 July 2019
Validity of Research Approval:	04 February 2019 – 30 September 2019 2019/141
Name of Researcher:	Dorfling S
Address of Researcher:	798 Orkney Crescent Faerie Glen X7 0043
Telephone Number:	012 991 0375/ 082 568 6153
Email address:	dorflingsiegfried@gmail.com
Research Topic:	The implementation of Alternatives to Corporal Punishment in selected Pretoria schools.
Type of qualification	MEd Education Management Law and Policy Studies
Number and type of schools:	Two Primary Schools and Three Secondary Schools
District/s/HO	Gauteng North and Tshwane South

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.

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

12/07/2019

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. Letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.
4. A letter / document that outline the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
9. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
12. On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
14. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

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: 12/07/2019

ADDENDUM B: LETTER TO PRINCIPALS



Faculty of Education

LETTER TO PRINCIPAL

Dear Principal

PARTICIPATION IN THE STUDY: "THE IMPLEMENTATION OF ALTERNATIVES TO CORPORAL PUNISHMENT IN SELECTED PRETORIA SCHOOLS"

I am currently enrolled for a Master's degree in Education Management, Law and Policy at the University of Pretoria. Part of the requirements for the awarding of this degree is the successful completion of a significant research project in the field of education. The need for proactive, effective and efficient discipline methods in South African schools is a concerning fact. The use of exclusionary and punitive disciplinary methods has led to educators feeling disempowered and contributed to a steady rise in student misconduct. This study builds on and contributes to work in the field of effective education and implementation of preventative, supportive and co-operative alternative methods of discipline within the schooling environment.

The title of my approved research study is **"The implementation of Alternatives to Corporal Punishment in selected Pretoria schools"** This study will be conducted at five schools situated within the jurisdiction of the Gauteng Department of Education.

My project is supervised by Mr André du Plessis who is a lecturer at the University of Pretoria. The Department of Education has approved my research and a copy of the approval letter is attached to this document. The study has also been approved by the Ethics Committee of the Faculty of Education of the University of Pretoria and has been given the reference number **EM 19/03/03**.

The purpose of this letter is to request that you kindly grant me permission to invite educators in your school to participate in this study. The aim of this study is to investigate how alternatives to corporal punishment are currently being implemented in South African schools. The data will be collected through audio-recorded interviews and document analysis. Each interview should take less than an hour. Only educators who have given their consent will participate in this study. Data collected from this study will be kept strictly confidential, and neither the school nor the participants will be identifiable in any report. The data collected will be used for research purposes only. The educators who are participating may withdraw at any time during the research process without any penalty.

Room 4-1, 7, Level 4, Building
University of Pretoria, Private Bag X20
Hatfield 0028, South Africa
Tel +27 (0)12 420 1234
Fax +27 (0)12 420 5678
Email name.surname@up.ac.za
www.up.ac.za

Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto

Only after I have received your approval, will I approach the identified educators in your school who will participate in this study, and I will then:

- Obtain informed consent from the educators, and
- Arrange time for data collection in your school (after school hours).

The findings of this study could be useful to education practitioners in future. The research study has the potential to provide insight into how discipline in schools can be improved to such an extent that it contributes to learning and teaches students to be responsible members of their respective communities.. The research study presents a unique opportunity for you to get involved in the process of research to investigate the current situations experienced by educators in your immediate vicinity insofar as how they view the availability of preventative, supportive and co-operative disciplinary methods, as well as the training and educations provided for educators regarding the implementation of said disciplinary methods.

If you are willing to participate in this study, please sign this letter as a declaration of your consent, i.e. that you are willing to participate in this project willingly and that you understand that you may withdraw from the project at any time. I assure you that under no circumstances will the identity of the interview participants be made known to district or provincial officials or their representatives.

Thank you for taking the time to read this information.

Participant	Signature	Date
Researcher	Signature	Date

Yours in service of education,

Siegfried Dorfling
Student researcher

Mr André du Plessis
Supervisor

ADDENDUM C: CONSENT FORM



Faculty of Education

CONSENT FORM

VOLUNTARY PARTICIPATION IN THE RESEARCH PROJECT ENTITLED

“The implementation of Alternatives to Corporal Punishment in fee-paying public secondary schools in Pretoria.”

I confirm that I have been informed about the nature of the research and that my rights have been explained to me. I have discussed the project with the researcher Siegfried Dorfling, who is conducting the project for her MEd Education Management Law and Policy degree, supervised by Mr André du Plessis in the Department of Education Management and Policy Studies at the University of Pretoria.

I understand that if I consent to participate in this project, I will be interviewed. I understand that I and my school's participation is dependent on permission being granted for our participation by the Gauteng Department of Education. I further declare that I understand, as they were explained to me by the researcher, the aim, purpose, scope, benefits and methods of collecting information proposed by the researcher.

I understand that if I participate in this study my contribution will be kept confidential and will not be identifiable in any research report. I also understand that there are minimal risks associated with this study. I understand that I will remain anonymous, my participation is voluntary and I will willingly participate in this study. I have the right to withdraw from the project at any time during the research project. My withdrawal will not affect me in any way.

I understand that by signing the consent form I am agreeing to participate in this study. I also understand that my contribution will be used primarily for a Research Project for the MEd Education Management Law and Policy degree.

Room 4-1, 7, Level 4, Building
University of Pretoria, Private Bag X20
Hatfield 0028, South Africa
Tel +27 (0)12 420 1234
Fax +27 (0)12 420 5678
Email name.surname@up.ac.za
www.up.ac.za

Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto

Participant's name: _____

Date: _____

Signature: _____

SCHOOL STAMP

Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto

ADDENDUM D: INTERVIEW PROTOCOL

PURPOSE OF THE STUDY:

This study seeks to determine how alternatives to corporal punishment are being implemented in public schools.

SOURCES OF DATA TO BE COLLECTED:

The data collection strategy consisted of two data collection methods, namely document analysis and semi-structured interviews. The documents that were analysed in this study are the schools' codes of conduct. The participants and documents will be from selected Tshwane schools in Gauteng.

The semi-structured interviews will be conducted face-to-face at each selected Tshwane school.

PROTECTION OF CONFIDENTIALITY:

You can rest assured that in no manner shape or form will you be harmed by participating in this research. The use of pseudo names will ensure that your identity remains confidential. The protection of your personal information is the highest priority and will not be discussed in any manner with unauthorised individual(s). Note that you are free to withdraw from this research at any time with no consequence. The transcripts of your interview will be provided to you for review.

DURATION OF INTERVIEW:

The duration of the semi-structured interview will be between 15 to 30 minutes during which I will ask a set of predetermined questions. If needed, I will ask you to further explain your answers.

The semi-structured interview will be captured via audio recording and thereafter transcribed. Your transcript will be sent to you via email for review and if needed, I will arrange a meeting either face-to-face or virtually to further discuss the findings.

I will be taking notes throughout the interview process.

BIOGRAPHICAL AND DEMOGRAPHICAL INFORMATION:

SECTION A: PARTICIPANT INFORMATION - EDUCATOR

- 1. Years of experience (In Management and as Post Level 1 educator)**
- 2. Current Post Level**
- 3. Academic qualifications (present and past)**
- 4. The role you play in the school management team**

SECTION B - Implementation of Alternatives to Corporal Punishment: SEMI-STRUCTURED INTERVIEW - EDUCATORS

- 1. Tell me about your first experience of student misconduct as an educator.**
- 2. What is your experience of discipline in the school currently?**
- 3. What do you think about the current discipline policy of the school?**
- 4. What is your opinion on Alternatives to Corporal Punishment?**
- 5. How do you feel about the effectiveness of Alternatives to Corporal Punishment?**
- 6. How do you feel about the implementation of Alternatives to Corporal Punishment?**
- 7. What is your opinion on the current discipline policy as prescribed by the Department of Education?**
- 8. Do you know of any non-exclusionary alternative discipline methods used in your school?**
- 9. What is your perception on educator morale in the school regarding student discipline?**
- 10. What is your view on educator authority in the schooling environment?**
- 11. Are educators being equipped successfully to be able to administer discipline in a preventative rather than punitive manner?**
- 12. What comes to mind with the term “positive discipline”?**
- 13. Do you think educators receive enough Professional Development to administer Alternatives to Corporal Punishment effectively?**