

INVESTIGATING ATTITUDES OF STUDENT TEACHERS TOWARDS USING CORPORAL PUNISHMENT IN EASTERN CAPE SCHOOLS

BY

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A thesis submitted in fulfilment of the requirements for the degree of Master of Education in the School of Education, Faculty of Arts and Design at the Durban University of Technology.

October 2023

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DECLARATION

I,

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The work presented in this thesis, except where otherwise indicated, is my own and has not been presented for any degree work in another university.

Where use has been made of the work of others, it is duly acknowledged in the text.

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ABSTRACT

The study investigated attitudes of student teachers towards using corporal punishment in Eastern Cape schools where the practice continues even though it became illegal in 1996. Qualitative and quantitative research methods were used with purposive sampling. The study was based on the 2021 final year Postgraduate Certificate in Education (PGCE) students who were about to start teaching. A mixed method approach was used, adopting three data collection methods: an online questionnaire, focus groups, and semi-structured interviews. Bronfenbrenner's ecological systems theory complemented by the theory of planned behaviour provided the theoretical framework for this study. These theories allowed the researcher to look at how various social contexts impact and influence an individual's attitudes and practices. Findings showed that student teachers experience a dilemma towards using corporal punishment as a discipline strategy due to various factors such as school context, student teacher personality traits, power relations between the students and teachers who mentored them and the quality of training at institutional level. Furthermore, findings showed that understanding attitudes of student teachers towards using corporal punishment as a discipline strategy despite the ban is a complex issue. 75,5 % of the student teachers are sure of the value of using corporal punishment despite its illegality and have continued using it during teaching practice. Some student teachers are in a dilemma in seeing corporal punishment as necessary and a last resort discipline strategy. 24,6% of the student teachers indicated having a negative attitude towards using corporal punishment. Based on the evidence shown the study concludes that some student teachers are going to use corporal punishment, some may use it, therefore it is likely for corporal punishment to be used by student teachers despite the ban.

DEDICATION

I dedicate this study to my children Vukile, Simiso, Thandoluhle, Siyamthanda and Zinathi Ngubane. Throughout my journey they showed love, understanding and resilience.

ACKNOWLEDGEMENTS

My sincere gratitude goes to the following:

- My main supervisor Dr Sandra Land for academic guidance, support and motivation to soldier on despite personal challenges I faced throughout my journey. I will always be grateful to this wonderful lady.
- My co-supervisor Dr Avhurengwi Samson Mabade for the time, emotional support and constant supervision ensuring that my study is complete, concrete and a reflection of good work.
- My late paternal and maternal grandparents Sipho MacPherson and Lulama Hilda Spelman and Vuyisa Elias and Nosizwe Ntshanga for instilling strong values about being knowledgeable and relevant.
- My parents, the late Mkhululi Maxwell Spelman and my late mother Nosipho Spelman for believing in my ability to finish what I start.
- My siblings Siseko, Sisonke, Sekela and Sichumile, who took over the reins when I was swallowed by work during writing retreats.
- My WSU colleagues for their support, especially Dr Mziwoxolo R Krexe, my HOD and Dr Pelokazi Nqabeni for their motivation, guidance and consistent support.
- My students who participated voluntarily and availed themselves for data collection.

LIST OF ABBREVIATIONS AND ACRONYMS

AtB	Attitudes towards behaviour
AU	African Union
BEST	Bronfenbrenner's Ecological Systems Theory
CP	Corporal punishment
DBE	Department of Basic Education
DOE	Department of Education
EC	Eastern Cape
FET	Further Education and Training
IP	Intermediate Phase
KZN	KwaZulu-Natal
NEPA	National Education Policy Act
PGCE	Postgraduate Certificate in Education
PBC	Perceived behavioural control
RSA	Republic of South Africa
SASA	South African Schools Act
SN	Subjective norm
SP	Senior Phase
TP	Teaching practice
TPB	Theory of Planned Behaviour
UCT	University of Cape Town
UN	United Nations
UNICEF	United Nations Children's Fund

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CLARIFICATION OF CONCEPTS

1. Corporal punishment

Corporal punishment is described as "Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light." Most forms of this discipline may involve hitting ('smacking', 'slapping', 'spanking') children with the hand or with an implement – a whip, stick, belt, shoe, wooden spoon and such like. However, it can also involve kicking, shaking, scratching, pinching, biting, pulling hair, boxing ears, throwing children, forcing children to stay in uncomfortable positions, burning, scalding, or forced ingestion (for example, washing children's mouths out with soap or forcing them to swallow hot spices) (United Nations Committee on the Rights of Children 2006).

2. Learner

A learner is admitted at a school and whose name is recorded in the admission register, or a person who attends an Early Childhood Development centre, school or Adult Basic Education centre (Employment of Educators Act RSA, 1998).

3. Teacher

A teacher is a specialist in a particular learning area, subject or phase, a specialist in teaching and learning, a specialist in assessment; a curriculum developer, a leader, administrator and manager, a scholar and lifelong learner, and a professional who plays a community, citizenship, and pastoral role (Norms and Standards for Educators 2000). A teacher is any person, who teaches, educates or trains other persons or who provides professional educational services (Employment of Educators Act RSA 1998).

4. Student teacher

A student teacher is a university or college student carrying out a practical component to qualify as a professional teacher, undertaken in short periods of time, supervised by an experienced, qualified teacher (DBE The National Policy Framework for Teacher Education and Development in South Africa 2016).

5. Attitudes

Attitudes are evaluations involving a preference for or against an attitude object composed of affective, cognitive and behavioural components (Ajzen and Fishbein 1980).

CHAPTER 1

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

This chapter contains the introduction and background of the study, the problem statement, its significance, scope and limitations and clarification of concepts. The attitude of teachers is shaped by the varying contexts that influence how to deal with disciplinary issues in schools. The impact of teachers' actions and attitudes in classrooms affects the social character of students beyond the classroom. Currently high levels of violence exist in communities. Gender based violence has become a characteristic of our daily lives. Corporal punishment in schools can be seen as a reflection and an extension of this prevalent violence in communities. Investigating attitudes of student teachers towards using corporal punishment in schools has the potential of yielding an indication of how likely the use of corporal punishment is to continue, since it focuses on teachers about to enter the profession.

1.2 Background of the study

The U.N. Committee on the Rights of the Child (2007) defined corporal punishment "as any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light". The National Education Policy Act of 1996 (Republic of South Africa, 1996a: A-47) abolished the use of corporal punishment, but there is evidence that it is still rife in schools (DBE 2015). The Constitution of the Republic of South Africa rests on principles of equality, non-violence and non-discriminatory practices in all spheres of human interaction and thus corporal punishment is unconstitutional.

Transitioning from unjust apartheid-linked practices to democratic practices aligns with the complete ban of corporal punishment. However, the reality of most South African teachers is that it has been internalised as a tool to discipline and teach (Mayisela 2018). Out of 22 teachers in a study done by Mayisela in 2018, only one teacher expressed reluctance to use corporal punishment, whilst others claimed that alternatives are impractical and culturally inappropriate. Corporal punishment carries social, cultural and economic legacies of unequal power relations deeply embedded in institutional and historical systems. The structural and systemic inequalities between learners and teachers are reinforced and reflected in strategies that student teachers use to discipline learners in their teacher training. This situation perpetuates reproduction of corporal punishment to regulate unruly behaviour

(Portella and Pells 2015). Student teachers are in a disempowered position in relation to senior teachers and therefore under pressure to emulate them. These inequalities lead to the use of harsh disciplinary systems, and the normalisation of violence in the context of discipline strategies (Parkes 2015; Tao 2015 and Portella and Pells 2015). Professional development of educators to equip teachers with discipline skills in the use of cooperative and supportive disciplinary approaches (Maphosa and Shumba 2010) without resorting to corporal punishment has been inadequate in South Africa.

Corporal punishment of children has drawn the attention of researchers and policymakers globally (Gershoff 2017). As a frequent practice, teachers have accepted its use as culturally appropriate (Mayisela 2018) and they reproduce it as internalised practice, not only an automatic response. Reproduction of violent masculinities and submissive femininities enables gender-based violence in schools using this type of discipline (Parkes 2015; Tao 2015). Bassam, Marrienne and Rabbaa (2018) studied its impact on the physical dimensions of human development, psychological wellbeing and social and cultural interactions of a developing child as a social being. The study concluded that corporal punishment increases the likelihood that learners might be aggressive, delinquent and use violence as adults.

The South African Council of Educators' statistical evidence of corporal punishment and assault cases is motivation to explore alternative forms of discipline, since its use entails rife law breaking (DBE 2015). The usefulness of this study is to look at student teachers' attitudes towards corporal punishment so that the likelihood of the continued use in schools of this illegal practice by student teachers can be understood.

1.3 Research problem

In recognition of the negative long-term effects and risks associated with corporal punishment, the National Education Policy Act of 1996 (Republic of South Africa, 1996a: A-47S) banned all forms of caning and other physical punishment in schools. Notwithstanding the prohibition, it is widely known that numerous teachers persist in physically disciplining their learners and maintain a favourable attitude towards this form of punishment. In February 2023, Statistics South Africa affirmed that 84% of violence experienced by learners in schools is corporal punishment, despite the ban.

As the illegality of corporal punishment does not deter teachers from its use, stakeholders involved in teacher training need to understand the practical dynamics which permeate the way teachers develop their attitudes (Payet and Franchi 2008). To investigate the attitudes of student teachers towards using corporal punishment as a discipline strategy, the researcher considered the self-reporting of their training experience of dealing with discipline issues, and their experiences of this in schools. Detailed information about attitudes of student teachers towards corporal punishment as they are about to enter the profession will help us understand why this illegal practice continues.

Attitudes are comprised of three components namely behavioural, effective and cognitive (Malak et al 2017); these components significantly influence the development of attitudes towards using corporal punishment. Experiencing or witnessing corporal punishment has a likelihood of shaping a student teachers' attitude towards using it as a discipline strategy. Therefore, individuals who observe or experience corporal punishment are likely to view it as normal and acceptable thus influencing their behavioural response towards using it in the future.

Furthermore, affective responses such as anger, frustration and empathy are likely to play a crucial role in shaping attitudes of student teachers towards corporal punishment. Student teachers who associate corporal punishment with negative emotions like fear or trauma might develop a negative attitude towards using it as a disciplined strategy. But there is also a possibility that individuals who perceive corporal punishment as necessary or effective as a disciplinary strategy may develop an attitude.

Cognitive processes such as cultural and societal beliefs, values and thought patterns impact attitudes towards corporal punishment. Therefore, cognitive dissonance or even rationalization can

impact on how student teachers justify or even reject the use of corporal punishment based on their cognitive patterns. In investigating attitudes of student teachers towards using corporal punishment as a discipline strategy brings forth an understanding that cognitive behavioural and affective factors can shed a light on how attitudes towards corporal punishment are formed and sustained in school environments.

Behaviour of teachers when dealing with discipline issues is determined by several predisposing factors of which the most influential is their attitude. Dlamini, Dlamini and Bhebhe (2017) explain that corporal punishment is not exclusively an educational matter but a social matter with its roots deeply embedded in social defects. Attitude is a key factor in predicting the intention of student teachers when responding to unfavourable behaviour by learners. As teachers have a responsibility of creating a positive learning space in classrooms, the decision to use corporal punishment, which is negative, violent and detrimental, largely depends on the attitude of the teacher. Research shows that despite its ban, teachers use corporal punishment. Therefore, key role players in teacher training need to understand the ways in which teachers develop their attitudes towards using corporal punishment as a discipline strategy in schools which was the aim of the study.

1.4 Research questions

The research questions and sub questions are as follows:

Main question

- What attitudes do final year PGCE student teachers at a rural university in the Eastern Cape have towards using corporal punishment in schools?

Sub questions

- How do student teachers' experiences of corporal punishment shape their understanding of disciplining learners?
- To what extent do student teachers feel that they are trained to deal with discipline issues in the context of the illegality of corporal punishment?
- What are student teachers' experiences of being mentored by practising teachers concerning disciplining learners in schools?

1.5 Research aim and objectives

The aim and objectives of the study are as follows:

1.5.1 Research aim

The aim of the study was to investigate the attitudes of student teachers towards using corporal punishment as a discipline strategy in schools.

1.5.2 Research objectives

- To explore student teachers' attitudes towards using corporal punishment
- To assess effects of student teacher training regarding use of corporal punishment
- To investigate how student teachers' experience of being mentored impacts their use of corporal punishment

1.6 Rationale of the study

It is evident that one of the most significant factors impacting teachers' behaviour in the classroom is attitude (Yan and Sin 2014; Malak, Sharma and Doppler 2017). Therefore, it is a crucial element that needs to be investigated through research. As a researcher I had three reasons for conducting this study. Firstly, I am a stakeholder involved in teacher training as a lecturer in the Faculty of Educational Sciences of the university where participants are registered students. I had interest in understanding the practical dynamics in the contexts in which teachers develop their attitudes. The field of adult, community education, and continuing educational training and development is concerned with improving practice by understanding the attitudes, beliefs and contextual factors of practitioners. Secondly, my interest was piqued by public perceptions of the escalation of violence in society, particularly the frequency of anecdotes of corporal punishment in schools. Social media presents to society at large a prevalence of corporal punishment in schools that is uncontrollable despite its ban. The third reason for the study is that I am a work integrated learning coordinator in the Department of Adult and Community Education and Training, so the intention of the researcher was to assess the impact of teacher training on graduates who are about to enter the field of education as teachers and their state of readiness. Investigating attitudes of student teachers towards using corporal punishment would act as a lens through which I gain understanding of how student teachers develop their attitudes.

1.7 Significance of the study

The study provides insight into the reasons corporal punishment continues despite its illegality. It may also provide information relevant to teachers in training, mentors in schools during teaching practice and university lecturers in professional teacher development. Information presented in this study may also be useful for new research aiming at intervention programs on applying more positive disciplinary strategies, targeting student teachers, mentors in schools and teacher trainers.

1.8 Delimitations of the study

The main intention of the study was to investigate attitudes of student teachers towards using corporal punishment as a disciplinary strategy despite its ban. The study targeted final year student teachers at a university in the Eastern Cape province of South Africa and does not aim to generalise findings to other settings.

1.9 Limitations of the study

A major limitation is that the researcher is a lecturer at the university where the participants study. Elements of bias and familiarity were likely to have influenced responses by the participants and there were cases where they referred to modules that the researcher facilitates. The researcher's interpretation of participants' responses could also have been influenced by extent of accessibility as an insider to the culture of organisation. The researcher understands power relations between her and the participants, thus a balance was created by adapting to non-intrusive immersion despite an advantage of insider knowledge. However, participants were allowed to listen to their recorded discussions to check the content and thus minimise bias.

A second limitation of the study concerns the period of the COVID-19 outbreak and the imposed regulations to control the spread of the disease. This limited the accessibility to participants, as they had to respond remotely to questionnaires, when under normal circumstances this would not have been the case. The availability of participants for the semi-structured interviews was scheduled to be face to face, but due to the COVID-19 outbreak some of them preferred telephonic interviews, which led to rescheduling.

1.10 Chapter organisation of the thesis

Chapter 1 contains the introduction and background of the study, the problem statement, its significance and scope, the delimitations and limitations, clarification of concepts and the chapter organisation of the thesis.

Chapter 2 provides the literature review of the study, the purpose of which was to familiarise the researcher with current literature relating to attitudes of student teachers towards using

corporal punishment. This chapter includes a presentation of the theoretical framework that guided the study.

Chapter 3 focuses on descriptions and explanations of the research design and methodology and the data analysis methods employed in the study. Data generation through the research design and methodology allowed the researcher to address specific research questions.

Chapter 4 reports responses of participants in all the phases of data collection. These are the responses to questionnaires, focus group discussions and semi-structured interviews. This chapter is comprised of two sections, section A presenting students' responses to questionnaires, and section B reporting on the focus group discussions and semi-structured interview questions.

Chapter 5 synthesises information from the literature review with the findings of this study, organised according to the stated research questions.

Chapter 6 provides the conclusion to this study, followed by its recommendations for further research.

1.11 Conclusion

This chapter introduced the background of the study placing it in context, linking it to the broader picture. It considered the aim and objectives of the study, and its limitations and delimitations. It investigated attitudes of student teachers towards using corporal punishment as a discipline strategy despite its ban, allowing for further exploration of teacher experiences in their lived experiences, mentoring and training. The attitude of teachers is shaped by their varying experiences, training and mentoring on how to deal with disciplinary issues in schools. It is widely understood among educators that most South African teachers still use corporal punishment, and this practice is internalised as a tool to discipline and teach despite legislation dictating its illegality. This phenomenon presents a problem that led the researcher to investigate attitudes towards using corporal punishment in schools among final year PGCE student teachers at a rural university in the Eastern Cape. Chapter two presents literature reviewed and the theoretical frameworks that underpin the study.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

Corporal punishment as a discipline strategy in schools is a global concern. The first lens of this literature review introduces key ideas of the subject of corporal punishment and its impact on the teacher and learner. Literature reviewed for this study focuses on understanding what corporal punishment is, the reasons why it is rife despite its illegality in most countries, and its effects on the learning child and on the teacher. The second lens broadens to include risk factors associated with corporal punishment and those associated with its social acceptance, its prevalence, its socioeconomic impact, its effects on teacher training, and the interventions to deal with it. Lastly, this review presents the theoretical frameworks that underpin the study. The literature reviewed served to familiarise the researcher with the field of the study.

2.2 Purpose of the literature review for this study

According to Hart (2018), the purpose of a literature review is firstly to engage in a comprehensive search of accredited sources and tools involving the selection of electronic sources related to the focus of the study and a suitable research methodology relating to the objective of the study. Secondly, a literature review aims to offer a critical synthesis and assessment of current knowledge applicable to a research problem.

My purpose for this literature review was to gain knowledge about current research done in the field to ensure that this study is well contextualized in the current research. Reviewing previous studies guided me in presenting how corporal punishment relates to the teaching and learning aspects of teacher training and discipline strategies in schools. This review served the purpose of deepening my understanding of the issue by discovering knowledge and gaining insight from what other writers have published about it and to avoid replication. Other aims were to identify current themes and trends in corporal punishment studies and to identify gaps. As an experienced teacher, I saw it as important to draw on previous studies to create a balance between my lived experience and methodological investigations of the issue. The creation of balance assisted in adding my voice to the current discourse in research relating to corporal punishment. In summary, my purpose in reviewing literature was to set conceptual boundaries,

contextualize my study area and organise it. By incorporating a theoretical framework, I positioned myself to choose an appropriate research methodology to assist in meaningful discussion of the findings.

2.3 Understanding of corporal punishment

2.3.1 Corporal punishment as a discipline strategy

The definition given by the UN Committee on the Rights of the Child (2007) cited earlier refers to corporal punishment as forms of physical punishment causing pain or discomfort.

The National Education Policy Act of 1996 (Republic of South Africa, 1996) A-47 abolished the use of corporal punishment, but there is evidence that it is still rife in schools (DBE 2015). The Constitution of the Republic of South Africa rests on principles of equality, non-violence and non-discriminatory practices in all spheres of human interaction (DBE 2015), rendering this form of punishment unconstitutional. Transitioning from unjust practices to democratic practices ideally leads to the complete ban of corporal punishment. However, in a study done by Mayisela (2018), out of 22 teachers consulted, only one expressed a reluctance to use corporal punishment, whilst others claimed that alternatives are impractical and culturally inappropriate. Arguably, the reality of some South African teachers is that corporal punishment is probably internalised as a tool to discipline and teach (Mayisela 2018). The study by Mayisela (2018) concludes that corporal punishment carries social, cultural and economic legacies of unequal power relations deeply embedded in institutional and historical systems. However, these conclusions are questionable, since Mayisela's sample of participants was small, with limited cultural diversity. In addition to this, since Mayisela relied on self-reports only, his conclusion that corporal punishment is a deeply internalised form of discipline by teachers may be overconfident.

Student teachers work under the guidance of senior teachers in the schools where they are placed for their periods of practical teaching. The structural and systemic power relations in the mentoring relationship between senior and student teachers are reinforced and reflected in the student teacher strategies used to discipline learners under the guidance of senior teachers. This situation perpetuates recurrent use of corporal punishment to normalise unruly behaviour (Portella and Pells 2015). Student teachers are thus affected since they are in a disempowered position in relation to senior teachers and therefore under pressure to emulate them. The structural, systemic and traditional unequal power relations lead to the use of harsh disciplinary

systems, and normalisation of violence in the context of discipline strategies (Parkes 2015; Tao 2015 and Portella and Pells 2015). Disciplinary harshness and violence normalisation continues because professional development of senior teachers has been inadequate to equip them with disciplinary skills in the use of cooperative and supportive approaches (Maphosa and Shumba 2010) without resorting to corporal punishment.

The range of definitions of corporal punishment mirrors its complexities, making it a difficult phenomenon to characterise. Sadik (2017) defined corporal punishment as a reaction to remove disruptive behaviour. The incompleteness of this definition leaves the reader pondering on who has responsibility to deal with the disruptive behaviour and what actions spark the reaction. More insight to create a sense of completeness is presented by Gershoff (2017), claiming that corporal punishment is a form of violence against children. Thus, it is meaningful to deduce that corporal punishment is a violent reaction aimed to curb disruptive behaviour, one that is supported by Elga, Donnelly, Michaelson, Gariepy, Riehm, Walsh and Picket (2018).

They define corporal punishment as an adult's use of physical force to correct or control a child's inappropriate behaviour. Elgar et al. (2018) state further that corporal punishment correlates with aggressive behaviour, academic problems and related cognitive deficits among children. Thus, elements of corporal punishment so defined, include the use of physical force, painful reaction and violence to correct disruptive, inappropriate and uncontrollable behaviour. Various studies provide evidence that in practice it uses many violent acts using objects aimed to inflict pain on virtually all parts of the body (Gershoff, Purrel and Holas (2015); Maphosa and Shumba (2010); Kilimici (2009); Sadik (2017).

Corporal punishment of children generally and learners in schools, has specifically drawn the attention of researchers and policymakers globally (Gershoff 2017). Some teachers internalise the use of corporal punishment by accepting it as a frequent practice that is culturally appropriate (Mayisela 2018) and continue its use as an enactment of a likely internalised practice, not only as an automatic response. The internalised cultural practice is evident in gender relations in that its continued use possibly leads to the reproduction of violent masculinities and submissive femininities, thus enabling gender-based violence in schools (Parkes 2015; Tao 2015). Humphreys (2008), in a study in Botswana on gendered implications of the use of corporal punishment in schools, concluded that identities regarding violent masculinities by both male learners and teachers and submissiveness of both female learners and teachers were not only constructed and negotiated by the teacher and learner faced with

disciplinary incidents, but also by the support of nearby witnesses approving their identities. Bassam, Marriane, Rabbaa and Gerbaka (2018) studied the impact of corporal punishment on the physical dimensions of human development, psychological wellbeing and social and cultural interactions of a developing child as a social being. The study concluded that this form of discipline makes learners more likely to be aggressive, delinquent and use violence as adults. Another argument presented by Novick and Novick (2020) is that adults experience helplessness and so use corporal punishment when disciplining children, which serves unconscious multiple functions that are not intended by the parent that might result in children internalising aggressive delinquent and violent behaviour that they retain into adulthood.

2.3.2 Corporal punishment legislation in South Africa

The second chapter of the constitution of the Republic of South Africa focuses mainly on the Bill of Rights (Republic of South Africa 1996b). Unequivocally stated and emphasized in this chapter is the need to protect and guarantee human rights in general, particularly children's rights. Section 12 of the constitution states that:

“12. (1) Everyone has the right to freedom and security of the person, which includes the right ... to be free from all forms of violence from either public or private sources ... not to be tortured in any way; and ... not to be treated or punished in a cruel, inhuman or degrading way. (Republic of South Africa 1996b:7).

The South African Department of Education had to engage in necessary policy reform to ensure that constitutional rights were not ignored in redressing those inequalities with elements of degrading learners and treating them inhumanely, especially addressing the issue of corporal punishment in schools. As a response to facilitate the guarantees of protection as enshrined in the constitution, legislation regarding the use of punitive and undemocratic practices in schools had to be amended.

Responding to this imperative and to comply with the constitution of the state, the National Education Policy Act of 1996 (Republic of South Africa 1996a: A47) states that:

“No person shall administer corporal punishment or subject a student to psychological or physical abuse at any educational institution.”

Aligned to this Act, the same policy clearly defined the specific role of a teacher in any South African school as a community citizenship and pastoral role. This role requires the teacher in any school to uphold the values enshrined in the constitution and promote, in all instances, democratic values and practices in schools. This speaks directly to what is expected of the teacher in their disciplinary practice. This alignment categorically instructs the teacher not to violate the rights of learners in any way.

Corporal punishment continues to be used in schools, despite the prohibition of corporal punishment stated in the South African Schools Act 84 of 1996:

- 1. No person may administer corporal punishment at a school to learner; and*
- 2. Any person who administers corporal punishment is guilty of an offence and is liable on conviction to a sentence which could be imposed for assault.*

Contrary to what the legislation dictates, research shows a prevalence of corporal punishment. Justifications regarding this prevalence are presented in a few studies in the South African context. Statistics South Africa (2017) reported that 9,8% of learners in South Africa were exposed to corporal punishment in 2016 compared to 16,7% in 2011. One would interpret the positive trend showing a decline in its use as laudable, but in real numbers this means 1.3 million learners in South African public schools experienced corporal punishment despite its illegality.

Considering that most teachers were not educated in a non-violent disciplinary model, there is a lack of clear understanding of what can be considered as corporal punishment. Therefore, because of their own experience of violent discipline in combination with their lack of understanding of the non-violent model, these teachers adopt corporal punishment methods as an acceptable strategy for most discipline problems they encounter (Mayisela 2018).

2.3.3 Attitudes of student teachers towards corporal punishment

Various studies show that student teachers have positive attitudes and beliefs towards corporal punishment (John 2019; Kula and Akbulut 2021 and Lo 2020). In South African schools, especially in rural areas, student teachers still practice corporal punishment (John 2019). Among the many justifications for using it, one given in John's study was beating students to

cover up for the teacher's lack of knowledge unable to define concepts and processes of certain procedures in a particular subject they were teaching. In the same study, a contrary opinion voiced by student teachers was that in some schools, corporal punishment was not used, and they did not experience extreme disciplinary problems. Connecting to the above, effective communication techniques were used to deal with disciplinary challenges (Lo 2020). One of the major stressors for student teachers was the lack of permission to use corporal punishment when they wanted to use it when learners failed to do schoolwork.

Kula and Akbulut (2021) attempted to determine student teachers' sensitivity to violence against school children in Turkey. Their study concluded that student teachers have moderate sensitivity to physical violence against children and high sensitivity to psychological, economic and sexual violence against children. The study concluded that student teachers were insensitive towards using violent means of punishment towards children and they expressed that they could use physical punishment openly despite the ban on its use.

A study by Lo (2020) in Hong Kong required student teachers to share their negative learning experiences that might have had an effect, impact or influence on their attitude in mathematics classrooms. Corporal punishment, physical abuse and shaming were listed as elements of negative learning experiences, but these student teachers felt that corporal punishment, castigation and verbal abuse were a waste of time in improving the situation and had the potential to damage the learning atmosphere associating corporal punishment with negative learning experiences contradicts beliefs that it can correct misbehaviour, as suggested by John (2019).

Daum, Marttinen and Banville (2022) attempted to understand the cultural competency of student teachers concerning disciplinary strategies. One of the tasks given to the student teachers in this study was to develop a consequence for misbehaviour to display their competency as trainee teachers. They later stated that although they were told at university not to use physical punishment as a strategy in practice, they had no choice. Their use of corporal punishment had become a personal factor that depended on the personality of the student teacher because of their lack of skill to develop more positive disciplinary consequences. The study demonstrates a gap in understanding the personality traits that might influence student teachers to use corporal punishment instead of more positive disciplinary strategies.

In an additional study in Turkey, Yasar (2019) studied elements that influence the attitudes of pre-service teachers towards the courses they do, their educational environment and how they manage during teaching placements. The school context, attitudes of teachers and self-management shape what is expected of them as emerging trainee teachers. This study concurs with Daum et al. (2022), that pre-service teachers are influenced by both their own personal characteristics and those of the learners in the classroom environment. When learners in the classroom environment show lack of maturity, lack of a sense of responsibility, have apathy towards life, are short tempered and disrespectful, it speaks to their psychological state. This state plays a role in the attitudes and behaviours they bring to their classroom, and, in turn, influences the personal behaviour of the pre-service teacher.

2.4 Factors fuelling corporal punishment

2.4.1 Teacher training

In India, Cheruvalath and Triphathi (2015) examined secondary school teachers' perceptions of corporal punishment and found that teachers rely on it because adopting harsh methods is a mechanism for controlling disciplinary issues and they have a poor understanding of how a learner's mental state leads to certain behaviour. The study postulates that teachers are inadequately trained to handle children with behavioural problems. Similarly, Roux and Mokhele (2011) found that confused, overworked and underqualified teachers were unlikely to voluntarily give up corporal punishment when they considered it their only means of keeping order.

2.4.2 Lack of effective school leadership

Investigating corporal punishment contestations and implications for school leadership, Makhasane and Chikoko (2016) concluded that the schools they studied failed to root out corporal punishment because the lack of effective leadership is a common factor among those where it is frequently used. I hold the view that lack of effective leadership leads to mismanagement of classrooms and poor discipline strategies. Samali and Vumilia (2016) conducted a study in Tanzania revealing that teachers, as leaders in classrooms, are faced with many challenges and the most important of these is learner discipline. The dimensions of learner discipline that incorporate alternatives to corporal punishment are influenced by classroom and school discipline strategies that focus on reward and punishment. These two studies show that lack of proper training in managing students and a poor understanding of the consequences of violence to school children may lead to the continued use of corporal

punishment. In Tanzania, teachers lacked the awareness of alternative and effective nonviolent discipline management strategies that are more useful in managing student behaviour and promoting positive teacher-student interaction in school settings (Masath, Hermanau, Nkuba and Hecker 2020). Besides cultural orientation and beliefs, poor leadership and lack of classroom management skills, and the use of violent disciplining methods by teachers is also associated with stressful working conditions, such as insufficient resources, overcrowded classrooms, and a poor student-teacher ratio in schools (Nkuba 2018).

Quail and Ward (2020), in a systematic overview of nonviolent discipline options for caregivers and teachers, concluded that a gap exists in the availability of proper reference materials on positive discipline strategies, thus leading to the skill deficit among teachers to de-escalate violent acts such as corporal punishment in schools.

2.4.3 Social and cultural beliefs

Laksham (2018) studied Sri Lankan teacher attitudes towards using corporal punishment in schools, finding that teachers continued using it as a desperate measure when no other options were effective for gaining learner compliance and as a call for help to gain support to overcome difficult classroom situations. In different cultures and societies, many people, including schoolteachers, regardless of their professional training, still hold the belief that corporal punishment is an effective means of instilling discipline, respect and obedience in children (Nkuba et al 2018).

Teachers are victims of a school social climate. Tiwari (2018) in India concluded that the social climate of the school determines the persistence of corporal punishment despite legal prohibition. The study claimed that successful implementation of a corporal punishment ban depends on the compatibility between local and national sociocultural norms, teachers' attitudes and beliefs towards school policy objectives and the availability of resources. For the teacher, corporal punishment serves multiple unconscious functions providing psychological reassurance for the perception off the teacher in the role of an alleged perpetrator to what's the student perceived is a recipient of harm. Novick and Novick 2020). Teachers use corporal punishment as a way of maintaining the closed school system in the cultures embraced by the school regarding discipline strategies, most probably due to their feeling of helplessness.

2.4.4 Teacher morale

Naong (2007) claimed that the use of corporal punishment could be a sign of disgruntlement, frustration and low teacher morale due to the lack of teacher support. Policy changes reflected in Section 10 of the South African Schools Act (1999), following the ending of apartheid and the establishment of a human rights culture in the 1990s, laid the foundation for the ending of corporal punishment, viewed as an infringement of a person's human rights, calling into question ethical and practical decisions made by teachers when faced with disciplinary issues in classrooms. Teachers are social beings. When they are overwhelmed with personal socioeconomic and psychological problems, they are prone to using corporal punishment to manage learner behavioural problems (Khuwaja, Kamalian, Mcfarlane, Somani, Gaza, Ali, Premani, Chirwa and Jewekes 2018).

2.5 Prevalence of corporal punishment

The prevalence of corporal punishment is recorded in South Africa and in many other countries despite the legal abolishment (Reyneke 2018). Explanations justifying its prevalence are presented in a few studies done in the South African context. This section focuses on the reasons for this prevalence and provides a presentation of its occurrence in various provinces.

2.5.1 Lack of a clear understanding of what constitutes prohibited corporal punishment

Reyneke (2018) states that corporal punishment is prevalent in schools because of a lack of a clear understanding of what it constitutes. Without a clear definition, teachers continue using it because some of its elements are not regarded as harmful to learners. There are silent nonphysical forms of its constituents. These are transgressions by teachers such as victimization, harassment and verbal abuse (Reyneke 2018), which have both a psychological and physical impact, although they are not, in actuality, physical, they impact the learner negatively.

South African Schools Act (SASA) 1996 states that any person who uses corporal punishment is guilty of an offence and liable on conviction to a sentence, which could be imposed as assault. The crime of corporal punishment is not clearly identified and defined, likely creating allowance for teachers to continue using it. The South African Council of Educators (SACE) 2022, received 169 complaints of teachers using corporal punishment causing bodily harm in 2020-2021. Out of the 169 cases, two teachers were removed indefinitely from the education system for severe assault. In Gauteng, a seven-year-old learner was hit on the head by a teacher using a PVC pipe in 2015 (SACE 2016). In Limpopo, a 10-year-old girl was left bleeding from her ears after being repeatedly slapped and beaten by a teacher in 2019 and experienced continuous traumatic medical complications. Both teachers were given a 10-year suspended sentence to be removed from the roll of educators, which equates to simply being threatened with removal from the roll of educators, and fined R10 000 each (SAHRC 2021). Twenty-three of the 169 teachers were found guilty and paid a fine. The charges clearly do not align with the offences and appear to be light legal intervention decisions. The interest in the remaining 144 cases remains. The South African Human Rights Council (2021) report acknowledges that the use of corporal punishment remains the most prevalent in rural areas.

Research shows that many teachers are still using corporal punishment (Cheruvalath and Triphathi 2015; Khawaja et al 2018). The SACE 2015-2016 annual report confirms this claim and states that many teachers have not been trained and the initiatives are insufficient in transforming attitudes and empowering educators to implement positive methods of discipline. The question is what is being done to solve the problem.

Experience of corporal punishment may make a teacher disregard a ban in their decision to endorse it (Walker, Stearns and McKinney 2021) because factors that position an individual at risk of using harsh discipline include their own experience of it. Experience, coupled with favourable attitudes towards using it as a discipline strategy, make corporal punishment socially acceptable.

Bouer (2002) states that historically patriarchy, racial segregation and other entrenched authoritarian exclusion systems became part of how learners in classrooms were disciplined in the educational system. Research in the USA shows that corporal punishment has a colour and a disability bias (Johnson 2019), since black boys are beaten more, as are learners with disabilities, the latter for behaviour arising from their physical challenges which require appropriate support rather than punishment. In the South Africa learners from disadvantaged backgrounds and rural areas are beaten more (Morell 2001 and Tao 2015), but by teachers working in less resourced, more crowded schools and who are not afforded opportunities for continued professional teacher development. This phenomenon shows that punishment is a consequence of inequality as learners are beaten for not having uniform, learning equipment and basic stationery (Singh 2014). Morell's (2001) study of corporal punishment prevalence in Botswana, Ghana, Tanzania, and South Africa concluded that schools in these countries reproduce violent masculinities and submissive femininities through differential use of corporal punishment. A concern is whether its use is a resurfacing of discrimination. If context specific solutions are not suggested, there is a risk of bringing back the atrocities of the past, the use of harsh dehumanising punishment because learners are incapable of critical thinking and self-discipline. The resurfacing of harsh disciplinary measures can be a consequence of the normalisation of violence in the context of discipline strategies (Parkes 2015; Tao 2015 and Portella and Pells 2015). Added to this, sufficient and appropriate professional development of teachers regarding use of cooperative and supportive disciplinary approaches (Maphosa and Shumba 2010) without resorting to corporal punishment has been inadequate in South Africa.

2.5.2 Inadequate training on alternatives to corporal punishment

Most studies reveal that training regarding alternatives to corporal punishment is ineffectual (Roux and Mokhele 2011 and Reyneke 2018). Inadequacy in training teachers and student teachers leads to lack of skills, knowledge and competence to deal with learner misbehaviour (Maphosa and Shumba 2017). This lack is likely to lead to the continued use of corporal punishment. It may also explain the alarming rate of learners experiencing more violent forms of punishment leading to serious injury, and even a few recorded deaths (Hlathi 2017 and Reyneke 2018). Even when teachers are charged with misconduct there are not adequate measures to rehabilitate teachers found guilty of assault in the classroom (University of Cape Town's Children Institute 2022). In the case of the seven-year-old learner beaten by a teacher with a PVC pipe, the teacher responded to the counsel of the institute that she was overwhelmed, that her training had not included measures on how to deal with disciplinary issues and that she used a method normally used in the school.

Statistics South Africa (Stats SA), in a General Household Survey (2018), looked at the percentage of learners in South Africa who experienced corporal punishment at school in 2011 versus 2018. A decline was shown from 16,6% of learners that experienced corporal punishment in 2009 to 5,7% in 2018. In the Eastern Cape the decline was recorded as 25,5% to 11,5% respectively. Although a decrease in the use of corporal punishment is evident, the frequency is still alarming because it is unethical and illegal as a discipline strategy. A survey in the Western Cape by Equal Education (2015) on the use of corporal punishment in schools showed that 83% of the sampled schools used it, 37% of the sampled schools used it daily. More than 90% of the sampled schools used some type of weapon, with 75% of the teachers using a ruler, 44% using a stick, 11% using a baton and 7% using a sjambok. This is against the backdrop of a legal ban on corporal punishment. The UCT Children's Institute (2022) claims that SACE admits that teacher training in managing discipline problems non-violently is inadequate. Added to that, charged teachers return to classrooms without rehabilitative training, retraining, and reskilling in positive discipline strategies. Khumalo (2022), spokesperson for Section 27, states that classroom discipline is a national concern and SACE has a responsibility to account for the inadequacies in teacher training on learner discipline, as it relates to ethical behaviour by teachers, which is standardized by SACE. Training of teachers in positive discipline strategies ought to be inclusive, multifaceted and decentralized (Maphosa and

Shumba 2017) because circumstances like overcrowding of classrooms, low levels of parental involvement, substance abuse by learners and gangsterism are likely to increase the probability of teachers opting for harsh and unethical forms of learner discipline (Mayisela 2018). Most teachers are likely to have been brought up and socialised in contexts that did not value nonviolent discipline, and thus, because of their experiences of violent discipline, they lack an understanding of non-violent disciplinary methods and adopt as corporal punishment a strategy for most discipline problems ((Mayisela 2018).

2.6 Effects of corporal punishment on the learner

2.6.1 Anti-social behaviour effects

Anti-social behaviour, anxiety disorder, alcohol abuse and depression are often linked with having been subjected to corporal punishment. In their study on the impact of corporal punishment on the physical, psychological and social interaction of children, Bassam, Marriane, Rabbaa and Gerbaka (2018) concluded that it predisposes children to aggression, delinquency and conjugal violence later in life. It is difficult to determine whether experience of corporal punishment is a predisposing factor for anti-social behaviour or whether anti-social behaviour is a predisposing factor for experiencing corporal punishment, but it appears to be a vicious circle. Baker-Henningham (2019) conducted a study in Jamaica, revealing that children who received corporal punishment scored lower on mathematics, spelling and reading. Although negative assessment feedback had led teachers to use the punishment as motivation for better grades, it had instead led to even lower marks. Gershoff (2017) points out that corporal punishment interferes with children's learning, as they avoid or dislike school because it is a place where they are in constant fear of physical pain inflicted by teachers. All forms of physical punishment tend to make students feel belittled, humiliated, threatened, frightened, incriminated and ridiculed (Saidi 2018).

The most serious issue about corporal punishment in schools does not concern what teachers do to discipline students, but what a student unfavourably experiences because of it. This is associated with the level of inhumane humiliation that has detrimental effects on the psychological wellbeing of the learner. Marti (2020) asserts that globally, corporal punishment produces bad outcomes in the long and short run, leading to delinquent behaviour instead of making students more attentive and motivated, with a significant negative impact on learners' academic performance. It does not only have adverse effects on physical, emotional, and

psychological wellness, but it has a major role in retarding the process of normal brain development (Rajalakshini 2018). Rajalakshini's study revealed that corporal punishment affects the gray matter of the brain responsible for socio emotional development in self-knowledge growth, attention span, memory and other metacognitive capabilities of the brain. These findings are relevant because they give a picture of the negative effects of corporal punishment on children's learning, sustained by its continuous use despite being banned.

2.6.2 Learner aggression

Learner aggression, itself an instance of anti-social behaviour, can be a consequence of daily experiences of verbal, physical and psychological violence by teachers towards them (Mthanti and Mncube 2017). There is evidence that despite strict prohibitions on using corporal punishment, it remains the main tool of eliminating learner misconduct to reinforce control because of a lack of alternative discipline strategies (Mthanti and Mncube 2017; Mncube and Netshitangani 2017 and Heekes, Kruger and Lester 2020). Learner aggression because of experiencing corporal punishment leads to more of its use as a discipline strategy (Choi 2017). By identifying a cyclical nature of aggression in the bidirectional relationship between teachers and learners, Choi (2017) shows that student aggression provokes teachers' use of corporal punishment, which, in turn, provokes further student aggression and resentment. A cycle of violence results and further provocations lead to further use of corporal punishment. Therefore, its increased and recurrent use predicts increased learner behavioural problems associated with negative outcomes and increased delinquency (Helman, Mehacy, Watt, Kelly, Durrant, van Turnhout and Gershoff 2021)

2.7 Effects of corporal punishment on the teacher

Miza and Ali (2014) reason that an escalation of corporal punishment occurs because there is no provision of effective, acceptable alternatives to the banned method of discipline, which causes anger and frustration among teachers. The retaliation stance of self-defence by learners against teachers adversely affects teacher morale further (Miza and Ali 2014). The same study observed that in earlier times, children used to run away or drop out of school due to corporal punishment, but now there is worldwide evidence that learners' reaction is more aggressive and they fight teachers.

Due to educational policies that are inadequately implemented and strong societal beliefs in the usefulness of violent disciplining methods for correcting and controlling children's misbehaviour, violence by teachers in schools continues to be prevalent throughout the world, even for minor offences (Nkuba, Hermanau, Goessmann and Hecker 2018). Society misleads teachers by conveniently turning a blind eye to the continued use of corporal punishment in schools. Cheruvalath and Triphathi (2015) state that this form of punishment is viewed as a social norm, an acceptable method of disciplining learners, as it has prevalent social support or parental ignorance or their silent support. Only when a teacher is suspended does it become clear that corporal punishment has been prohibited.

Corporal punishment exposes teachers' lack of professionalism. Minimal, or even a lack of, other appropriate discipline strategies are likely to lead teachers to be verbally, physically and psychologically violent towards learners (Mncube and Netshitangani 2017). Contributing factors are lack of professionalism, teacher absenteeism and non-punctuality, as these compromise the quality and consistency of discipline strategies used in schools. Furthermore, failure of schools to cater for individual learner needs, instead of trying to control their misconduct by using corporal punishment, results in unethical conduct by teachers due to the inefficiency of school management.

2.8 Socio-economic effects of corporal punishment

2.8.1 Corporal punishment and society

The use of corporal punishment has been criticised and debated locally, regionally and internationally (Dlamini, Dlamini and Bhebhe 2017). It is not exclusively an educational matter, but a social matter with its roots deeply embedded in social defects. Corporal punishment leads to erosion of trust in schools and increased antisocial behaviour, which increases the costs of prosecuting and administering youth delinquency (Portella and Pells 2015). It reaffirms the need for children to be categorised as a vulnerable group, as it exposes inequality and powerlessness (Unicef 2013).

A contextualised analysis of the estimated economic impact of school violence in five countries is provided by Portella and Pells (2015). They state that, as a form of violence, corporal punishment has detrimental effects on "educational attendance, attainment and performance, on physical health, on psychological health and emotional well-being as well as on social capital

and the larger economy". Portella and Pells (2015) claim that social capital, as the quality of life led by citizens in a country positively correlated with economic growth, is at risk in the context of school violence. In fact, lower levels of community trust and social capital can be indicators of violence within communities. School violence can also be a deterrent to investment within the community where the violence is prevalent. Thus, this can lead to a general economic deterioration of such communities concluded Portella and Pells.

Jotia and Boikhutso (2017) studied the effects of corporal punishment on democratic values in Botswana. Their results showed that it undermines democratic values, as it is characterised as being undemocratic in that force is used and is exclusionary and violent. Moreover, the national ideals of equity, justice and democracy are grossly neglected in its practice.

Corporal punishment, as a form of violence, impacts social and human capital. Economic growth is dependent on the nature of human and social capital. Therefore, corporal punishment, as violence in schools, negatively affects educational attainment, psychological wellness, social relations, physical wellness and economic growth. The consequences of learners experiencing corporal punishment in educational institutions might be identified through absenteeism, school dropout rate and deterioration in academic achievement. (Mwawenda 1995). The psychological effects can be observed in instances where learners experience depression, anxiety and stress (Mwawenda 1995; Laurie 2010; Portella and Pells 2015). The results of anti-social behaviour, replication of violent acts, lack of trust and depreciation in quality of human relations may be consequences of using corporal punishment and impact negatively on economic growth (Mwawenda 1995). According to Portella and Pells (2015), implications of corporal punishment for the economy are increased demand for psychological, legal, health, social and economic services for the welfare of victims and perpetrators. This demand leads to "lower accumulation of human capital" and wasteful expenditure of state resources on school dropouts with a negative impact on potential earnings (Unicef 2013). Low earnings because of poor education decrease economic growth potential and the productivity of potential earners who leave education due to the use of corporal punishment. Consequently, demands on the social grant welfare system services may increase because some citizens who would potentially contribute to the economy of the state leave school because of fear and trauma arising from their experience of corporal punishment (Laurie 2010).

Corporal punishment, as a form of organised social violence and an unjust form of dealing with misbehaviour, can hinder learners from accessing a better life opportunity through enhanced

educational level (Unicef 2013). Unemployment, increased dependence on social welfare grants, crime, drug and alcohol abuse are social ills that are associated with absenteeism and high school dropout rate, which, in turn, are associated with corporal punishment (Khuwaja et al 2018). Children are a national asset from which development dividends can be derived in future, provided proper investments are undertaken in the early stages of life (Unicef 2013).

Khuwaja et al (2018) studied school corporal punishment in Pakistan and identified associated factors affecting vulnerable learners as low academic performance, food scarcity and insecurity and learners already exposed to corporal punishment in their homes. The study concluded that there is a direct pathway between hunger and corporal punishment, interceded by depression, stress experienced by teachers, poor academic performance, absenteeism and peer violence experienced by learners. The combined vulnerabilities lead to corporal punishment as a quick but ineffective solution in dealing with social ills.

According to Mwawenda (1985), the use of corporal punishment in educational settings leads to various detrimental consequences including increased rates of depression, antisocial behavior and anxiety amongst learners. The effects of these detrimental consequences can further manifest as school dropouts, truancy, physical injuries, poor academic performance and erosion of trust within the school environment. Moreover, the perpetuation of violence through corporal punishment can result in the replication of such patterns in learner behavior. These implications extend beyond the immediate school environment impacting the economy as highlighted in Unicef 2013 and Plan International 2010. Lower accumulation of human capital as reflected in diminished learning outcomes and educational attainment are likely to have negative repercussions on future earnings potential and consequently on income tax revenue for the government. Furthermore, the resulting strain on public resources due to increased demands for legal health care and basic human rights services contributes to an overall decline in productivity and economic growth. However, an opposing perspective is presented by Novick and Novick (2020) suggesting that while corporal punishment will contribute to anti-social behaviour other underlying factors also play a significant role.

2.9 Risk factors associated with social acceptance of corporal punishment

Community disintegration and silent acceptance of dehumanising acts like corporal punishment corrupts the social fibre of the whole nation (Unisa 2012). Johnson (2019) asserts that if society ignores corporal punishment as a persistent, painful, problematic practice in schools, it is increasing the possibility that a learner will become entangled in the justice system as a juvenile delinquent, creating a possibility of being sent to prison at an early age. He further postulates that subjective judgements by teachers for minor infractions and using a harsh cycle of practices and procedures pushes learners to the status of being criminal delinquents. The possibility that delinquent behaviour is a consequence of how the learner has experienced life is reinforced in the classroom when the teacher uses corporal punishment because of the lack of an appropriate alternative in dealing with the delinquency. Pereznieto (2010) concurs by stating that young men and women not in education, employment and training, perhaps coupled with other multiple factors, are five times more likely to have criminal records. This risk is aggravated if corporal punishment is left unattended as a malpractice. The question is whether this is the future envisaged in the education policies of South Africa.

2.10 Teaching practice and corporal punishment

Corporal punishment is incorporated in classroom management (managing time, space, teaching tools and students to create an effective learning environment) as a discipline strategy (Ministry of Education, Ghana, 2019). Many studies have been conducted showing the diverse ways of managing these management elements of the classroom. Globally, these have shown the ineffectiveness of corporal punishment (Khuwaja, Kamalian, Mcfarlane, Somani, Gaza, Ali, Premani, Chirwa and Jewekes 2018; Dlamini, Dlamini and Bhebhe 2017; Hecker, Goessmann, Nkuba and Hermanau 2018). In unison the studies reveal that corporal punishment addresses only the behaviour, but not the underlying causes for the behaviour. Thus, it is necessary to probe the effectiveness of teacher training in dealing with discipline issues essential for effective classroom management.

The discrepancy between the ideal perception of teaching and the reality often experienced by student teachers in practice exposes theory-practice gaps that impact directly on classroom

management (Smith, Ulvik and Helleve 2019). This study is focused on lessons learnt from novice teachers. Teachers who participated reflected on critical incidents involving disciplining learners, highlighting that due to inadequacies of teacher training, they depend mostly on their own understanding of problem solving. Due to the nature of misbehaviour by learners that is unplanned, unanticipated and uncontrolled, key problematic aspects in teacher training are illuminated. Smith et al (2019) pointed out that highly charged moments and episodes expose the shortfall in the skills, attitudes and values of teachers in practice. As a result, they replicate their lived experiences of corporal punishment as learners and from current school practices they are exposed to. These experiences normally conflict with teachings in teacher training, consequently causing internal conflicting ideas that challenge personal beliefs and attitudes towards corporal punishment.

Student teachers are taught inclusive education theory but are exposed to corporal punishment in training modelled by mentors. Glaser (2019) highlights the incompatibility of corporal punishment with the democratic inclusive principles emphasised in teacher training. There is a consensus in recent studies that corporal punishment is not effective in disciplining learners (Ansell 2021, Glaser 2019, Semali 2016). Glaser (2019) states that violence in one sphere leads to violence in other spheres. Thus, corporal punishment meted out by mentors emerges as an act of desperation informed by personal experiences, training and social culture to hold up generational authority. Due to this, student teacher mentors often reinforce an inherited use of corporal punishment in poorly trained student teachers who are exposed to insecurity in pedagogy, large classes, poor schools and poor job prospects (Glaser 2019). Thus, they are sometimes compelled to use corporal punishment as if it is a magical solution to address learner misbehaviour to reclaim their authority.

2.11 Interventions dealing with corporal punishment

There are several international organisations working to address the continuing use of corporal punishment across the world. Its use is a global social challenge that needs countries to embark on total eradication. The Global Initiative to End all Corporal Punishment is an international initiative precisely aimed that, to which countries have responded to address this just cause as an imperative to all humanity regardless of gender, race, nationality, profession and location.

The scope of the intervention plan is law and policy reform, teacher training initiatives, school development programs, learner empowerment programs and publications advocating for eradicating corporal punishment.

Another international intervention program is Learn Without Fear (Plan International 2008) which is focused on the impact of school violence, which can ruin opportunities for learners to lead a better and more prosperous life. This campaign aims at ending all forms of school violence globally to unlock learners' potential through education. It is based on the belief that all violence against children is preventable, and that schools are supposed to nurture and protect learners. Preventing violence against children is key in the campaign because each country has a responsibility to protect its vital national assets to develop communities and revitalise economic growth. Laurie (2010) reports on the strengths of the Learn Without Fear campaign, showing that 44 countries have implemented the program through workshops raising awareness about children's rights and the negative impact of violence. Its key strength is active participation of learners, teachers, parents and other stakeholders.

In Bolivia, Peace Education (Bolivia 2014) is a policy brief that argues for an alternative approach for equipping teachers to build a positive educational environment to promote, rather than detract from students' development. The value of using the principles of Peace Education is demonstrated through a case study of a Bolivian school where it was implemented with considerable benefit to students, teachers, and the surrounding community. Based on its model, recommendations are given regarding what steps can be taken to support teachers in establishing peaceful classroom environments.

Childline South Africa (2012) views school discipline as a continuous process and states that results of intervention plans show that corporal punishment eradication cannot be achieved through a once off program. Its document indicated that a response to a single event or incident of negative behaviour by a teacher or parent is ineffective. The organisation highlights seven actions as alternatives to corporal punishment. These are to give praise, lead by example, be realistic, implement a restorative justice technique, not threaten or shout at children, negotiate a compromise and use guidance and counselling methods. However, while a teacher can use these suggestions, they do not address the broader antecedents and factors fuelling teachers' use of corporal punishment.

Another South African initiative is the Alternatives to Violence Project (AVP) which began in 1993 in Johannesburg, Gauteng province (Lamb and Snodgrass 2017). The AVP project offers experiential workshops based on affirmation, communication, cooperation, community building and creative conflict resolution as central pillars. The project is currently implemented in some schools in KwaZulu-Natal, Eastern Cape, Gauteng, Free State, Western Cape, Zimbabwe, Lesotho and Namibia. It is used as an intervention and empowerment program for the school community because of its capacity to be adapted. The Southern Africa Development, Research and Training Institute (SADRAT Institute) (2017) reported that South Africa has a school system deeply impacted by the severe and pervasive violence in the homes environment which escalates to schools. As a result, school dysfunctionality impacts on classroom management. A highlight about the AVP project is that it is gradually being integrated into the formal education system as an intervention to end violence in schools and includes corporal punishment. A unique element of this project in South Africa is the establishment of the Phaphama Institute, which provides training for AVP facilitators in all sectors and is accredited with the South African Qualification Authority Standards.

Despite the many intervention strategies, corporal punishment is still rife. This justifies the need to investigate attitudes of student teachers towards corporal punishment, as they are expected to respond to any intervention programs that are implemented.

2.12 Theoretical framework

2.12.1 Introduction

The study is guided by Bronfenbrenner's ecological systems theory (BEST) (1979) and supplemented by the theory of planned behaviour (1991). Foregrounding the relevance of a theoretical framework, Newnham (2013) postulates that when policymakers do not ensure the implementation of policy in education, then teachers tend to default into using what is familiar and entrenched in practice in dealing with discipline problems.

2.12.2 Purpose of theoretical framework

The main purpose of the theoretical framework used in this study was to structure and align the literature reviewed to data collected for meaningful analysis and discussion of the findings. This framework assists in describing the problem in simple terms in daily language by providing theoretical structure for concise explanations threaded in the discussions. In other words, the theoretical framework is an explanatory tool allowing the researcher to account for a meaningful alignment of the rationale for the study, literature reviewed, research methodology and interpretation of the findings. The theories make it possible to make connections between phenomena and make predictions guided by theoretical concepts.

2.13. Bronfenbrenner's ecological systems theory

2.13.1 Historical background

Bronfenbrenner saw limitations of contemporary research that is mainly done in laboratories as not fit to understand processes of human development (Rosa and Tudge 2013). The theorist claimed that the lack of theory considering the contexts of individuals created a gap in explaining human development. In the 1970s, family structures and dynamics changed, requiring models to explain the changes through research. Rosa and Tudge (2013) inform that Bronfenbrenner was influenced by social psychology and sociology that highlighted the importance of contextualizing research operations. The theorist concluded that research on the ecology of human development includes the innovative restructuring of prevailing ecological systems in ways that depart from existing institutional ideologies and structures by redefining goals, roles and activities, providing interconnections between systems previously isolated from each other.

2.13.2 Phases of Bronfenbrenner's ecological systems theory

Bronfenbrenner's ecological systems theory was developed in three phases (Matheolane 2016). The first phase was developed between 1973 and 1979 and focuses on the ecology of human development and on the influence of contexts within which the individual interacts. The contextual factors are the microsystem context, mesosystem context, exosystem context and macrosystem context. The second phase was developed between 1980 and 1993 and focuses on the importance of proximal processes in individual development. This phase highlights bidirectional processes of engagement (Bronfenbrenner 2000). This transitional phase introduced the chronosystem as part of the interconnected systems. The third and final phase was developed between 1993 and 2006 and presented by Rosa and Tudge (2013), introducing

four dimensions of the model: processes, person, context and time (PPCT). This phase also highlights the renaming of the theory as the bioecological model of human development.

2.13.3 Phase 1

Bronfenbrenner (1979) emphasized the major influence of the environment on the development of a person. The contexts within which the individual is embedded influence actions, processes of interaction and their consequences:

“The ecology of human development involves the scientific study of the progressive, mutual accommodation between the active, growing human being and the changing properties of the immediate settings in which, the developing person lives, as this process is affected by relations between these settings and the larger contexts within which the settings are embedded” (Bronfenbrenner 1979, p. 21)

The contexts are divided into the microsystem, the mesosystem, the exosystem and the macrosystem. The microsystem is composed of interpersonal roles and activities of individuals in a particular context (Broderick and Blewitt 2015), for instance, a teacher and learner in a classroom. The mesosystem is made up of interlinked microsystems, for instance, a learner in the classroom being affected by what happens at home. The exosystem refers to settings that do not directly involve the learner but affect the learner directly, for example unemployment of a parent. The macrosystem refers to the embodiment of the other systems, comprising politics, culture, religion, beliefs and economy, which govern the state of the other systems.

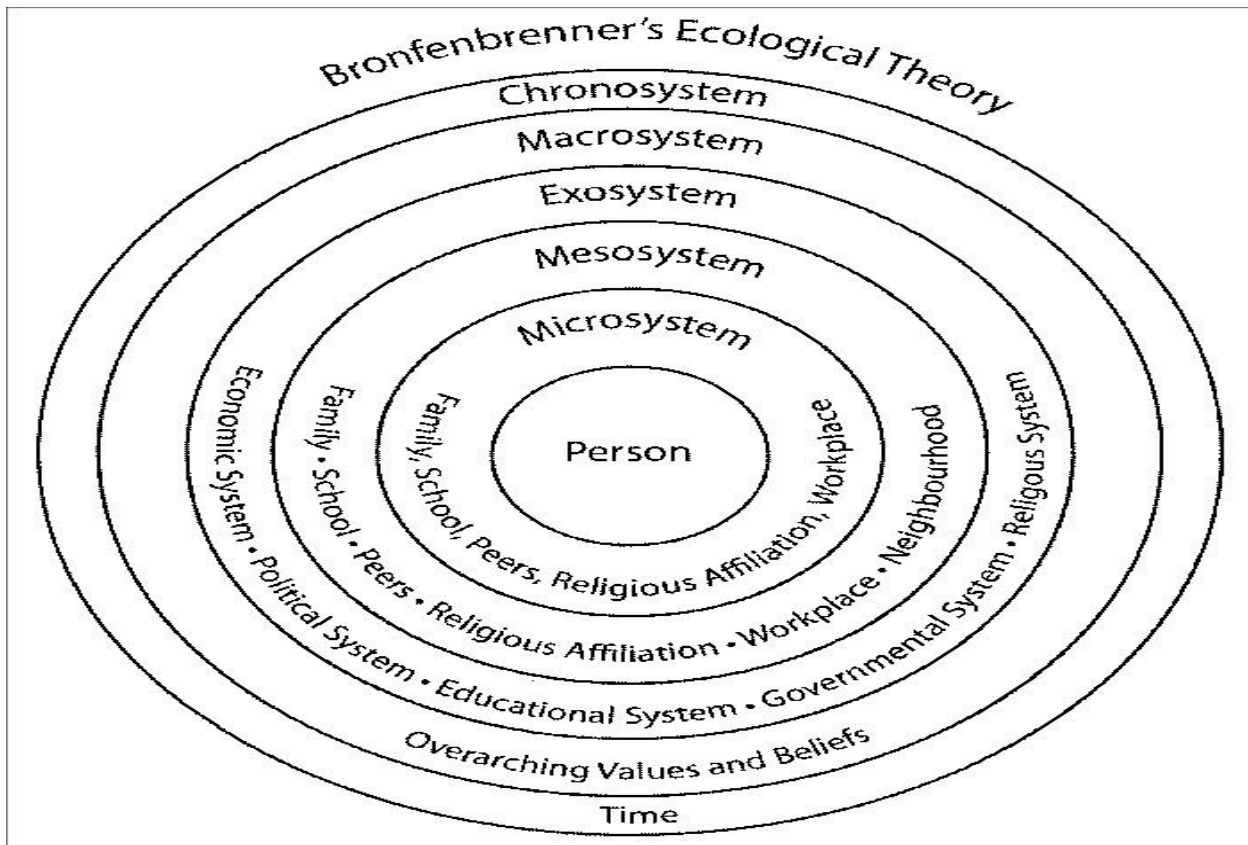


Figure 1: An illustrated model of Bronfenbrenner's Ecological theory (Berger 2007)

2.13.4 Phase 2

The purpose of phase 2 is to include individual characteristics and compare psychological characteristics of individuals living in different social environments. It emphasizes processes through which developmental outcomes are attained, views these outcomes as resulting from interactions of person and context and considers time as important as environment for human development and considers changes that occur over an individual's lifetime caused by events or experiences within the individual or from the external environment (Tudge et al 2009).

Time, or the chronosystem, refers to circumstances and events during interactions relating to the biological, cultural, social and transactional in a historical period (Rosa and Tudge 2013). For example, corporal punishment in schools is inextricably linked to events of violence and victimisation in the broader society (Mayisela 2017; Hecker, Goesmann, Nkuba and Hermenau 2018). Rosa and Tudge (2013) define processes as daily interaction with objects, symbols, and other individuals with which one is actively involved. Bronfenbrenner and Evans (2000) refer to these processes as face-to-face interactions called proximal processes. Rosa and Tudge

(2013) highlight that a stable, adequately resourced environment promotes processes of competence in the bi-directional interactions, whereas a less resourced, insecure environment promotes dysfunctionality.

In considering corporal punishment as disciplinary interaction, various studies provide evidence that in practice it uses many violent acts using objects such as hitting with hands, sticks, pipes on virtually all parts of the body (Gershoff, Purrel and Holas 2015; Maphosa and Shumba 2010; Kilimici 2009 and Sadik 2017). For instance, statistics in the Western Cape province in South Africa reveal that in sampled schools some type of weapon is used with 75% of teachers using a ruler, 44% using a stick, 11% using a baton and 7% using a sjambok. This is an indication of how teachers bring objects that are not related to creating a positive, safe learning environment. These objects significantly show an intention of brutality, violence and set the tone of the mode of violent and unethical bi-directional interaction between the teacher and learner in the classroom environment.

2.13.5 Phase 3

Bronfenbrenner (2000) explains the person dimension as the characteristics that individuals bring to a situation. These traits are divided into demand, resource, and force. Demand refers to characteristics that act as a stimulus to the environment on first contact such as age, gender, height, appearance, hyperactivity and passivity. These are personal traits that attract or deter reactions from the immediate environment. They have a mild effect on the bi-directional interactions (Bronfenbrenner and Morris 2007; Rosa and Tudge, 2013). Resource, as Rosa and Tudge (2013) explain, is a mental, emotional, social and material resource possessed by an individual. It also refers to the person's ability to engage effectively in proximal processes by activating development through accessing relevant skills, knowledge, values and attitudes, plus experience or resources that limit or disrupt proximal processes such as illness and cognitive damage (Bronfenbrenner and Morris 2007; Rosa and Tudge, 2013). These traits have a moderate effect to how individuals engage in the bi-directional interactions. Force, the third dimension, refers to disposition, temperament, motivation, persistence, curiosity, responsiveness to others, willingness to defer gratification and maintenance of proximal interactions (Rosa and Tudge 2013). This dimension highly influences how individuals engage in bi-directional interactions. In light of this, corporal punishment is a disruptive force elicited by impulsiveness, aggression, violence and preference for instant gratification, having detrimental effects on proximal processes and bi-directional interactions. For example, in a Sri Lankan

study, teachers showed a positive attitude towards using corporal punishment in school as a desperate measure when nothing else was effective for gaining learner compliance. It was also a call for help to gain support to overcome difficult classroom situations (Laksham 2018). This study exposes how imbalances between processes and person affect how discipline is dealt with inside the classroom.

Through the lens of BEST, the contextual factors leading to corporal punishment are visible. Its manifestations and impact are clarified, including the reasons why it is still rife despite being banned. However, this theory does not explain how attitudes towards corporal punishment are shaped. To explain how student teachers develop attitudes towards using corporal punishment, the theory of planned behaviour (TPB) (Ajzen 1991) was incorporated to support BEST.

2.14 Theory of planned behaviour

2.14.1 Historical background

The theory of planned behaviour is in the field of social psychology, but its applicability has been traced in more than 200 studies in the field of education (Ajzen 2020). This theory has been used in educational research successfully to explain and predict behaviour in a multitude of behavioural domains. It is derived from the theory of reasoned action, which explains that decision-making processes of a human being, aimed at predicting behaviour determined by attitude and subjective norms. The intention to behave in a particular manner is determined by perceived behavioural control (Ajzen 1985).

The theory of planned behaviour explains the relationship of several variables in predicting a person's behaviour (Ajzen 1991). These are attitudes towards behaviour which explain student teachers' attitude towards using corporal punishment, subjective norms (SN) explaining the student teachers' perception of social expectations concerning to use corporal punishment or not and perceived behaviour control explaining student teachers' individual assessment of their power to carry out corporal punishment (See Figure 1.2). Abildso, Dyer, Kristjansson, Mann, Bias, Coffman, Vasile and Davidov (2020) suggest that teachers' intention of using corporal punishment is determined by an evaluation of possible outcomes determined by the interaction between personal and social factors.

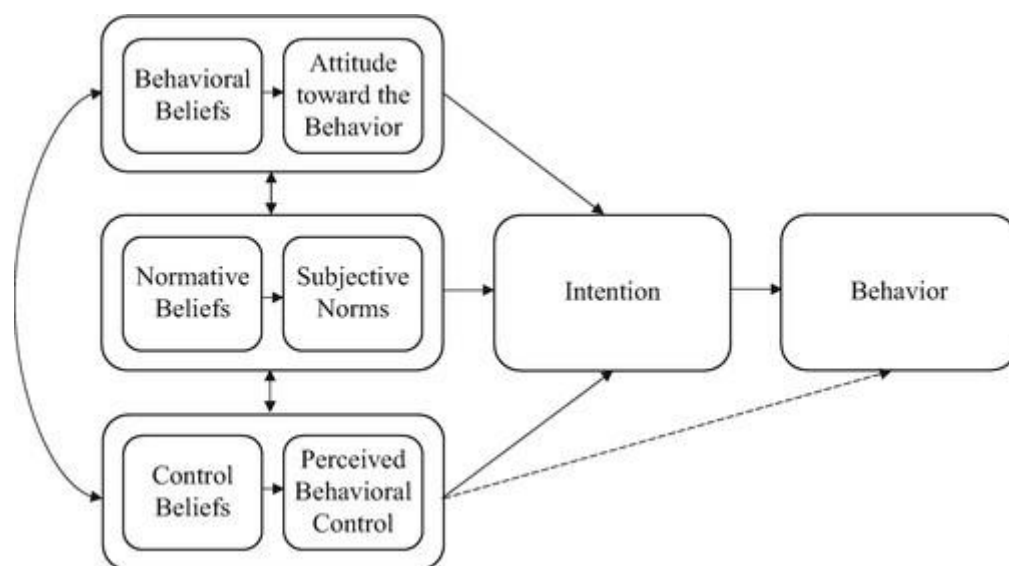


Figure 2: Illustration of the Theory of planned behaviour (Ajzen 2010)

2.14.2 Attitudes towards behaviour

Attitude is the most powerful predictor of behavioural intention (Ajzen 1991). It is the subjective probability that performing a particular behaviour leads to a particular outcome, which aligns to readily accessible beliefs called behavioural beliefs. Behavioural beliefs are internalized to produce a positive or negative attitude towards a behaviour (Ajzen 2020). This study focuses on investigating the attitudes of student teachers towards using corporal punishment as a discipline strategy in schools. So, student teachers who believe that using corporal punishment results in good discipline of learners, because of their experiences as learners in the past, have a strong behavioural belief that using it yields the desired outcome in the context of learner discipline.

Attitudes are comprised of cognitive, affective and behavioural components (Malak et al 2017). The intention to use corporal punishment is predicted by what the student teacher thinks, how the student teacher feels and what can be done in an instance where learners misbehave. Hou, Lin, Wang, Tseng and Shu (2020) studied factors leading to the intention of university students in perpetrating dating violence using the TPB. Findings from this study affirm that understanding attitudes to expand a knowledge base, for example, of the prevalent use of corporal punishment, and critically, might help in understanding the likelihood that this illegal practice will continue in schools with the new intake of teachers in this present study.

2.14.3 Subjective norm

Zhang (2018) explains that subjective norm is a form of social pressure that individuals feel in performing acts. Social pressure comes from people who are important to the individual in agreeing or disagreeing with the act. For instance, in a school environment, if a student teacher feels or sees the need to use corporal punishment, affirmation may come from a mentor who is probably used to using corporal punishment. Fishbein and Ajzen (2010) distinguished between injunctive normative belief, which refers to the expectation that a given group of people approves or disapproves of performing the intended behaviour (Ajzen 2020; Fishbein and Ajzen 2010), and descriptive normative belief, which relates to aligning one's own beliefs to those of important others who also perform the act. For example, if a school principal, as a manager in the school, uses corporal punishment, it is likely that the staff and student teachers will align to the behaviour of the principal. According to Glaser (2019) student teachers may feel pressured to resort to corporal punishment as a "quick fix" to address issues that extend beyond the classroom to regain their authority.

2.14.4 Perceived behavioural control

Capabilities, resources, and opportunities determine the degree of controlling action (Ajzen 2010). Therefore, everyone can be assumed to have the power to assess the amount of control regarding performing a particular act. Perceived behavioural control is greatly influenced by control beliefs (Ajzen 2020) relating to factors that enable or inhibit performing a particular act and an understanding of controlling power to perform. In this study the student teacher assesses inhibiting and enabling factors to use corporal punishment as a discipline strategy.

2.14.5 Theoretical analysis of intention to use corporal punishment

The ban of corporal punishment in South Africa is a legal inhibiting factor, yet evidence of its continued use is shown in various studies. This study investigates attitudes of student teachers towards using corporal punishment as a discipline strategy in schools. According to the TPB, a favourable attitude towards its use is likely to be a result of a supportive subjective norm, such as a mentor displaying the use of corporal punishment, and of perceived behavioural control, such as seeing acceptable advantages in its use. A supportive subjective norm and perceived behavioural control lead to the formation of favourable behavioural intention, which, in turn, leads to the actual behaviour. To attempt to connect the latter set of outcomes to the study, reflection on the following scenario is necessary: A student teacher carries a PVC stick or pipe

to school showing intention to use the stick; the principal or mentor does not stop the teacher; the student teacher observes other teachers using the PVC pipe; the student teacher strongly believes that corporal punishment is the most suitable discipline strategy. This scenario presents more enabling than inhibiting factors, thus the student teacher is likely to decide to use corporal punishment despite its illegality. Feedback from learners, mentors, parents, departmental officials, organisations, media and so forth, on the outcomes and experiences of using corporal punishment leads to an understanding that behavioural, normative and control beliefs affirm its acceptability. The assumption based on this theory is that student teachers with a weak sense of their own agency are more likely to follow the norms of the context they find themselves in. In contrast, student teachers with a strong sense of their own agency may be more likely to resist the norms of the contexts they find themselves in. This explanation guides the data analysis and interpretation of findings.

2.15 Conclusion

The literature reviewed shows that although corporal punishment is complex to understand, attempts have been made to define and identify its characteristics. This chapter provided a presentation of BEST and TPB as a theoretical framework. The concepts of the theoretical framework gave structure to the discussion: BEST focuses on the environmental factors leading to use of corporal punishment; TPB explores subjective factors predicting its continued use by student teachers. The research design and methodology of the study is discussed in Chapter three.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

Creswell (2002) defines research as a process whereby a researcher follows steps to collect and analyse information or data for the purpose of increasing understanding on a particular issue or topic. This study aimed at investigating attitudes of student teachers registered as final year PGCE students towards using corporal punishment as a discipline strategy in schools during teaching practice. The previous chapter included a discussion of the uses of BEST and TPB as the theoretical framework for this study. The chapter included an outline of various conceptualisations and theories in understanding corporal punishment. Elements of both theories relevant for the study were discussed in detail. These elements were used to give coherence and a structure to understand, analyse, interpret and synthesise findings for both quantitative and qualitative data collected. The present chapter focuses on descriptions and explanations of the research design, research methodology and data analysis methods employed in the study. Data generation through the research design and research methodology allowed the researcher to address specific research questions.

In this chapter, I initially discuss the research paradigm, which is the interpretive paradigm that best suits this mixed method study. Next, I focus on describing the case study research design. Then I explain the mixed method approach used in the study. I look at gaining access to the research sites, followed by giving details on the population chosen for the study and the sampling methods used. I then give a detailed description and explanation of the three data collection methods in the different phases of data generation. Phase one focused on quantitative data collection methods and phases two and three focused on the qualitative data collection methods. Following this stage is an explanation on the piloting of the data instruments. Then, issues of ethical consideration and trustworthiness of the study and its limitations are discussed. The chapter is concluded by a justification of the mixed method approach used.

3.2 Research paradigm

In educational research, paradigms can be positivist, critical, pragmatist or interpretivist. I was informed by the chosen research paradigm informed on what needs to be observed, the type of research questions to ask, how to collect data and how to interpret results (Kuhn 1970). For

this study, aligning to a particular paradigm provided a model and solution for me, to have a scientific, universally recognized approach. Researchers hold a worldview that provides a conceptual lens through which they examine the methodological aspects of their studies. This allows them to determine a research methodology that informs the meaning and interpretation of data (Creswell 2014). This is a mixed method approach study, a method that can be both quantitative and purely qualitative. I worked within an interpretive paradigm.

3.2.1 Interpretivist paradigm

The interpretive paradigm offered an opportunity to develop an in-depth understanding of the factors influencing attitudes of student teachers towards corporal punishment, which is a subjective world of human experience in a particular context (Cohen, Marion and Morrison 2000). This paradigm falls under constructivism, which ascertains that there is no single reality, and the purpose of engaging in research is to construct subjective realities experienced by participants (Creswell 2014). The focus of the interpretive paradigm is to describe, understand and interpret and it was deemed most appropriate for this study.

Most studies that use a mixed method approach align with pragmatism. Pragmatism refers to a set of philosophical tools of value for addressing problems and orientates itself towards solving practical problems in the real world (Creswell 2014). It is most appropriate when a researcher seeks a method of inquiry for practical solutions to a problem (Creswell and Plano Clark 2011; Biesta 2010). Pragmatism is a philosophical worldview that focuses on consequences of actions in a particular real-world context, aiming to solve a specific problem. Therefore, for this study interpretivism aided an understanding of the factors leading to subjective interpretations of experiences of student teacher attitudes towards using corporal punishment as a discipline strategy.

3.3 Research design

Research design refers to the description of how a study is conducted (McMillan and Schumacher 2006). It maps out the structure, and the plan of the research phases. The research phases include data collection methods and plans for data analysis and interpretation of findings targeted a population of 120 final year students registered for a Postgraduate Certificate in Education (PGCE) in a rural university in the Eastern Cape. This population was appropriate for the study because it consisted of final year students about to enter the

professional field. This population target was relevant for the objectives of the study, as the students were rich in experience as learners in schools and as student teachers who attended to school-based experience in teaching practice and as registered university students being trained in classroom management and discipline strategies. Therefore, they were information rich individuals appropriate for the investigation of attitudes towards corporal punishment.

In the research I used both qualitative and quantitative data collection approaches. The mixed method approach provided a rich understanding of student teacher attitudes towards corporal punishment by using both data collection methods (Creswell and Creswell 2018). This data collection approach followed a sequential explanatory design. The sequence followed this order: the first phase was the use of questionnaires for quantitative data collection (see Appendix A); the second phase was the use of focus group discussions and semi structured interviews for qualitative data collection. The alignment of all the components of the design of the research study is important for the trustworthiness of the findings. The diagram in Figure 3 shows the summary of all the phases of the research, using a sequential explanatory design.

Figure 3: Summary of the phases of proposal development research design

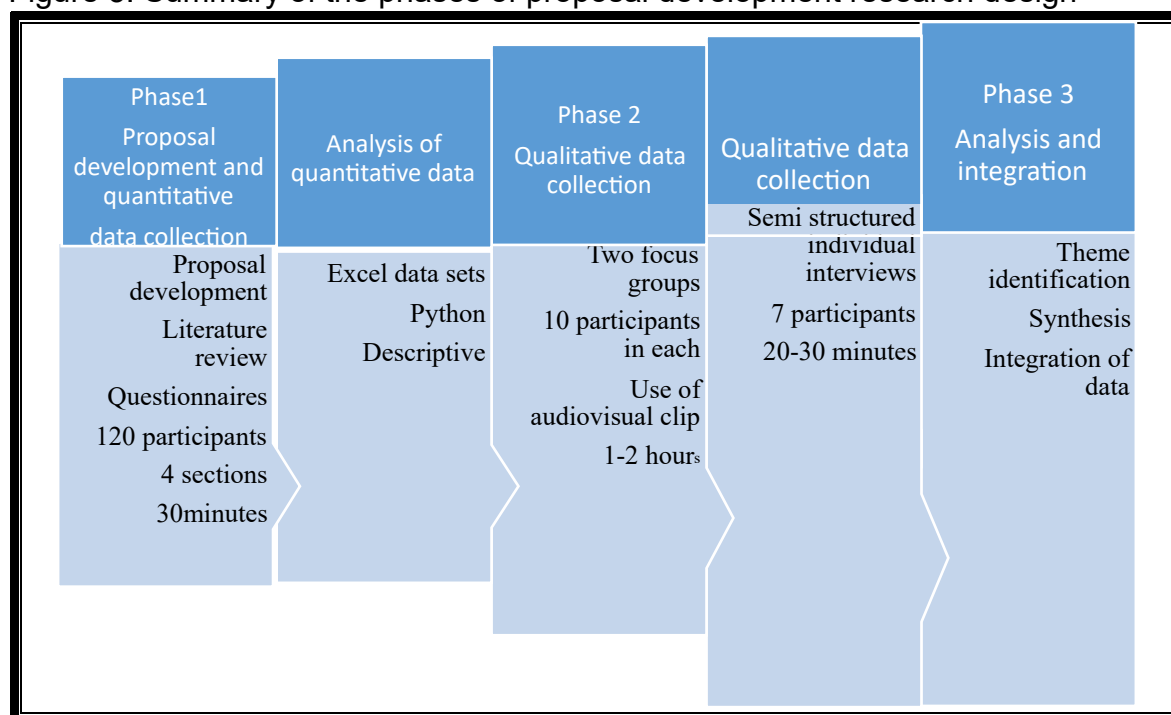


Figure 3: Summary of the phases of proposal development research design

A mixed method approach allowed for a multi method data collection strategy that permitted triangulation of data, leading to an enhanced quality of the investigation (Creswell and Creswell

2018). Sequential explanatory design located within a mixed method approach was employed. Quantitative data was collected using a questionnaire and analysed by the researcher and then qualitative data was collected using focus group discussions and semi-structured individual interviews. Qualitative information gained from the focus groups and interviews yielded in-depth detail that complemented the quantitative data gained from the questionnaire. This data collection was followed by a synthesis and integration of the results.

Terrell (2012) provides an explanation of four elements that justify the use of a mixed method approach. The first element is the theoretical perspective or theoretical framework that guides data collection and analysis. This study was guided by BEST and TPB. Terrell's second element is the priority of strategy, which refers to the weight and priority given to either qualitative or quantitative approaches. For this study both approaches were given equal priority. His third element is the sequence of data collection implementation. This study was informed by a sequential explanatory design. Creswell and Creswell (2018) explain a sequential explanatory design as an implementation strategy in the mixed method approach where quantitative data is collected first, and results are analysed to inform the collection of qualitative data. Qualitative data is analysed, and both sets of data are integrated. This approach allowed quantitative data collection using questionnaires through census sampling to precede qualitative data collection employing focus group discussions and semi-structured interviews for an exploration of in-depth accounts of a few purposively sampled participants. Terrell's fourth element is the point of data integration, which clearly identifies a point when integration of data happens in the study. The researcher integrated data at the interpretation stage because it was collected sequentially, and results were analysed at different stages.

As the researcher, I referred to the work of Molina and Arizona (2016), who present the idea that complementarity, development, expansion and triangulation are key in any study using a mixed methods approach. Complementarity in this study referred to elaboration and clarification of results from a quantitative approach to a qualitative approach. This means that there is elaboration depth and clarification of results through a multimethod mode of enquiry that complement each other in responding to research questions. I used responses to questions from the questionnaire in the quantitative data collection to inform guideline questions for the focus group discussions and semi-structured interviews. An advantage of using a mixed method approach was the space for triangulation, allowing for the use of questionnaires, focus groups and semi-structured interviews to confirm data.

3.4 Population

This research is a case study of 120 final year students of the PGCE class of 2021, at a university in the Eastern Cape. This population of 120 students were asked to respond to a questionnaire to collect quantitative data to provide dependable material. This stage employed a census sampling technique. Focusing on this group allowed for investigating attitudes of student teachers that are exiting university to join the teaching field as qualified teachers for the first time. There was no sampling at this stage of the research, I collected data from the whole population, as defined in this case: Final year PGCE students at an Eastern Cape university. In each academic year PGCE students are divided into 12 working groups each comprising of 10 individuals and for collaborative class activities. For the research study two groups of these student teachers willingly participated in the focus group discussions. A total of 20 participants from the overall population of 120 students participated in the focus group discussions. 4 semi structured individual interviews I randomly selected participants. I ranked student numbers in the class sequentially and chose every 10th student number for participation. In the semi structured interviews, the participants provided their own interpretation of the findings from the questionnaire responses in the quantitative data phase, discussing how they relate to corporal punishment in practice and commenting on how corporal punishment is anchored through aspects like culture, history, law and politics, for instance.

3.5 Sampling and sampling methods

McMillan (1996) explains sampling as a process in research where a researcher selects informative or useful participants from a population. I chose three types of sampling for each phase. For the quantitative research stage, census sampling was conducted using a questionnaire. For the qualitative research stage, purposive sampling was used for the focus group discussion. Random sampling was most appropriate for the semi-structured interviews for the qualitative data collection stage.

3.5.1 Census sampling

Census sampling refers to the researcher using the whole population (McMillan 1996). In this case all participants were informative, easily accessible and would provide the best information for the purpose of the research. The whole population of 120 PGCE students were asked to respond to the questionnaire during quantitative data collection to provide dependable material. In this is stage I employed a census sampling technique. Focusing on this group allowed for the

investigation of student teacher attitudes when exiting university to join the teaching field as qualified teachers for the first time. There was no sampling at this stage of the research as I collected data from the whole population of final year PGCE students at an Eastern Cape university.

3.5.2 Purposeful sampling

Creswell (2012) refers to purposeful sampling as an approach that uses a selection of participants who represent common characteristics of the overall population. In other words, when participants are selected based on the anticipated richness and relevance of their information, they must realize the objectives of the study (Yin 2014). The participants were easy to access and offered an opportunity for any two groups to volunteer for the focus group discussions. Each year the PGCE students are divided into 12 working groups of ten individuals for their various learning activities. Two of the groups volunteered for the focus group discussions in the study, a total of 20 participants from the population of 120 PGCE students participating.

3.5.3 Random sampling

McMillan (1996) explains random sampling as a decision by the researcher to systematically choose every n th participant from a list of all participants. In this study, the first participant on the list is selected randomly. For the semi-structured individual interviews that followed the focus groups, I randomly selected participants by ranking students numerically in a list of students in the class and selecting every tenth student number.

3.6 Research methodology

Kothari (2004) defines research methodology as a way to systematically solve a research problem so that a researcher can be in a position to apply certain research techniques relevant for the study and to justify the choices. There are several research methodologies such as, ethnography, grounded theory, case study and narratives. For this study I, chose a case study approach, as explained in the next sub section.

3.6.1 Case study

Crowe (2011) explains that a case study is a research approach used to generate an in-depth multifaceted understanding of a complex issue in its real-life context. Zainal (2007) explains the

case study design as one that allows for the exploration and understanding of complex issues using multiple sources of evidence. Since this study uses a mixed method approach, the case study allowed me to explain both the process and outcome of the issues researched by reconstruction and analysis of the case studied.

The National Education Policy Act of 1996, Section A47, banned all forms of caning and other physical punishment in schools in South Africa. Despite this ban, it is generally known that many teachers continue to hit their learners and remain positively disposed to corporal punishment. In this context, the main objective of this research was to investigate attitudes of student teachers towards using corporal punishment as a discipline strategy, to understand their beliefs, experiences and other factors that influence their attitudes. I chose a case of 120 final year students of the PGCE, class of 2021, at a university in the Eastern Cape. These participants were in a specific context of completing their teacher training and were closely linked to the phenomena being investigated as they were about to qualify. Therefore, data collection was within the context of teacher training and mentoring, where student teachers reflect on their teaching practice, allowing for an exploration of factors that might enable or inhibit the use of corporal punishment.

According to Zainal (2007), a case study design should have distinctive characteristics that clearly illustrate the style, type, category and plan for data analysis. This study adopted the style of a mixed method approach and a single case design. The advantages of this style were that it afforded the researcher a single case source of evidence by replicating similar research concepts studied using both quantitative and qualitative data collection methods (Rule and John 2011). The epistemological standpoint of the researcher is interpretivist, that is, to understand individual and shared social meanings of investigating attitudes of student teachers towards using corporal punishment as a discipline strategy. This standpoint expanded the scope to draw on experiential, critical and reflective perspectives, seeking to consider personal, social, economic and educational aspects that shape the development of attitudes.

The study is located in both the interpretive and explanatory categories. Zainal (2007) explains that in the interpretive category the researcher interprets data by developing conceptual categories supporting and challenging assumptions. Explanatory categories are linked to theoretical frameworks to sequence the evidence the evidence systematically to thoroughly investigate cases and research phenomena. Therefore, the fact that this study is in the

interpretivist paradigm and employed the sequential explanatory design, it aligned perfectly to the categories chosen for this case study design. Furthermore, in-depth and detailed explanatory accounts produced in the focus group discussions and semi-structured interviews helped to explain the complexities of real-life experiences of student teachers that would not be thoroughly explored in a single method survey study.

Yin and Moore (1987) explain different types of case study designs. This study was aligned to the instrumental case study design, which allowed for a selection of a group, or case, of participants that are information rich and accessible to the researcher to examine or investigate a certain pattern of actions. An instrumental case study design type is suitable for a mixed method approach study because it allows for both quantitative and qualitative data collection, analysis and integration of the findings.

3.7 Data analysis

A plan for data analysis in a case study is a distinctive characteristic (Zainal 2007). This case study used a mixed method approach with a clear sequential explanatory design. This design informs how data ought to be analysed. Quantitative data was analysed using the Python data analysis toolbox (Chen 2018). This statistical package allows data to be organised into data sets and presented in graphs, making it possible for the researcher to identify trends and patterns for analysis. For qualitative data analysis I chose a manual approach because participants used English, IsiXhosa and IsiZulu when responding to interview questions and focus group discussions. I used thematic analysis for the qualitative data by actively engaging in transcription, qualitative coding, theme identification and producing a comprehensive analysis of qualitative data results. The data analysis was approached with Braun and Clarke (2012), who advocate for a six-step data analysis method. To facilitate manageable data interpretation, I thought it is important to use the six-step data analysis method to integrate analysis of both qualitative and quantitative data.

Crowe (2015) explains that the framework approach as a practical way to analyse both qualitative and quantitative data using a framework. For this study both BEST and TPB were used, guided by the five stages of the framework approach for integrated data analysis.

3.8 Methods for data collection

Methods for data collection refer to the behaviour and the instruments used in selecting and constructing data techniques (Kothari 2004). According to Kothari (2004), methods of collecting data detail type are categorised into library research, field research and laboratory research methods and may include document analysis, participant and non-participant observation, questionnaires, opinionnaires, focus group discussions, telephone surveys and interviews and photovoice. The techniques in the methods for data collection can include such examples as the use of scorecards when doing nonparticipant observation, use of attitude scales when using opinionnaires and a researcher engaging with a small number of participants simultaneously when conducting focus group discussions. For this study I used questionnaires, interviews and focus groups as methods for data collection.,

3.8.1 Questionnaires

I used questionnaires in the first phase of data collection to gather primary data from all participants. This data collection method uses a typed document instrument consisting of questions and statements in a particular form and categories requiring respondents to choose from given reply to options or provide their own responses (Kothari 2004). The intention was to use a low-cost method that would allow ease of access for the whole population of targeted student teachers. The researcher felt that participants would have adequate time to give replies that are well thought through without the influence of researcher bias. This method had the potential of making the results dependable and reliable.

3.6.2. Interviews and focus groups

Qualitative interviews are either face-to-face or telephonic interviews with participants, while focus groups are discussions with participants (Creswell 2007). The interviews have unstructured and open-ended questions that are few and intended to elicit views and opinions from the participants.

3.6.2.1 Focus groups

Creswell (2007) defines focus groups as a form interview where the researcher interviews participants in a group. Cohen, Manion and Morrison (2007) emphasise that focus group discussions have great reliance on the interaction of a group of participants discussing the issue studied. In this study, data gained from the two focus groups were used to answer all the

research questions. Participants watched a video clip showing an actual instance of corporal punishment. After watching the video, they responded to discussion questions that aimed to elicit in-depth interpretations and indications of their attitudes concerning corporal punishment. The main intention of the focus group discussions was to gain a collective view of how student teachers experienced corporal punishment, exploring how they were mentored in schools during teaching practice and investigating the adequacy of the training they received at university. I chose focus group discussions because with respect to time, they are economical, producing rich data in a short space of time. For this study, focus groups were used as supplementary source of data (Morgan 1996), as they sequentially followed the use of questionnaires. This provided quality rich data, as participants complemented, contradicted and debated in their interpersonal dialogue, eliciting lived experiences, views, beliefs and opinions regarding investigations of their attitudes towards using corporal punishment as a discipline strategy.

3.6.2.2 Semi-structured interviews

Interviews that have features of both structured and unstructured interviews, with a set of pre-planned guiding questions allowing the participants to elaborate further on and go deeply beyond the scope of the guiding questions, are referred to as semi-structured (Cohen et al 2007). Creswell (2007) suggests these kinds of interviews for in-depth interrogation and probing under the control of a researcher. What was achieved by incorporating semi-structured interviews was a richer understanding of how the student teachers' attitudes towards using corporal punishment were influenced by lived experiences, training at university and mentoring received during teaching practice. This interview method allowed me to extract individual views of randomly selected participants to supplement and augment data collected using the sequential explanatory approach.

In summary, the multimethod data collection strategy allowed for triangulation by collecting data relating to student teachers' attitudes to corporal punishment from questionnaires, focus groups and semi-structured interviews.

3.9 Data collection instruments

This phase involved introducing the study to the participants and explaining the procedure to be followed when interacting with the data collection instruments.

3.9.1 Phase 1: Questionnaires

This research study used a virtual data collection approach. Using the Moodle platform accessible to the participants and the researcher, during an online regular class, I informed participants about participation procedures. Communication mostly focused on reaffirmation of confidentiality and voluntary participation. I created a link so that the questionnaire could be easily accessible and retrievable online. The link was shared on the Moodle platform. This afforded the researcher access to participants within the restrictions associated with COVID 19 rules and regulations. The questionnaire used was an adaptation of an instrument used in Sheryl Cohen's (1996) unpublished masters' research. Her study focused on exploring attitudes of teachers and learners regarding elimination of corporal punishment titled "Teachers and pupils' attitudes regarding the abolition of corporal punishment in the schools in the Gauteng area". For the purpose of her research, she developed a questionnaire exploring attitudes of teachers, parents and learners towards use of corporal punishment as a discipline strategy used by teachers in schools. The questionnaire sought to elicit information that addressed the research question: What are the student teachers' attitudes towards using corporal punishment? Therefore, the questionnaire reported on in this dissertation study has elements of replication but focused on student teachers in the Eastern Cape.

The questionnaire consisted of four sections. Section 1 focused on the demographic details of participants. Section 2 focused on the determinants of attitudes towards using corporal punishment, for which a Likert scale was used. Participants had to select a response ranging from 1: strongly agree, 2: agree, 3: Neutral, 4: Disagree and 5: strongly disagree. Section 3 focused on the frequency of disciplining actions by student teachers during teaching practice. The frequency is represented by scales of 1 to 5, corresponding as Never: 1, Rarely: 2, Sometimes: 3, Often: 4 and Always: 5. Section 4 provided space for explanations based on teacher training, mentoring in schools and summative opinion on corporal punishment usage. However, most participants wrote only yes or no.

I anticipated that some participants would be affected by not having access to data that would enable them to connect digitally to retrieve the questionnaire and respond. I banked on this digital approach in the knowledge that the university covered the costs of accessing internet data for its students. Out of the 120 targeted participants, 119 responses were submitted. This showed a phenomenally high response rate, showing the eagerness of student participants to engage in the research study.

3.9.2 Phase 2: Focus groups

For focus groups a specific group of a target audience is recruited to participate in a group discussion led by a moderator (Yin 2004). This phase marked the initial stage of qualitative data collection through two focus group discussions. Each focus group had 10 participants. A video clip showing the use of corporal punishment stimulated the discussions. The video clip is titled “Corporal punishment caught on tape in EC (Eastern Cape) School,” an Mthatha Express Facebook footage dated 13 September 2017.

Each group was given a set of guiding questions for discussion. I used the same guiding questions for both focus groups for the validity and reliability of the instruments. Although I initially planned to use Microsoft Teams, Covid 19 regulations were eased, and the institution allowed contact sessions, and consequently a contact session discussion was held for both groups. As the discussion was after examination, it was the most convenient and most relaxed time for students. I recorded the focus group discussions using a laptop. The recording was downloaded by me, stored in a hard drive and transcribed.

Engaging participants in discussion allowed for exploration of in-depth knowledge and practice experiences required to understand the attitudes of student teachers in teaching practice. The discussions allowed the researcher to examine how corporal punishment is anchored and incorporated into learner discipline discourse and action. The video clip was effective because it showed a teacher using corporal punishment in the classroom and therefore was useful in eliciting participants’ understanding of and attitudes towards actual instances of corporal punishment. The observation of the video clip elicited strong responses from student teachers when confronted with an actual instance of corporal punishment. The participants even referred to other videos that I had not seen. This showed the in-depth understanding of the recording of corporal punishment for wide public scrutiny through social media, which could be interpreted as a cry for help by learners. This phase yielded information that directly addressed the main research question: “What are the student teachers’ attitudes towards using corporal punishment?”. I was impressed by how the video clip stimulated free discussion about corporal punishment in each focus group. In addition to students’ spontaneous responses to the clip, the discussion was guided by questions.

3.9.3 Phase 3: Semi-structured individual interviews

For semi-structured interviews, the interviewer prepares a research discussion guide ahead of time to steer the conversation but allows enough flexibility for the interview to go off-script.

This flexibility allows for a balance between the structure of standardised questions, but also scope for the interviewee to take the interview beyond the discussion guide (Yin 2004).

Random selection of participants for semi-structured individual interviews was from the whole population by ranking students by their class student numbers and selecting every tenth student number. These students were invited to participate and a flexible schedule for interview sessions. A link for a Microsoft Teams meeting was initially shared with the interviewees, as I planned to conduct them virtually. However, most participants preferred a telephonic interview. Because it was time for final assessment task submissions, only seven out of the targeted 10 participants availed themselves. There was no opportunity to replace participants with others as planned, due to time constraints.

Semi-structured individual interviews followed the focus groups to gather qualitative data that might enhance quantitative data. They were recorded using a laptop audio and the responses transcribed. The interviews elicited information that was used in addressing the research question: What are the attitudes of student teachers towards using corporal punishment in disciplining learners in schools? Questions for the interviews were added from themes emerging from the focus group responses. The themes were: explaining why teachers still use corporal punishment despite its ban, the role of mentors in schools concerning learner discipline and the extent to which student teachers were trained to deal with discipline problems.

This multimethod data collection strategy permitted triangulation through using two qualitative data collection methods, which enhanced the validity of the investigation. Initially, one week was allocated for the interviews, but these were held over two days. Out of the seven participants, only one preferred a contact office session. Each interviewee had about 15 to 30 minutes per session. The final products for the sessions were transcribed voice recordings, with notes subsequently added by the interviewer.

3.10 Piloting instruments

Piloting of the data collection instruments increases the reliability, validity and practicability of the instruments (Cohen et. al 2007). For this study, the purpose of the pilot was to assess the suitability of the data collection instruments, which is good practice. The concern was to also consider the number of focus groups, as I initially planned to conduct ten focus group discussions. A group of 20 Bachelor of Education final year students with similar characteristics to the target group was sampled. I communicated the intention of the pilot to a teaching practice class that I had access to. A link was sent to the potential 20 participants, who all voluntarily responded, and no changes were made on the questionnaire. Then it used the same participants for a focus group discussion pilot. Out of the 20 participants only 13 were willing to remain for the discussion, others cited other academic commitments. The discussion lasted about two hours, as the student teachers wanted to share their personal experiences regarding the use of corporal punishment. It was clear that patience, probing and placing value on each contribution made was crucial to achieve the desired in-depth understanding. Finally, two students volunteered to remain for piloting the semi-structured interviews.

I realised that the data generated in the two focus group discussions would be more than sufficient for the scope of the study. Consequently, the focus groups were reduced from ten to two.

3.11 Data collection

3.11.1 Phase 1: Questionnaires

A sequential explanatory design located within a mixed method approach was employed. This means quantitative data was collected using a questionnaire and analysed by me and subsequently, qualitative data was collected using focus group interviews and semi-structured individual interviews. The findings were analysed to explain quantitative results in the model suggested by Creswell and Creswell (2014).

For this phase of data collection, the main aim was to get quantitative data. This data was used to guide the questions for the focus groups and semi-structured interviews. I communicated the intention to share the link for the questionnaire during an already existing online class. This was the most convenient way of communicating with the participants because many of them attended the class. They agreed that the link be sent to them via the Moodle platform and

Microsoft Teams for sharing files. Some students requested that the link be shared via the WhatsApp platform, because they claimed that they did not always carry their laptops. I decided to be flexible to maximize participation and suit the needs of the participants. During the expression of these requests, I emphasized the fact that each participant must make sure that they respond only once, because I feared that they would respond to all three links accessible in the sharing platforms. The participants understood this request as part of the guiding rules concerning how they were expected to respond to the questionnaire. There was an agreement that each participant would use only one sharing platform, using the link only once. The participants were concerned about the issue of confidentiality, because the questionnaire required that the student enter an e-mail address that would reveal the identity of the student. To avoid a breach of the confidentiality clause, I gave the students permission to use my personal e-mail address to open the link. This contingency plan was appropriate and accommodated all of participants.

After the link was shared using all three sharing platforms, students were given a week to respond to the questionnaire. I observed that almost half of the participants responded immediately when the link was sent. I sent a reminder via WhatsApp for participants to respond before the cut-off date. Having used census sampling, which meant the target group was the whole class of 120 students, I expected 120 responses. For most of the questions on the questionnaire 119 students responded. For some sections 118 students responded and few of the 117 students responded to some of the sections.

Immediately after the participants returned to campus after the COVID 19 restrictions were relaxed, some printed their questionnaire responses and manually submitted the hard copies to the researcher's office. This was a surprise because it was not part of the agreement when discussions were held about how to handle the questionnaires. I interpreted their action as students doing what they normally do when assigned work. I collected the hard copies of the questionnaires for safekeeping and back up. Although this was unplanned, it did not affect this phase of data collection. The important thing to note here is that I did not include the submitted hard copies in the record of data.

3.11.2 Phase 2: Focus groups

Phase 2, collection of data through two focus group discussions, marked the initial stage of qualitative data collection. Using convenience sampling was appropriate, as the PGCE class had fixed working groups that already existed. Although I initially planned to use Microsoft Teams, Covid 19 regulations were eased, and the institution allowed contact sessions. Consequently, a contact session discussion was held for both groups. I gave a brief introduction of the session to the participants, locating it as a second phase of the study so they could connect it with the first phase. This connection was important because participants wanted clarity on whether they were expected to respond in the same way they had responded in the questionnaires. This request was awkward to deal with, and not wanting to lead or misguide the participants, I explained that participants should respond in a way they felt would give a true and authentic reflection of their perceptions, experiences, and attitudes towards using corporal punishment as student teachers. Their concern was researcher confidentiality and bias, since they knew that I taught them Guidance and Counselling and Inclusive Education. Participants feared that I might not expect responses that were not aligned to guidance and counselling principles. Again, although their concerns were challenging and limiting for me, I however, stressed that freely expressed and authentic participant information is the only way that research can elicit recommendations that properly address problems faced in the field of learning and teaching. I gave assurance that no form of bias, prejudice or alignment to any line of thought would influence how they participated and responded during focus group discussions. This assurance meant confirmation that their responses would not have an impact on their grading in formal assessments or any other measure of their performance. The participants expressed their constant appreciation of my open mindedness and objectivity, which made them trust me with their opinions.

The following video clip was shown during the focus group discussions:

<https://en-gb.facebook.com/mthathaexpress/videos/1561784937211657>

The video clip was played three times on three laptops, its length being just above three minutes. It was effective because it showed a teacher using corporal punishment in the classroom and was useful in eliciting participants' understanding of and attitudes towards actual instances of corporal punishment. By confronted the student teachers with an actual example, the video clip elicited responses and the participants referred to other videos on their cell

phones that I had never seen. This showed their in-depth understanding of how learners see corporal punishment, because these incidences are recorded and circulated by learners. This phase yielded information that directly addressed the main research question: “What are the student teachers’ attitudes towards using corporal punishment?”

During the first viewing I instructed the participants to identify what was happening and make sense of it. During the second viewing I emphasized the importance of formulating opinions, viewpoints, and concerns about what they saw. During the third viewing the participants were encouraged to write some notes if they wished, so that they could form an opinion on using corporal punishment as a discipline strategy. I insisted on students watching the clip more than once because repetition stimulates thinking processes, evoking attitudes, questions and the formation of opinions. Immediately after the third viewing session, some of the participants requested that the clip be shared via WhatsApp.

Each focus group initially had ten participants, but other students were so eager to be part of the discussions that an additional three and two students, respectively joined the two discussion groups. As they were about corporal punishment, the students simply requested to be part of the ensuing discussions, which I allowed because it showed that they truly wanted to contribute and participate. I was impressed by how the video clip stimulated free discussion in each focus group about CP. The participants showed enthusiasm commitment and understanding of professional standards in disciplining students recorded the focus group discussions using a laptop with a voice recorder that could conveniently record group responses. These were downloaded by me, stored in a hard drive and transcribed.

3.11.3 Phase 3: Semi-structured individual interviews

Semi-structured interviews allowed the participants to provide their interpretation of findings in the quantitative data phase, to discuss how they relate to corporal punishment in practice and comment on how it is anchored through several aspects like culture, history, law and politics. This phase marked the third of data collection and the second of the qualitative data collection stage. It was necessary to validate and confirm the sequential explanatory design located within a mixed method approach. This phase also afforded an opportunity for triangulation, which is important in any mixed method case study design. Table 3.1 is a presentation of the participants’ details, assigned identity codes and the actual schedule.

Table 3.1: Participant details

Table 1: Participant details

Code of participant	Mode	Age range	Gender	No of teaching practice experience ¹	No of schools where SBE was done
StA 15/12/2021,12h55	Face to face	20-30	Female	3	2
StB 15/12/2021,14h14	Face to face	30-40	Male	3	3
StC 15/12/2021,15h53	Telephonic	30-40	Female	4	2
StD 15/12/2021,16h43	Telephonic	20-30	Male	2	2
StE 16/12/2021,11h06	Telephonic	30-40	Male	4	2
StF 16/12/2021,12h43	Telephonic	20-30	Female	2	2
StG 16/12/2021,13h50	Telephonic	20-30	Female	3	3

The semi-structured interviews used guiding questions elicited from the questionnaire responses, with a random sample of seven student teachers. Interviews are very sensitive because of their subjective nature, making confidentiality an issue for the participants. They needed confirmation that their responses would not impact their grading in formal assessment tasks or how I might view them after the interviews. Once again, the researcher assured the participants of confidentiality. The participating student teachers were assigned identity codes in the semi structured interview sessions, the first participant being assigned the code StA. The formula for the participant identities was used for all the participants. They had different preferences for how they wanted their interview to take place: two participants requested face

¹ Student teachers whose junior degree or diploma was not in education have fewer teaching practice periods than student teachers who have completed a diploma in education.

to-face interaction and five participants preferred telephonic interviews, although I initially planned Microsoft Teams interview sessions. These participants expressed the inconvenience of carrying laptops around campus, so preferred to respond to the interview questions telephonically. Those who could, came to the office for face-to-face interviews, as the COVID19 regulations had been lifted.

The age range of the participants was from 20 to 30 years for four participants, and from 30 to 40 years for three participants. There were four female participants and three males. Most of the participants in the semi-structured interviews had taught in more than two schools and had experience in teaching practice of more than two years, which I felt was enough experience and exposure for them to be able to respond meaningfully to the questions.

3.12 Ethical considerations

In keeping with international best practice, most South African universities have research ethics committees to ensure ethics regulation of their institutions' research work (Israel & Hay 2006). This research project obtained clearance from the Research Committee in the Faculty of Arts and Design, and the Durban University of Technology's Institutional Research Ethics Committee. In addition, the Walter Sisulu University granted ethical clearance for this study.

Permission to access the research site was concluded. Venues and time schedules for data collection were finalised and communicated to the participants. A distribution plan for questionnaires was made to ensure their maximum response. I am both a researcher and a lecturer at the institution and had access to the participants. A student-lecturer relationship existed as there was a rapport due to previous teaching and learning interaction. A briefing session communicating the research focus and procedures was held, including explanations that the research would not affect other teaching and learning interaction and would not affect the allocation of any assessment marks. Permission to use a video clip in the focus groups was obtained by contacting Mthatha Express. All the participants were treated with courtesy, and all were assured of their right to withdraw at any stage of the data collection process.

3.12.1 Confidentiality and anonymity

Participants were given full information on the nature and the purpose of the research and assured that their participation or non-participation would not affect their assessments or academic progress in any way. Students were invited to participate and only those who agreed to do so were included in the sample. Upon agreement, each of the participants was requested to sign a consent form. Confidentiality and anonymity were guaranteed, all the stages of research were communicated to participants and they gave informed consent for their participation in the whole process (Seidman 2019). The level and the extent of their participation were clarified, enabling them to make an informed decision before participating.

3.13 Trustworthiness of the study

In using a mixed method approach it is expected of the researcher to obtain credible, dependable and confirmable findings (Creswell, Plano and Clark 2011). For this study, to ensure authenticity I focused on four aspects: credibility, trustworthiness, transferability and confirmability.

3.13.1 Credibility

To ensure credibility, I distributed the digital questionnaire to the whole population of 120 PGCE final year student teachers as a representative sample of teachers about to enter the profession in the Eastern Cape. Choosing appropriate sampling procedures for each phase of the research and clarifying the process, minimised attrition and chances of participant withdrawal.

3.13.2 Trustworthiness

The researcher used triangulation by employing three data collection methods to maximally elicit data. The data gained from all three methods was compared and found consistent, thus assuring trustworthiness.

3.13.3 Transferability

Much of the data was qualitative, with possible generalisability but of limited transferability to similar groups of South African teachers in training.

3.13.4 Confirmability

I used discussions and sessions with supervisors to reduce researcher bias and to constantly keep the research position without interference of the role as a lecturer.

3.15 Conclusion

This chapter presented the research methodology followed in the study. It presented the whole methodology by providing details of the design and its purpose and the phases in data collection, inclusive of the places, times and instruments used. Guided by the research questions, the interpretivist paradigm, the single case study research design, mixed method approach using the sequential explanatory design were discussed, aligned these to the objectives of the study. Discussed were the study population, the sample and sampling methods, accessing the research site, piloting of the data collection instruments, the methods of data collection, analysis and integration. Finally, the ethical considerations and the limitations of the study were presented. Triangulation through using the mixed method approach enhanced the quality of the study. Accessing and interrogating the student teacher participants in the investigation of their attitudes towards using corporal punishment as a discipline strategy in schools was achieved using three data collection methods to confirm the data. Chapter four presents the findings from the questionnaires, focus group discussions and interview question

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter reports the responses of participants in all the phases of the study's collected data. These are responses to questionnaires, focus group discussions and semi-structured interviews. This chapter is comprised of section A, presenting graphs and interpretation as responses to questionnaires and section B, reporting on focus group discussions and semi structured interview questions.

SECTION A

4.2 Quantitative data presentation graphs

4.2.1 Demographic details

Figure 4.2.1.1 **Age**

Between 2013 and 2017, the proportion of teachers in South Africa below 35 years of age increased substantially, from 12% to 19% (van der Berg, 2019). The purpose of this demographic detail is to indicate the age distribution of the participants. Results are presented in the bar graph below.

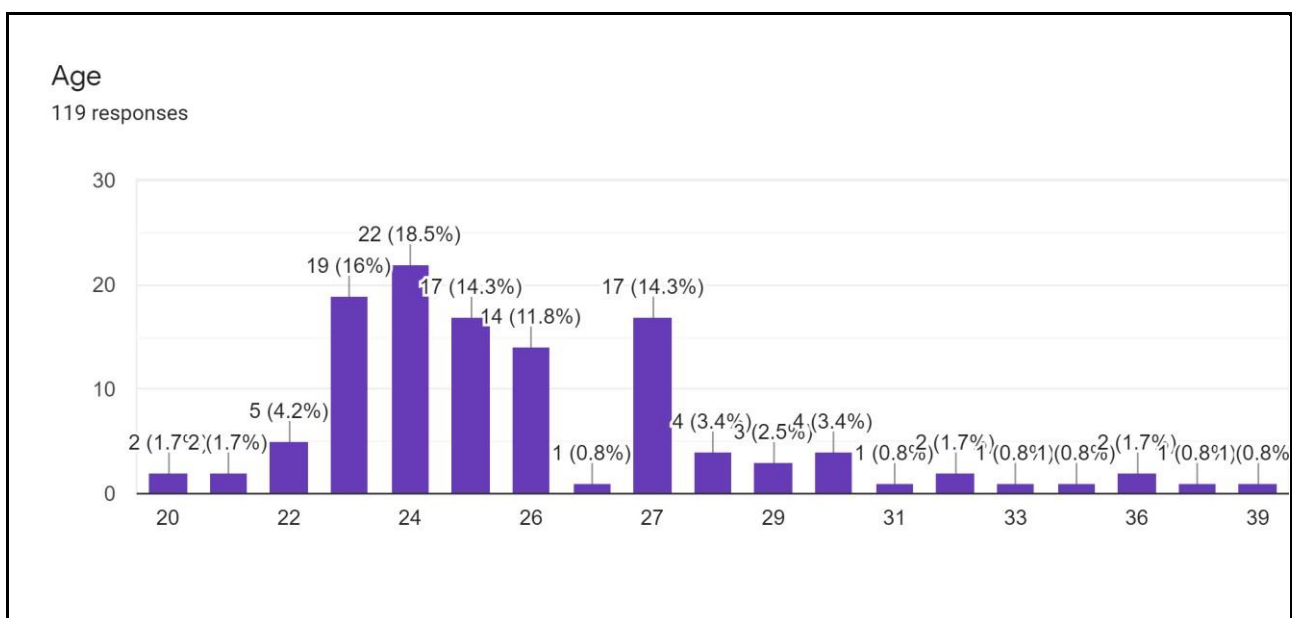


Figure 4.2.1.1 Age

This bar graph shows the age range of student teachers who participated in the study. The age of participants ranges from 20 to 39 years of age. It is clear that most (76%) are between the ages of 23 and 27.

Figure 4.2.1.2 Gender

The pie chart below indicates the gender distribution of the participants.

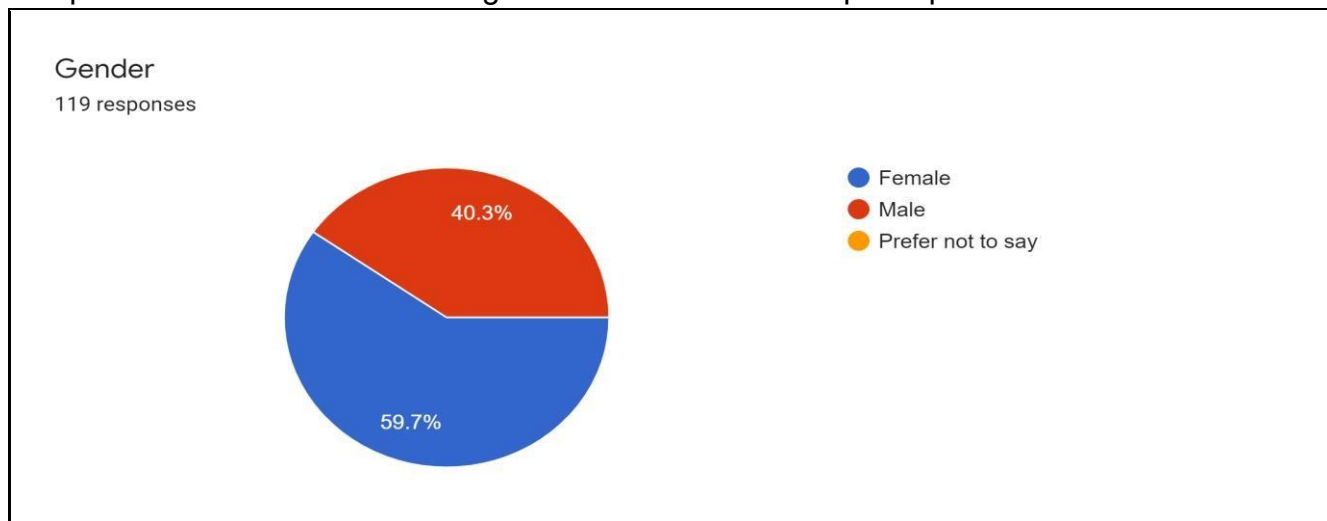


Figure 4.2.1.2 Gender

A total of 119 participants responded to the question. The pie chart indicates 59,7% female participants compared to 43% male participants. Most participants were female. Figure 4.2.1.3

Home Language

Although most student teachers at this university are multilingual, the demographic detail in the pie chart below indicates the home language of participants.

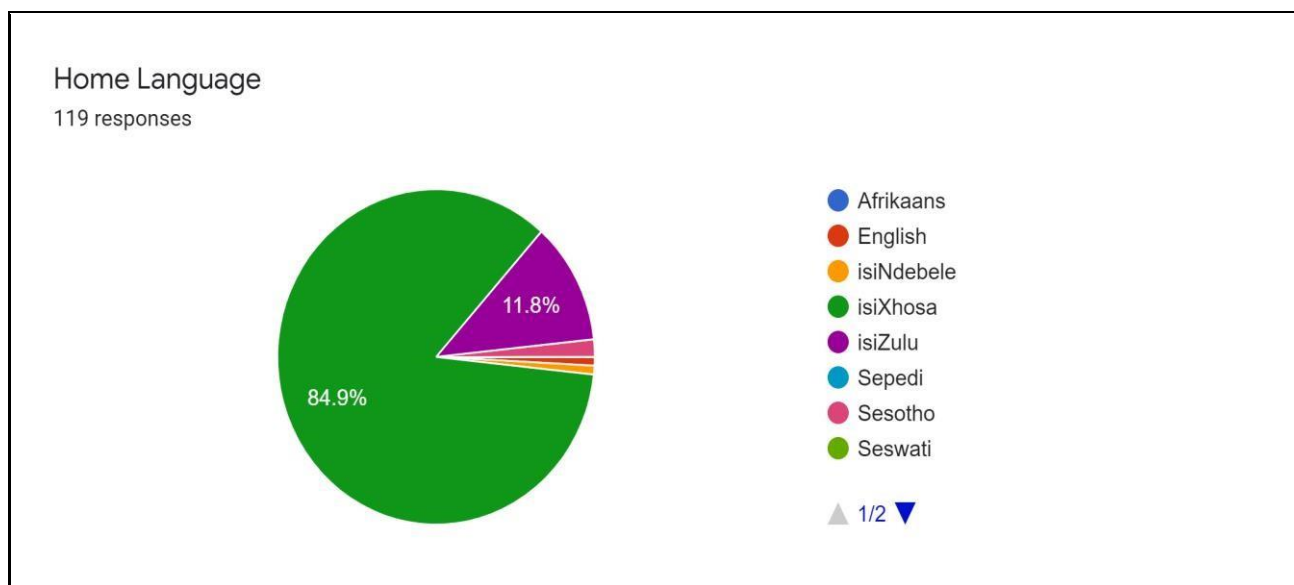


Figure 4.2.1.3 Home Language

The graph indicates that most of the participants (84,9%) speak IsiXhosa as a home language, followed by 11,8% of participants speaking IsiZulu at home. The graph shows a minority of English, Sesotho and isiNdebele home language speakers. Since isiXhosa appears to be the most dominant language spoken by participants, one would expect IsiXhosa cultural views to have dominance in understanding attitudes of student teachers towards using corporal punishment.

Figure 4.2.1.4

Province where you did your teaching practice

Generally, student teachers are placed in the province where their university is situated. The pie chart below indicates provinces where participants did their teaching practice.



Figure 4.2.1.4 Province

The pie graph illustrates the provinces where student teachers were placed during teaching practice. Out of 119, 87% were placed in the Eastern Cape province compared to 13% placed in the KwaZulu-Natal province. The location of the university where the student teachers were registered is in the Eastern Cape. It is probable that the sociocultural environment of the majority of the student teachers might have influenced the factors contributing to their attitudes towards using corporal punishment.

Figure 4.2.1.5

Taught at

Student teachers are placed in either primary or secondary schools for teaching practice, as shown in the pie chart below:

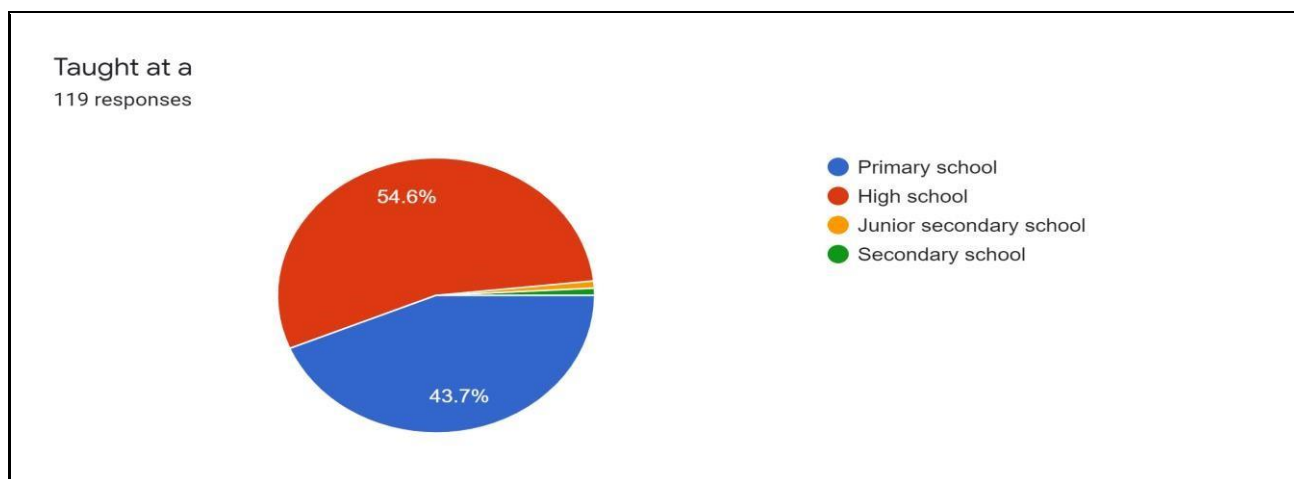


Figure 4.2.1.5 School taught at

The pie chart represents the basic education school category where student teachers were placed during teaching practice, showing four categories. The primary school category is the same as the junior secondary school category, referring to grade 4 to 7 classes. The high school category is the same as the secondary school category, referring to grade 8 to 12 classes. The pie chart shows that 56% of student teachers were placed in high schools and 44% were placed in primary schools.

4.2.1.6 Current year of study in PGCE

The PGCE is a one-year full time and two-year part-time period of registration. The purpose of the bar graph below is to indicate the current year of study of the participants.

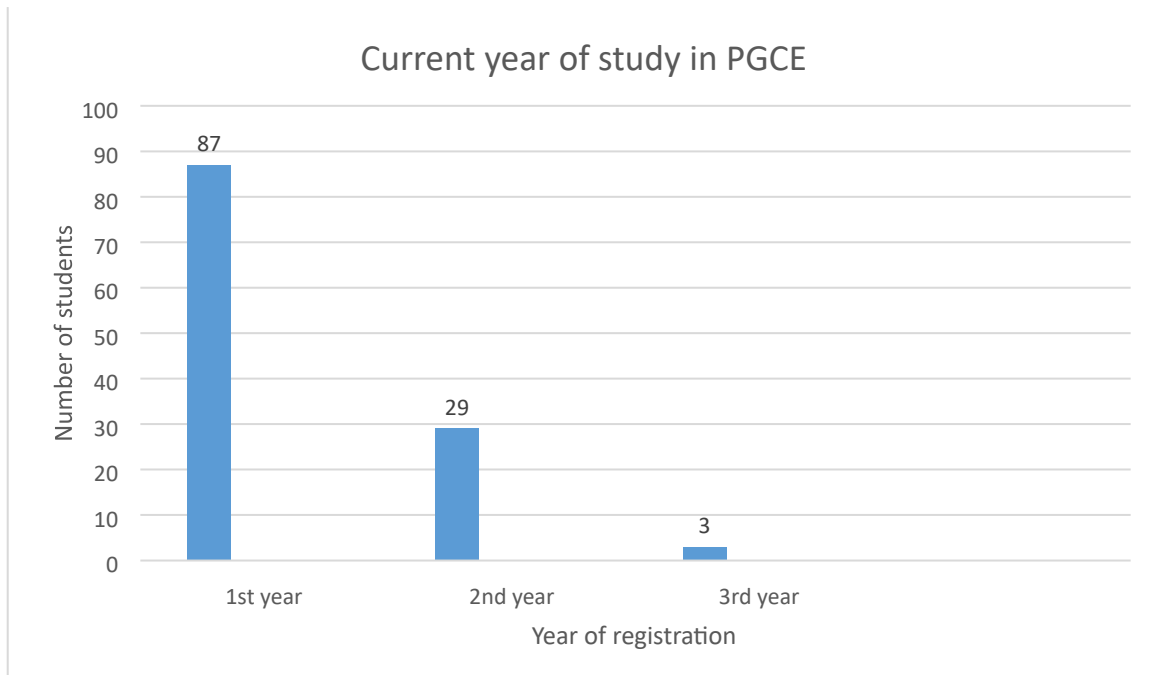


Figure 4.2.1.6 Current year of study in PGCE

The bar graph illustrates the categories of final year student teacher registration for the, PGCE in 2021. The graph shows full time registered final year students representing the majority at 73%. In comparison is the 24,3% of part time registered students. The anomalies seen at 2,6% are repeaters carried over from previous years. The part time students work in schools as protected underqualified teachers registered for a PGCE.

Figure 4.2.1.7

Number of years of teaching experience as a student teacher

Generally, a student teacher should acquire teaching experience for each year of registration. The purpose of the detail below is to indicate the number of years student teachers went for teaching practice as the results in the bar graph below show:

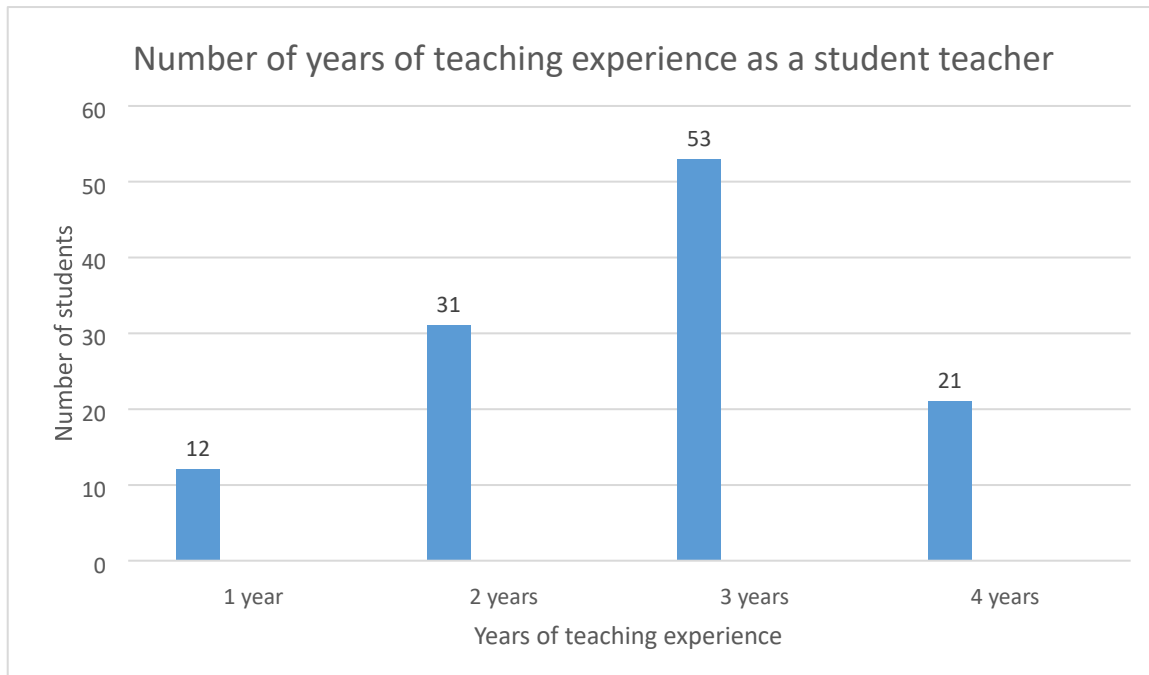


Figure 4.2.1.7 Number of years of teaching experience as a student teacher

The bar graph shows the number of years of teaching experience as a student teacher. Most student teachers have three years' experience, these are student teachers who previously registered for a diploma in education and did teaching practice prior PGCE registration, indicated by a total of 53 full time students (44,9%), 31 students (26,2%) have two years of teaching experience as student teachers, followed by 21 full time students (17,8%) with four years teaching experience. It is clear that the number of years affords participants adequate exposure to schools. This exposure enables participants to give in-depth descriptions of factors influencing attitudes towards using corporal punishment in schools.

Figure 4.2.1.8

Number of schools you have taught in

Student teachers are allowed to do teaching practice in more than one school. The purpose of this detail is to indicate the number of schools where student teachers have taught. Results are presented in the bar chart below:

The bar graph shows the number of schools in which a student teacher has done teaching practice. Most student teachers have taught in two schools, as shown by a total of 52,5% students out of 119 participants. The graph indicates that 19,5% student teachers have taught in three schools.

Number of schools you have taught in
118 responses

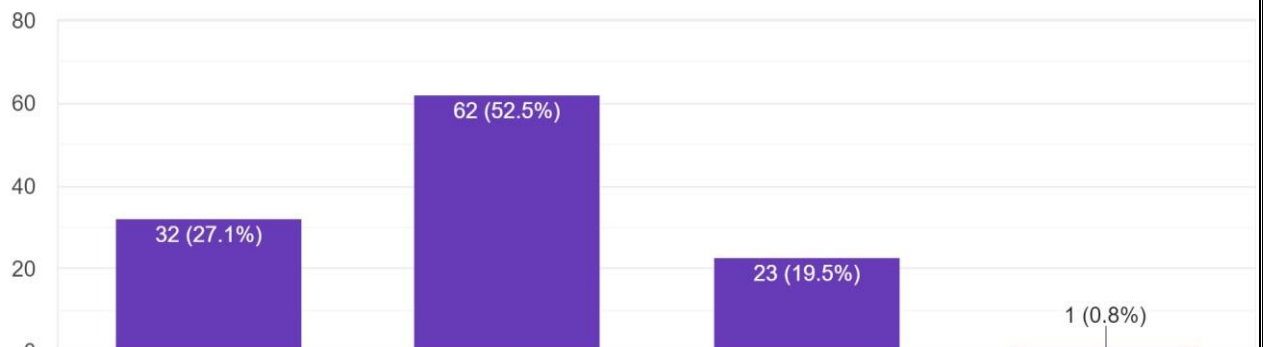


Figure 4.2.1.8 Number of schools taught in

Figure 4.2.1.9 **Average number of learners in class**

A normal teacher-learner ratio is 1:33 per classroom. The purpose of the detail below is to indicate the average number of learners in classes where student teachers taught during teaching practice.

Average number of learners in class

117 responses

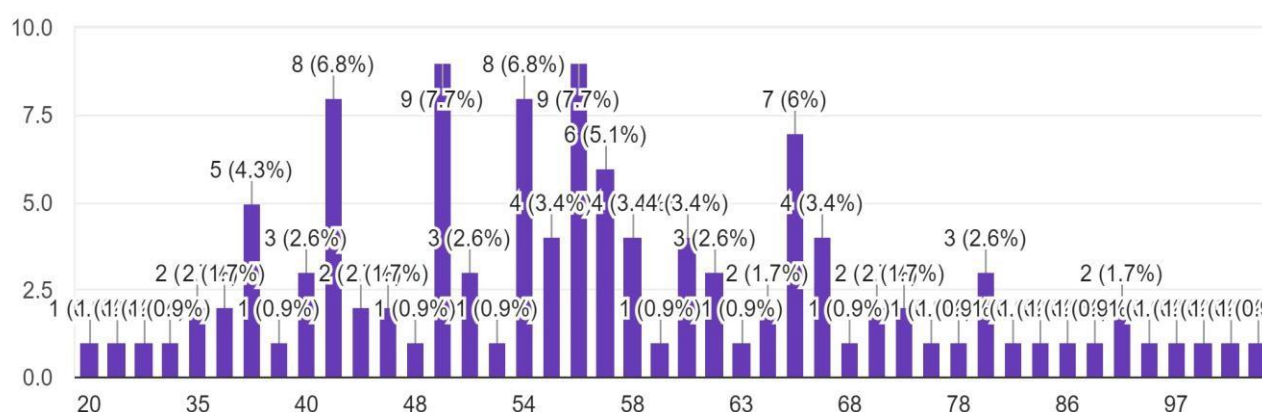


Figure 4.2.1.9 Average number of learners in class

A glaring indication in the bar graph is the unequal distribution of class sizes in one education system. Class sizes range from a minimum of 20 learners per class to a maximum of 97 learners per class. As shown, most student teachers had classes of between 35 and 68 learners. According to policy, the teacher learner ratio should be 1:34. A majority of student teachers teach in overcrowded classrooms.

4.2.2 Determinants of attitudes towards corporal punishment

For this part of the questionnaire, three general broad overview statements were given as options, indicating student teachers' confidence levels in disciplining learners.

Figure 4.2.2.1 **Which statement best describes you?**

Student teachers are expected to be able to discipline learners. The purpose of the statements is to determine the confidence levels of student teachers in disciplining learners. Results are shown in the pie chart below:

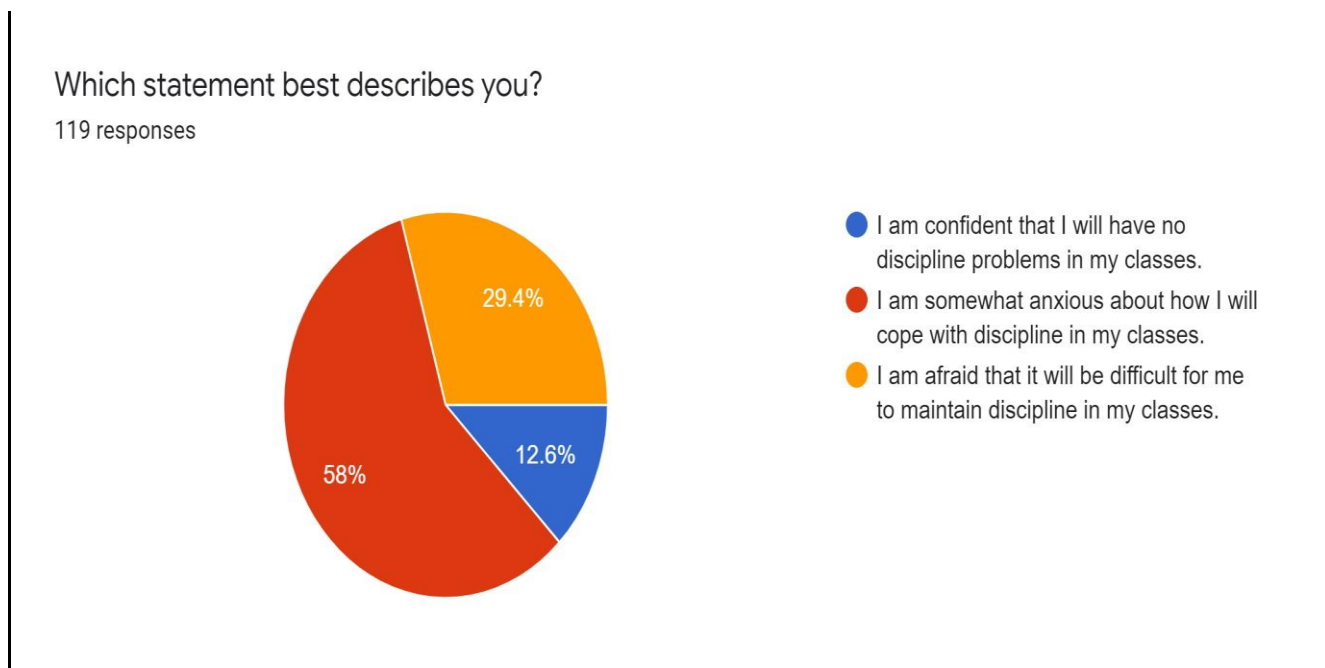


Figure 4.2.2.1 *Which statement best describes you?*

The pie chart indicates the choice of a statement that best describes each student teacher's perception of their confidence concerning disciplining learners in the classroom. As can be seen in the chart, there are three choices indicating a confidence level. Only just under 13% of the 119 student teachers expressed to have confidence in dealing with discipline problems in their classrooms. The statement indicating a degree of anxiety in dealing with discipline problems in the classroom was selected by 29% of the student teachers. A majority of 58% of the student teachers indicated that they are afraid that it would be difficult for them to deal with discipline problems in the classroom.

For this part of the questionnaire, Likert scaling is used:

Strongly agree - 1

Agree - 2

Neutral - 3

Disagree - 4

Strongly disagree - 5

Figure 4.2.2.2

Giving extra homework as a punishment only leads to learners hating the subject

Generally giving homework is regarded as a form of punishment. The purpose of this statement is to determine the extent to which student teachers agree that giving extra homework as a form of punishment leads to learners hating the subject. Results are shown below in the bar graph:

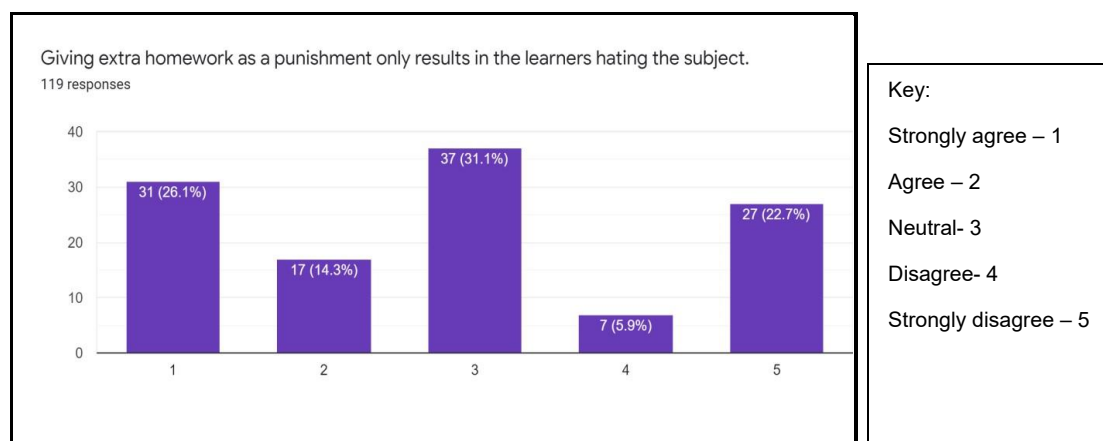


Figure 4.2.2.2 Giving extra homework as a punishment

The bar graph illustrates the extent to which student teachers agree or disagree with the statement, “giving extra homework as a punishment only results in the learners hating the subject”. Of the Lickert scale choices, 26.1% of the student teachers strongly agree with this statement, 22.7% strongly disagree with the statement, 14.3% of the 119 respondents agree with the statement and 5.9% of the respondents disagree with the statement. The majority (31%) of the students opted for neutrality. This neutrality position could be an indication of a dilemma or having mixed feelings about giving extra homework as a form of punishment. It is concerning is that the majority of students are possibly in this dilemma.

Figure 4.2.2.3

Sending learners out of the class removes the problem but does not solve it.

Generally, student teachers send learners out of the classroom when they misbehave. The purpose of this statement is to indicate the extent to which student teachers agree or disagree with this as a form of punishment as removing the problem, but not solving it. Results are presented in the bar graph below:

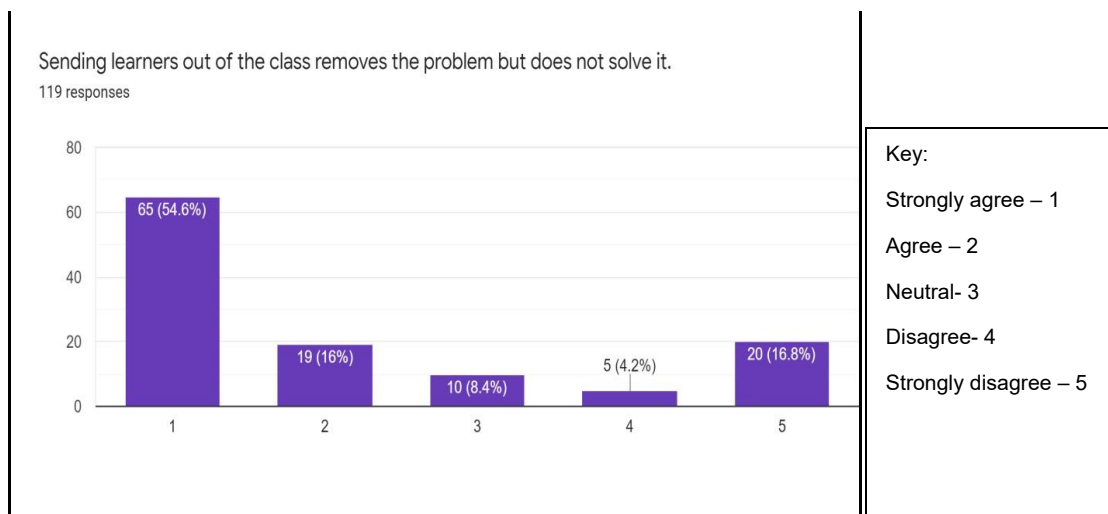


Figure 4.2.2.3 Sending learner out of class

The bar graph indicates the extent to which student teachers agree or disagree with sending learners out of the class as a form of punishment that removes the problem but does not solve it. A majority (54.6%) out of the 119 students strongly agreed with this statement compared to 16.8% who strongly disagreed with the statement. Out of the 119 students, 8.4% stood on neutrality. Combining student teachers who strongly agree and agree gives 70.6 % overall. This means an overall majority of student teachers agree with the statement that sending a student out of the classroom because of misbehaviour removes the problem inside the classroom but does not offer a solution in dealing with it.

Figure 4.2.2.4 **Organised teachers have less discipline problems.**

The purpose of this statement is to establish the extent to which student teachers agree or disagree with the claim that organised teachers have less discipline problems. Results are presented in the bar graph below:

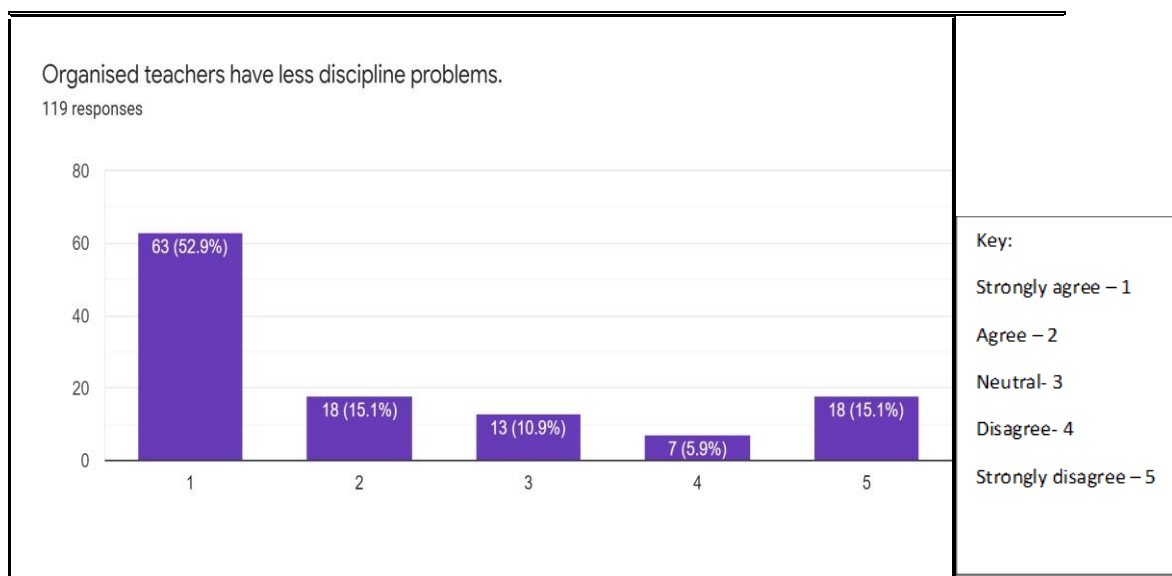


Figure 4.2.2.4 Organised teachers have less discipline problems

For this statement, 52.9% of 119 student teachers strongly agreed with the claim, compared to 15.1%, who strongly disagreed. The graph shows that 81 respondents affirm the claim and only 25 respondents negate it. Of all the respondents, 10,9% opted for neutrality. Perhaps this is due to the experience of these student teachers regarding the concept of having to be organized.

Figure 4.2.2.5

Corporal punishment is necessary in order to maintain discipline in school.

Corporal punishment is still used in schools to maintain discipline. The purpose of this statement is to establish the extent to which student teachers agree or disagree with the view that corporal punishment is necessary to maintain discipline in school. Below are the bar graph results:

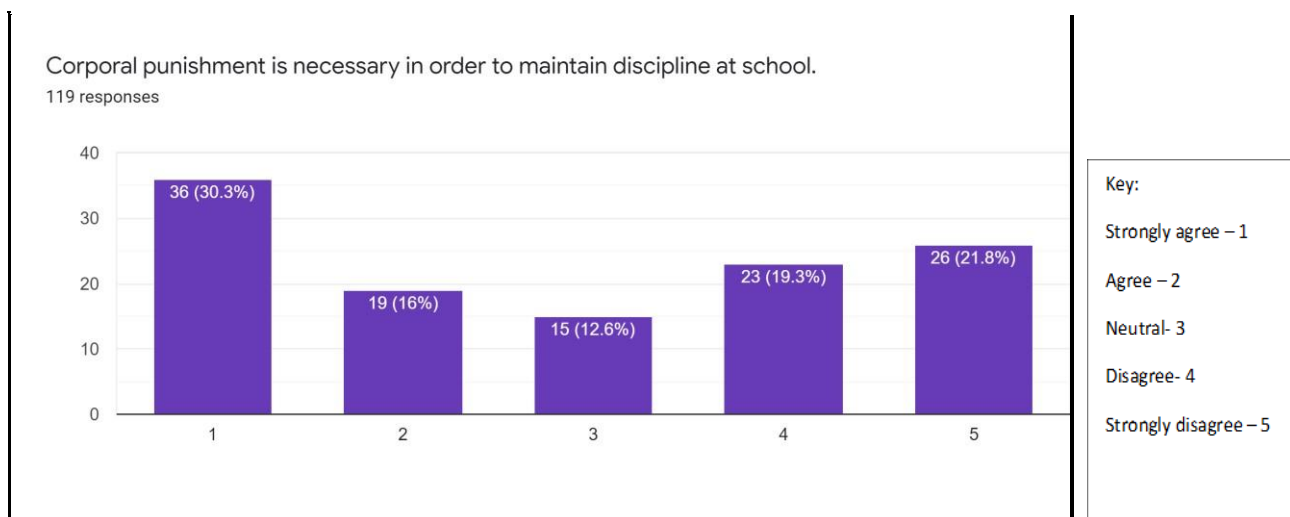


Figure 4.2.2.5 Corporal punishment is necessary in order to maintain discipline in schools

The bar graph illustrates the responses of 119 student teachers to the claim that corporal punishment is necessary to maintain discipline in the classroom. Student teachers' views tend to be polarised at the extreme ends of the spectrum, with 30,3% strongly agreeing with the claim, compared to 21,8% who strongly disagree. Only 16% of the respondents agree that corporal punishment is necessary, 19.3% disagree with the claim and 12.6% opted for neutrality. In total, 46,3% student teachers agree that corporal punishment is still necessary to maintain discipline in the classroom. This result is noteworthy because corporal punishment is illegal as a discipline strategy and indicates a positive attitude towards using it as a strategy.

Figure 4.2.2.6

Learners tend to disregard teachers threat of punishment.

Generally, learners disregard teachers' threat of punishment. The purpose of the statement is to establish the extent to which student teachers agree or disagree with this tendency. Results are presented below:

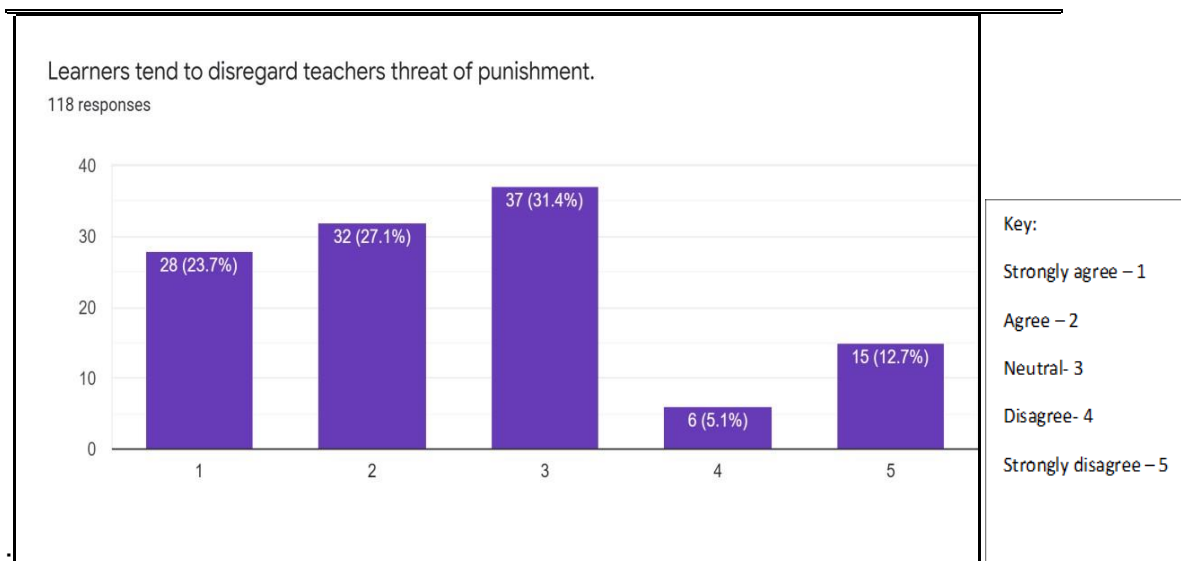


Figure 4.2.2.6 Learners tend to disregard teachers' threat of corporal punishment

The bar graph illustrates the views of student teachers concerning learners' disregard of corporal punishment by teachers. It shows that 23,7% of student teachers strongly agree with the statement, compared to 12,7% who strongly disagree, 27,1% of respondents agree with the view, compared to 5,1% respondents who disagree, and 31,4% out of 118 respondents remained neutral. The high number of neutral student teachers can be explained as an indication of the absence of a formulated opinion regarding this claim. The bar graph summarily shows that a majority of student teachers affirm the claim that learners disregard the threat of corporal punishment.

Figure 4.2.2.7 **Corporal punishment prepares learners to become victims of abuse.**

Generally corporal punishment is seen as a form of abuse. The purpose of the statement is to establish the extent to which student teachers agree or disagree with the view that corporal punishment prepares learners to become victims of abuse. Below are the results:

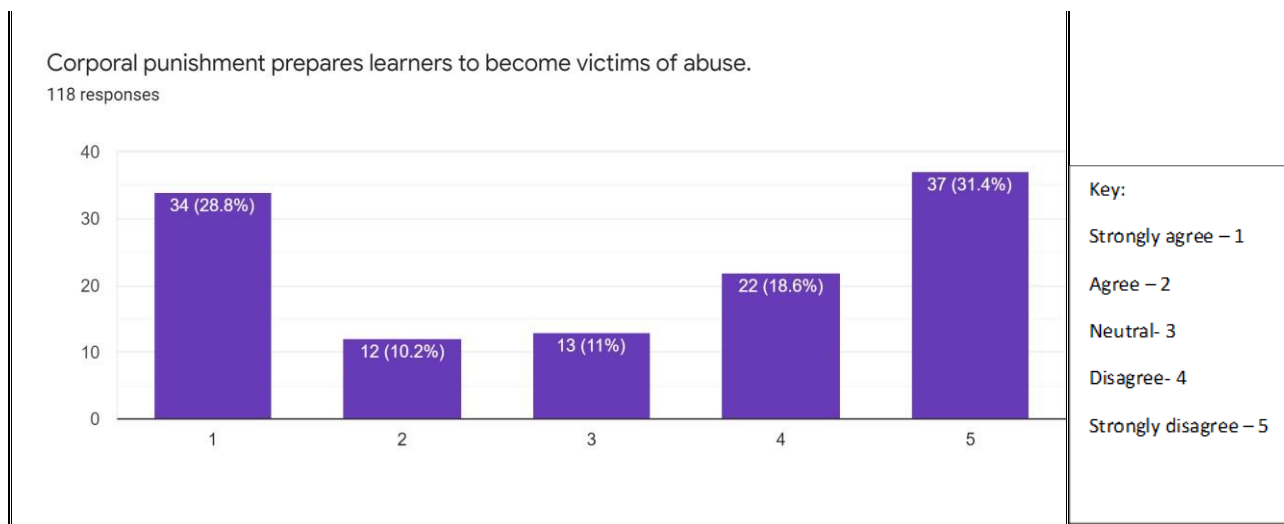


Figure 4.2.2.7 Corporal punishment prepares learners to be victims of abuse

The bar graph illustrates responses of student teachers on the extent to which they agree or disagree with a claim that corporal punishment prepares learners to become victims of abuse. The student teachers' views tend to be polarised at the extreme ends of the spectrum, with 31,4% of 118 respondents strongly disagreeing with the claim, compared to 28,8% who strongly agreed, while 18,6 % of respondents disagreed with the statement and 10,2% agreed. The bar graph shows that 50% of the respondents disagree with the statement. This probably shows the belief by half of the student teachers that corporal punishment does not prepare learners to see themselves as being made prone to be victims of abuse.

Figure 4.2.2.8

Detention is an effective way of preventing pupils from misbehaving.

Detention is one of the most common forms of punishment in schools. The purpose of the statement is to establish the extent to which student teachers agree or disagree with the view that detention is an effective way of preventing learners from misbehaving. Results are presented below:

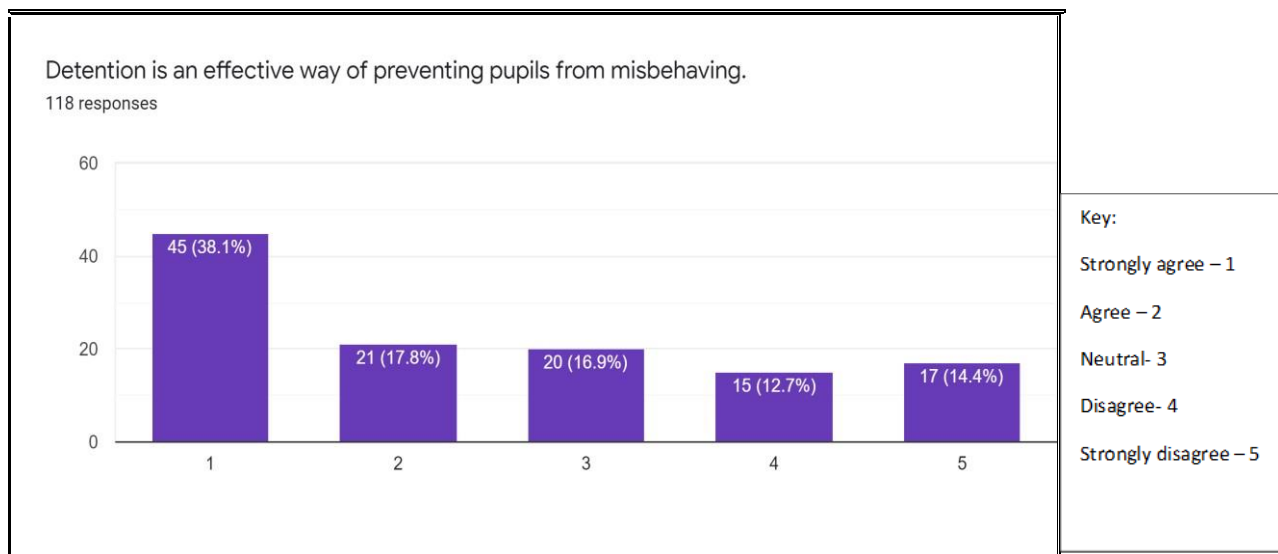


Figure 4.2.2.8 Detention is an effective way of preventing learners from misbehaving

The bar graph is an illustration of 118 responses by student teachers regarding the view that detention is an effective way of preventing learners from misbehaving. It shows that a 38,1% of the respondents strongly agree with the view compared to 14,4% who strongly disagree, 17,8 % of the respondents agree with the view compared to 12,7% who disagree and 16,9% of the respondents remained neutral. The graph indicates that 56 % of the respondents affirm the view that detention is indeed an effective way of preventing learners from misbehaving.

Figure 4.2.2.9

A good teacher is one who does not use corporal punishment to discipline students.

The purpose of this statement is to establish the extent at which student teachers agree or disagree with the perception that a good teacher is one who does not use corporal punishment to discipline learners. Below are the results:

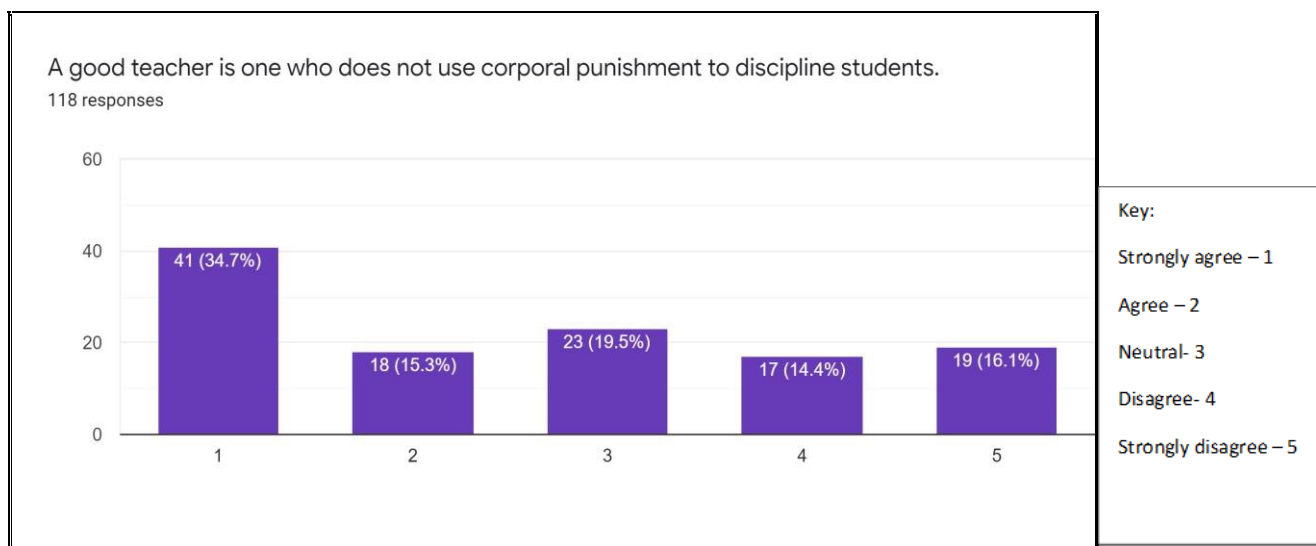


Figure 4.2.2.9 A good teacher is the one who does not use corporal punishment to discipline students

The bar graph indicates the responses of 118 student teachers to their view that a good teacher is one who does not use corporal punishment to discipline learners. A majority (34,7%) of the student teachers strongly agreed with this view compared to 16,1% who strongly disagreed, 15,3of the 118 student teachers agreed with the view compared to 17 student teachers who disagreed with the view, 19,5% of the student teachers remained neutral. Since this study focuses on investigating attitudes of teachers towards using corporal punishment, it is worth noting that 30,5% of the student teachers disagree with the view that a good teacher is the one who does not use corporal punishment as a discipline strategy. One can assume that these teachers believe that one of the qualities of a good teacher is to use corporal punishment. One can also claim that 19,5% of student teachers remained neutral because of a social desirability bias, an understanding that society is generally biased towards a desire to see as good teachers those who use corporal punishment.

Figure 4.2.2.10 **Keeping learners in during break is not an effective form of punishment.**

Teachers keep learners in the classrooms during their break time as a form of punishment. The statement intended to establish the extent to which student teachers agreed or disagreed with the view that keeping learners in during break is not an effective form of punishment. Below are the results:

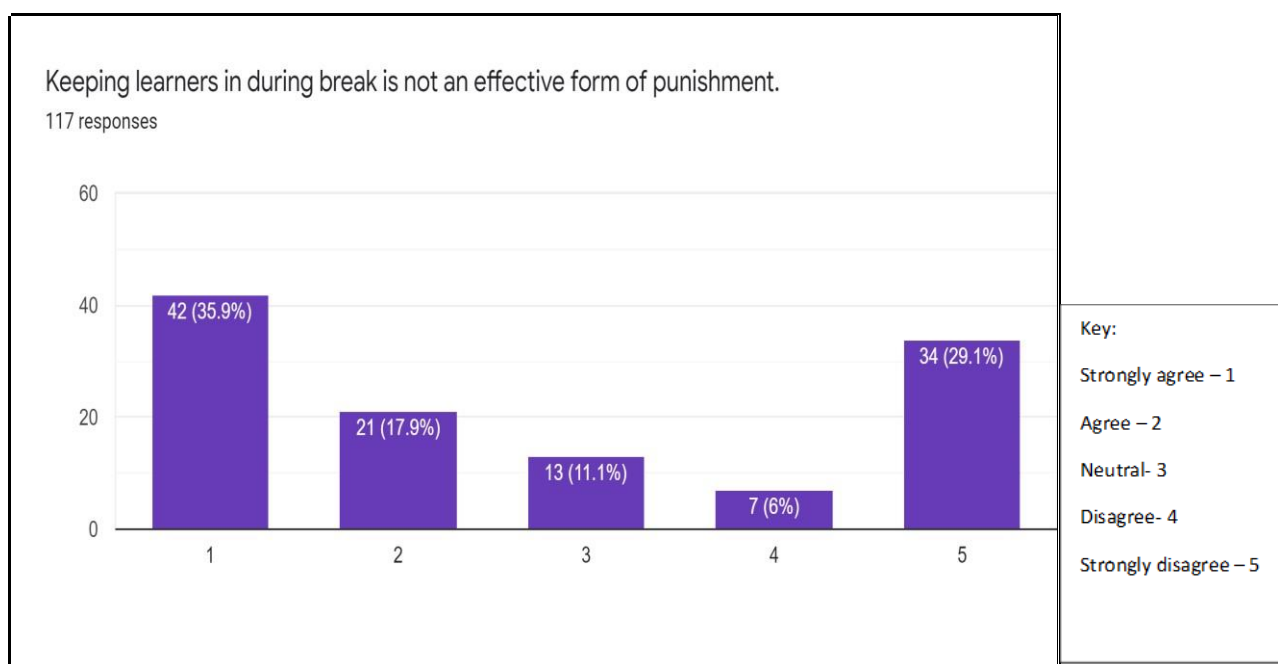


Figure 4.2.2.10 Keeping learner in class during break is not an effective form of punishment

The bar graph illustrates the views of student teachers that keeping learners in class during break is not an effective form of punishment. Of 117 respondents, 35,5% strongly agreed with the statement, compared to 29% who strongly disagreed and it is of note that student teachers views tended to be polarised at the extreme ends of the spectrum; 18% of the student teachers agreed with the statement compared to 7% who negate this statement, and 11% of the respondents remained neutral, probably because they had not formulated an opinion regarding the statement. Although a third of the student teachers disagreed with the statement, the bar graph shows that a majority of the student teachers affirm that keeping learners in class during break is not an effective form of punishment.

Figure 4.2.2.11

The learners' fear of corporal punishment helps to create an environment of learning.

Generally, using corporal punishment does not create a positive learning environment. The intention of the statement was to establish the extent to which student teachers agreed or

disagreed with the opinion that learners fear of corporal punishment helps to create an environment of learning. The bar graph shows the results:

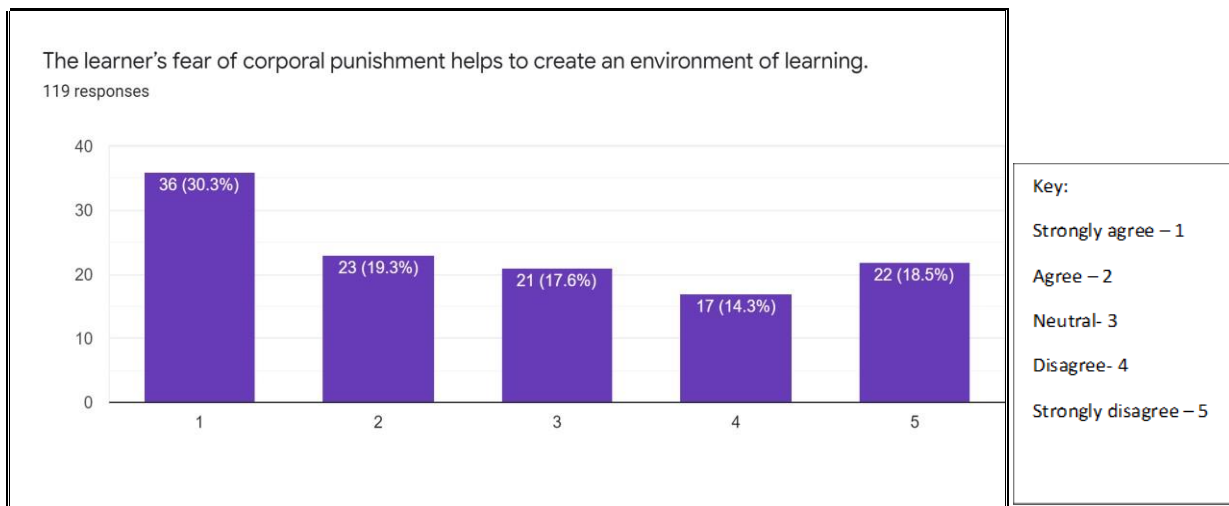


Figure 4.2.2.11 The learners' fear of corporal punishment helps create an environment of learning

The bar graph indicates the opinions of 119 student teachers on the view that the learners' fear of corporal punishment helps to create an environment of learning, showing 30,3% strongly agreed with this statement compared to 18,5% who strongly disagreed, 19,3% agreed with the statement compared to 14,3% who disagreed, and 17,6 remained neutral, probably because they have not yet formulated an opinion regarding this view. From the results it can be claimed that student teachers who strongly agree and agree (49,6%) form the majority, affirming the claim that learners' fear of corporal punishment helps to create an environment of learning. This result may align with an inclination towards a positive attitude to incorporating corporal punishment as a discipline strategy.

4.2.2.12 Teachers should discipline learners in a calm manner.

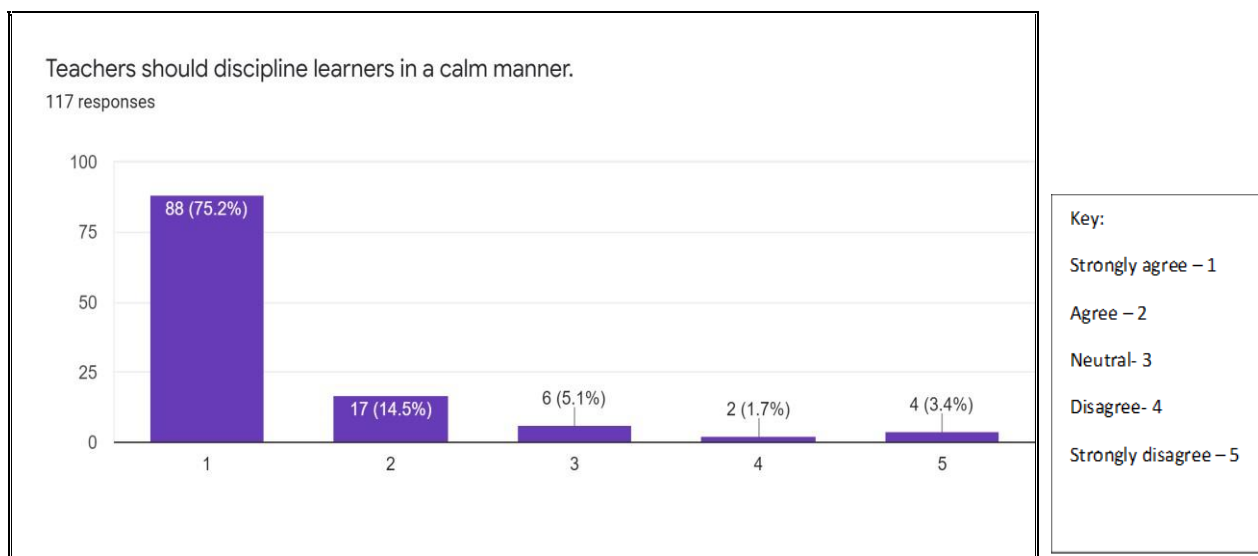


Figure 4.2.2.12 Teachers should discipline learners in a calm manner

The intention of the statement is to establish the extent to which student teachers agree or disagree with the perception that teachers should discipline learners in a calm manner. Results are displayed below:

The bar graph indicates 117 responses by student teachers to the claim that teachers should discipline learners in a calm manner. It shows that 75,2% of student teachers strongly agree with the statement and 14.5% agree with the statement. This is compared to the 3.4% student teachers who strongly disagree with the statement and the 1,7% who disagree with the statement. The graph clearly shows that 90% of the student teachers strongly believe that teachers should discipline students in a calm manner. The minority of student teachers, less than 6%, believe in an irate manner of disciplining learners.

Figure 4.2.2.13 **Corporal punishment increases aggression in learners.**

In some cases, aggression of learners can lead to teachers using corporal punishment and vice versa. The purpose of the statement is to establish the extent to which student teachers agree

or disagree with the view that corporal punishment increases aggression in learners. Below are the results:

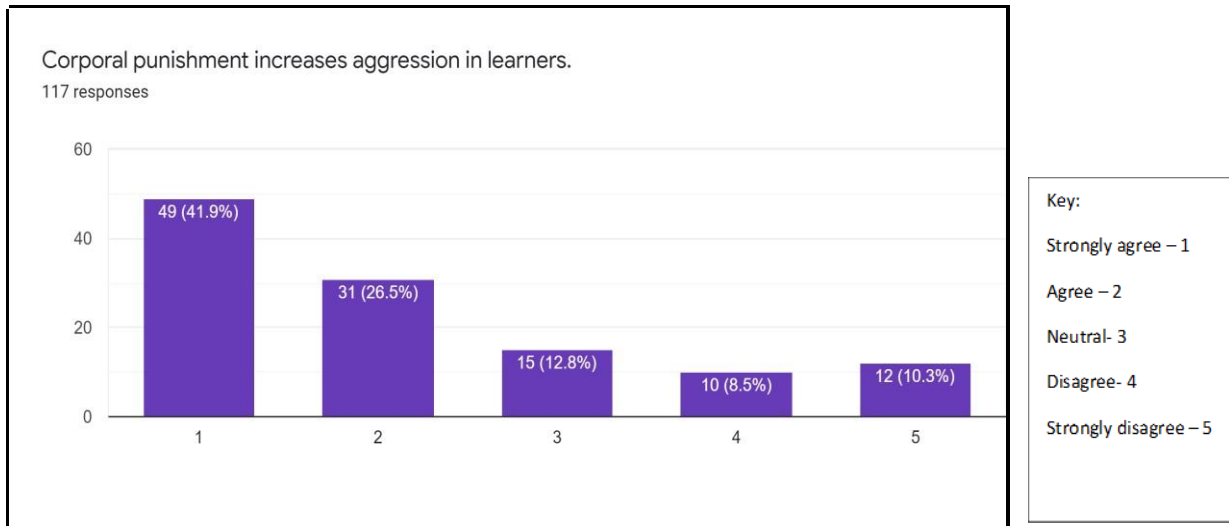


Figure 4.2.2.13 Corporal punishment increases aggression in learners

Illustrated in the bar graph are 117 responses of student teachers on the view that corporal punishment increases aggression in learners. The results show that 41,9% of student teachers disagree with the statement. It is clear from the graph that a majority of 68.4% of the student teachers agree that corporal punishment does have tendencies of increasing aggression in learners.

Figure 4.2.2.14

Approaching the school counsellor or other is an effective way of solving behaviour problems.

Most teachers still believe that they can solve behavioural problems on their own. The intention of the statement is to establish the extent to which student teachers agree or disagree that approaching the school counsellor or other is an effective way of solving behaviour problems. Results are presented below:

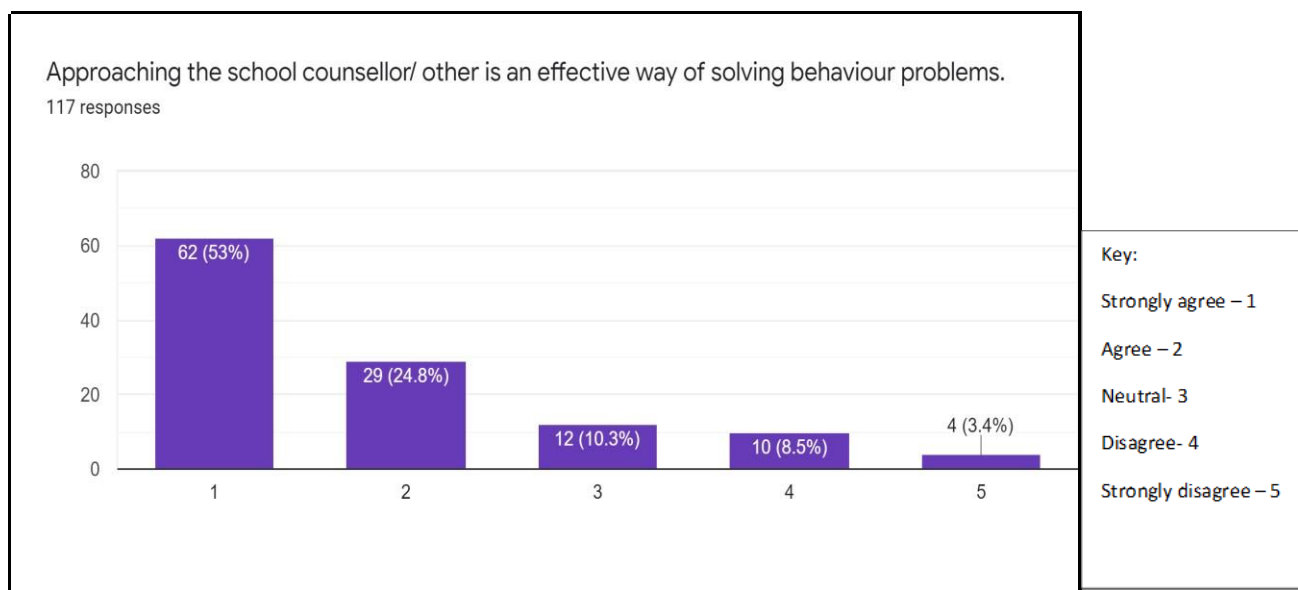


Figure 4.2.2.14 Approaching the school counsellor or any other person is an effective way of solving behaviour problems

The bar graph shows 117 responses of student teachers to the view that approaching the school counsellor, or any other person is an effective way of solving behaviour problems. Results show that 53% of student teachers strongly agree with the statement, supported by 24,8% of student teachers who agree with this statement. Out of the 117 responses, only 3,4% of the student teachers strongly disagreed with the statement, supported by 8,5% who disagreed with the statement. The graph clearly indicates that student teachers believe that approaching the school counsellor is indeed an effective way of solving behaviour problems, with 78% of the student teachers affirming this claim.

Figure 4.2.2.15 **Corporal punishment can be justified from a religious point of view.**

Most religions believe that if you spare the rod, you spoil the child. The purpose of this statement is to determine the extent to which student teachers agree or disagree with the view that corporal punishment can be justified from a religious point of view. The results are shown below:

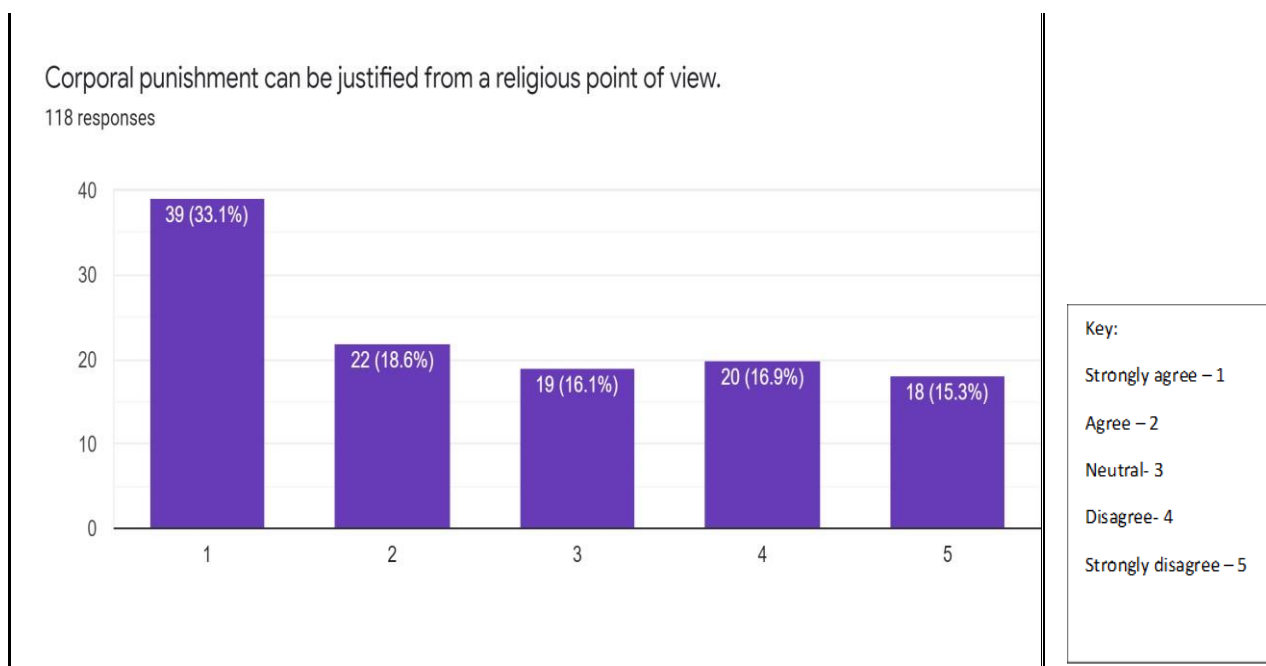


Figure 4.2.2.15 Corporal punishment can be justified in a religious point of view

The bar graph indicates 118 responses by student teachers to the statement that corporal punishment can be justified from a religious point of view. It shows that 33.1% of the student teachers strongly agree with the claim, opposed to 15.3% of student teachers who strongly disagree with the claim, 18.6% of the student teachers agree with the claim, compared to 16.9% who disagree with the claim. The graph also indicates that 16.1% of student teachers remained neutral. A slim majority of 51.7% student teachers believe that corporal punishment can be justified from a religious point of view, taking into account that most schools adopt religious perspectives., it can be assumed that the student teachers s who agree with this statement are likely to have a positive attitude towards using corporal punishment or they see religious people using scriptures to justify corporal punishment and yet have a negative attitude towards it themselves

Figure 4.2.216

It is morally correct that a person who has done wrong be punished for it.

Generally giving punishment for wrongdoing is justifiable. The intention of the statement is to establish the extent to which student teachers agree or disagree with the view that it is morally correct that a person who has done wrong be punished for it. Results are presented below:

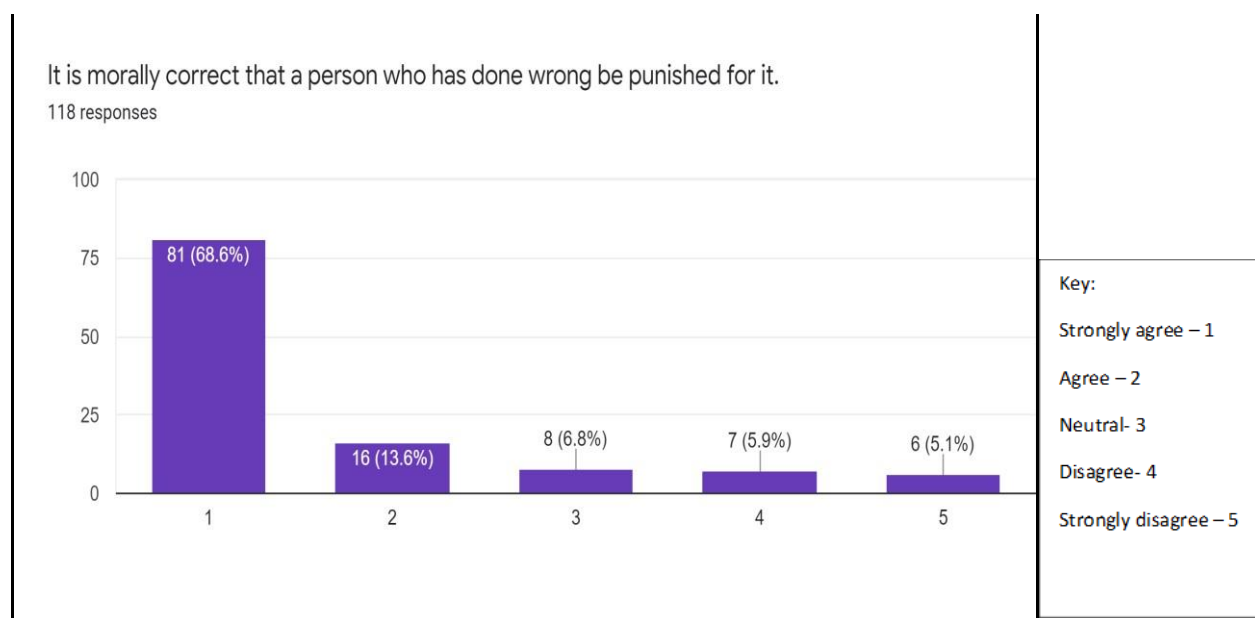


Figure 4.2.2.16 It is morally correct that a person who has done wrong be punished for it

The bar graph indicates 118 responses of student teachers to the claim that it is morally correct that a person who has done wrong be punished for it. The large majority of 81% of the student teachers strongly agreed with this claim compared to a small 6% who strongly disagreed with the claim. From the graph it can be deduced that 97% of student teachers strongly believe that it is morally correct that a person who has done wrong be punished.

Figure 4.2.2.17

If the teacher gives learners interesting and challenging work, there will be less discipline problems in class.

Interesting and challenging work makes learners focus on the task given, minimizing discipline problems. The purpose of the statement is to establish the extent to which student teachers

agree or disagree with the view that giving learners interesting and challenging work results in less discipline problems in class. Results are displayed below:



Figure 4.2.2.17 If the teacher gives learners interesting and challenging work there will be less discipline problems in class

The bar graph indicates the responses of 118 student teachers to the view that if the teacher gives learners interesting and challenging work there will be less discipline problems in class. The results show that 46,6 % of the student teachers strongly agreed with the statement supported by 22% who agreed, compared to 13,6% who strongly disagreed with the statement and 9,3% who disagreed. It is clear from the graph that a majority of the student teachers (69%) believe that if a teacher gives learners work that is interesting and challenging this minimizes occurrence of discipline problems in class.

Figure 4.2.2.18

If a teacher is liked learners tend to behave better in class.

Positive relations between teachers and learners can minimize discipline problems. The intention of the statement is establishing the extent to which student teachers agree or disagree with the perception that if a teacher is liked, learners tend to behave better in class. Results are presented below:

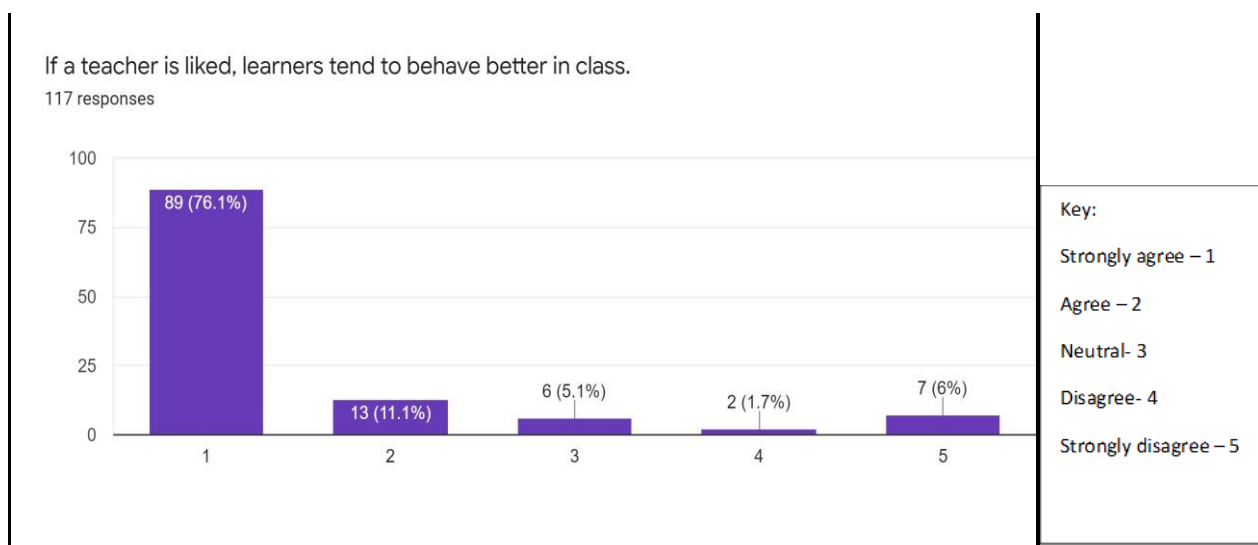


Figure 4.2.2.18 If a teacher is liked learners tend to behave better in class

This bar graph indicates 117 responses of student teachers regarding the claim that if a teacher is liked, learners tend to behave better in class. A large majority (76%) of the student teachers strongly agree with the statement, supported by 11% who agree with the statement, 6% strongly disagree with the statement, supported by only 1.7% who disagree with the statement. The graph clearly indicates that a strong majority of student teachers believe that teachers who are liked by learners have the advantage of experiencing less behavioural problems in class.

Figure 4.2.2.19 **Corporal punishment teaches learners to fear teachers.**

The purpose is to establish student teachers' opinion on whether learners fear student teachers because of corporal punishment. The results are shown below:

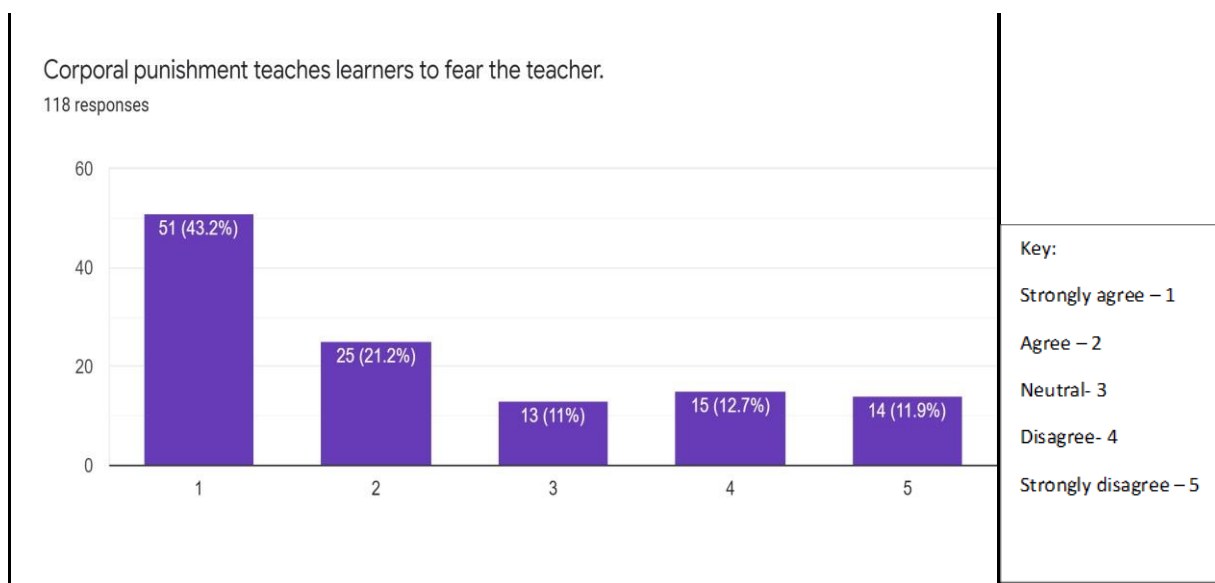


Figure 4.2.2.19 Corporal punishment teaches learners to fear the teacher

The above bar graph indicates 118 responses by student teachers to the statement that corporal punishment teaches learners to fear the teacher. The results show that 43.2% of the student teachers strongly agree with the statement compared to 11.9 % who strongly disagree with the statement, 21.2 % of student teachers agree with the statement compared to 12.7% of the student teachers who disagree with the statement, and 11% remained neutral which can probably be attributed to the absence of a formulated opinion by the student teachers during their teaching practice. It is clear from the graph that a majority of student teachers, totalling 64,4% affirm the belief that corporal punishment teaches learners to fear the teacher.

Figure 4.2.2.20 Consulting with parents is not an effective way of solving learners' misbehaviour in class.

Generally, parents should partner with teachers in dealing with discipline problems. The purpose of the statement is to establish the extent to which student teachers agree or disagree with the view that consulting with parents is not an effective way of solving learners' misbehaviour in class. Results are displayed below:

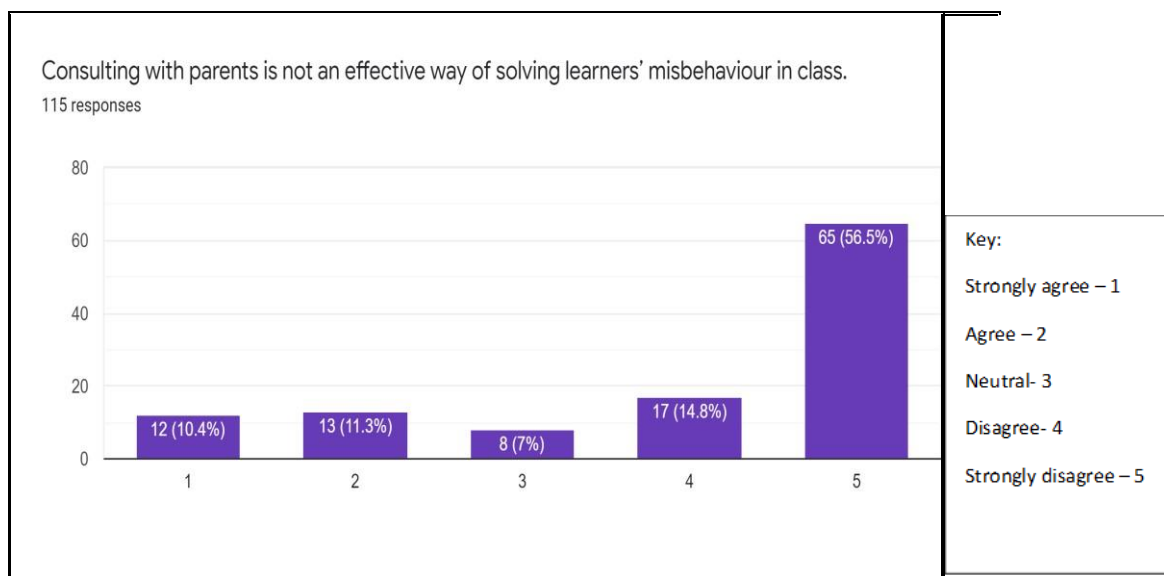


Figure 4.2.2.20 Consulting with parents is not an effective way of solving learners, misbehaviour in class

The bar graph indicates responses from 115 student teachers to the claim that consulting with parents is not an effective way of solving learners' misbehaviour in class. The results show that 56,5% of student teachers strongly disagree with the statement supported by 14,8% who disagree with the statement. This is compared to 10,4% and 11,3% student teachers who strongly agree and agree, respectively. The graph clearly indicates that a majority of 71,3% of the student teachers believe that consulting parents is not an effective way of solving learner misbehaviour in class.

Figure 4.2.2.21 **Corporal punishment teaches learners to respect the teacher.**

Generally, teachers who are using corporal punishment are respected by learners. The purpose of the statement is to measure the extent to which student teachers agree or disagree with the perception that corporal punishment teaches learners to respect the teacher. The results are reflected in the bar graph below:

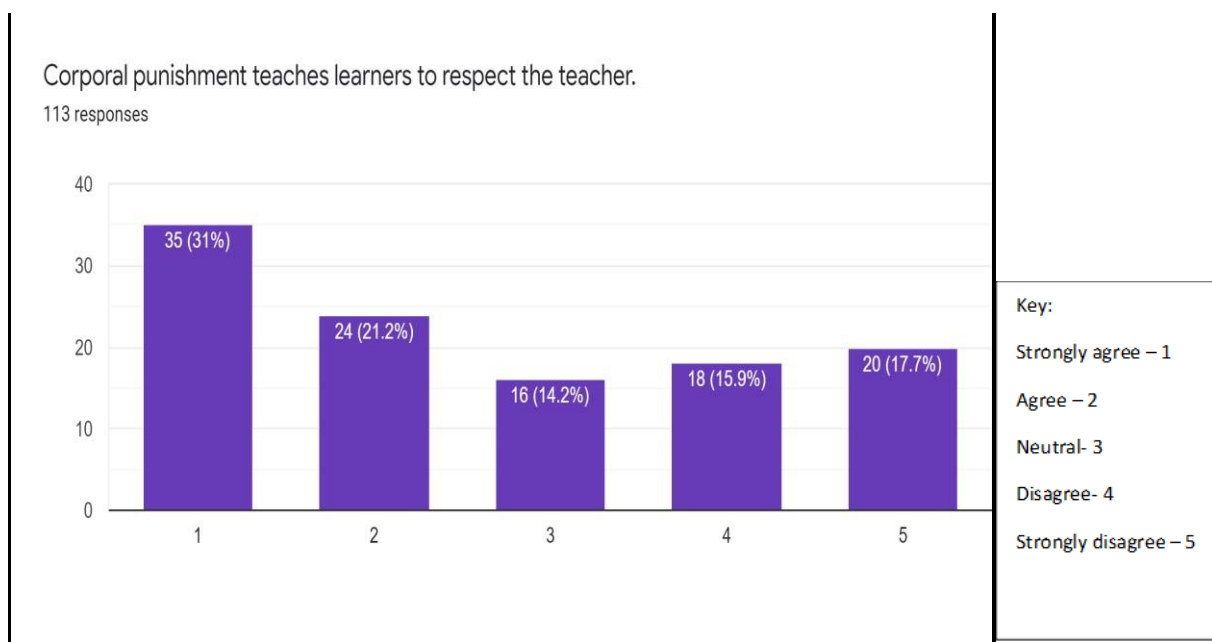


Figure 4.2.2.21 Corporal punishment teaches learners to respect teachers

The bar graph shows responses of 113 student teachers to the statement that corporal punishment teaches learners to respect the teacher. The results show that 31% of student teachers strongly agree with the statement compared to 20% who strongly disagree with the statement, 21.2% agree with the statement compared to 15.9% who disagree, and 14.2% student teachers remained neutral. Neutrality in this instance may be a result of contradicting opinions according to student teacher experiences and observations during teaching practice. It is of note that 52% of the student teachers believe that using corporal punishment teaches learners' respect. There is a probability of these teachers using corporal punishment to command respect.

Figure 4.2.2.22

Discipline problems should be solved together with learners in order to teach them to take responsibility for the problem.

Generally, when teachers and learners work together there are fewer discipline problems. The purpose of the statement is to establish the extent to which student teachers agree or disagree with the perception that discipline problems can be solved together with learners so that they can take responsibility for the problem. The results are displayed below:

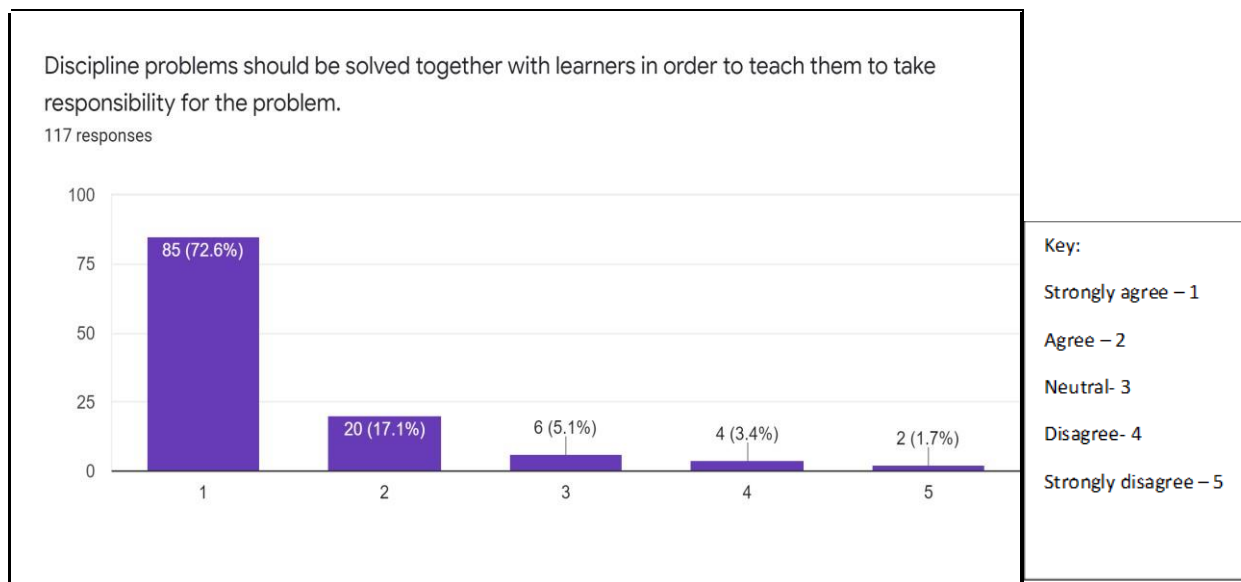


Figure 4.2.2.22 Discipline problems should be solved together with learners in order to teach them to take responsibility for the problem

The bar graph is an illustration of 117 responses by student teachers to the statement that discipline problems should be solved together with learners in order to teach them to take responsibility for the problem. The graph shows that 72,6%, a great majority of student teachers in this study, strongly agree with this statement. Only 1,7% of student teachers strongly disagree with this statement. This shows that student teachers are probably in a state of readiness to collaborate with students in solving discipline problems.

Figure 4.2.2.23

Fear and learning do not mix well.

Generally, when learners are afraid, they do not learn well. The purpose of the statement is to determine the extent to which student teachers agree or disagree with the perception that fear and learning do not mix well. The results are shown below:

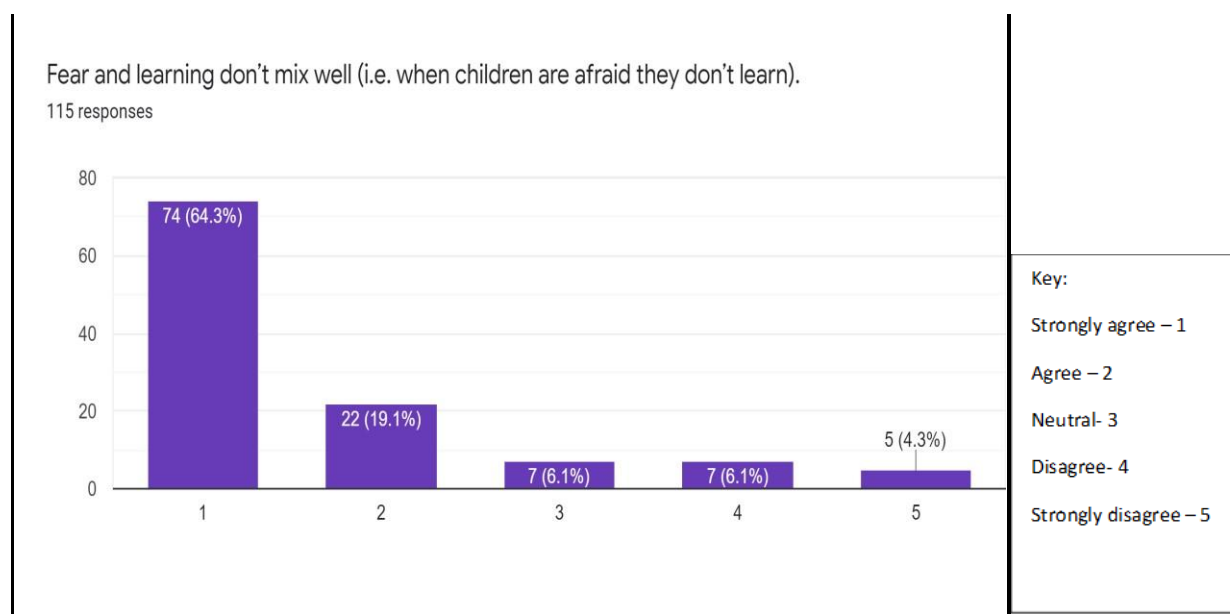


Figure 4.2.2.23 Fear and learning do not mix well

The bar graph indicates 115 responses by student teachers to the statement that fear and learning do not mix well, in other words, when learners are afraid, they do not learn. The results show that 64.3% of the student teachers strongly agree with the statement, supported by 19.1% who are also in agreement. Only 4.3% strongly disagree with the statement, supported by 6.1% who are also in disagreement. From this graph it can be deduced that a majority of student teachers have an understanding that when students experience fear, learning is not effective. This data shows that If student teachers aim to facilitate learning, they would be likely to have less inclination in using corporal punishment as a discipline strategy because they believe it causes fear.

Figure 4.2.2.24 **Appointing a classroom monitor to report to the teacher about misbehaviour is effective.**

Classroom monitors can be effective in assisting teachers to monitor discipline problems. The purpose of the statement is to measure the extent to which student teachers agree or disagree with the view that appointing a classroom monitor to report to the teacher about misbehaviour is effective. The results are displayed below:

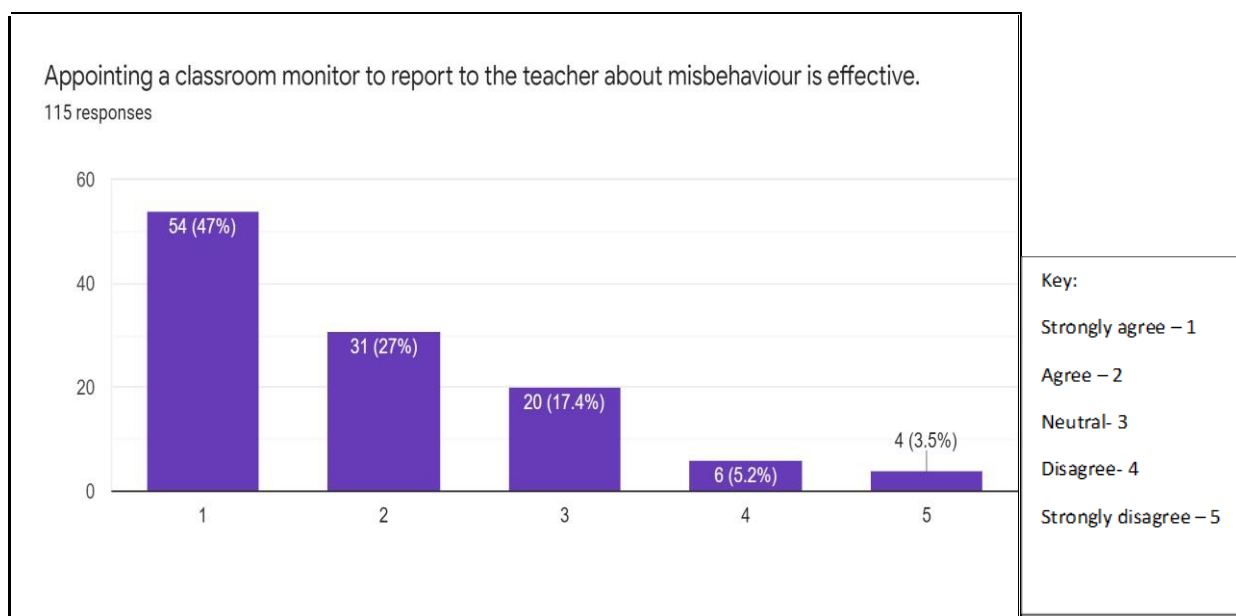


Figure 4.2.2.24 Appointing a classroom monitor to report to the teacher about misbehaviour is effective

The bar graph illustrates 115 responses of student teachers to the claim that appointing a classroom monitor to report to the teacher about misbehaviour is effective. The results show that 47% of the student teachers strongly agree with the claim, supported by 27% of student teachers who are also in total agreement. Only 4% of the student teachers strongly disagree with the statement, supported by 5% of the student teachers who are also in disagreement. The graph clearly shows that a majority of 74% of the student teachers support the claim that appointing a classroom monitor to report to the teacher about misbehaving learners is an effective way of dealing with discipline problems.

Figure 4.2.2.25 **Corporal punishment enhances teacher-learner relationship.**

Corporal punishment can improve how teachers relate to learners. The purpose of this statement is to measure the extent to which student teachers agree or disagree with the view that corporal punishment enhances the teacher-learner relationship. Below are the results:

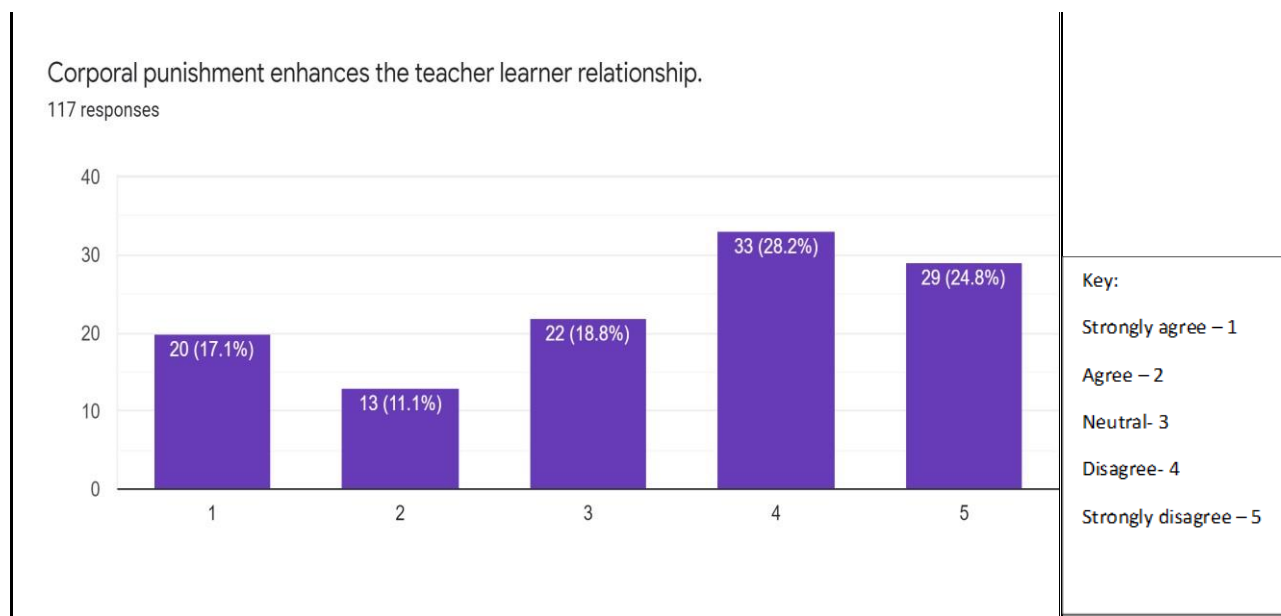


Figure 4.2.2.25 Corporal punishment enhances the teacher learner relationship

The bar graph indicates 117 responses by student teachers to the statement that corporal punishment enhances the teacher-learner relationship. The results show that 24,8% of the student teachers strongly disagree with the statement, supported by 28,2% of student teachers who are also in total disagreement, 17,1% of students teachers strongly agree with this statement, supported by the 11,1% who also agree with the statement, while 18,8% of the student teachers remain neutral, which may be due to the fact that the contexts that student teachers are exposed to during teaching practice are not the same, and they experience a dilemma. From the graph it can be deduced that a majority 62% of student teachers disagree with the statement that corporal punishment can enhance the teacher-learner relationship. it is concerning that a significant 28,2% of student teachers believe that corporal punishment enhances the teacher-learner relationship. This belief creates an impression that these student teachers are likely to use corporal punishment to enhance the learner and student teacher relationship.

Figure 4.2.2.26 Learners prefer authoritarian teachers.

The purpose of the statement is to measure the extent to which student teachers agree or disagree with the view that learners prefer authoritarian teachers. Results are presented below:

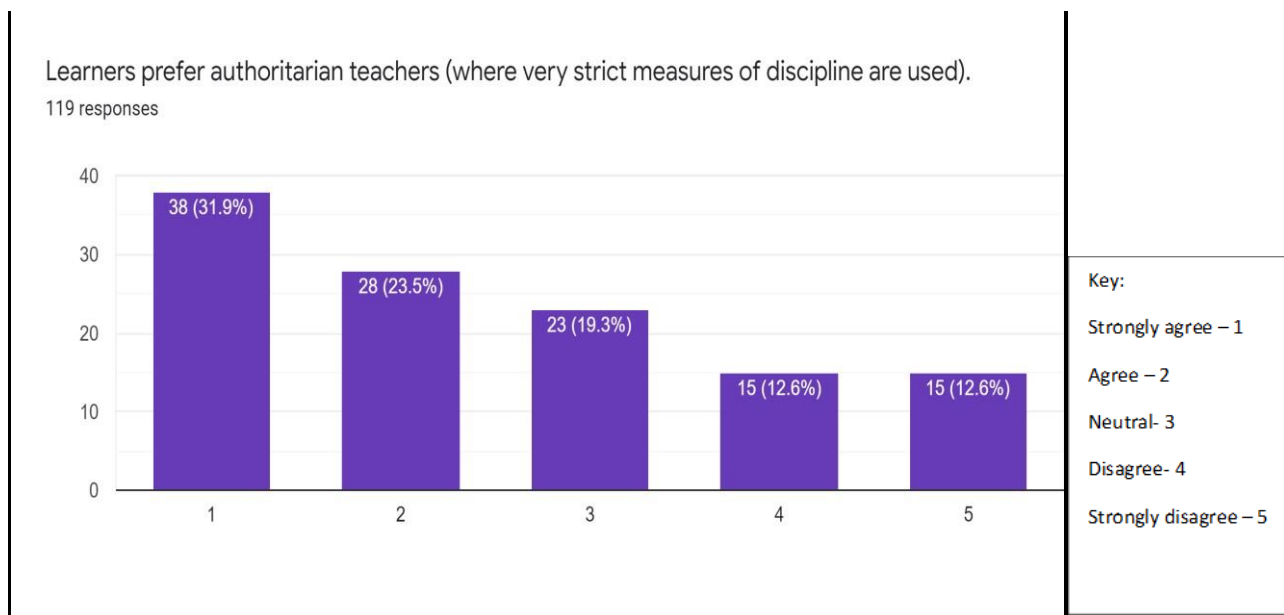


Figure 4.2.2.26 Learners prefer authoritarian teachers who use very strict measures of discipline

The bar graph shows 119 responses of student teachers to the claim that learners prefer authoritarian teachers who use very strict measures of discipline. The results show that 31,9% of student teachers strongly agree with the statement compared to 12,6% who strongly disagree with the statement, 23,5% of the student teachers agree with the statement and 12,6% disagree with the statement, while 19,3% remained neutral. This neutrality is indeed a significant number, more than student teachers who strongly disagree with the statement. Therefore, corporal punishment as a discipline strategy is associated with having authority or being authoritarian rather than with applying democratic principles.

Figure 4.2.2.27

Corporal punishment should be used as the last resort when all other methods of discipline have failed.

Corporal punishment is still viewed as an option to discipline learners instead of other methods. The purpose of the statement is to establish the extent to which student teachers agree or disagree with the perception that corporal punishment should be viewed as the last resort.

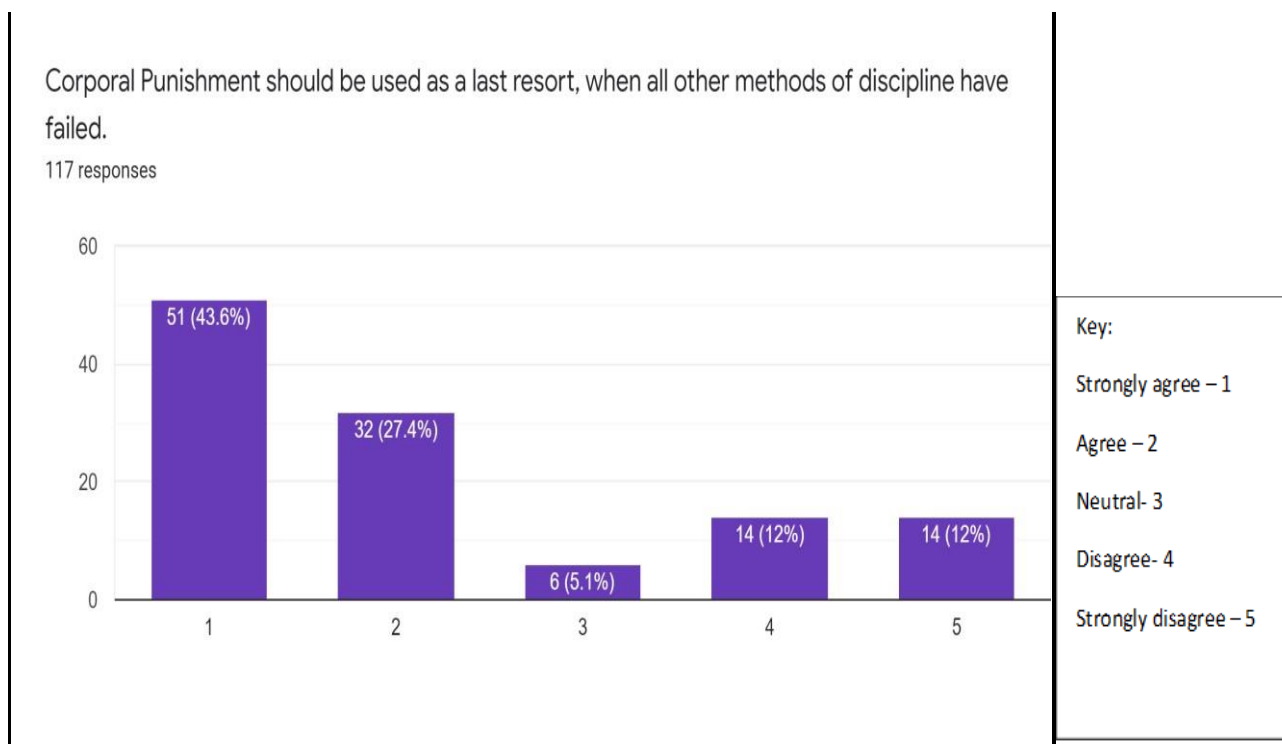


Figure 4.2.2.27 Corporal punishment should be used as a last resort when all other methods of discipline have failed

The bar graph illustrates 117 responses of student teachers to the claim that corporal punishment should be used as a last resort when all other methods of discipline have failed. The results show that 43,6% of student teachers strongly agree with this statement, compared to 12% who strongly disagree with the statement, 27,4% of the student teachers also support the claim, compared to 12% who disagree with the claim. The graph indicates that 71% of student teachers, constituting the majority of respondents, believe that corporal punishment should be used as a last resort. This shows that these student teachers would have a strong inclination to use corporal punishment as an option when all other methods of discipline have failed.

Figure 4.2.2.28

Corporal punishment is the best form of punishment because it is over quickly.

The purpose of the statement is to measure the extent to which student teachers agree or disagree with the view that corporal punishment is the best form of discipline because it is over quickly. Presented below are the results:

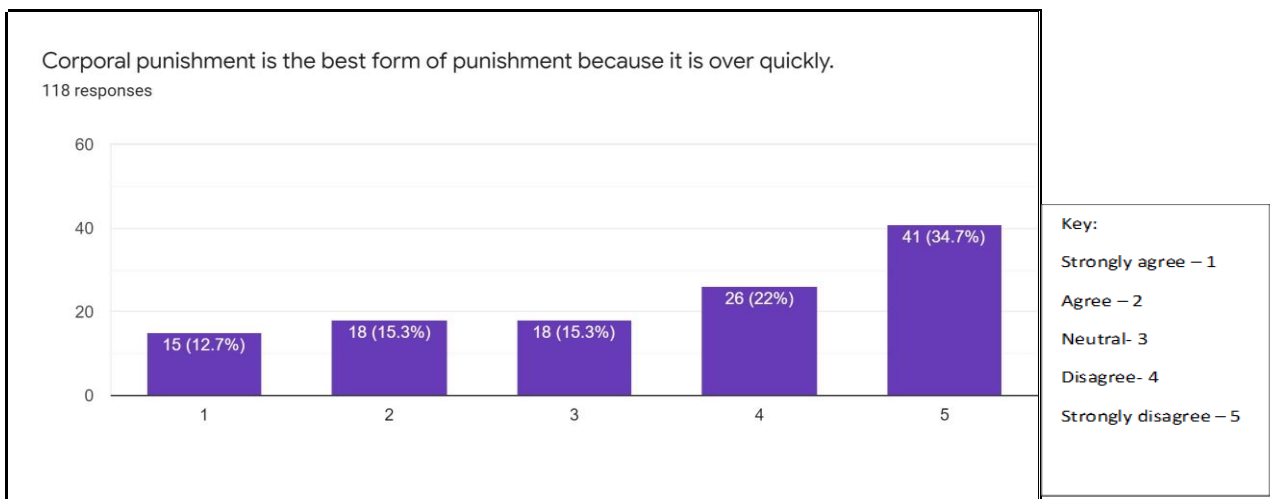


Figure 4.2.2.28 Corporal punishment is the best form of punishment because it is over quickly

The bar graph indicates 118 responses of student teachers to the statement that corporal punishment is the best form of punishment because it is over quickly. The results show that 34,7% of 118 student teachers strongly disagree with the statement, supported by 22% student teachers who also disagree, 12,7% student teachers strongly agree with this statement supported by 18 student teachers who are also in agreement with the statement. Concerning is the 15.3% of student teachers who remain neutral, which is equal to the 15.3% who agreed with the statement. From the graph 56.7% of the student teachers do not agree with the statement that corporal punishment is the best form of punishment because it is over quickly.

4.2.3 Frequency of disciplining actions by student teachers during teaching practice.

The frequency is represented by the Likert scale 1 to 5:

Never - 1

Rarely - 2

Sometimes - 3

Often - 4

Always - 5

Figure 4.2.3.1

Do you send learners to detention?

Sending learners to detention is a common form of punishment. The purpose of the question is to determine the frequency with which student teachers send learners to detention. Below are the results:

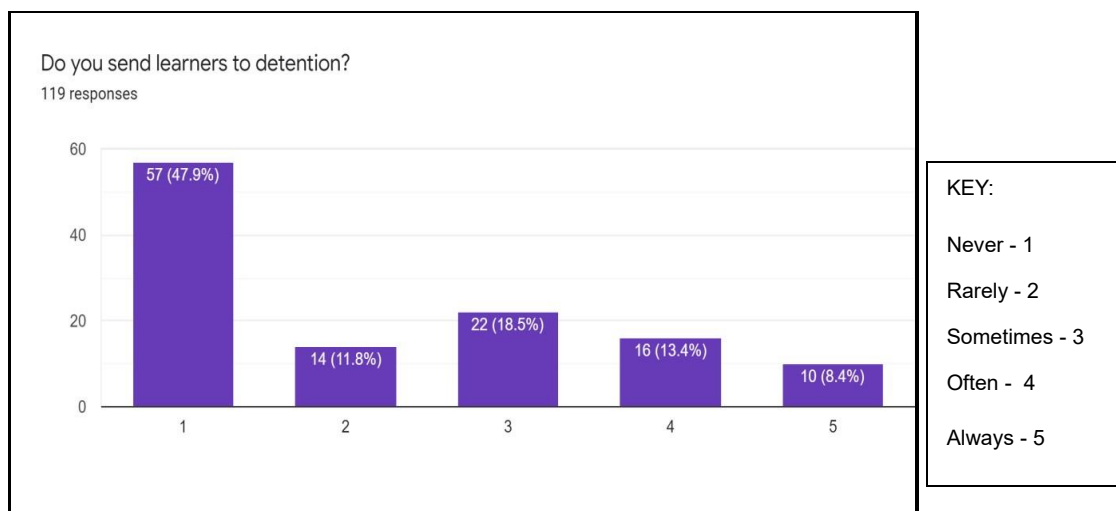


Figure 4.2.3.1 Do you send learners to detention

This bar graph illustrates responses of 119 student teachers regarding the frequency with which they send learners to detention. The graph shows that 47,9% of the student teachers never send learners to detention, 8,4% indicate that they always send learners to detention, 18,5% indicate that they sometimes send learners to detention. Combining those who rarely, sometimes, often and always send learners to detention results in 52,1% of student teachers who either consider sending or do send students to detention for their misbehaviour. This constitutes a majority of the 119 student teachers who make out that detention is considered an option for learner discipline.

Figure 4.2.3.2

Do you send learners to the headmaster/mistress?

In some cases, student teachers are instructed to send misbehaving learners to the school principal. The intention of the question is to measure the frequency at which student teachers send learners to the principal. Results are displayed below:

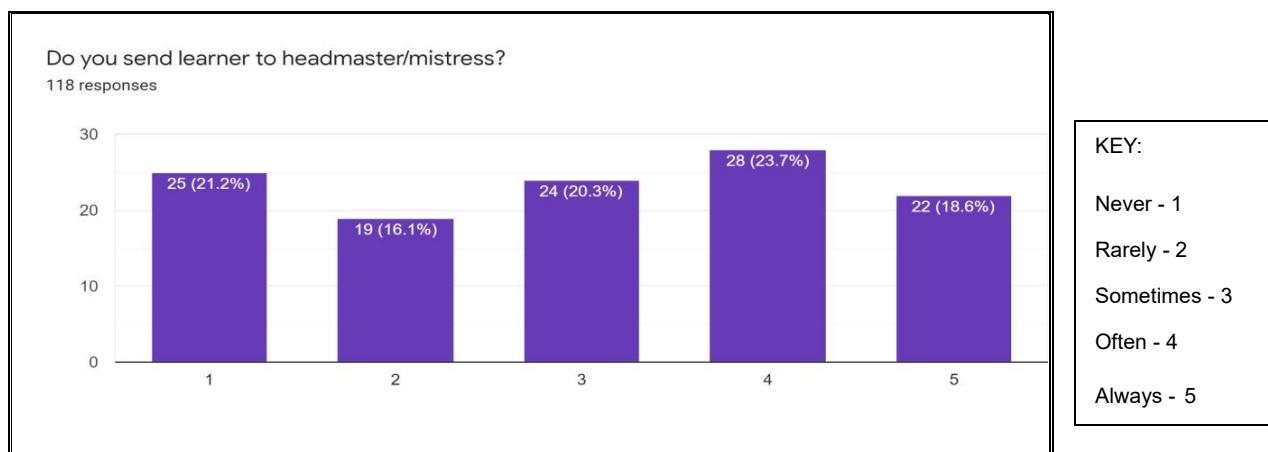


Figure 4.2.3.2 Do you send learner to headmaster?

The bar graph illustrates 118 responses of student teachers regarding the frequency of sending learners to the school principal for punishment, which may be likely to include corporal punishment. The results show that 21.2% of student teachers indicate that they never send learners to the school principal, compared to the 18,6% who always send learners to the school principal, 16,1% of the student teachers indicate that they rarely send students to the principal, compared to 23,2% who often send learners to the principal. Overall, this shows an even spread of frequency across the categories showing little agreement amongst participants. One can assume that the student teachers who send learners to the school principal understand other forms of disciplining students.

Figure 4.2.3.3

Do you send an unfavourable reports home?

Reporting learner misconduct to parents is important. The intention of this statement is to indicate the frequency at which student teachers send an unfavourable report to the home of the learner. Results are presented below:

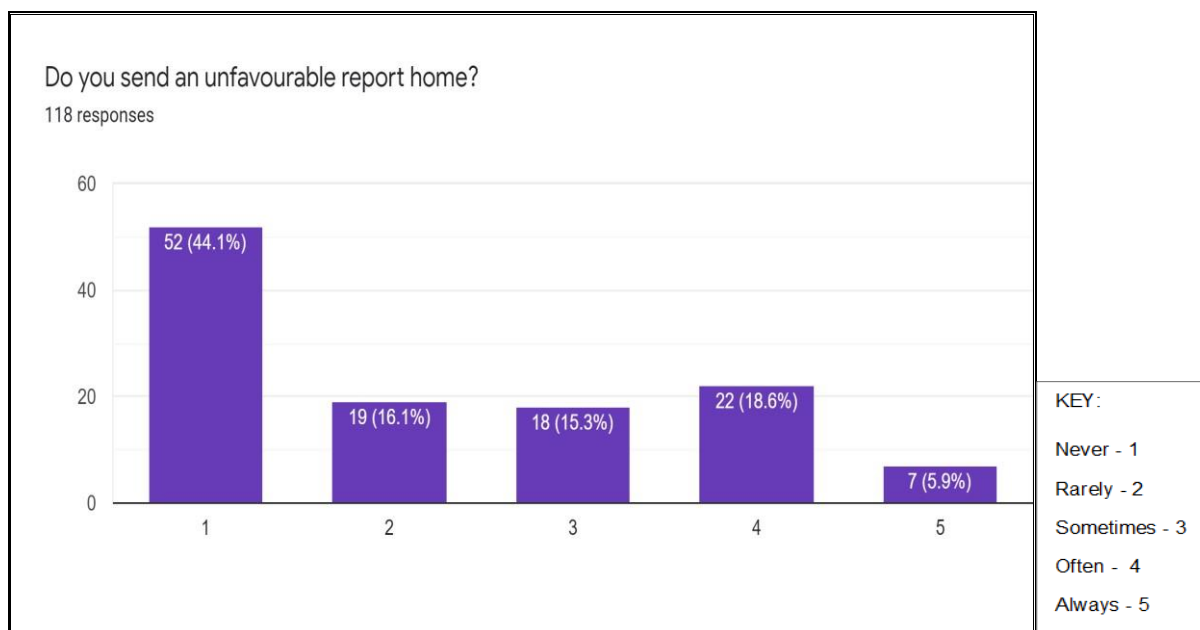


Figure 4.2.3.3 Do you send an unfavourable report home when a learner has misbehaved

The bar graph indicates 118 responses of student teachers regarding the frequency of sending an unfavourable report home when a learner has misbehaved. The results show that 44,1% of student teachers indicate that they never send an unfavourable report home, compared to only 5,9% who always send an unfavourable report. The graph indicates that a majority of the student teachers never send an unfavourable reports home concerning a learner's misbehaviour, but some student teachers do on occasion.

Figure 4.2.3.4

Do you send learners out of class?

Most teachers in schools take learners who misbehave out of class as a form of punishment. The question intends to determine the frequency at which student teachers take learners out of class as a form of punishment. Results can be seen below:

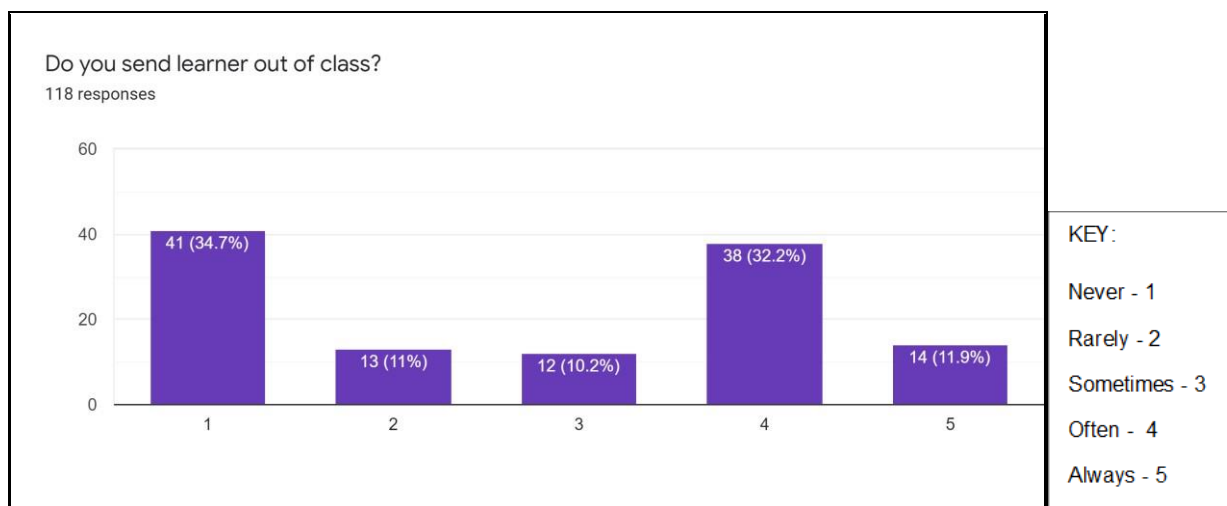


Figure 4.2.3.4 Do you send learners out of class for misbehaving?

The bar graph presents 118 student teacher responses regarding the frequency at which they send a learner out of class for misbehaving. The results show 34,7% of student teachers indicate that they never send learners out of class and 32,2% indicate that they often send learners out of class. Looking at the distribution of the frequencies, there is an indication that student teachers do send learners out of class.

Figure 4.2.3.5

Do you give the learner a “good talking to” in private?

Most teachers prefer to deal privately with learners who misbehave. The purpose of the question is to determine the frequency at which student teachers give learners “a good talking to” in private. Results are shown below:

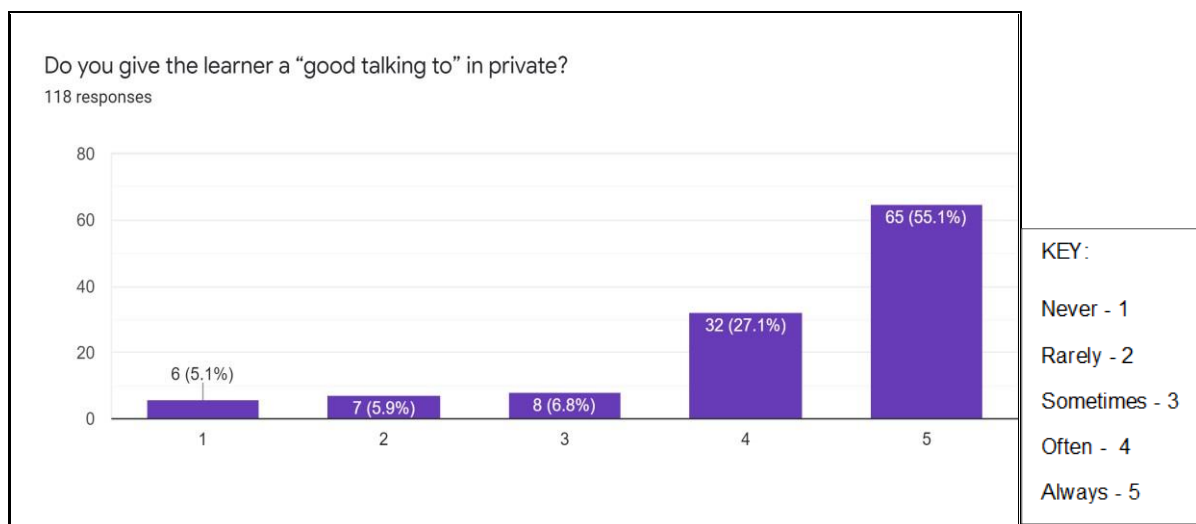


Figure 4.2.3.5 Do you give the learner a good talking to in private

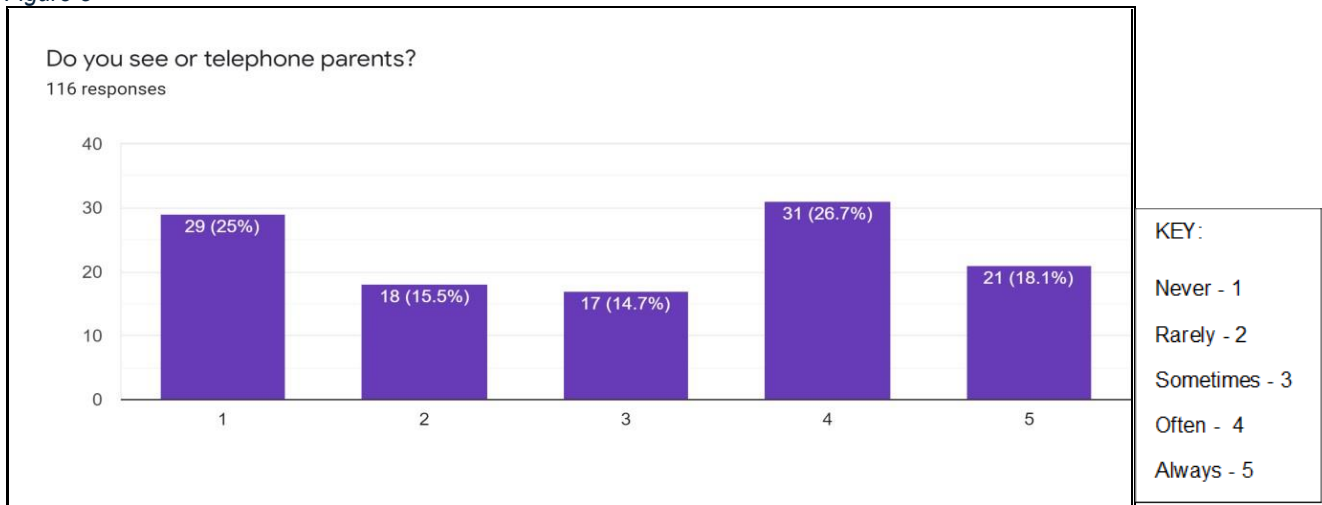
The bar graph shows how frequently student teachers give the learner a good talking to in private. Of the 118 student teachers, 55,1% respond that they always give a learner a good talking to in private. This is followed by 27,1% who often give the learner a good talking to in private. Only 5,1% overall indicate that they never give a learner a good talking to in private. The graph shows an increasing frequency with the distributions of 7 student teachers who rarely give a learner a good talking to in private, 8 who sometimes do, 32 who often do and 65 who always do. A majority of student teachers do give learners a good talking to in private.

Figure 4.2.3.6

Do you see or telephone parents?

Teachers consider consulting parents to be important in dealing with learner misbehaviour. The question is intended to measure the frequency at which student teachers see or telephone parents of learners who misbehave. Results are displayed below:

Figure 5



4.2.3.6 Do you see or telephone parents regarding learner misbehaviour

The bar graph presents 116 responses of student teachers regarding the frequency at which they see or telephone parents regarding learners' misbehaviour. From the graph results, 25% of student teachers never see or telephone parents regarding learner misbehaviour. A fairly even distribution of frequency over the different categories is represented by 15,5% of student teachers who rarely see or telephone parents, followed by 14,7% who sometimes see or telephone parents, and 26,7% who do not often see or telephone parents. This is an indication that a majority of the student teachers consider consulting parents to be important in disciplining learners.

Figure 4.2.3.7

Do you administer corporal punishment yourself?

Student teachers and their mentors in schools are not supposed to administer corporal punishment. The intention of the question is to determine the frequency at which student teachers administer corporal punishment themselves. Results are indicated below:

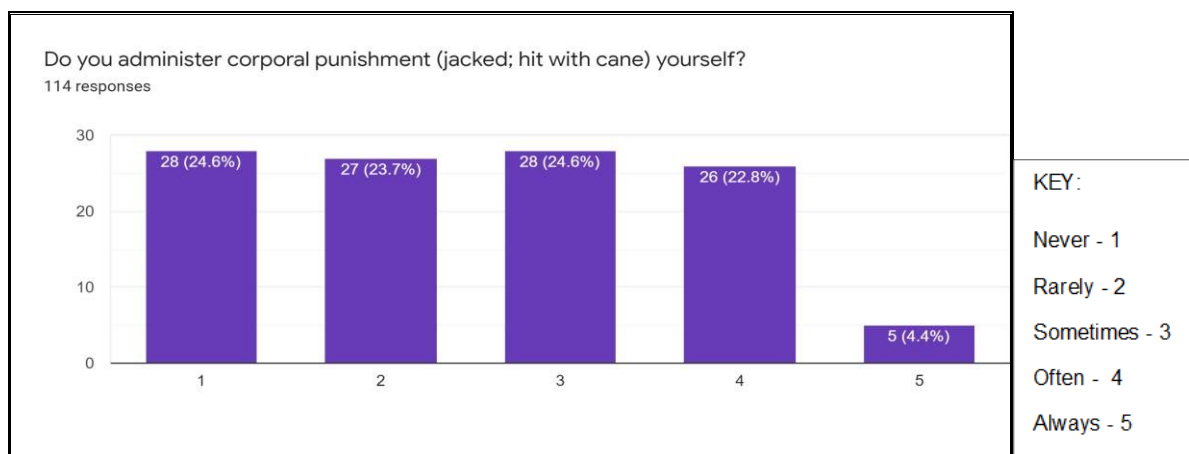


Figure 4.2.3.7 Do you administer corporal punishment yourself?

The bar graph indicates 114 student teacher responses regarding the frequency at which they administer corporal punishment themselves. Overall, only 24,6% indicated that they never administer corporal punishment themselves. The graph shows an almost equal frequency of student teachers who administer corporal punishment on occasion. Ranging from rarely to always, 75% of student teachers administer corporal punishment. This indicates the prevalence of corporal punishment use in schools by student teachers, although at different frequencies, but it is clear that corporal punishment is administered in schools despite its illegality. This shows that those student teachers who administer corporal punishment have a positive attitude towards it as a discipline strategy.

Figure 4.2.3.8

Do you send learners to the head for corporal punishment?

The law prohibits the use of corporal punishment in schools. The question intended to determine the frequency at which student teachers send learners to the head for corporal punishment. Results are shown below:

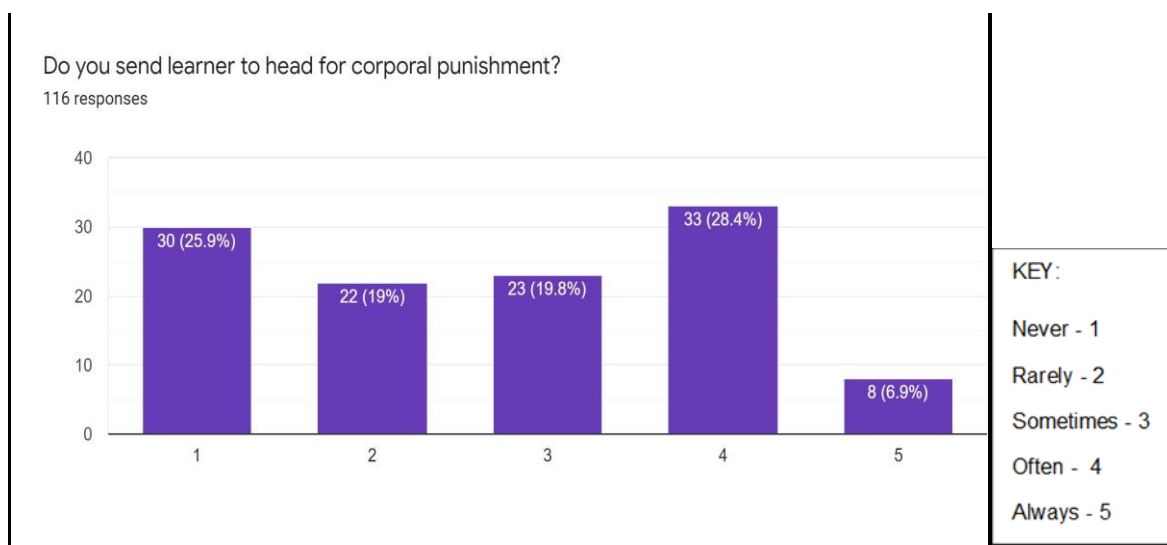


Figure 4.2.3.8 Do you send learner to head for corporal punishment?

The bar graph indicates the frequency at which student teachers send learners to the head of the school for corporal punishment. Although 25,9% of the student teachers indicate that they never send learners to the head for corporal punishment, 6,9% of student teachers who always send learners to the head for corporal punishment. The graph shows an increasing tendency to send learners to the head for corporal punishment shown by 19% of those who rarely do, followed by 19,8% of those who sometimes send learners to the head for corporal punishment and 28,4% of those who often do. This data indicates that 74,1% of student teachers deliberately send learners to school principals for an illegal act. These figures indicate that corporal punishment is prevalent in schools and is supported by the head of the school, who is willing to use corporal punishment on behalf of student teachers who perhaps cannot use it themselves.

Figure 4.2.3.9

Do you approach school the counsellor/social worker/psychologist to resolve conflict between learner and teacher?

Most schools in rural areas do not have school counsellors. The purpose of the question is to indicate the frequency at which student teachers approach a school counsellor, social worker or psychologist to resolve conflict. Results are shown below:



Figure 4.2.3.9 Do you approach the school counsellor/social worker/psychologist to resolve conflict between learner and teacher?

The bar graph indicates 114 responses regarding the degree of frequency that student teachers approach school counsellors, social workers or psychologists to resolve conflict between learner and teacher. The results show that 25,4% of the student teachers rarely approach these support services, 19,3% sometimes do, and the percentage of student teachers who often or always approach support services is equal at 15,8%. The graph shows a fairly even spread of answers, indicating a lack of general agreement. This demonstrates that student teachers who approach student counsellors, social workers and psychologists to resolve conflict understand the need to refer cases of misbehaving learners that they themselves cannot adequately deal with.

Figure 4.2.3.10

Do you give positive reinforcement?

Positive reinforcement is a positive discipline strategy with the potential of reducing use of corporal punishment. The purpose of the statement is to measure the frequency at which student teachers give positive reinforcement. Results are shown below:

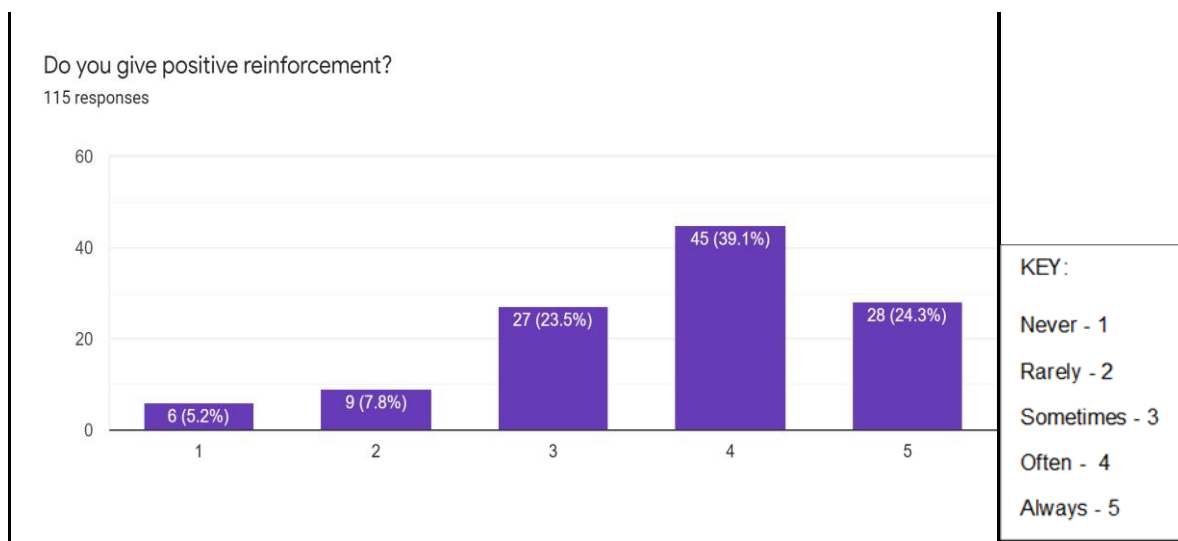


Figure 4.2.3.10 Do you give positive reinforcement?

The bar graph indicates 115 responses of student teachers regarding the frequency at which they give positive reinforcement to learners. A majority 39,1% of student teachers indicate that they often give positive reinforcement, followed by 24,3% who always give positive reinforcement. Only 5,2% of student teachers indicate that they never give positive reinforcement. The graph shows that teachers understand the role of positive reinforcement as a strategy in disciplining learners.

Figure 4.2.3.11

Do you give extra homework?

Extra schoolwork is used by teachers to punish learners. This question measures the frequency at which student teachers give extra homework to learners who misbehave. Results are displayed below:

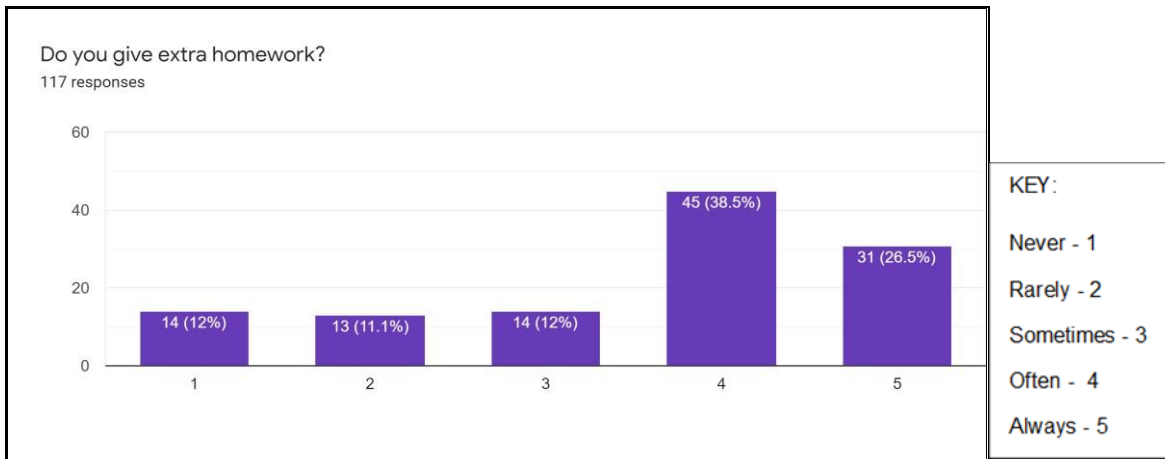


Figure 4.2.3.11 Do you give extra homework?

The bar graph indicates 117 responses of student teachers regarding how frequently they give extra homework as a form of managing misbehaving learners. A majority 38,5% of student teachers indicate that they often give extra homework, 26,5% indicate that they always give extra homework, compared to 12% of student teachers who never give extra homework. It is evident that there is an equal number of student teachers who never give extra homework and those who sometimes give extra homework. Only 11,1% teachers indicate that they rarely give homework. The results show that a majority of student teachers understand that giving homework is an option as a discipline strategy.

Figure 4.2.3.12

Do you give physical tasks around the school?

Engaging learners in physical tasks as punishment is common in most schools. The question determines the frequency of student teachers giving physical tasks around the school to learners. Results can be seen below:

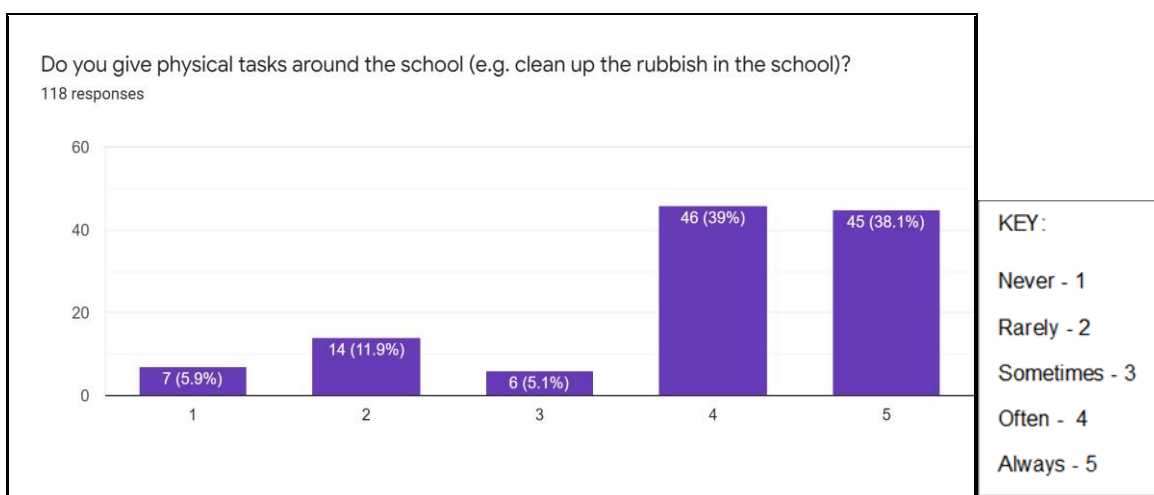


Figure 4.2.3.12 Do you give physical tasks around the school?

The bar graph summarises 118 responses of student teachers regarding how frequently they give physical tasks around the school. The results show that 39% of the student teachers indicate that they often give physical tasks around the school as a form of discipline, followed by 38,1% who always give physical tasks as a form of discipline. Therefore, the graph shows clearly that most student teachers give learners physical tasks around the school. The question did not ask for an indication of the kinds of physical task and whether it would be difficult to perform or not.

Figure 4.2.3.13

Do you make learners stay in at break/ after school?

Generally, teachers deprive learners of break time as a form of punishment. The purpose of the statement was to determine the frequency at which student teachers make learners stay in during break time and after school. Results are shown below:

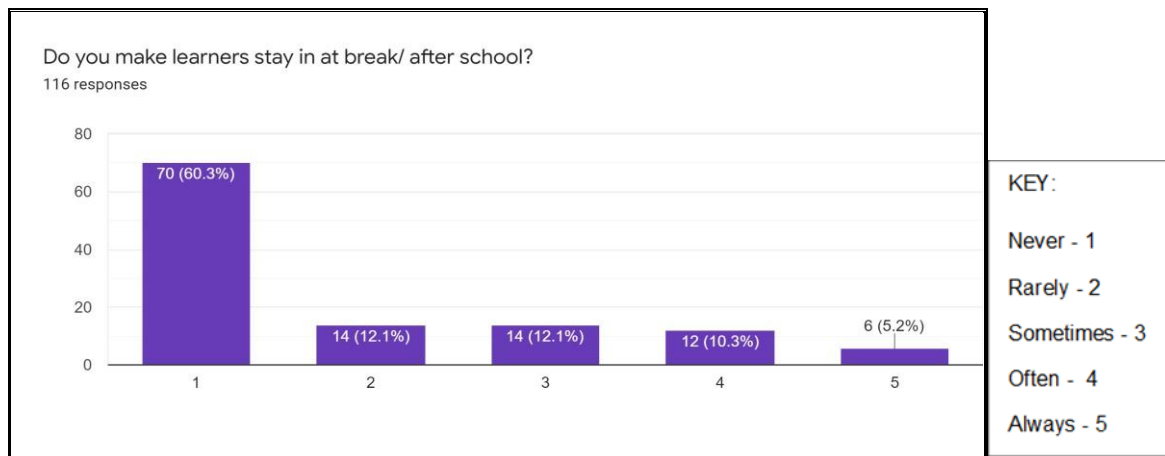


Figure 4.2.3.13 Do you make learners stay in at break/after school?

The graph sums up 116 responses of student teachers regarding the frequency at which they make learners stay in at break and after school. A large majority of 60,3% of student teachers' responses indicate that they never make learners stay at break or after school. Only 5,2% of the student teachers indicate that they do make learners stay in at break and after school. A very small minority of student teachers make learners stay in at break and after school.

Figure 4.2.3.14

Do you deprive learners of an enjoyable activity?

Excluding learners from fun activities can be categorized as a form of punishment. The statement measures the frequency at which student teachers deprive learners often enjoyable activity. Results can be seen below:

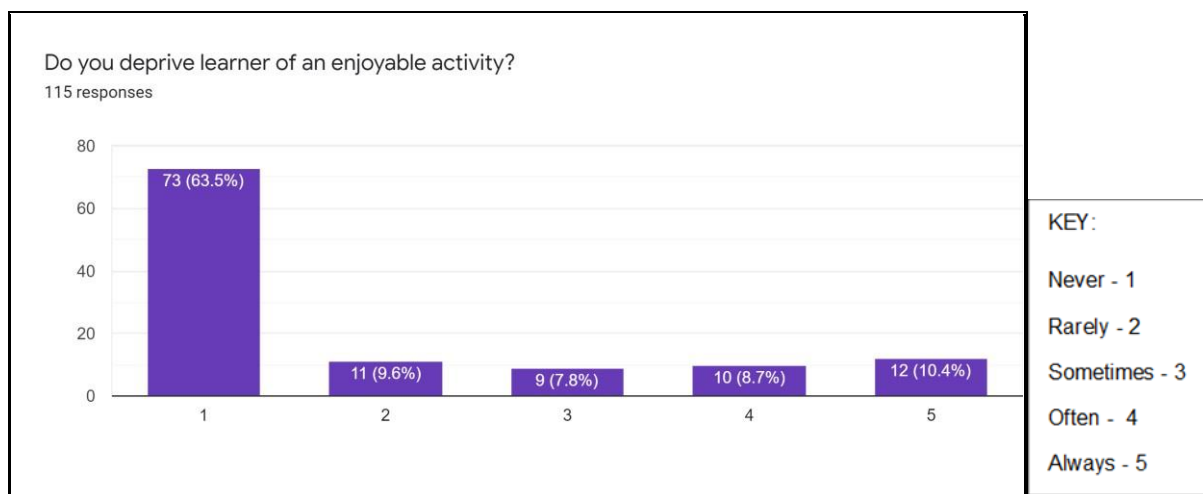


Figure 4.2.3.14 Do you deprive learners of an enjoyable activities as a form of discipline?

This bar graph illustrates 115 responses of student teachers showing the frequency at which they deprive learners of an enjoyable activities as a form of discipline. A majority 63.5% of student teachers indicate that they never deprive a learner of an enjoyable activity. The results show an almost even distribution of the remaining 36,5% among the four remaining categories.

Figure 4.2.3.15

Do you make the learner look foolish?

Ridiculing and making fun of learners is used by some teachers in dealing with misbehaviour. The question measures the extent to which student teachers make learners look foolish. Below are the results:

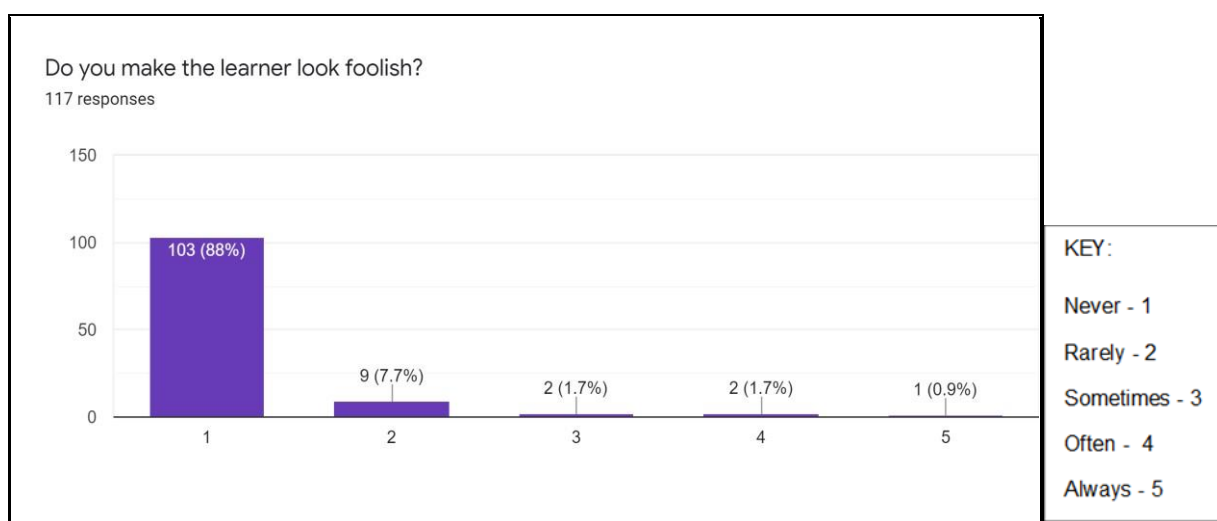


Figure 4.2.3.15 Do you make the learner look foolish?

The bar graph above demonstrates responses of 117 student teachers showing the frequency at which they make learners look foolish. The results show 88% of student teachers indicate that they never make learners to look foolish. Only 12% of student teachers indicate that they do make learners look foolish, at frequencies ranging from rarely to the least of the frequencies, always at 0,9%.

Figure 4.2.3.16

Do you give a slap or hit in passion?

Teachers who discipline learners out of anger can sometimes slap or hit them. The question determines the frequency at which student teachers give a slap or hit in passion. Results are displayed below:

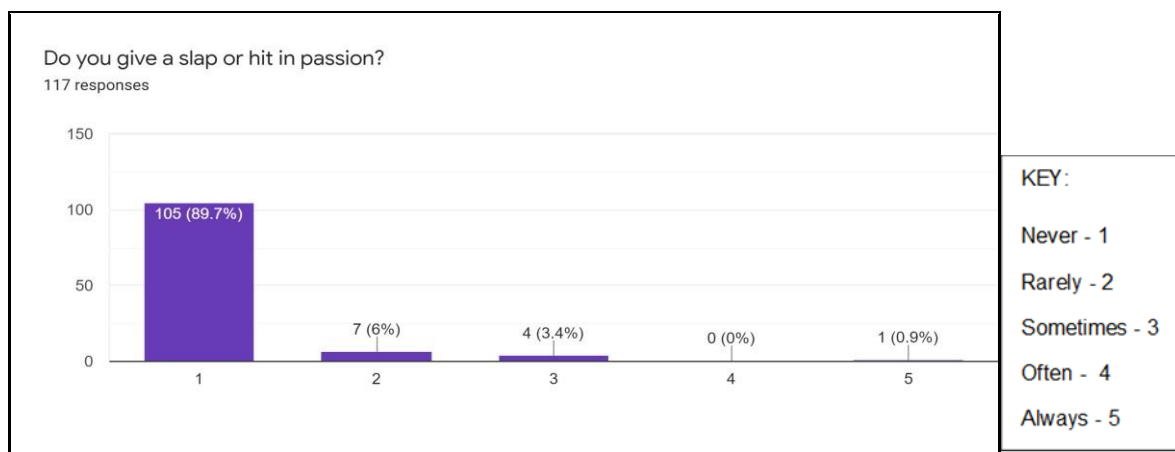


Figure 4.2.3.16 Do you give a slap or hit in passion?

The bar graph presents 117 responses of student teachers showing the frequency at which they give a slap or hit in passion. A majority 89,7% of student teachers indicate that they never give a slap or hit in passion and only 10,3% indicate a decreasing trend from 6% of the student teachers, who rarely give a slap or hit in passion to 1 student teacher, or less than 1%, who always hits in passion.

Figure 4.2.3.17

Do you give a daily report of behaviour to the head or parents?

Due to overcrowding in schools, it would not be easy for teachers to give daily reports to heads of school or parents. The question measures the frequency at which student teachers do give daily reports of behaviour to the head or parents. Results are displayed below:

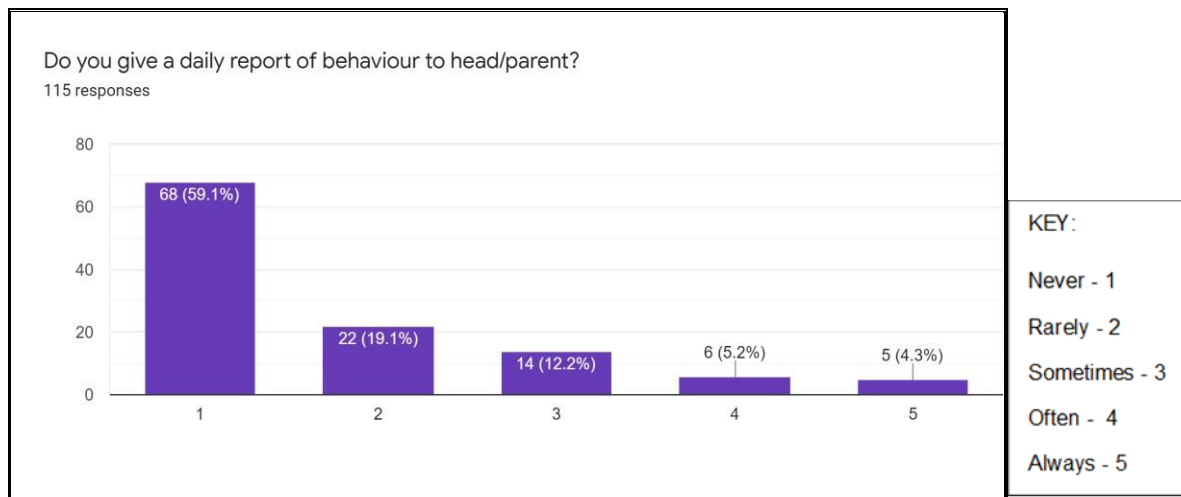


Figure 4.2.3.17 Do you give a daily report of behaviour to the head or parents?

The bar graph above illustrates 115 responses of student teachers showing the frequency at which they give a daily report of behaviour to the head of school or parents. A majority 59,1% of the student teachers indicate that they never give a daily report of behaviour to the head or parents, followed by 19,1% who rarely give a report. Only 4,3% of the student teachers indicate that they always give a report to the head or parents. This indicates that student teachers see a need to report behaviour to a head of the school or parent for further attention in dealing with the problem. The results show a decrease in frequency from rarely to always.

Figure 4.2.3.18

Do you gang up with colleagues and punish the learner?

Watching other teachers use corporal punishment can be considered a form of ganging up against learners. The statement measures the frequency at which student teachers gang up with colleagues and punish the learners. Results can be viewed below:

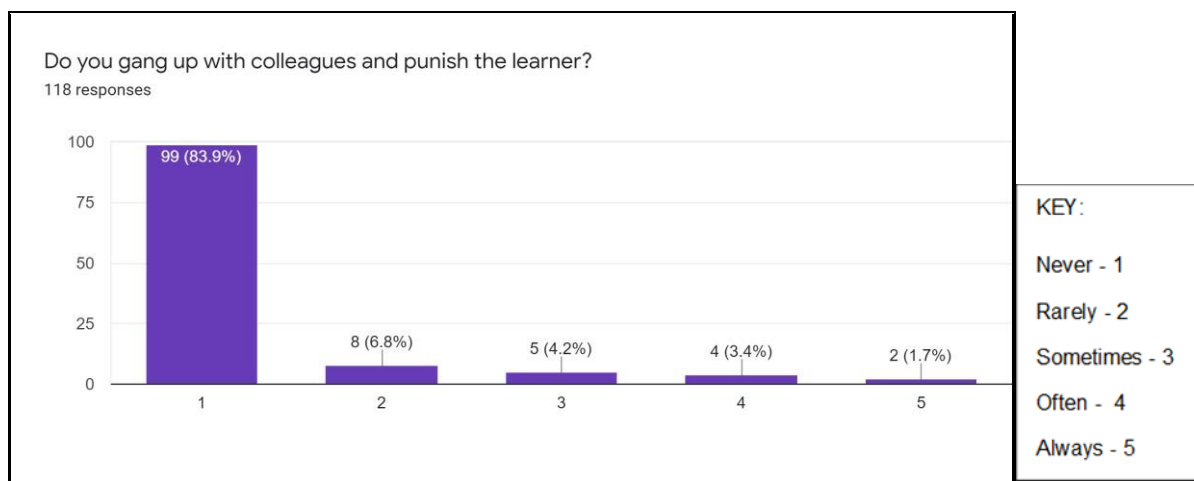


Figure 4.2.3.18 Do you gang up with colleagues to punish a learner?

The bar graph displays 118 responses of student teachers showing the frequency at which they gang up with colleagues to punish learners. A majority 83,9% of the student teachers indicate that they never gang up with colleagues with an intention to punish learners, but there is a concerning frequency ranging between 6,8% to 1,7% of student teachers who, respectively, rarely, sometimes, often and always gang up with colleagues with the intention of punishing the learner, although it is the minority.

Figure 4.2.3.19

Do you engage the learner in strenuous physical activity?

It is common for teachers to make learners do physically challenging activities as a form of punishment. The purpose of the question is to measure the frequency at which student teachers engage learners in strenuous physical activities as a form of punishment. Below are the results:

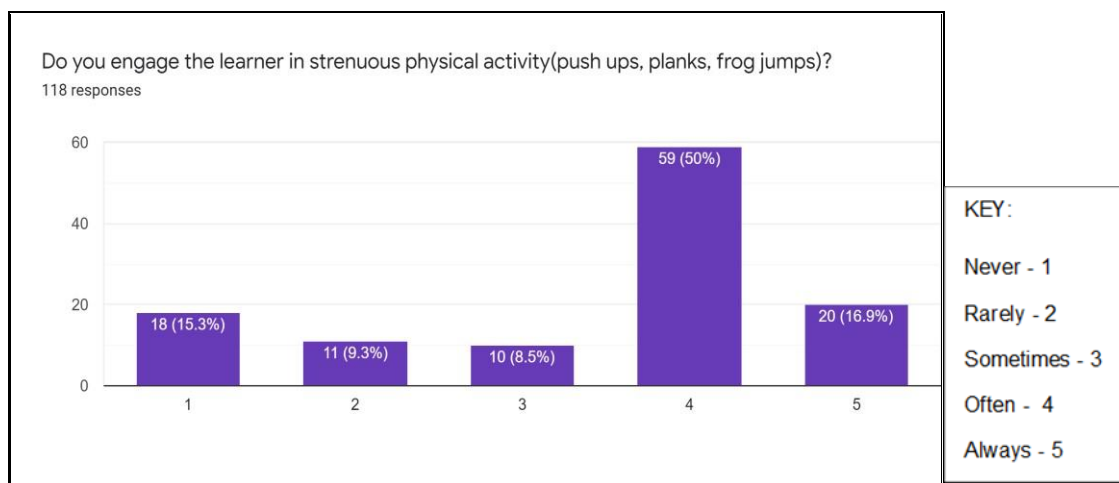


Figure 4.2.3.19 Do you engage the learner in strenuous physical activity?

The bar graph indicates the frequency at which 118 student teachers engage the learner in strenuous physical activities like push-ups, planks and frog jumps as a form of punishment. Half of the of the student teachers indicate that they often engage learners in strenuous physical activities, at 50%, followed by 16,9% who indicate that they always engage learners in strenuous physical activities. Only 15.3% of the student teachers indicate that they never engage learners in strenuous physical activity. Therefore, it can be deduced from the graph that most student teachers do engage learners in strenuous physical activities as a form of punishment.

Figure 4.2.3.20

Do you record the misbehaviour and share on social media?

Nowadays, it is common for teachers and learners to video or audio record school conflicts. The purpose of the statement is to measure the frequency at which student teachers record the misbehaviour of learners and share it on social media. Results can be seen below:

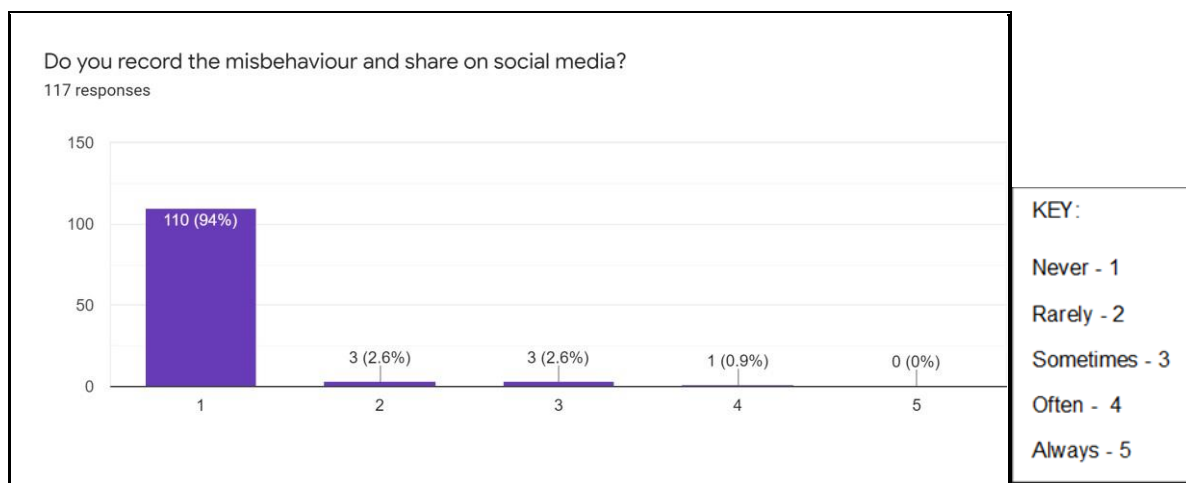


Figure 4.2.3.20 Do you record the misbehaviour and share on social media?

The bar graph above indicates the responses of 117 student teachers regarding the frequency at which they record the misbehaviour of learners and share it on social media. The results show that 94% of student teachers indicate that they never record any misbehaviour and share it on social media. This constitutes an overwhelming majority of participants. The small minority is represented by the 6% of student teachers who have on occasion recorded the misbehaviour and shared it on social media.

For this part of the questionnaire participants were required to indicate YES or NO to questions concerning the need for in-service training and offer an explanation for their choice. Most participants indicated their choice, but only a few offered an explanation.

4.2.4. Identifying the need for in-service training

4.2.4.1 Do you feel the need for in service training (during your teaching job) on methods of classroom discipline?

Generally, on the job training is a necessary way of improving skills. The question intended to determine if student teachers feel that there is a need for in service training on methods of classroom discipline during teaching practice. Results are displayed in figure 4.2.4.1 below showing a sample of responses from the participants:

119 responses:

Yes. We need to be aware of new challenges and how to deal with them.

Yes, Micro teaching is important, especially in student teachers.

Yes, even for mentors. if you are not strong, they can mislead you.

Yes. For those who use beating by force. They have a problem.

No, Because I cope with student attitude.

Yes, some learners can be uncontrollable, and I cannot punish them.

No, all is well.

No, I was trained for that.

Yes, even for mentors who still believe in corporal punishment.

No. It is up to me and the school but so far training is good.

Figure 4.2.4.1

The pie chart below shows that 73% of student teachers indicate a need for in service training.

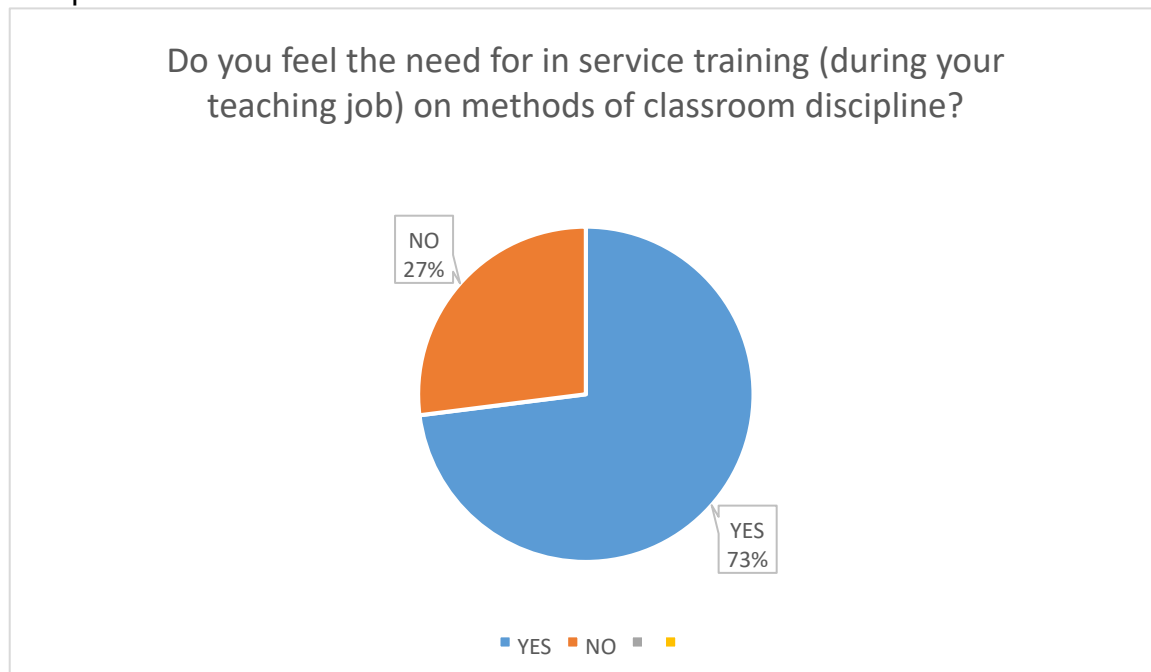


Figure 4.2.4.1 Do you feel the need for in service training?

4.2.5 Determining adequacy of training of student teachers

4.2.5.1 Do you feel that you were adequately trained in classroom discipline in your teacher training program?

Teacher training qualifications offered by universities should prepare student teachers to deal with discipline problems. The intention of the question is to determine whether student teachers feel that they are adequately trained in classroom discipline strategies in their teacher training program. Below is a sample of responses indicting whether the student teachers felt that they were trained adequately in classroom discipline.

Results are displayed below in Figure 4.2.5.1:

No, I feel I was not.

Yes. I know how to deal with bad behaviour.

Yes, because I did almost everything I was told and tried new methods.

Yes, but there is fear because of the changing world. It is full of violence.

Not at all. The positive classroom environment we are taught about does not exist in real classrooms.

Yes. I know how to deal with students who misbehave.

Yes, because when you manage the classroom discipline you learn some methods of doing it.

Very, yes.

No, because I am not yet in school. I need training for classroom discipline.

Yes, I never struggled in class with no discipline.

Yes, because I do not feel heavy loads when my learners did wrong, I use to talk to them.

No. Theory is not the same as practical.

Yes, because I have used discipline strategies and they worked.

Figure 4.2.5.1

The chart below indicates that 70% student teachers believe that they have been adequately trained, compared to 30% who indicate that they have not been adequately trained. The result is for both females and males.

119 responses

"Do you feel that you were adequately trained in classroom discipline in your teacher training program?"

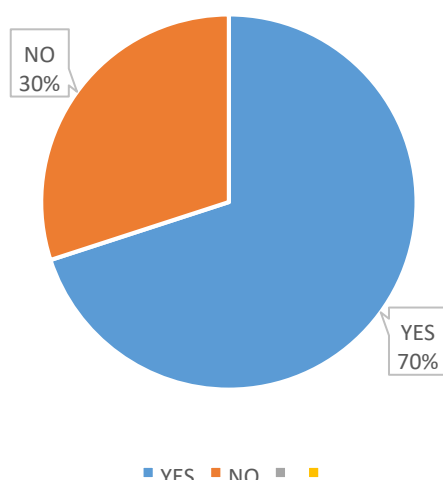


Figure 4.2.5.1 Do you feel that you were adequately trained in classroom discipline?

4.2 6 Adequate structures within schools to deal with discipline problems

4.2.6.1 Do you feel there are adequate structures within schools to deal with the discipline problems?

Schools should have policy, committee and support service structures to deal with discipline problems. The purpose of the question is to establish whether student teachers feel that there are adequate structures within schools to deal with discipline problems. Results are presented below in Figure 4.2.6.1:

Figure 4.2.6.1

The chart below indicates the participant perception of organizational adequacy of structures within schools to deal with discipline problems. It shows that 82% of student teachers do not know whether structures are adequate or not. This neutrality can be due to participants not having formed an opinion or that they did not conceptualise the statement. The results indicate that most student teachers do not actually know if the structures are adequate or not. However, there is a slight (10%) indication that there are no adequate structures.

117 responses

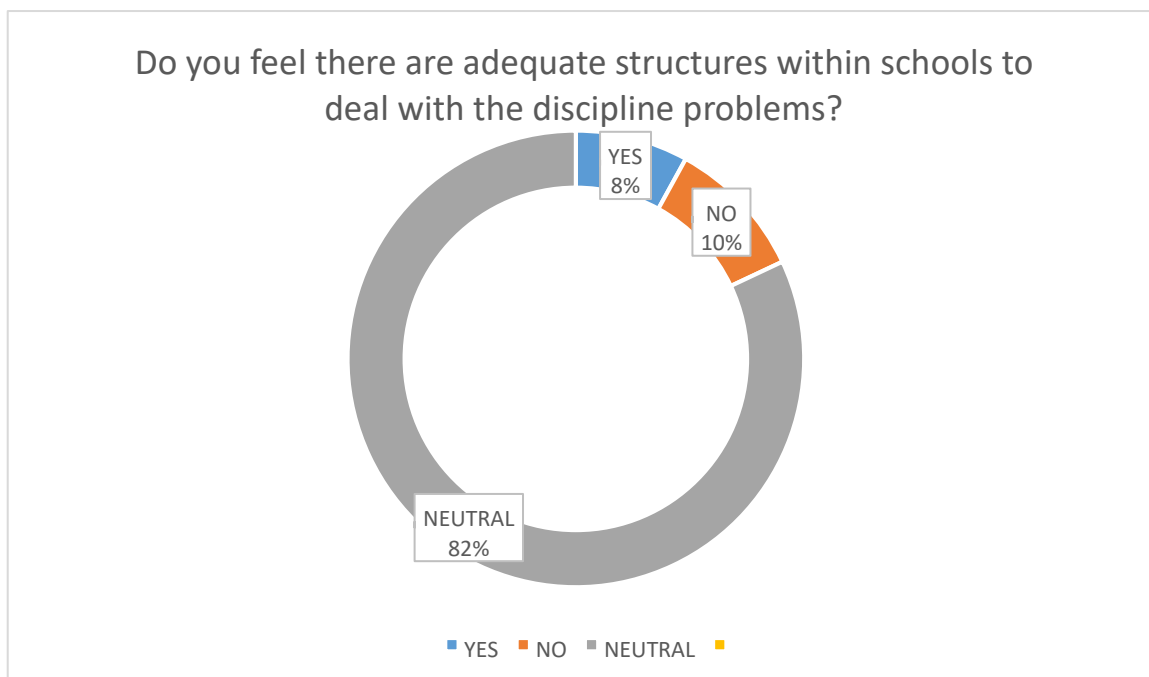


Figure 4.2.6.1 Do you feel there are adequate structures within schools to deal with discipline problems?

Figure 4.2.6.2

The graph below indicates the adequacy of structures dealing with discipline problems in schools by gender. It indicates that a majority of both male and female students do not know if the structures are adequate or inadequate. However, there is a small indication that structures are inadequate. Only a few student teachers have indicated that there are adequate structures. This is a fairly poor indication to conclude whether structures are adequate or not.

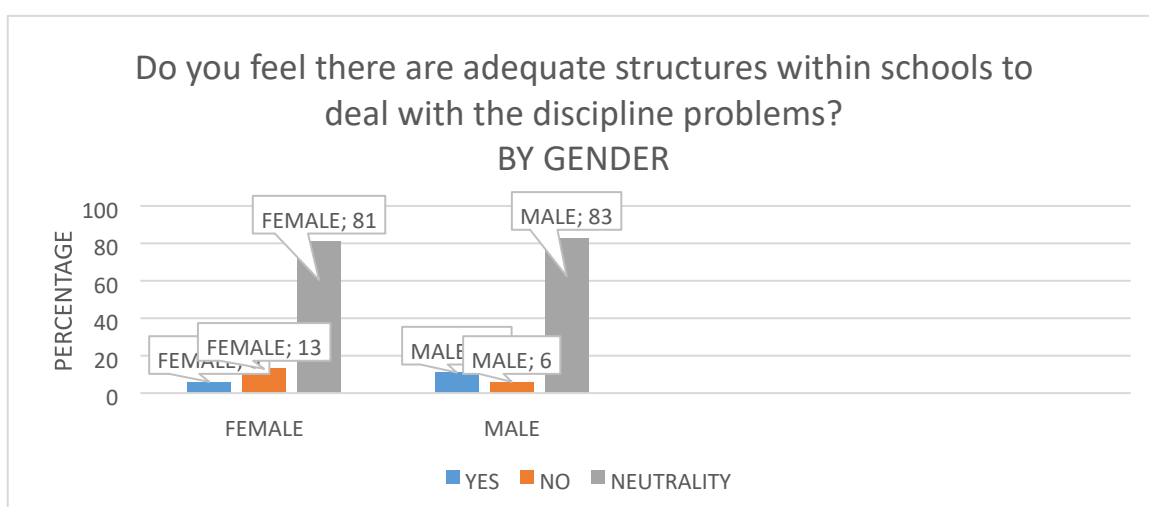


Figure 4.2.6.2 Do you feel there are adequate structures within schools to deal with discipline problems? by GENDER

4.2.7 Student teacher perceptions on legal abolishment of corporal punishment

4.2.7.1 Do you agree/ disagree with the legal abolition of corporal punishment in South African schools?

Corporal punishment is prohibited in all settings in South Africa. The purpose of the question is to investigate the extent to which student teachers agree or disagree with the legal abolition of corporal punishment in South African schools.

Figure 4.2.7.1 below shows the results:

119 responses

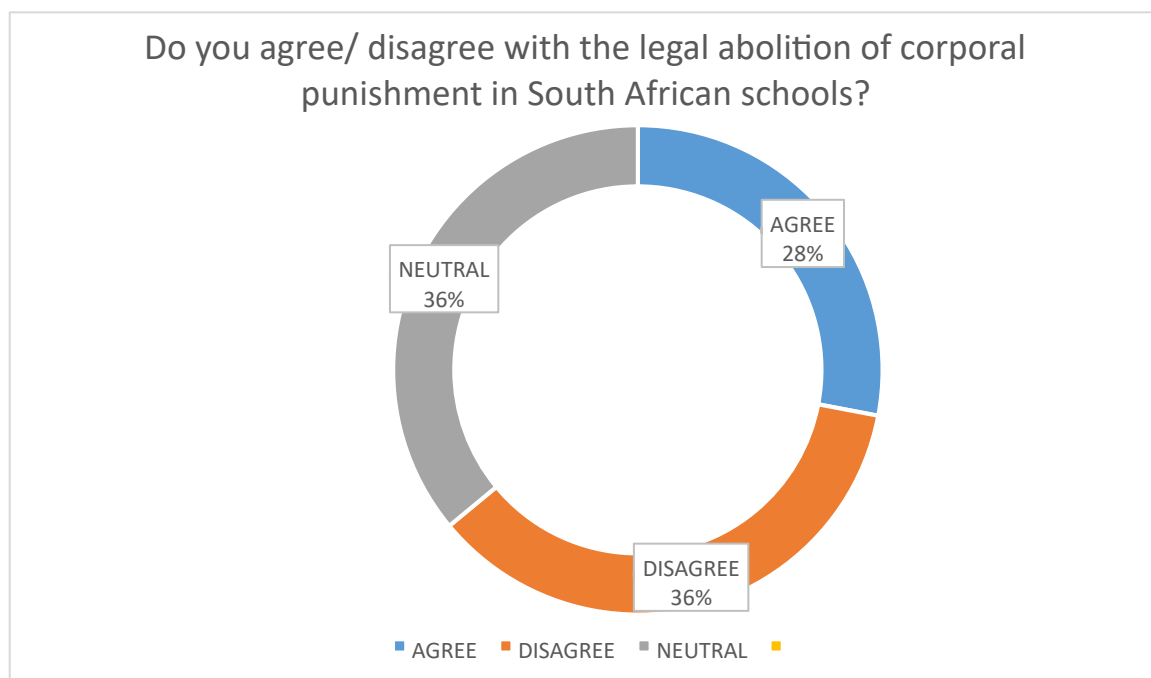


Figure 4.2.7.1 Do you agree or disagree with the legal abolition of corporal punishment in South African Schools?

Figure 4.2.7.2

The bar graph below indicates the level of agreement of student teachers with the legal abolition of corporal punishment in South African schools by gender. The graph shows that 32% of female student teachers agree with the legal abolition of corporal punishment, compared to 23% of male student teachers, 31% of females disagree compared to 23% of their male counterparts. By looking at the numbers of undecided or neutral in that they did not indicate whether they agree or disagree, it shows the dilemma experienced by both male and female student teachers with respect to the question.

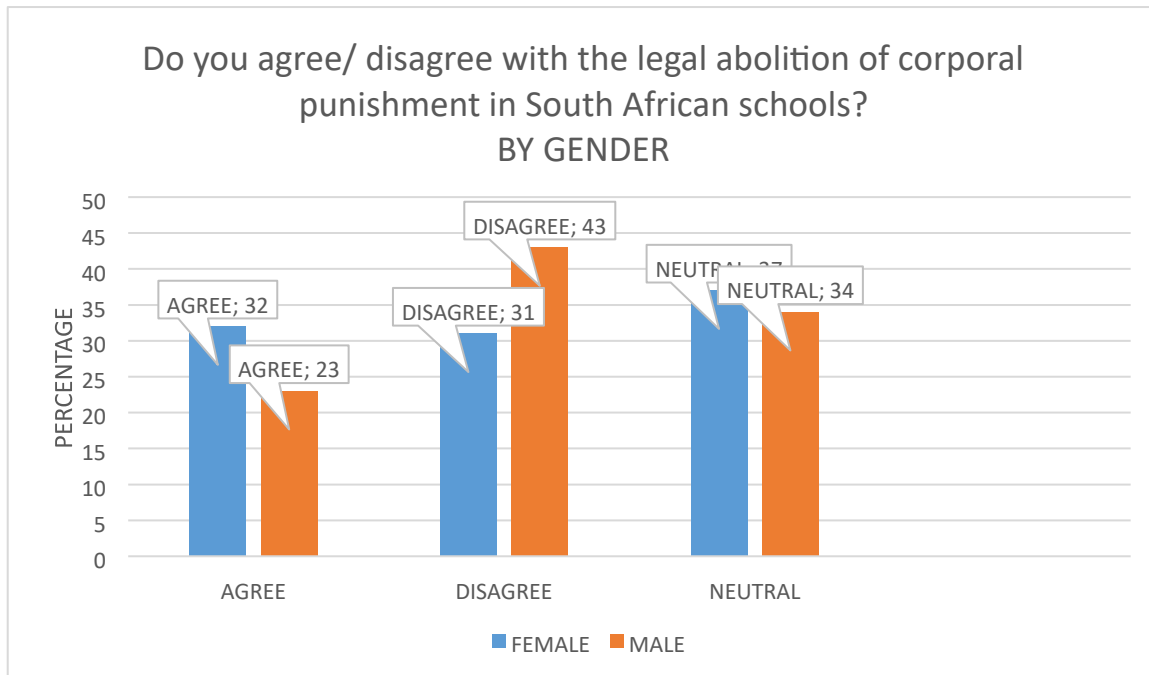


Figure 4.2.7.2 Do you agree or disagree with the legal abolition of corporal punishment in South african schools? by GENDER

4.2.8 Corporal punishment overall attitude scores by gender

Figure 4.2.8.1 Corporal punishment overall attitude scores by gender

The bar graph in Figure 4.2.8.1 below shows corporal punishment overall attitude scores by gender. The scores represent an indication of strong negative attitude, weak negative attitude, neutral attitude, weak positive attitude and strong positive attitude of student teachers towards corporal punishment by gender.

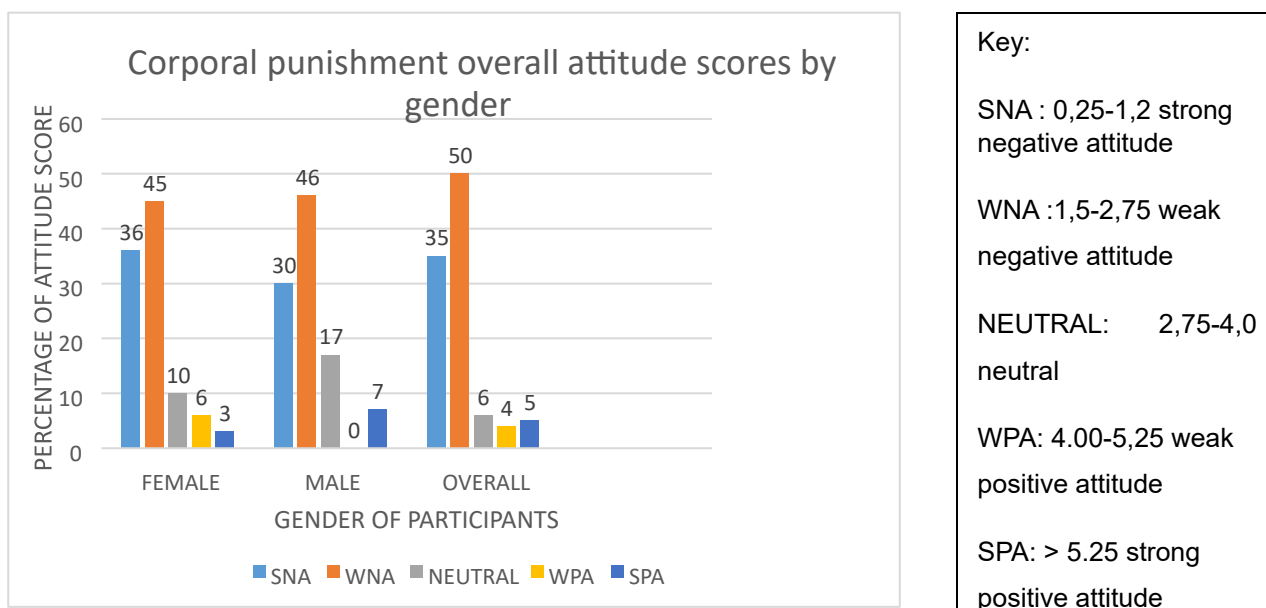


Figure 64.2.8.1 Corporal punishment overall attitude by gender?

The negative attitude score towards corporal punishment is measured using the following four statements: Corporal punishment prepares learners to become victims of abuse, a good teacher is one who does not use corporal punishment to discipline students, corporal punishment teaches learners to fear the teacher and corporal punishment should be used as a last resort, when all other methods of discipline have failed.

The positive attitude score towards using corporal punishment is measured using the following four statements: Corporal punishment is necessary to maintain discipline at school, corporal punishment teaches learners to respect the teacher, corporal punishment enhances the teacher learner relationship and corporal punishment is the best form of punishment because it is over quickly.

The overall attitude score is measured as a sum of negative attitude score and positive attitude score. Therefore, student teachers with a high overall attitude score have a degree of positivity towards using corporal punishment and those with a low overall attitude tendency score have a degree of negativity towards using corporal punishment.

In Figure 4.2.8.1 it is evident that 45% of female student teachers have a weak negative attitude score towards using corporal punishment, compared to 50% of the male students, 7% of the male student teachers have a higher and stronger positive attitude score towards using corporal punishment. Overall, the graph shows that 50% of student teachers have a weak negative attitude score towards using corporal punishment, which shows that the chances of these students to using it are possible. It is interesting to note that despite the prohibition of corporal punishment there is evidence of a generally positive attitude score towards using it, constituting almost 10% of the student teachers. The neutrality attitude score of 6% might be an indication of a dilemma and possibility of social desirability experienced by the student teachers for using corporal punishment despite its ban.

4.2.9 Anova single factor variance to determine statistical significance

Table 4.2.9.1 below shows an example Anova single factor variance to determine statistical significance of differences and the relationship of variables relating to attitudes towards corporal punishment.

Table 4.2.9.1

Anova: Single Factor

SUMMARY

Groups	Count	Sum
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Table 24.2.9.1 Anova: Single Factor

Average Variance

Male 48 80.12632 1.669298 1.037499 Female 48 128.3986 2.67497 2.697424

ANOVA

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	24.27302	1	24.27302	12.99787	0.000501	3.942303
Within Groups	175.5414	94	1.867461			
Total	199.8144	95				

There is difference between how females and males react to issues concerning corporal punishment.

The first null hypothesis is that there is no difference between the attitudes of female and male students towards issues concerning corporal punishment. Since the p-value (0.000501) is smaller than the significance level (0,05), it is strong evidence to reject the null hypothesis. This means the observed data is unlikely to occur by chance. Therefore, it suggests that there is a significant difference between the attitudes of female and male students towards issues concerning corporal punishment. The difference shows that male student teachers have a stronger positive attitude towards using corporal punishment compared to their female counterparts (see Figure 4.2.8.1).

The second null hypothesis is that there is no relationship between the confidence levels of student teachers in coping with discipline problems and the statement that organized classrooms have less discipline problems. Since the p-value (0.0048) is smaller than the significance level (0.05), there is strong evidence to reject the null hypothesis. This means that the observed data is unlikely to occur by chance. Instead, it suggests that there is a significant relationship between the variables being tested, supporting the alternative hypothesis. This

means the student teachers who believe that having good classroom organization are likely to be confident in their ability to maintain discipline.

The third null hypothesis is that there is no difference between the confidence levels of student teachers in coping with discipline problems and the statement that corporal punishment teaches learners to fear teachers. Since the p-value (0.0493) is close to the significance level (0.05), then observed data shows a weak or borderline level of evidence against the null hypothesis. While the result does not provide strong evidence to reject the null hypothesis, it does suggest a moderate level of evidence against it. Therefore, there is not enough evidence to confidently conclude that confidence levels of student teachers in coping with discipline problems and the belief that corporal punishment teaches learners to fear teachers.

4.3 Qualitative data presentation

The participant responses from the focus groups are presented in this section. The two focus group discussions were stimulated using a video clip of a teacher using corporal punishment in class. Guiding questions focused on how the participants might feel about the clip, their views on what the learners might be feeling, the reasons why the teacher used corporal punishment and the participants' attitude towards using it. The focus groups are referred to as focus group one (FG1) and focus group two (FG2).

4.3.1 Focus groups

4.3.1.1 Feelings of student teachers towards corporal punishment

In FG1, the discussion initially centred around how the student teachers felt about the video clip that they had viewed. Responses of participants indicated that they saw the teacher's use of corporal punishment as brutal. The discussion developed to the participants expressing the belief that the teacher's use of corporal punishment was not the first occasion and thinking that it looked as if it were something that this particular teacher has seen colleagues practising.

“Eyi eyam iview ngendlela eyenzeka ngayo ihlasilimlisa umzimba. Ndinayo into ethi it's not something eyenzeka for the first time...yinto noko ayibone from icolleagues zakhe. Because if ever ebeyoyika ebengenozenza phambi kweclass”.

When translated to English:

“My view when I look at how this is happening it gives me chills. I feel like saying this is not happening for the first time...this is something that the teacher has seen from colleagues, because if ever it was something he was afraid of doing, he would not do it in front of the class.”

The participants further discussed that the confidence of that the teacher indicated that he thought that there was nothing wrong with what he was doing. The students' view was that if he feared using corporal punishment, he would not have used it in front of the whole class. Something that confused one of the participants was the laughter of the other learners who were not being beaten at the time, giving an impression that they knew more about what was happening between the teacher and the learner. In one part of the clip the teacher is a male teacher, and the learner is female, and it appears that there was something more that brought anger to this beating. The discussion continued, with students observing from the clip that the teacher was extremely angry and excessively used corporal punishment, forgetting his role of compliance in not using it shown by the intensity with which he punishes the student.

Another participant from FG1 added to the previous contribution, that it is clear that it is part of school culture to beat students and that this could be made out by the lack of the element of surprise, that is, that the learners are used to this activity. The participant said:

“Ischool culture sakhona ziyabethwa izistudents. Abothukanga kuba baqhelile...”

When translated to English,

“The school culture indicates that learners are beaten. The learners are not alarmed by the beating because they are used to it.”

The participants observed that in the video clip there were alarmed learnersstudents, but there was also a general feeling that the noise that they were making was not indicating fear. Participants contributed that if this were the first time that the teacher used corporal punishment, then perhaps everybody in the classroom would have been quiet. So, to connect from what has been said, this participant claimed that each and every student in the classroom knew that he or she was going to be subjected to corporal punishment, but the way in which it was done would depend on who was doing the punishing and why.

In FG1, continuing with the discussion of the video, another participant contributed that according to her analysis the female learner being beaten was totally against what was

happening to her. The participant highlighted that as the teacher dragged this student from the door close to the blackboard, in that moment there was serious roughly handling. As the teacher dragged and beat the learner, her jersey was being taken off, so this teacher should not expect to be seen and respected as an educator. The teacher was now prone to receiving a negative response from this female student and other students who did not like what was happening. In the discussion, participants pointed out that this incident would lead to the learner to failing the subject, and, in addition, that the teacher would have to continue using corporal punishment. Another participant contributed that teacher did not like not to be seen as weak by learners. Another participant contributed that in educational psychology classes it is stated that violence does not help, that if a teacher feels like beating up a learner, they must explore alternatives like taking the student out of class and investigating the learner's behaviour to understand what the actual problem is; teachers should mould the student to do what is right. So, this participant felt that the teacher was wrong and acting against the law of the school because the female student being beaten would lose focus on the subject taught by this teacher, she would hate the teacher and the teacher would stop being a stimulus in the classroom.

Another participant, connecting to the previous point, said that one must remember that whatever happens physically is always remembered mentally and this would lead to the inability of the female learner to concentrate in the lessons and could even lead to failure, not only in this subject, but also the grade. Due to the amount of embarrassment that this learner was exposed to, it could lead to loss of confidence because of the amount of ridicule and laughter from other learners.

The discussion also exposed that recording might have been made by other learners, resulting in a permanent record of what happened. If this recording were played or seen by others out of the school environment, the female learner, as a victim, would lose self-esteem among others. The discussion continued to expose that excessive use of corporal punishment strains communication in the classroom because learners would be confused regarding how to react and what to express to the teachers involved because of the perceived authority that the teachers have. The learners might think that they are communicating in the correct manner, saying what is right, but the teacher might misinterpret and punish the learners for what they have said using corporal punishment. As a result, the learners would cocoon themselves in their fear of corporal punishment and stop communicating with the teachers.

In FG2, the student teachers were divided in their feelings and views about the video clip. Some felt that in the 21st century corporal punishment is just not acceptable, and student teachers must not, and in fact, cannot use corporal punishment at all. They thought corporal punishment not to be right, that it is not the only solution to discipline problems and that it should not be used. Other participants in the discussion group felt that corporal punishment is a very good solution, especially for black societies, and it used to work during the times when they were learners themselves. A third group of participants felt that corporal punishment does bring order in the school, but it needs to be used in moderation.

The FG2 participants expressed the unfairness that after the ban of corporal punishment in 1996, it is still a topical issue in 2021. To them, this means that for student teachers and other teachers alike, all government action sides with learners and the rights of teachers are not fairly considered if they even exist. One participant contributed that corporal punishment is still a topical issue, because when they had experienced corporal punishment at school, even after the ban, they did not have cell phones in the classroom, and so instances of teachers using it were not recorded. At present, the use of video and audio recordings exposes the reality, but it does not mean that the reality did not exist before. Therefore, video clips cannot be taken as evidence that corporal punishment is escalating. The discussion went further, and student teachers felt that beating is part of black culture. The explanation given was that if beating is part of black culture in homes, then corporal punishment becomes an acceptable form of discipline in the school. Moreover, it becomes part of school culture to motivate top achievers. The student teachers felt that corporal punishment must be used, and so, as professionals in the field of education, they are bound to talk about corporal punishment.

One other attitude expressed in the discussions in FG2, was that parents send learners to schools that use corporal punishment. This indicates the positive attitudes these parents have towards corporal punishment and their intention of sending their children to schools that use it is to improve their performance and pass their grades. The student said:

“Some parents send learners to schools that use corporal punishment because bafuna abantwana bapase.”

When translated to English:

“Some parents send learners to schools that use corporal punishment because they want their children to pass.”

The student teachers felt that schools that use corporal punishment have the best results. The discussion went further to convey that there are public schools and multiracial schools that do not use corporal punishment, but still do well. It was argued in the discussion that teachers feel corporal punishment is the best solution, because the mentality is that beating is a solution. But through observation in multiracial schools where corporal punishment is not being used, the students' progress well and the results even reach 100%. To respond to this claim, one participant indicated that affordability becomes an issue. A question posed by one participant was whether student teachers are willing to serve the state or their own needs, because if they serve their own needs, then they will use corporal punishment; if they are serving the state, then they will wait for alternatives, but when students fail, they are accountable.

The discussion continued exposing that student teachers cannot remove the reality that the politics of the day and the culture affect educational provision and the daily interactions between the teachers and the learners.

As the debate continued, one point made was that the environment in the schools determines the type of punishment that is used. One participant noted that the top government schools in the area use corporal punishment to motivate learners and the government appreciates the good results that are consistently achieved by these schools. The government is aware that these schools use corporal punishment. There are also schools that do not use corporal punishment, but the pass rate is good. Therefore, what determines whether the school's performance is high or low is actually motivation, plus the resources that are available in a particular school. One participant even showed that his school achieved close to 100%, but corporal punishment is not used. Therefore, it is motivation, the availability of textbooks and that the school was given tablets. That learners are motivated to engage in independent learning made them achieve their pass rates, and not corporal punishment.

One participant argued that under resourced schools cannot compare with adequately resourced schools, in support of the fact that the environment determines the manner of behaviour of the students. A comparison was made between a well-resourced multiracial school and a rural school like the one shown in the video clip, where a learner is exposed to sitting next to a broken window in a class with about 99 students. The participant pointed out that the learner in the rural school would have to fight for space because the class is so full, the classroom is cold, so the circumstances put the student in a fighting mode. Therefore, when the teacher becomes overwhelmed it is easy to decide to use corporal punishment, because there

is no time, and no space to explore the alternatives. One other feeling strongly expressed that there is absolutely nothing wrong with using corporal punishment, but what is wrong is the expectation of parents that the school will be a remedy to problems that happen in the home environment.

4.3.1.2 Student teachers' interpretation of learners' feelings towards corporal punishment.

In FG1, a participant shared that it might be the case that the learner being beaten is not used to receiving corporal punishment. Perhaps the reason why the other students are laughing is because on that particular day it was her turn. This participant also highlighted the state of readiness and skill of the learner who took the video, knowing that phones are prohibited in the school, and that the angle of the video shows that it the recording was planned. The intensity of the use of corporal punishment might indicate that the conflict between the teacher and this student is most probably a development from something that happened outside the classroom environment and the teacher was taking revenge. This participant shared that from his personal experience at home, if corporal punishment is used on someone who is not used to it, it is a normal thing to laugh at the person receiving it.

Continuing with the discussion, one participant indicated that the video is very sensitive, because it is not just any learner in the classroom, but a female beaten by a male teacher. The intensity of the corporal punishment is so severe, this participant indicates, that perhaps if it had been a male teacher against a male learner, it would have been justifiable. A male student would not respond like the female student and there would have been a fight, a serious fight, in the classroom. As this learner is female and the teacher is male, for this participant it brings forward the idea that the culture of the school accommodates and provides the means for teachers to use corporal punishment. The participant further identifies the message that is sent to the male learner in the classroom by this male teacher beating up a female learner. This point was connected to what is happening generally in the world. The participant stated that the world is problematic because of the many things that males do, hence males are being called dogs because a male teacher beating a female learner does not send a good message. The authority of the male teacher over a vulnerable female learner speaks to the operations of the school. The discussion asked the question why a principal would allow this incident to happen in the school, because it looks so wrong. This participant contributed the point that it is one thing to give three lashes because you would be disciplining a student in a class in a more modified

manner, but another thing to extremely beat a student as is done in the video. This student thought that something might have influenced the teacher to beat the student in that manner. Many factors could have contributed, such as the male teacher and the female student are in a relationship and the problems of the relationship lead to this action. The general view was what the teacher is doing is wrong.

In response to the video clip, FG2 expressed the opinion that it is clear that the students do not like the corporal punishment, that if the angle at which the video is taken is observed, one can sense that this video will be shared so that the teacher is exposed. Even the fact that the learners are interjecting with cries is an indication that what is happening is not right. The student teachers, as a group, expressed that having experienced corporal punishment, they have bruises to show for it, even now, and although they are at different stages in their lives, they still feel a need to explain to others why they have these bruises and scars. Therefore, the participants agreed that there is no chance that the students would have approved this sort of punishment. The discussion continued to expose that corporal punishment scars learners mentally, physically and psychologically, and although this makes them hate school, they are forced to remain there because they are 'chasing their dreams'. Participants discussed the idea that most students in schools that use corporal punishment had tacitly accepted it, and that beatings are a part of school culture, because they are beaten in their homes. It was discussed that in some schools the top achievers are sometimes beaten more, because they are expected to keep up the high performance. One participant expressed that he is a product of corporal punishment, did not see corporal punishment as violence and he is not mentally affected by it because the teachers in his school knew how to use it. In contrast, others in the discussion expressed that teachers who use corporal punishment are not respected by learners, but are feared and hated, thus it breeds hatred.

4.3.1.3 Student teachers' current observations of corporal punishment in schools

In FG1, the discussion continued to emphasise that teachers in schools mostly use corporal punishment to prove the power they have over learners. Various reasons given for its continued use, included having problems with the subject content, existing stresses and a school context that does not allow for exploration of other disciplinary strategies. As a result, even learners' questions are received with anger. Moreover, a teacher may sometimes feel out of depth with

content, and then punishes anyone who asks questions, perhaps seeing a learner who asks questions as lazy and a disturbance.

The discussions in FG2 included a series of observations, one being that schools t still relying on corporal punishment to control late coming and absenteeism were not actually succeeding. Learners were absenting themselves and seemed not to have commitment to books and some were even traumatized. As the video clip displayed, participants discussed that a learner beaten so hard would actually decide to absent herself. They observed that in some cases corporal punishment was not the best solution. Another observation made was that the more teachers use corporal punishment when they discipline students, the more aggressive the students become. The participants voiced that learners bring their own personal issues to the classroom, as do the teachers bring their own personal problems. Therefore, if there is no communication between the teachers and learners, besides corporal punishment, then the teacher ends up using it excessively and there is no space to explore alternatives. Although alternatives to corporal punishment can be explored and used student teachers are challenged by the continued use of corporal punishment by their mentors despite the ban.

One participant who was a proponent of the use of corporal, despite its ban, explained that when he was a student at school corporal punishment was used excessively, but that the reason he is at university, contrary to what he saw when he went for teaching practice to the same school. The management of the school had changed, and new rules were being applied, one of these being that corporal punishment must not be used in the school. He stated that there is now chaos in the school and the pass rate performance has suddenly dropped because there is no way of controlling the learners. A few other participants concurred that corporal punishment does in fact bring order to a school. The same participant further observed that all he saw was disorder in the school that he attended that used to be orderly. One participant observed that it is shocking that in the 21st century teachers are still using corporal punishment for petty issues like not doing homework, but not for serious offenses, pointing out that teachers forget that corporal punishment scars these learners for life. So, the participant saw the brutality of how corporal punishment is used as a discipline strategy as unacceptable. A participant in the discussion who was actually an opponent of corporal punishment stated that although he had experienced corporal punishment as a student, he did not believe that it is necessary, because he saw that teachers are distant from learners. Because teachers lack bonding skills and do not know the backgrounds of learners, as a teacher he bonded with the learners, telling them

who he was and what he expected from them. By doing that he avoided using the labels and the stigmas attached to learners and they ended up listening to him without the need for corporal punishment. Although it was used in the school, what worked for him was to identify the strengths of the learners so that they could be the best in the classroom.

A participant pointed out that what was shown in the video clip was actually a true reflection of what is happening in most schools, and it is sad that the government is distant to the realities of how corporal punishment is used in schools. Frustrations experienced by teachers lead them to use corporal punishment, which is not good, because learners are bruised by it. If it is not used with modification or without notification, then it becomes a serious problem. Another observation shared in the discussion concerned mentors that used corporal punishment secretly, but student teachers were not allowed to use it. One participant observation regarding mentoring was that mentors told student teachers to adopt existing school policies and were told that they cannot use corporal punishment, that some schools did not use so, as student teachers, they simply did not use it. A participant said that she was told that she cannot use corporal punishment, suspend learners and take learners out of class, but that she must be trained enough to simply ignore misbehaving learners and continue with the work. In some schools, corporal punishment was dealt with systematically, one rule being that a teacher cannot take the learners out of class and let them stand outside. When a learner is put out of class, they must be sent to a mentor who is expected to punish or to discipline the learner accordingly. Most participants said that in the schools when nobody talks about corporal punishment, one simply observes what is happening, and either uses discretion whether to love and care for learners to create harmony and work as a team with them or opts to use corporal punishment.

An observation concerned using suspension, and a participant shared the rule in a school where a misbehaving learner could be suspended for two weeks for any misbehaviour, which created a burden for the teachers. They had to assist the learner to catch up after a suspension, causing an imbalance in the responsibilities of the teacher. The school did not emphasize that it was the learner's responsibility to catch up, creating more of a burden. Corporal punishment is not used in the school. The discussion went as far as comparing results when using corporal punishment and not using it in most rural schools. A participant observed that corporal punishment is used with the intention to produce good results and most schools that are not using it do not have good results, and most have discipline problems and do not have order. The participant shared

that he had been exposed to a school that stopped using corporal punishment and the learners smoked openly because they knew that they would not be disciplined using corporal punishment. He explained that this school had no space for detention, but used suspension, and most teachers had poor attitude towards the learners who came back after suspension, because they felt that ill-disciplined learners were not their responsibility. One participant contributed to the discussion, saying that if corporal punishment is not solely used and is perhaps used with guidance, it works. In the discussion it was highlighted that teachers cannot expect a learner to self-correct misbehaviour without punishment. Participants agreed that corporal punishment as a discipline measure can change learner behaviour. In the discussion one participant shared that the problem becomes the extent of using corporal punishment which must not be harmful, but it must be part of guiding this the learner to do what is right. This strategy worked in some schools and the participants shared that in these cases, before students were beaten, they were given reasons why, so that they understood the reason for the beating.

A point highlighted, is that schools have forgotten about extramural activities and the knowledge that through sports, one can teach the values of discipline and good behaviour. The participants shared that learners can be moulded to do what is right through sports. Added to the discussion was the point that even if learners are sent to someone else for a beating, it does not make corporal punishment right, but it can assist in letting someone less angry than the wronged teacher use it. What was highlighted in the discussion is that teachers must be equipped with skills to create moments to bond with learners.

In FG1, the discussion continued to explore the impact of corporal punishment on learners. It was mentioned that female learners and male learners will grow up thinking that males generally have power over females. This might be the reason why gender-based violence happens and the mentality can be caused through experiencing corporal punishment in schools. This was connected to the idea of normalizing the use of violence. The participants suggested that if a learner experienced corporal punishment daily, then they might believe that being beaten for doing something wrong is normal. It was further discussed that male teachers who use corporal punishment are seen as monsters, because when they speak and enter a classroom there is constant fear. One point raised was of learners who murder teachers. Some learners might hold a grudge against a teacher and decide to use violence to maintain balance.

The discussion continued to state that parents are fully aware of corporal punishment, and some deliberately send their children to schools that use it. Some parents support its use as part of school culture, especially if the school principal is aware of this and therefore uses it. A factor discussed that normalises teachers and student teachers' use of corporal punishment is the notion that most of them grew up understanding that being beaten by a person shows love. Moreover, when a learner reports at home that he or she is beaten at school, parents might dismiss it and say that it is all to show love. This is claimed to be an experience in African homes.

4.3.1.4 Student teachers' views on what leads teachers to use corporal punishment

In FG1, the discussion highlighted that teachers should act as parents, psychologists and the support system for learners. Therefore, a teacher has a responsibility of understanding the problems that learners experience. Using corporal punishment is a negative response because teachers have their own experiences and transfer these to the learners by responding in a negative way. Adding to this point, one participant explained that a teacher perhaps "woke up on the left side of the bed" and might not be coping with something personal. It might be the case that a teacher was not called to be a teacher, because if teaching were a calling for this male teacher in the video clip, he would have had ways of being flexible, because he would understand the psychology of the students and assess their behaviour. As male teacher girls are attracted to male teachers, and as female teacher boys are attracted to female teachers. They see a mother or a father figure, so if as a teacher you cannot create boundaries then it becomes a problem so there are many factors that could have led the teacher to act like that.

It was further discussed that although generally learners do not respect teachers who excessively use corporal punishment, in some schools they were respected because learners fear teachers who use it. Participants agreed that corporal punishment instils fear and does not guarantee respect. Drawing from their experience as learners, they recalled that they would discuss teachers and categorise them into those who were friendly, respected and feared, but who did not use corporal punishment, and they would be the teachers who taught well and understood learners.

The FG2 presented various reasons for teachers to use corporal punishment. One instance was that teachers use corporal punishment because they respond to the disrespect that they receive from learners. When a teacher instructs learners to stop misbehaving and they continue,

then the teacher becomes highly irritated and angry because of an inability to deal with the situation. It was discussed that corporal punishment is used when a teacher reaches this point, because there is no other way to relate to the child, especially in Black culture. A second example is when teachers are experiencing a lot of personal challenges, they are generally frustrated, and stressed in their classrooms, and when they are overwhelmed, they do not have the time and the capacity to reason with misbehaving learners, so they use corporal punishment brutally. As the video clip showed, because teachers deal with so much, the baggage that they bring into the classroom results in frustration and the use of corporal punishment. A third point made in the discussion concerned student teachers who blamed learners for corporal punishment, one even saying that learners backchat teachers, disrespecting them. As a result, desperate for a quick solution to deal with the problem, they use corporal punishment. Fourthly, it was strongly stated that teachers in schools, even student teachers, use corporal punishment to improve performance. There is the pressure of syllabus coverage and competition amongst teachers, especially in high schools, because each teacher wants to achieve a high performance from learners. As a result, they rely on using corporal punishment to discipline students. Teachers do not want learners to affect the pass rate of the school. A last reason for the use of corporal punishment, was the claim by most teachers and student teachers that the students are not disciplined at home. Therefore, if a child does not know how to behave correctly, a teacher does not have the capacity to change this, especially if parents use corporal punishment at home. Teachers have to follow suit because the learner responds only to corporal punishment.

In FG1, the participants discussed the characteristics of the teacher shown in the video clip using corporal punishment. It was pointed out that he is damaged as a male person even before he exposes his damaged persona as a teacher. To them, it looked as if, even at home, he might be an aggressive person capable of damaging others. There appeared to be a great possibility that he would continue using corporal punishment, if necessary, steps were not taken. Another point made is that perhaps the teacher might have been raised and socialized in environments that normalised using violence to solve problems. This teacher is likely not to obtain good results, his profession might be at stake, and he would be faced with unemployment.

4.3.1.5 Student teachers' opinions on the adequacy of training regarding discipline issues

In FG1, the discussion explored the issue of the training of student teachers. One contribution stated that student teachers are adequately trained. The problem occurs during teaching practice because they cannot understand the connection between what transpires in the classroom with their training. This lack of understanding creates doubt in the mind of student teachers, especially if their mentors had studied education and understand the law and its misuse. Linking to this point, most participants voiced the view that it was as if student teachers were there to take up the positions of others and they were a threat. As a result, they had this general fear that they would not manage. Therefore, when they are told to use corporal punishment, they cannot take a stand against the instruction. The participants unanimously stated that there is a clear contradiction between what they are trained to do and their experience of what actually occurs. Mentors instil their own teachings. Some student teachers' fear centres around the concern that if a video of a teacher using corporal punishment were to leak, then student teachers not using corporal punishment would be likely suspects. As a result, student teachers end up using it.

The participants added that when they are given teaching resources like textbooks, in some schools, they are given a stick. This is accompanied by an utterance that the learners do not know anything, so the student teacher must use the stick. Some student teachers observed that the mentors sometimes do not show an interest in the learners at all, and, in turn, the learners do not show an interest in their studies. Some participants discussed the point that if any student teacher decides not to use corporal punishment, fellow student teachers accuse them of thinking they are more serious than others.

In FG1, continuing from the previous discussion, participants pointed out that teachers and student teachers are adequately trained, but when they are exposed to a particular situation, practicing what they have been trained to do becomes difficult. A reason given was that a teacher's background of showing male power, amounting to the need to beat someone, demonstrates a mentality that needs particular training, among many other issues. Alternatively, a teacher may come from a background of seeing the best in learners, even though they misbehave, because learner achievement is a priority. Therefore, using corporal punishment dehumanizes learners because psychological and emotional abuse affects their dignity.

In FG2, the participants clearly stated their feeling of not being adequately trained to deal with the problems in schools and in exploring alternatives to discipline. The element of positive discipline, as a concept, was not adequately explored in their teacher training. One participant even mentioned the contradiction that university teaches ways of disciplining learners, but at schools the practice is different. As a result, student teachers do not have problem solving skills. In the discussion, one of the participants stated that because what student teachers learn is not practically applicable to real challenges, they end up improvising and using their own discretion. It was expressed that training must also include an option for student teachers who feel they are against using corporal punishment to be able to speak out and give their reasons for not doing so. Consequently, they will not find themselves in positions of being forced to use corporal punishment, despite being told at university that corporal punishment is against the law and was banned in 1996.

4.3.1.6 Current attitude of student teachers towards using corporal punishment

In FG1, the discussion concluded with participants expressing their views about using corporal punishment. Most participants were against using it and strongly claimed that they had no intentions of doing so. Among the reasons they discussed was the need for student teachers to be approachable and caring. Another participant pointed out that if learners progress well without being beaten, then student teachers need to do away with corporal punishment. Another belief was that if teachers refrained from using corporal punishment, it would minimise the occurrence of other problems. This is because teachers cannot teach learners about their rights and at the same time deprive them of their rights. One example discussed concerned subjects like mathematics, for which teachers rely on using corporal punishment to make learners pass, it is clear that these teachers are inadequately trained. Connecting to this point, one participant said that each person has expectations in each interaction and when teachers and student teachers continue using corporal punishment, learners experience anger due to the use of corporal punishment and develops a negative attitude towards the teacher and the subject. So, the teacher might choose the learner for the whole year. So corporal punishment should not be used because instilling respect is important because misbehaving is a result of being disrespected as a teacher.

In FG2 there was a strong opinion that learners do not like corporal punishment. Participants voiced that schools need resource centres and recreational programmes to deal with the many challenges that lead to learner misbehaviour. Using motivation as a disciplinary strategy to

combat corporal punishment was also stated as very important by the opponents of corporal punishment. The moment a teacher uses corporal punishment, any problems that the learner experienced flood back, so it is reminder of bad experiences of the past. This does not help the teacher in disciplining learners. An opponent of corporal punishment in the discussion strongly stated that learners need to be communicated with; a beating is not communication; it is an act of desperation. The participant went on to say that corporal punishment will never be acceptable, it leads to depression and anxiety, and this probably explains prevalence of hobos in South Africa today. Another opponent of corporal punishment continued the discussion, questioning of the need to use corporal punishment to remedy problems when a trained teacher cannot rely on it to build a learner's confidence when not homework doing, concluding that there is something wrong with the training of teachers.

A hot debate ensued in FG2 concerning the current attitude of student teachers towards using corporal punishment. Half of the participants fully supported corporal punishment, but with moderation. A quarter said that they would never use it because it would take South Africa, especially blacks, back to being underdeveloped. Another quarter were conflicted: they saw the benefits of corporal punishment in schools, but also the detriments, so they were somewhat in a dilemma. The discussion continued to maintain that corporal punishment is good, but that it must be used strategically and paired with motivation, and there were many ways to do this which needed to be explored. One participant contributed that corporal punishment must be brought back to schools, but it must be regulated in a certain way. Support was given for the statement that corporal punishment is a good strategy, because those who were once victims of it are nonetheless now doing good and there is no hope for South Africa if it is not used, especially in Black schools. One proponent of corporal punishment in the discussion claimed that it is important because it helps to determine right from wrong.

In FG1, two participants were conflicted because, in some instances, they had observed corporal punishment being used helpfully. Their problem was its physical nature and perhaps exploring alternatives would be relevant. In this group some conflicted participants expressed that they do not agree with corporal punishment, but because they see it working, they believe that before doing away with it, the alternatives to improve schools as a whole need to be exhausted rather than only focusing on corporal punishment. Those who were conflicted strongly expressed that corporal punishment must be used in moderation and to a certain extent it must be used for misbehaviour that poses as criminal activity such as smoking, taking drugs,

stabbing other learners and even disturbing school, but not for light offences such as not doing homework and being late to class.

4.3.2 Semi-structured interviews

4.3.2.1 Student teachers' experiences of corporal punishment as learners in school Interview question 1: How did you experience corporal punishment as a learner?

Student teacher A said that she experienced corporal punishment as a learner, explaining that because corporal punishment was common. Corporal punishment was used mostly when homework was not done. This is evidenced in the statement below:

“You would know that you are going to be beaten, it was common, especially when homework was not done”.

The teacher would use sticks or make learners do frog jumps. However, this student held the view that there was nothing wrong with corporal punishment, that it helped to motivate the learner and helped the teacher to change learner behaviour.

Student teacher B responded that he was a learner in a school where teachers used corporal punishment. In most cases, they used a stick, but they later preferred detention. Some teachers would engage the students in a physical activity that would last for a week, for instance, doing gardening. This participant held the view that corporal punishment was necessary, and was the best approach to enforce discipline, although he was aware that it is no longer allowed. This is how he put it:

“For us corporal punishment was necessary, it was the best approach to make us work hard. Although we were aware that it was no longer permitted...it felt necessary”

Student teacher C said that she had experienced corporal punishment when she was a learner at school. This participant thought that although corporal punishment was not optimal, it instilled discipline. She had feared corporal punishment so much that she immediately changed her behaviour to avoid it. Most teachers in the school used sticks, pipes or leg stands and for serious offences, beatings were on the buttocks. The beatings were violent and abusive and had elements of being derogatory because other students would laugh at anyone who was beaten on their buttocks.

Student teacher D responded that a lot of corporal punishment was used and the school he attended. It was the only form of discipline, and the beatings were at times excessive. The reasons for beatings were many, including failing a test or even laughter. The teachers used water pipes and sticks and it was clear that using corporal punishment was part of school culture, because even for late coming they would be wielding sticks at the gate. Consequently, latecomers knew, even before entering the school gate they were going to get a beating. This participant said that teachers even asked learners to get sticks for the school, showing that it relied on using corporal punishment. He said:

“Sometimes we were even asked to get sticks for the school...we could not say no and would make sure that we bring quality sticks...(laughing) because you would get a good hiding for bring a slender stick that can’t be used for punishing silly learners”.

This participant shared his feeling that discipline needs maturity at a certain level, because corporal punishment was used excessively.

Student teacher E experienced corporal punishment as a learner. This participant disclosed that he was 37 years old and was not supposed to even be at university at his age, strongly exclaiming that corporal punishment could damage one. This student teacher had experienced corporal punishment at home and at school, and because it was worse at home, it made him so rebellious that he was not afraid of anyone at the school. This is how he described his experience.

“At home it was worse. (Deep heavy breathing pause). it made me so rebellious Madam, even at school. Ndandinganqandeki) ...Ndingoyiki mntu. The teacher beat us sonke. So ndandigezela uba ndiveske ndibethwe kuphele ixhala.”

When translated to English:

“At home it was worse. (Deep heavy breathing pause). it made me so rebellious Madam even at school. I was unstoppable, I feared no one. The teacher beat us all of us. So, I would deliberately misbehave so that I quickly get beaten and so that I would stop worrying about being beaten.”

He said he did not care and was rebellious to the extent that he deliberately did wrong things so that corporal punishment could be used. This student explained that as a result, he left school to work because he was too cheeky to pass, but he also had bad experiences as a worker

because of the poor pay. He decided to go back to school and upgraded his matric, registered for the National Diploma in Adult Basic Education and then a PGCE. For this student corporal punishment messed up his life.

Student teacher F experienced corporal punishment as a learner from Grades 1 to 12, which meant 12 years non-stop. For this participant, some reasons for being beaten did not make sense, as they were mostly not connected to school matters. This is detailed in the statement below:

“...Not wearing socks. Not combing hair, walking after break...apparently, we were expected to run when the bell rings...it was just ukuxhatshazwa nje (blatant abuse)”

When translated to English:

“...Not wearing socks. Not combing hair, walking after break...we were expected to run when the bell rings...it was just blatant abuse.”

This participant continued, saying that the teachers in the school used water pipes and sticks, that amazingly, they were sometimes asked to bring their own sticks and fearing the teacher, they brought the sticks knowing that they would be used on them. The participant described how learners studied the teachers and could discern those who taught them well and seldom used corporal punishment, but there were those who were popular just for beating them up.

Below is the evidence:

“Sometimes it helped us do work. But we studied teachers...So those who taught us well bebengafane babethe...Kubekho ke obaziyo uba hayi ke ziyabuya. Most of the time we were beaten for things that were’nt about school...Latecoming (awubuzwa uyankalwa qha)!”

When translated to English:

“Sometimes it helped us do work. But we studied teachers...So those who taught us well they would seldom beat us ...Kubekho ke obaziyo uba hayi ke ziyabuya (and there were those we knew that they popular for beating learners only). Most of the time we were beaten for things that weren’t about school...Latecoming (awubuzwa uyankalwa qha! (You are not asked your reason for being late. You are just beaten heavily”.

Student teacher G experienced corporal punishment as a learner in primary and secondary school. The student explained that boys in the school were beaten more and harder, especially

by male teachers. For punishment, the teachers used water pipes, gym push-ups and frog jumps. Female teachers beat learners like the principal did, especially when he might witness them, because they felt it necessary to please him and be seen as the best workers. As a result, the participant expressed that they were happy when the principal was not at school, because it meant less beatings. This participant described that learners were beaten using sticks, rulers, dusters and by some teachers even pushing them. Reasons for the beatings ranged from not doing homework, not understanding what is taught, failure to answer a question, failing a test, not carrying schoolbooks and even when a girl was seen standing with boys. The participant shared that learners were abused, and they had no say. These are the participant's words:

"We were beaten for not carrying schoolbooks, even when seen standing with boys...Hayi ke ububulawa kuthiwe uzomitha...we were abused, and we had no say".

When translated to English:

"We were beaten for not carrying schoolbooks, even when seen standing with boys...You would be beaten so hard because teachers claimed that you would fall pregnant, we were abused, and we had no say".

Student teachers experienced corporal punishment in both primary and high school. It was experienced as a common act that was visible as part of the school. The signs and symbols of teachers intending to use corporal punishment were visible and common knowledge. For instance having senior teachers carrying sticks in class. It was very easy for them to use corporal punishment because they drew from their lived experiences of corporal punishment as past learners. Some student teachers who had experienced corporal punishment believed that its use was necessary to motivate them to learn and behave appropriately. By their accounts, the intensity of corporal punishment use varied from teacher to teacher and from school to school. Most indicated that it was derogatory, cruel and abusive. Most of it showed the violent abusive authority of teachers over learners. One observation student teacher made in the schools where they practised teaching, was that male learners were beaten more than females.

Reasons for using corporal punishment as a discipline strategy also varied. As the data shows, most of the reasons had little to do with the core business of teaching and learning. Some peripheral justifications of meting out corporal punishment were not wearing school socks, not combing hair, standing with boys and walking and not running after break. Punishment reasons

relating to schoolwork included learners who showed no understanding of what was taught, failure to respond to questions during a lesson, homework not done and not carrying schoolbooks.

Most teachers used tools for most of the corporal punishment such as sticks, water pipes, pipes, rulers, and dusters, among other forms such as detention, frog jumps, leg stands, beatings on the buttocks, gym, gardening and push-ups. Some of the tools of inflicting pain were used with derogatory vulgar profanities meant to demean the character of the learner.

As past learners, corporal punishment had instilled fear in the student teachers, but at the same time, discipline. It showed the power and control of teachers over learners. Teachers who used corporal punishment knew that it had been abolished, but supported its use and when it was used occasionally, it helped them manage their work. The data reveals that teachers who did their work efficiently seldom used corporal punishment, but those who struggled with their work relied on it. Data also reveals that continuous use of corporal punishment made learners rebellious and fearless, some leaving school because the punishment no longer had any effect in changing their lives.

4.3.2.2 Student teachers' attitude towards corporal punishment during teaching practice

Interview question 2: What was your attitude towards corporal punishment during teaching practice?

In response to the question, student teacher A stated that she honestly wanted to use corporal punishment, because in the schools where she did teaching practice it was being used. She said knowing that the law did not allow student teachers to use it deterred her. She expressed it in the following way:

"I so much wanted to use corporal punishment honestly...because in the schools it is used, but the law does not allow it but deep down you want to use it".

This student added that even the SACE did not allow them to use corporal punishment, because they were not yet employed, but deep down she wanted to use it.

Student teacher B responded that in the three years he went for teaching practice he saw that corporal punishment must not be used. This participant believed that learners need tender care because of their different backgrounds and that corporal punishment did not help much, especially because teachers did not know the learners' backgrounds. This participant

consciously decided not to use corporal punishment, despite its modelling in the school. This is evidenced below:

“I made a conscious decision not to use sticks made available...I would carry the stick as a pointer just to symbolise authority and that I can do corporal punishment”

Student teacher C reported that learners push teachers towards using corporal punishment as their misbehaviour escalated. In other words, they were provoked to use corporal punishment. This participant said that teachers who use corporal punishment have particular characteristics, because they use it for ridiculous reasons, most of the time being highly irritable. However, those who used it excessively were not respected by learners. The participant recognized that those who did not use it were mostly approachable and respected. This student teacher decided not to use corporal punishment at all, even though the mentor warned of possible repercussions if it were not used. For her, it was a conscious decision not to use it, but it was not made because learners were behaving well. The participant said:

“I decided not to use corporal punishment at all, madam. It is worse because my mentor warned me of circumstances and results of not using corporal punishment ...”

Student teacher D believed that corporal punishment must remain abolished. This participant saw corporal punishment as a form of bullying by teachers and felt that it was not right. This student teacher expressed that if discipline is forced it never helps to do good. Mentor teachers in schools did not know what to do when disciplining learners. As a result, there was no communication between the learners who were misbehaving and the teachers who were supposed to discipline. Therefore, if corporal punishment was the only communication between them, it was problematic because its use was wrong for both mentor teachers and student teachers doing teaching practice.

Student teacher E responded that he hated corporal punishment with all his heart, and furthermore, that when using corporal punishment, it is in anger where the teacher is proving his or her power. The participant said,

“Yhoo, now I hate corporal punishment with all my heart. Do you know that a moment of anger...proving your power can change impilo yomntu?”

When translated to English:

“(Interjection), now I hate corporal punishment with all my heart. do you know that a moment of anger proving your power can change a person’s life?”

He believed that ‘moment of anger’ has the potential to change the life of the learner for the worse. He went further, saying that even using corporal punishment as a not yet employed student teacher can change one’s life for the worse. This participant shared that student teachers know that corporal punishment is against the law. He was totally against using corporal punishment during teaching practice.

Student teacher F responded that because corporal punishment was part of her schooling, she now struggles to manage certain things in her life. She struggled to remain disciplined, because she had been beaten throughout life and now found life hard. In the school where she did teaching practice teachers used corporal punishment forcefully. As a result, this student was forced to use it herself because there was no choice. The participant stated:

“Worse the school where I did my teaching practice uses corporal punishment strongly. And I am forced to use it because there is no other way”.

Moreover, this participant said that sometimes when she had used corporal punishment as a student teacher, she had feared a ‘case’, which refers to being charged legally and becoming unemployed. She also said that despite her having used corporal punishment, at university they were told not to use it, especially in the guidance and counselling classes and in education law.

Student teacher G said that she had practiced in three schools and in all of them, corporal punishment was used daily. However, in each school it was used differently. In the first school the way of using corporal punishment was to send the learner to other teachers known to be good at punishing learners or to send the learner to the principal. This strategy followed was because she was still a student teacher, but it was common knowledge that when she became a full-time employee teacher, she would be expected to use corporal punishment. In the second school, corporal punishment was used mostly for serious misbehaviour. Misbehaving learners were taken out of class to the staff room or the deputy principal’s office and corporal punishment was used covertly the reason for this was that learners took videos and the principal he did not want the school to be exposed on social media. In the third school, corporal punishment was used openly, but the teachers were not allowed to give more than two lashes, and if the learner continued with the misbehaviour, the parents were called, or they would be asked to do gardening for a week.

Data collected revealed that two out of the seven student teachers interviewed actually used corporal punishment during their teaching practice. The reason expressed for doing so, was that they were forced to because their mentors used it. One student teacher revealed that even if alternatives were tried, such as taking the learner out of the class, there was still pressure from other teachers to use corporal punishment. The actual decision to use it was made because of the student teacher not wanting to be different. The second student teacher who had used corporal punishment said that there had been no time to explore alternative methods of discipline. Only one student teacher strongly stated that he hated corporal punishment and would never use it. He mentioned that teachers are not aware of the extent to which corporal punishment damages an individual. This participant was in awe of the extent and intensity of corporal punishment use by teachers in primary schools. Another student teacher expressed that she had wanted very much to use it but had decided not to. She added that this was a clear indication that when qualified as a teacher she would use corporal punishment, despite it being banned, because its use is connected to the belief that it motivates learners and helps to change their behaviour. Thus, this participant strongly supported use of corporal punishment and even suggested three maximum lashes per beating just to reinforce the teachers' authority over learners. Moreover, mentors' use of corporal punishment causes difficulties in totally abolishing it.

The remaining three student teachers described the opportunities they had to use corporal punishment, as it was in use in all the schools where they were practising. These participants explained their conscious decision not to use it as a discipline strategy. One of them said that he would carry a stick to use as a pointer in class, but also as a symbol of power and authority so that learners could see that there was the potential to use corporal punishment. Another of the three participants who had decided not to use corporal punishment was warned by the mentor of consequences of not using it at all. This participant believed that discipline starts in the home. The third participant saw corporal punishment as a form of bullying by teachers who are not professional enough to deal with learner misbehaviour. One other factor identified that deterred this participant from using it was the fear of retaliation by the learners, who appeared to be capable of fighting back. Another deterrent for these three participants was the belief that learners experience problems that burden teachers and cannot be solved by using corporal punishment.

4.3.2.3 Mentoring of student teachers regarding disciplining learners

Interview question 3: What mentoring guidelines have been shared with you in schools about corporal punishment?

Student teacher A said that there was no straightforward way of mentoring the issue corporal punishment or disciplining learners. She observed that it was used by mentors in the school. The only element close to being guided or mentored was that she was allowed to use her own discretion because she was a student teacher. She opted to use threatening words. This participant observed that the mentors used a standard of three lashes, which was the allowed maximum at this school. The given reason for using three lashes was that it was a way of claiming authority for the teacher. Even though there was no clear guidance regarding the fact that the mentors used corporal punishment, this participant felt that it would be extremely difficult not to use it when she became employed full-time, as she was also not totally against using it when necessary. The participant said:

“It would be extremely difficult to scrap it out. Mentors use corporal punishment”.

Student teacher B felt that his characteristics as a person and the powers that he has made him see for himself that corporal punishment is not an option. The mentor guided this participant by stating that corporal punishment was abolished unless it was used lightly. The mentor further stated that this student teacher must mind his own power and strive to explore his alternatives because as a new teacher he knows what is best. The participant made a conscious decision not to use a stick that was made available and shared that he would carry the stick to class as a pointer just to symbolize authority and having potential to use corporal punishment. This student teacher shared that during teaching practice he used reading as punishment because for him this resulted in positive change and improving the skills of the learner. For this participant punishment had to show a bit of caring and ability to manage classrooms effectively. The participant responded that student teachers need to remember the roles that they are taught at university. They need to play a pastoral role; they need to connect and motivate and parent learners in the absence of their own parents. He expressed that it was sad what he saw in the schools, because mentors seemed not to understand that this is part of teaching responsibility, and mentors were expected to show how one teaches without punishing students.

Student teacher C responded that the mentor warned her of circumstances that might be encountered if corporal punishment is not used because the mentor used corporal punishment.

There was no clear guideline as to what to do and what not to do and it did not help that most parents encouraged the use of corporal punishment to discipline learners. The only close to guidance experience that this student teacher encountered was the information that if you take learners out of class as punishment, they will miss the lesson and you would be depriving them of their rights to learn. This student teacher saw that this was perhaps a way of encouraging her indirectly to use corporal punishment instead of creating disorder and chaos by taking learners out of class. This student teacher expressed that one of the managers in the schools asked her when she once took learners out of class, that if you take your learners out of class who is going to take care of them when they are out of class. This student teacher was advised to do all she could to discipline learners, but inside the classroom. The student teacher expressed that mentoring was not done in a straightforward way, but it was always a response to what was happening at the time. The participant observed that teachers brought emotional burdens inside the classroom, as they were most of the time angry against the learners and they could not take full responsibility in good decision making. This participant observed that a teacher needs to be angry and serious to have classroom control, which for this student teacher was a bit strenuous.

Student teacher D expressed that there were no mentoring guidelines, just observations, because there was no time to sit down with mentors and talk about discipline issues. This participant expressed that teacher in the schools where she did teach practice dealt with a lot of burdens, so it is difficult to be mentored by heavily burdened and frustrated teachers. The participant said:

“Teachers deal with a lot of burdens. Zithwele, zithwalisiwe yisystem yedepartment. So, we also are mentored by heavily burdened, frustrated people who know the laws of education but are overwhelmed.”

When translated to English:

“Teachers deal with a lot of burdens. They are indeed burdened. They are burdened by the system of the department. So, we also are mentored by heavily burdened, frustrated people who know the laws of education but are overwhelmed.”

The student teacher expressed that teachers know the laws of education but are overwhelmed and find it difficult to follow the laws. The student teacher observed that teachers in schools protect each other and their dignity first, so the learner in the classroom is not prioritized at all.

The participant further highlighted that in some cases they taught them that dignity came first, so even if a teacher is not doing right, the other teachers cannot say the teacher is not doing right.

Student teacher E responded that he thought that mentors and student teachers can be trained to do better. Mentors in schools where he did teaching practice were most of the time angry and they used corporal punishment excessively.

“Mentoring is difficult. I practice in a primary school, Heyi! bayankalwa pha straight.”

When translated to English:

“Mentoring is difficult. I practice in a primary school, Hey! Learners are beaten heavily at that school.”

The learners knew that if a teacher was not carrying a stick, the teacher was nothing. The student teacher even shared that because he only carried the stick and not used it, the learners would laugh at him, ridiculing the fact that he is still a student teacher, and he cannot use corporal punishment. For this participant mentoring experienced was never direct, but observations and just personal decisions without guidance.

Student teacher F said that she did not like what she saw happening in the schools. She was stressed that so many professional mentors were breaking the law, and it was worse that she was made to use corporal punishment. This participant sees corporal punishment as a serious problem because alternatives were difficult to explore. When the participant tried to take a learner out of class, the grade monitor told her that the learners must go back inside. Inside the classroom the student teacher can make learners do pushups or one leg stands. This student teacher experienced that when punishment is done during lesson time inside the classroom, the other students laugh and make jokes and the lesson does not continue as planned. So, to avoid this, this student teacher felt compelled to use corporal punishment because there was no time and support for other forms of punishment, especially in overcrowded classrooms.

Student teacher G expressed that from observation it was like the mentors and other teachers were trained to always find faults in learners. So, the student teacher experienced a dilemma because she saw a need to use corporal punishment, but at the same time, she knew that it was not allowed. The participant shared that there were situations that could not be dealt with

without using corporal punishment, so as a student teacher, she ended up using it without telling anyone. The participant said:

“Sometimes I saw the need to use it. I know that it is not allowed, some situations could not be dealt with ngaphandle kwayo. So thina siyabisa wethu madam.”

When translated to English:

“Sometimes I saw the need to use it. I know that it is not allowed, some situations could not be dealt with without using it. So, we just use it in hiding madam.”

The student teacher encountered a situation where during teaching practice she used to take learners out of class but found that there were some already out so she could not take any more learners out. In such situations it was not easy for her to think about other things to do because there is pressure from other teachers that are using corporal punishment already. The student teacher did not want to be different from the rest of the other teachers and felt driven towards using corporal punishment, which she did.

4.3.2.4 Current attitude of student teachers towards corporal punishment

Student teacher A expressed that she has a positive attitude towards using corporal punishment. This participant gave a few exposing factors to using corporal punishment. She said that using it shows the power of teachers and sort of reduced the disruption of classes by learners. Another reason for using corporal punishment was the pressure from the parents and the community who always see teachers using sticks and beating learners at the gate and they never do anything about it. A further reason that made this participant have a positive inclination towards using corporal punishment is that because of her own experiences as a learner and how corporal punishment was used when she was growing up, she still believes that it can help and motivate learners and change their behaviour. This student believed that learners disrupt classes deliberately because they know that they have too many rights and they tend to misuse this idea of having rights. This student expressed that learners are generally stubborn and different from school to school, so the schools have different rules, so corporal punishment must be used but with changes here and there. The student teacher also expressed that there is a general lack of training by the Department of Education, so teachers are not coping emotionally and psychologically because they lack alternatives and as a result mentors are using corporal punishment.

Student teacher B expressed having a negative attitude towards corporal punishment because of the belief that teachers lack knowledge about the learners' background. The participant expressed that teachers tend to use their personal power and control over learners to gain authority. This student said that teachers in schools continue to use corporal punishment because they still believe that there is light and heavy corporal punishment. This is the reason they see it necessary to carry sticks around school and hold on to these symbols of corporal punishment. The participant further expressed that deep down inside the mentors are advocating for the return of corporal punishment for them to be able to manage classrooms. This continued use by mentors is problematic, therefore as a student teacher, the respondent felt that it is time for them to change things. This student teacher further responded that corporal punishment should not be used at all by teachers, and they must explore alternatives to reinforce more learning.

4.3.2.5 Student teachers' opinions on the adequacy of training regarding discipline issues

Student teacher A expressed that training is done by the university, but it is not adequate. The participant reasoned that they lacked skills to discipline learners because they must follow school rules, and most schools use corporal punishment. So as student teachers, they face challenges concerning disciplining learners. This is what the participant said:

“Easier said than done, we face difficulties as inadequately trained student teachers.”

Student teacher B voiced his feeling that he is adequately trained to deal with discipline problems. Some modules and theories have prepared him to be able to analyse a situation that is problematic and deal with it. This participant felt that he was ready for the world of work.

Student teacher C said that she was adequately trained. She knew how to communicate with learners in order to understand their issues. This participant believed that the university guides, informs and mentors them to understand themselves better, so that one is able to create boundaries and make meaningful relationships with learners.

Student teacher D strongly expressed that he has not been adequately trained. Although in a Guidance and Counselling module, the lecturer tries to talk about positive learning environments, student teachers still need to figure things out on their own when faced with challenges. This participant said that training in schools should be given every term because society changes. He said:

“Training should be done every term shame because changes in society, nje bring other issues in class, nabantwana baphambene. As students sifika pha sijjeke ingqondo le. It is not the positive learning environment that textbooks and lecturers talk about.”

When translated in English:

“Training should be done every term, shame because changes in society, just bring other issues in class, and the learners are crazy. As students when we get there our minds are just twisted. It is not the positive learning environment that textbooks and lecturers talk about.”

Student teacher E was brief in saying that teachers and student teachers can be better trained, and what is done now is not adequate compared to the challenges in schools.

Student teacher F was of the view that the university is doing all it can to train teachers. The challenge is that school problems are bigger than the university teachings. This participant reasoned that the pressure from the school and mostly the principals is too much. The participant said:

“Sometimes I think of a theory to apply like madam once said, hayi it becomes difficult.” When translated in English:

“Sometimes I think of a theory to apply like madam once said, no, it becomes difficult.”

Student teacher G asserted that training is adequate. At university they are taught classroom management, teaching practice, guidance and counselling, but when faced with a problem in class it is not possible to apply it all. More so that the training does not include self-control.

4.3.2.6 Alternative discipline measures, interventions that can assist student teachers during teaching practice

Student teacher A expressed the view that it was difficult to explore alternatives because corporal punishment was popular in the school. This participant felt that interventions are necessary, starting from policy reviews, as it is difficult to deal with learners without corporal punishment.

Student teacher B used reading, that is, giving extra work as an alternative to corporal punishment, because reading brings power to improve learner behaviour and it shows caring. The participant felt that the South African Council for Educators must explore possible

alternatives for teachers. Interventions should include communities, parents, school governing bodies and other interested organisations. Adding to this, the participant said curriculum planners should also focus on the state of readiness of student teachers in applying inclusive education principles. Another form of intervention suggested by the participant was the creation of a core team delegation to deal specifically with changing teacher behaviour and mentality.

Student teacher C briefly said she took learners out of class instead of beating them. She said teachers and student teachers must take responsible decision making seriously when dealing with discipline problems.

Student teacher D voiced that schools need a team of people dealing with discipline. Teachers do not have the capacity to deal with the escalating problems alone. The only alternative strategy that this participant used was to take learners out of class or just ignore them and continue with the lesson.

Student teacher E felt that the government must formulate a plan and arm teachers with alternatives to using corporal punishment, because even mentors in schools were desperate. The participant said:

“Yhaz even the mentors are desperate. In the staffroom they express that they have no choice, shame. The government must make a plan.”

When translated to English:

“You know what, even the mentors are desperate. In the staffroom they express that they have no choice, shame. The government must make a plan.”

For student teacher F there was no opportunity to even explore alternatives because the school used corporal punishment strongly. This participant said that government needs to be serious about considering alternatives. The participant observed that during teaching practice there were mentors who were not using corporal punishment, so perhaps government could use these mentors to train others at school level. The reasoning expressed was that officials or trainers who are not at the school regularly cannot understand, as schools are different and will need their own solutions to discipline problems.

Training student teachers and teachers in anger management was an intervention strategy suggested by student teacher G. This participant tried taking learners out of class, but realised

that learners enjoy this, especially if they see that there are many others already out. So, this alternative was ineffective and forced the participant to use corporal punishment.

4.4 Conclusion

This chapter presented findings from both quantitative data collection methods and qualitative data collection methods. In the focus group discussions, it became evident that student teachers are conflicted towards using corporal punishment as a discipline strategy. Reasons given are mostly due to inadequate training and lack of proper guidance by mentors regarding its use despite its illegality. In the semi-structured interviews, data shows that student teachers have been exposed to corporal punishment as learners themselves and this leads to them continuing the culture of corporal punishment use. From the data, it is also evident that the school environment is sometimes conducive for use of corporal punishment as student teachers are even given sticks to beat learners by the mentors. Most important about the presentation of findings, is the alignment of quantitative and qualitative data findings, showing a positive attitude and a negative attitude of student teachers towards using corporal punishment and those experiencing a dilemma. Having described these findings leads to the next chapter, which focuses on the discussion thereof.

CHAPTER 5

DISCUSSION OF FINDINGS

5.1 Introduction

This chapter presents a discussion of the findings. This was guided by using research questions, providing knowledge claims and aligning these to the reviewed literature and findings.

5.2 Discussion

This discussion of the findings was guided by research questions to allow the researcher to integrate quantitative data findings collected using questionnaires and qualitative data findings collected using focus groups and semi-structured interviews and the reviewed literature.

5.2.1 Question 1: What are student teachers' attitudes towards using corporal punishment as a discipline strategy?

Generally, student teachers experience a conundrum concerning using corporal punishment as a discipline strategy, despite its illegality (See Chapter 2). They are aware of legal implications of using it as a discipline strategy. Bronfenbrenner (2000) explains the person dimension as characteristics that individuals bring to a situation. These traits are divided into demand, resource, and force. Student teachers know the consequences of using corporal punishment as a threat to their profession, as they are aware of their roles and responsibilities and of the laws that prohibit them from using corporal punishment. But despite this knowledge, student teachers experience a dilemma during teaching practice because in most schools corporal punishment is used, mostly as the only form of punishing learners who misbehave. Demand refers to characteristics that act as a stimulus to the environment on first contact, namely age, gender, height, appearance, hyperactivity, and passivity. These are personal traits that attract or deter reactions from the immediate environment. These have a mild effect on the bidirectional interactions (Bronfenbrenner and Morris 2007; Rosa and Tudge 2013). Student teachers are caught between doing what is right according to the laws that govern what happens in schools and obliging to school rules that they are exposed to during teaching practice. Student teachers experience internal conflict when they need to choose between doing what is right for the school and what is right for the Department of Education. The internal conflict in some instances compels student teachers to use corporal punishment and in some consciously making a

decision not to use corporal punishment and this creates confusion, as they are left to use their own discretion.

Some student teachers have a positive attitude towards using corporal punishment, as they view it as a quick fix solution for overcrowded classrooms (See Chapter 2 paragraphs 2.3.1 and 2.4.3). Behavioural intentions of student teachers to use corporal punishment seem to result in the production of positive attitudes. Those who believe that using corporal punishment results in the desired learner behaviour because of their own lived experiences as learners in the schools, have a strong behavioural belief that corporal punishment is the best method to discipline learners. Their attitudes towards corporal punishment become positive because of the strong belief that it yields a desired outcome. This is confirmed by Fishbein and Ajzen (2010), who distinguished between injunctive normative belief, which refers to the expectation that a given group of people approves or disapproves of performing the intended behaviour, in this case that of some mentors and some parents (Ajzen 2020; Fishbein and Ajzen 2010), and descriptive normative belief, which relates to aligning one's own beliefs to those of important others who also perform the act, in this case the student teachers subjective norm. Furthermore, student teachers' attitudes are predicted by what the student teacher thinks, how the student teacher feels and what can be done in the moment when the learner is misbehaving. Student teachers are exposed to negative learning environments with learners who continuously misbehave, backchat, show disrespect and lack commitment to schoolwork. The learners display a conduct that is generally unruly and uncontrollable. These circumstances compel student teachers to use a form of punishment that would take less time and be easy to administer because of a lack of suitable alternatives to deal with the learner misbehaviour. A positive attitude towards corporal punishment is a consequence of the belief that corporal punishment is good for school discipline to maintain order. Student teachers have a sense of duty to physically punish students to build character, to respect authority and to set boundaries of what is acceptable and not acceptable (Najoli et al 2019).

Some student teachers have a negative attitude towards using corporal punishment as discipline strategy, as they claim that it solves symptoms and not the underlying causes of learner misconduct (See Chapter 2 paragraphs 2.3.1; 2.4.1). Reliance of schools on using corporal punishment as a discipline strategy has led to some student teachers observing that it does not adequately correct learner misconduct because its underlying causes are not addressed. Instead, learners become aggressive, some end up hating the teacher, some

become disinterested in the subject matter and some view using violent means to resolve conflict as the best method. The inhumane nature of administering corporal punishment affects the psychological, emotional and social wellness of the learner. All corporal punishment does is to frighten, ridicule, threaten and physically violate learners, resulting in corporal punishment having a negative impact on the learner. This is the reason why some students believe that there is no space for corporal punishment in schools, as it violates basic human rights and is prohibited. Furthermore, a negative attitude towards corporal punishment is a result of the perception of the negative impact it has on the learners and the strain it creates between teachers and learners, leading to more aggression, frustration, low self-esteem and a hostile environment (Najoli et al 2019).

The objective of this research question was to investigate attitudes of student teachers towards using corporal punishment despite the ban. Phase one of data collection reflects that student teachers have a conundrum of attitudes towards using corporal punishment (See Figures 4.2.2.5 showing 46% of student teachers agreeing that corporal punishment is necessary; 4.2.2.9 indicating that almost 30% negate the view that a good teacher is the one who does not use corporal punishment; and 4.2.2.22 confirming that 89% agree that discipline should be solved with learners. Also, in Figures 4.3.7 indicating that 75.5% of student teachers do administer corporal punishment at varying frequencies; and 4.3.8 showing that 74.1% of student teachers do send learners to the school principal for corporal punishment.

In the data presented in the graphs there is an indication that corporal punishment is still viewed as necessary in order to maintain discipline. Student teachers agree with the statement which is an indication of having a positive attitude towards using corporal punishment as a discipline strategy despite prohibition. This concurs with Figure 4.2.2.9 measuring whether student teachers agree or disagree with the statement that a good teacher is one who does not use corporal punishment. From the participants' response 50% believe that one of the qualities of a good teacher is to use corporal punishment, but there are 19,5% of student teachers who remain neutral. This shows a level social desirability towards an understanding that good teachers are those using corporal punishment.

A majority of the student teachers indicated a negative attitude towards elements of using corporal punishment, as they agreed with statements like, teachers should discipline learners in a calm manner, approaching a school counsellor is an effective way of solving discipline problems and the view that corporal punishment teaches learners to fear the teacher. In the

same tone there is an indication of having contradicting views, when 52% of the student teachers hold the view that corporal punishment teaches learners to respect teachers, with 14,2% remaining neutral. Neutrality can be a result of knowing that corporal punishment is prohibited, but that it has some benefits. Student teachers experience a dilemma of wanting to do what is beneficial for the school compared to following the law.

Aligning with quantitative data, paragraph 4.3.1.1 presents attitudes of student teachers towards using corporal punishment as a discipline strategy despite its ban in the 21st century. Findings from the focus groups showed that some student teachers believed that corporal punishment is not acceptable, as it is illegal. Moreover, the participants showing a negative attitude towards corporal punishment indicated the detriments of its continued use for the learner, the parent, the teacher and society at large. In opposition, findings showed that some student teachers strongly believed that corporal punishment is a solution and is necessary in dealing with discipline issues. Lastly, findings showed that some participants felt that corporal punishment does have benefits although it is illegal, but it still needs to be used in moderation and to a certain extent. These findings from focus groups confirm that student teachers experience dilemma regarding dealing with discipline issues using corporal punishment as a discipline strategy.

Findings collected using semi-structured interviews concur with the dilemma experienced by student teachers towards using corporal punishment as a discipline strategy despite the ban. Data collected showed that although the student teachers were aware of the illegality of using corporal punishment some honestly wanted to use it because the teachers in the schools where they did teaching practice used it. But it does suggest that even those who are in favour of corporal punishment believe that it should be administered in a particular way. This belief created an environment enabling perceived behaviour control justifying intention to use corporal punishment. In the data, there is evidence that some participants were forced by circumstances in the school environment that gave no space for alternative discipline strategies. Findings showed that because of a positive attitude of mentors towards corporal punishment it sort of compelled student teachers to use it. Contrary data collected showed that some student teachers decided not to use corporal punishment at all despite the fact that the mentor warned of circumstances that would be encountered if corporal punishment were not used (See paragraph 4.2.2.2). It is interesting to note that despite the pressure, some student teachers

consciously decided not to use corporal punishment and trusted what Rosa and Tudge (2013) refer to as the person dimension: demand, resource and force in phase 2 of BEST.

5.2.2 Question 2: How do student teachers' experiences of corporal punishment shape their understanding in disciplining learners?

Student teachers seem to incorporate their personal experiences of corporal punishment and cultural and social beliefs experienced in different contexts of their lives in understanding disciplining learners (See Chapter 2). Student teachers who experienced corporal punishment as learners in schools understand that using it motivates learners to work hard (See Chapter 2 paragraphs 2.3.1; 2.3.2; 2.4.1; 2.5.2). Therefore, student teachers' lived experiences of corporal punishment have a great influence on how they perceive its use. The belief and understanding that using corporal punishment motivates learners to excel in school commands and shapes student teachers' positive attitude towards it despite the ban.

Student teachers have the perception that incorporating corporal punishment as they had experienced it as learners improves results and learner performance. They believe that in some schools, especially in rural schools, one cannot separate teaching and learning from corporal punishment. Rosa and Tudge (2013) highlight in terms of BEST, that a stable, adequately resourced environment promotes processes of competence in the bi-directional interactions. whereas a less resourced, insecure environment promotes dysfunctionality. When learners lack commitment to their schoolwork, are disrespectful and have apathy towards life, this affects learner performance directly in a negative way. Therefore, student teachers understand that a beating is necessary in the lack of more appropriate modes of discipline because of what they have experienced themselves as learners.

Data collected indicated that most student teachers grew up in homes, communities and societies that promote harsh discipline, especially excessive use of corporal punishment. These social and cultural experiences attached to beliefs and understandings of learner discipline become deeply embedded in the historical context and institutional cultures that promote use of corporal punishment. Consequently, normalisation of using corporal punishment is supported in schools, because most school communities have been exposed to a culture of harsh discipline with elements of violating human rights. Student teachers then may end up internalizing corporal punishment because of their experiences that lead to a lack of understanding of nonviolent means of disciplining learners. In the literature reviewed this finding

supports the view by Atila, Greshan and Washburn (2017), that attitudes depend on student teacher values and beliefs driven by cultural practices transmitted from context to context and generation to generation. This resonates with the BEST aspect of the influence of contextual factors: the microsystem context, mesosystem context, exosystem context and macrosystem context, in shaping attitudes (See Chapter 2 paragraphs 2.13.3.2; 2.13.3.3).

From the student teachers lived experiences of corporal punishment, there is a lack of understanding risks associated with its use as a discipline strategy that is detrimental to both society and economy. Data shows that student teachers believe that through their experiences of corporal punishment and despite them, they are successful, so they assume that everyone who experiences corporal punishment will be as successful as they are. This means they lack an understanding of counter experiences of corporal punishment that can lead to antisocial behaviour, increased school dropout rate, poor social and mental health and possibly replication of a culture of violence.

The objective of the research question was to indicate the extent to which student teachers experiences as learners in schools shaped their understanding in disciplining learners. Phase one data collection indicates that student teachers have strong social cultural and personal beliefs that can be used as a window through which one can understand experiences shaping their understanding of disciplining learners. (See 4.2.2.7 indicating 50% of student teachers disagree that corporal punishment prepares learners to be victims of abuse; 4.2.2.15 showing that 51% student teachers agree that corporal punishment can be religiously justified; 4.2.3.23 indicating that 83% of the student teachers agree that fear of corporal punishment does not mix well with learning; 4.2.2.25 showing that 19% of the student teachers be conflicted regarding the belief that corporal punishment enhances teacher learner relationships; 4.2.3.18 showing that 87% of the student teachers agree that learners behave better when the teacher is liked.)

Judging by the extent to which student teachers agree or disagree with some statements, it is evident that for most of the student teachers using corporal punishment can be justified from a religious point of view, which is a religious belief and also from a cultural point of view where a majority of student teachers agree that it is morally correct that a person who has done wrong be punished for it.

The majority of student teachers agree that a teacher who is liked and creates a positive learning environment for learners motivates the learners to behave better in class, thus

minimizing the use of corporal punishment as a discipline strategy. This indicates that student teachers who have experienced positive relationships with teachers probably have less inclination to use corporal punishment as a discipline strategy. This concurs with the majority of student teachers who believe that discipline problems should be solved together with the learners in order to teach them to take responsibility for the problem. Because fear and learning do not mix well, meaning when children are afraid of corporal punishment and the teacher, they cannot learn effectively.

The fact that most student teachers are of the belief that corporal punishment does not enhance the teacher learner relationship shows quality of how they experienced corporal punishment. The experiences of student teachers differ, as a majority of student teachers also believe that corporal punishment should be used as a last resort when all other forms of discipline have failed. This can also be an indication that these student teachers would opt for corporal punishment as a discipline strategy, observing from what they have experienced as students. In the same breath, some student teachers who believe that corporal punishment is not the best form of punishment, contradicting the previous finding.

Findings collected from focus group discussions showed that some student teachers believed that corporal punishment scars the learners mentally, physically and psychologically. Data showed that student teachers themselves experienced corporal punishment as learners, resulting in hatred, but being forced to remain in schools because they were chasing their dreams. This shows that continued use of corporal punishment is accepted as part of school culture despite the ban, because even in their homes they were beaten. Data collected showed justifications for using corporal punishment which included keeping the performance high; growing up with a deeprooted perception that it is normal and teachers believing that it is necessary to keep order in schools. Drawing from their experiences as learners, data shows that learners discuss teachers and categorise them into those who are friendly and respected and fear those who use corporal punishment (See paragraphs 4.3.1.2; 4.3.1.3).

Data collected using semi-structured interviews indicated that student teachers expressed that they experienced corporal punishment in both primary and high school as a common act that was visible as part of the school. Signs and symbols of teachers intending to use it were common knowledge. It was very easy for the teachers to use it because they drew from their lived experiences as learners. In contrast, data revealed that some student teachers who experienced corporal punishment believed that its use was necessary to motivate them to learn

and behave appropriately. Findings show that the intensity of corporal punishment use varied from teacher to teacher and school to school. Findings also reveal the nature of corporal punishment as derogatory, cruel and abusive, showing violent abusive authority of teachers over learners.

Findings showed that reasons for using corporal punishment as a discipline strategy varied. Interesting to note the data showing, is the perception that most of the reasons had less to do with the core business of teaching and learning. To highlight some peripheral justifications of meting out corporal punishment these were mentioned; not wearing school socks, not combing hair, standing with boys and walking and not running after break. Data showed those reasons relating to schooling as showing no understanding of what is taught, failing to respond to questions during a lesson, not doing homework and not carrying schoolbooks. Most teachers used tools of corporal punishment like sticks, frog jumps, detention, water pipes, leg stands, beatings on the buttocks, pipes, rulers, dusters, gym, gardening and pushups. From the findings it is evident that use of corporal punishment can be associated with intention to use tools for inflicting pain to learners and to demean their character (See paragraph 4.2.2.1).

5.2.3 Question 3: To what extent do student teachers believe that they are trained to deal with discipline problems in the context of the illegality of corporal punishment?

Student teachers are not adequately trained to deal with discipline problems in the context of prohibition of corporal punishment (See Chapter 2). The inadequacy of student teacher preparation for the world of work leads to lack of skills, knowledge and competences to deal with learner misbehaviour. Most student teacher training is theoretical and student teachers battle to translate the knowledge gained to doable, practical, relevant and appropriate skills for the application in instances where learners misbehave. There is a clear discrepancy between the ideal perception of teaching and classroom management and the reality experienced by student teachers during teaching practice. According to Bronfenbrenner's Ecological Systems theory (BEST); mental, emotional, social and material resource possessed by an individual (Rosa and Tudge 2013), in this case, a student teacher plays a huge role in classroom management interactions. Resource also refers to the person's ability to engage effectively in proximal processes by activating development through accessing relevant skills, knowledge, values and attitudes, plus experience or resources that limit or disrupt proximal processes such as illness and cognitive damage (Bronfenbrenner and Morris 2007; Rosa and Tudge 2013). These have a moderate effect on how individuals engage in the bidirectional interactions. The

inadequate training received by student teachers regarding discipline strategies poses a threat of limiting the resourcefulness of these teachers in dealing with learner misbehaviour. This can be a result of not having relevant, accessible skills, values and attitudes to limit destructive and disruptive responses to learner misbehaviour.

Data reveals that training is possibly inadequate because personality traits that would deter or attract student teachers on how to react to learner misbehaviour in their immediate environments are not adequately considered. Student teachers' mental, social and material resources have an impact on their ability to engage effectively by accessing skills, knowledge, values and attitudes that would perhaps limit the use of corporal punishment.

Student teachers perhaps need training that addresses perceived capabilities, resources and opportunities that determine the degree of controlling and enabling and inhibiting factors regarding the use of corporal punishment. Data shows student teachers are not adequately trained in anger management, understanding learners and their role in creating positive learning environments that do not violate learners' rights. As a consequence, they use individual levels of force, reflecting BEST as explained by Rosa and Tudge (2013). Force, the third dimension, refers to disposition, temperament, motivation, persistence, curiosity, responsiveness to others, willingness to deter gratification and maintenance of proximal interactions (Rosa and Tudge 2013). Due to inadequacy of training, student teachers depend on their own understanding of problem solving, as in their response to unruly unanticipated and unplanned exposure to different behavioural problems created by learners in classrooms. The inadequacy in training shows a possible imbalance between processes of learner management and discipline and personality traits in dealing with discipline problems in the context of prohibition of corporal punishment. This is so because corporal punishment is a force that is elicited by impulsiveness, aggression, violence and preference for instantly gratifying behaviour, in this case, use of corporal punishment.

The objective of the research question was to assess effects of student teacher training regarding the use of corporal punishment. Quantitative data collected in phase one of the study indicates that a majority of student teachers have been adequately trained with an indication of a few claiming that they have been inadequately trained (See Chapter 4 Figure 4.3.1.5 indicating that 30% have been inadequately trained). Student teachers who claimed to be adequately trained, justified this by sharing that they had sufficient knowledge to deal with bad behaviour in classrooms. Skills and competencies to try out new methods of discipline were

shared during training at university and personally they decided not to struggle, but to communicate with the learners to understand what they want. The student teachers who felt that they were adequately trained expressed that they were competent to use a variety of discipline strategies that worked for the circumstances that they were exposed to during teaching practice. For them, training was sufficient, and it was up to the student teacher to expose the knowledge, the skills and the competences and understanding of the school in which they are placed. Student teachers who voiced that their training was inadequate claimed that the positive classroom environment that they are taught about does not exist in real classrooms, theory is not the same as practice when they are placed in schools. These student teachers expressed the need for in-service training so that they can be aware of new challenges in schools and how to deal with them and this would also equip mentors with new ways of disciplining learners.

Findings from focus group discussions (See paragraph 4.3.1.5) indicate that student teachers experience challenges during teaching practice because of a disconnect between what transpires in classrooms and the perception of training received. Data shows that student teachers, as a result, in some instances doubt the level of professionalism of their mentors in terms of ethics. Furthermore, data showed that a clear contradiction exists between what they are trained to do and what actually happens. Moreover, there is evidence that elements of positive discipline are a concept that was not adequately explored in their training as teachers. One particular finding that resonates with the concept of perceived behaviour control in TPB and resource in BEST is that student teachers have many mental, social, cultural issues impacting their mentality and self-efficacy in dealing with discipline problems that require a particular kind of training, which lacks in received training.

Quantitative data findings showed that 70% of the student teachers perceived that their training has been adequate. This is confirmed by some participants in the semi-structured interviews that, through theories regarding classroom management in some modules, they have an ability to analyse a problematic situation in the classroom and apply skills and knowledge to deal with it. Moreover, training adequacy is evident in acknowledgement by some participants that the university guides, informs and mentors them to understand themselves better first, to be able to create boundaries and make meaningful relationships with learners (See paragraph 4.2.2.5). Contrary to the perception, findings show inadequate training in discipline strategies to be an inability to apply training knowledge in contexts where student teachers lacked skills to

discipline learners because they must follow school rules, and most schools use corporal punishment. Adding to this is the perception that universities seem not to train student teachers informed by the understanding that school problems are bigger than the university teachings and create pressure for student teachers. Findings showed that although the university-trained student teachers in classroom management, teaching practice, guidance and counselling, this does not include self-control, so when faced with a problem in class, it is not possible to apply the skills and access appropriate knowledge, attitude and values.

5.2.4 Question 4: What are student teachers' experiences of being mentored by practising teachers concerning disciplining learners in schools?

Student teachers are purely mentored by practising teachers concerning disciplining learners in schools (See Chapter 2). Student teachers experience poor mentoring in schools during teaching practice because mentors perpetuate recurrent use of corporal punishment that is reinforced in their reliance on harsh discipline strategies. Mentors in schools normalise use of corporal punishment, leading to student teachers having an experience of being overpowered and deeply influenced by the mentors own understanding concerning disciplining learners. This can be explained through BEST. The theory provides that individual actions by the student teachers are a result of how different ecological systems and interactions within and between these systems affect the individual and the outcome in focus, showing an understanding that an individual's attitude towards a behaviour is a pluralistic and multilevel concept.

Student teachers find themselves being motivated to use corporal punishment because professional development of mentors in equipping them with appropriate discipline strategies that are cooperative, inclusive, supportive and positive has been inadequately done. Therefore, this inadequacy leads to mentors viewing corporal punishment as the only means of disciplining learners because they themselves lack understanding of learners' mental states that influence behaviour explains that subjective norm is a result of how others in society view this behaviour what is evident is that this school community directly or indirectly supports and approves the use of corporal punishment by student teachers. As a result, the beliefs, actions and decisions of the mentors are possibly influencing student teachers, as mentors show no indication of voluntarily giving up use of corporal punishment, as they are overworked and inadequately trained themselves.

Student teachers view mentors as leaders in schools. Lack of good leadership in schools leads to mismanagement of classrooms having a direct impact on the type of discipline strategies used. Poor leadership combined with cultural orientations, social beliefs and the general school culture and ethos can promote harsh disciplinary measures being used, making student teachers vulnerable to using corporal punishment despite its prohibition. Data shows if mentors as leaders in the school do not succeed in dealing with stressful working conditions, insufficient resources and poor learner-teacher relations, then it is not possible for student teachers to be able to bring positive discipline strategies, because the culture and the ethos of the school makes use of corporal punishment acceptable and possible despite legal prohibition. This finding resonates with TPB, which states that student teachers perceive and believe that they can use corporal punishment to control learner behaviour by believing that one has control over successfully carrying out using it as a discipline strategy.

The research question intended to investigate factors impacting mentoring of student teachers regarding the use of corporal punishment as a discipline strategy despite the ban. Data collected in phase one of the study indicates that student teachers had not been adequately mentored in schools during teaching practice. Most responses indicate that they do have an inclination of using corporal punishment as a discipline strategy (See Chapter 4, Figures 4.3.8; 4.3.4; 4.2.2; 4.2.2.22; 4.2.2.21). It is probably challenging for student teachers to be mentored against using corporal punishment if mentors themselves are using it. An indication of 74.1% of student teachers sending learners to the head of the school for corporal punishment sums up the prevalence of corporal punishment in schools that is supported by the management of the school represented by the principal who is supposed to teach student teachers to abide with the current laws regarding use of corporal punishment. There is an indication of 75,5% of student teachers who used corporal punishment themselves during teaching practice in front of senior teachers who are mentors. This is an indication that the mentoring that the student teachers are receiving is not aligned to the policies that govern learner discipline.

Teachers get exposure to school environments during teaching practice, so if 30% of the student teachers believe that corporal punishment is the best form of punishment because it is over quickly, it could probably be an indication of a display by mentors in schools during teaching practice. Observations of student teachers during teaching practice led to 55% of the student teachers holding their perception that learners prefer authoritarian teachers who use very strict measures of discipline, of which corporal punishment is likely to be one. Therefore, these

students are likely to develop a positive attitude towards using corporal punishment because of the behaviour that is displayed by their mentors in schools. The fact that data shows 30,5% of student teachers who align with the view that a good teacher is one who uses corporal punishment to discipline students is an indication of how the student teachers are mentored in their beliefs and what is role modelled to them as a form of discipline.

Data from focus group discussions shows that learners bring their own personal issues, and the teachers bring their own personal problems inside the classroom. So, if there was no communication between the teachers and learners, and the only communication was corporal punishment, then the teacher would end up using it excessively and no space would exist to explore alternatives. This data aligns with Miza and Ali (2014), reasoning that escalation of corporal punishment is a likely consequence of a lack of adequate provision of effective, acceptable alternatives to the banned method of discipline, causing anger and frustration among teachers. Furthermore, John (2019) agrees that associating corporal punishment with negative learning experiences contradicts belief that corporal punishment can correct misbehaviour, but only creates more problems for both teachers and learners.

One participant observed regarding mentoring, that mentors told student teachers to adopt existing school policies, so they were told that they cannot use corporal punishment and some of the schools were not using corporal punishment, so student teachers did not use it. In schools, participants observed that nobody talks about corporal punishment, although it is visible despite being banned. When student teachers are given teaching resources like textbooks, in some schools one is given a stick.

5.3 Conclusion

This chapter discussion of findings from both quantitative and qualitative data collection methods, makes a most significant point about the findings, which is the confirmation and alignment of both kinds of data findings showing a positive attitude and a negative attitude of student teachers towards using corporal punishment and those experiencing a dilemma. The findings discussion leads to the next chapter which focuses on concluding the study.

CHAPTER 6

CONCLUSIONS and RECOMMENDATIONS

6.1 Introduction

This chapter provides conclusions based on the reviewed literature and synthesis of findings. This is followed by recommendations for further research and for implementation and a conclusion. The aim of the study was to investigate the attitudes of student teachers towards using corporal punishment as a discipline strategy in schools. The study is concluded understanding its limitation and delimitations as mentioned in Chapter 1. The conclusion of findings is discussed based on the objectives of the study.

6.2 Summary of findings in answer to Research questions

Question 1: What are student teachers' attitudes towards using corporal punishment as a discipline strategy?

In conclusion the study revealed that some student teachers have a strong positive attitude and some a weak negative attitude towards using corporal punishment as a discipline strategy despite the ban. Most student teachers are likely to use corporal punishment despite its prohibition because during teaching practice in most schools it is still in use, it is a quick fix method. Some student teachers experience a dilemma concerning using corporal punishment as a discipline strategy, because despite its illegality, in most schools, corporal punishment is the most prevalent form of punishing learners who misbehave. Participants felt that corporal punishment does have benefits although it is illegal, and it still should be used in moderation and to a certain extent. Conversely, some student teachers have a negative attitude towards corporal punishment because it is prohibited and they see that it is likely to have a negative impact on the learner, the parent, the teacher and society if its use is continued.

Question 2: How do student teachers' experiences of corporal punishment shape their understanding in disciplining learners?

In conclusion the study revealed that student teachers draw on their strong social cultural and personal beliefs in shaping their understanding of disciplining learners. The effect of their personal experiences of corporal punishment and cultural and social beliefs experienced in different contexts of their lives in understanding disciplining learners became evident. Student teachers' lived experiences of corporal punishment combined with an enabling environment during teaching practice have a great influence on how they perceive its use. The belief that

using corporal punishment motivates learners to excel in school commands and shapes some student teachers' positive attitude towards it despite the ban. Some student teachers believe that corporal punishment is necessary since they lack understanding of more appropriate positive discipline strategies.

Question 3: To what extent do student teachers believe that they are trained to deal with discipline problems in the context of the illegality of corporal punishment?

In conclusion the study revealed that most student teachers in this study do not believe that they are adequately trained to deal with discipline problems in the context of illegality of corporal punishment. Inadequacy in student teacher training is shown by the expressed inability of student teachers to apply theoretical knowledge to doable, practical, relevant and appropriate skills for the application in instances where learners misbehave. The perceived lack of training in legal, positive discipline strategies in training in the context of the corporal punishment ban limits the ability of student teachers in accessing mental, social and material resources that might enable them to engage effectively by accessing skills, knowledge, values and attitudes that would perhaps limit the use of corporal punishment. Student teachers' perception that they are not adequately trained in anger management, understanding learners and their role in creating positive learning environments that do not violate learners' rights shows limited training.

Question 4: What are student teachers' experiences of being mentored by practising teachers concerning disciplining learners in schools?

In conclusion, student teachers experience poor mentoring in schools during teaching practice because mentors perpetuate recurrent use of corporal punishment in their reliance on harsh discipline strategies. Mentors in schools normalise use of corporal punishment, leading to student teachers having an experience of being overpowered and deeply influenced by the mentors' understanding concerning disciplining learners. The study also concludes that there are strong indications that the mentoring student teachers are receiving is not aligned to the policies that inform, guide and govern implementation of learner discipline exists. As a result, the beliefs, actions and decisions of the mentors are possibly influencing student teachers, as mentors show no indication of voluntarily giving up use of corporal punishment, as they are overworked and inadequately trained themselves.

6.3 Conclusions

Based on the findings of the responses to the interview questions, the following conclusions can be made:

6.3.1 Most teachers did not grow up in a model of non-violent discipline, thus, because of their experiences of violent discipline, they lack an understanding of non-violent disciplinary methods and adopt corporal punishment as a strategy for most discipline problems (Mayisela 2018). Kula and Akbulut (2021) studied student teacher sensitivity towards using violence in Turkey, concluding that student teachers were insensitive towards using violent means of punishment on children and expressed that they could use punishment openly despite the ban. Student teachers experience a dilemma towards using corporal punishment as a discipline strategy despite its illegality. Findings show that student teachers were divided in their feelings and views about the use of corporal punishment. A minority of the student teachers felt that in the 21st century corporal punishment is just not acceptable, student teachers must not and cannot use it at all, there is no space for it. Moreover, corporal punishment is not right, it is not the only solution to discipline problems and it just should not be used. A majority of participants in the focus discussion groups felt that corporal punishment is a very good solution, especially for Black societies, because it worked during the times when these student teachers were learners. A slight minority of participants felt that corporal punishment does bring order in the school, but it needs to be used with moderation and to a certain extent (See paragraphs 4.3.1.2; 4.3.1.4. 4.3.1.6; 4.2.2.1; 4.2.2.2; 4.3.5).

6.3.2 Glaser (2019) further states that violence in one sphere leads to violence in other spheres. Corporal punishment for mentors emerges as an act of desperation informed by personal experiences, training and social culture to hold up generational authority. Due to this student teachers are probably exposed to instances of inheriting the use of corporal punishment from poorly trained mentors. Student teachers become exposed to insecurity in pedagogy, large classes, poor schools and poor job prospects (Glaser 2019). They are sometimes compelled to use corporal punishment as a magical solution to address matters beyond the classroom to reclaim authority. Mentors in schools have influence and power over student teachers regarding development of attitudes towards using corporal punishment as a discipline strategy despite the ban. Findings show, as experienced by student teacher C, that the mentor warned her of

circumstances that would be encountered if corporal punishment were not used because the mentor used it. There was no clear guideline on what to do and what not to do and it did not help that most parents encouraged the use of corporal punishment to discipline learners. The only close to guidance experience that this student teacher encountered was the information that taking learners out of class as punishment amounts to missing the lesson and depriving them of their right to learn. This student teacher saw that this could be viewed as encouraging her indirectly to use corporal punishment instead of creating disorder and chaos by removing learners from class. 75.4% of student teachers indicated that they used corporal punishment during teaching practice in front of senior mentor teachers concludes that mentoring received by student teachers is not aligned to the policies that govern learner discipline because of the influential power mentors have (See 4.3.1.3; 4.2.2.3).

6.3.3 The UCT Children's Institute (2022) claims that SACE admits that teacher training in managing discipline problems non-violently is inadequate. Added to that, charged teachers return to classrooms without rehabilitative training, retraining, and reskilling in positive discipline strategies. The discrepancy between the ideal perception of teaching and the reality often experienced by student teachers in practice exposes theory-practice gaps that impact directly on classroom management (Smith, Ulvik and Helleve 2019). The study focused on lessons learnt from novice teachers. Teachers reflected on critical incidents involving disciplining learners, highlighting that due to inadequacies of teacher training, they depend mostly on their own understanding of problem solving. Training is done by the university, but it is not adequate. Inadequate training of student teachers at institutional level impedes their ability to explore alternatives to corporal punishment (See 4.2.2.5; 4.2.2.6; 4.3.1.5.; 4.3.1.2).

Findings show that most student teachers lacked skills to discipline learners because they feel compelled to uphold school culture, and most schools use corporal punishment. So, as student teachers, they face challenges concerning disciplining learners, showing a gap in training at institutional level.

These conclusions helped the researcher to make the recommendations presented in section 6.4.

6.4 Recommendations

Based on the conclusions of the findings and the reviewed literature, the following recommendations are made which contribute to the use of corporal punishment by student teachers despite the ban. Recommendations include those for implementation and further research.

6.4.1 Recommendations for implementation

6.4.1.1 Institutions involved in teacher training in partnership with teacher employers in both government and private sectors need to focus on emotional intelligence skills to equip student teachers to be assertive and have problem solving skills relevant for classroom management to prevent, manage and deal with learner misbehaviour appropriately.

6.4.1.2 Teachers in schools need in-service training to upgrade their mentoring skills regarding discipline strategies appropriate and aligned to current policies at school level. Training should be continuous and evaluated to assess its impact and efficiency.

6.4.1.3 Institutions in initial teacher training need to train student teachers in discipline strategies relevant to the 21st century classrooms in order to equip them with necessary skills, values and attitudes.

6.4.2 Recommendations for further research

6.4.2.1 In its aim to investigate attitudes of student teachers towards using corporal punishment as a discipline strategy the study target population was only 120 PGCE students at one institution in one province, registered in a rural university in the Eastern Cape. Therefore, I recommend a longitudinal study involving more than one province for further research so that the findings can perhaps be generalized to a wider population.

6.4.2.2 The study employed a mixed method approach aligned to the interpretivist paradigm. I recommend a pragmatic approach, participatory action research and a case study comparing two schools matched for quintile socio economic status access to resources, teacher -learner ratio and other factors that might impact on the school environment, one using corporal punishment and the other not using corporal punishment. Perhaps the comparison would help to offer the systems used in both schools and the benefits of each system so that policy alignment can use information that has been researched. This would be appropriate if

researchers use an existing intervention program like the Good School Toolkit used in many African countries.

6.4.2.3 Further study can assess mental wellness and state of readiness in mentoring novice teachers in schools, because understanding personality influences in attitude behaviour and action is linked to professionalism and wellness. Therefore, a study that would expand on the state of readiness of mentors in schools before students are placed would actually give a clear indication of the styles and the type of mentoring that the student teachers would experience.

6.5 Conclusion

The study concludes that corporal punishment is likely to continue to be used in the Eastern Cape by new teachers despite the ban. Notably, 12,6% of the student teachers indicated neutrality towards corporal punishment as a necessary discipline strategy. The neutral stance suggested that student teachers experienced a dilemma towards using corporal punishment as a discipline strategy. This ambivalent feeling emanates possibly from school mentors having influential power on shaping discipline methods coupled with inadequate training in effective discipline strategies.

The finding that 46.3% of student teachers view corporal punishment as a necessary discipline strategy combined with the 75.4% of them who administered corporal punishment during teaching practice is a clear indication that there is a strong positive attitude towards using corporal punishment despite prohibition, making it safe to conclude that for these student teachers, think and feel that corporal punishment is a good strategy. Conversely, 41.1% of the student teachers who disagreed that corporal punishment is a necessary discipline strategy, with the 24.6% refraining from administering corporal punishment is a clear indication that these students have a negative attitude towards using corporal punishment as a discipline strategy and they would not consider using corporal punishment.

Finally, in conclusion, I present descriptive characteristics associated with thinking that corporal punishment is a good discipline strategy by new teachers as shown in the findings. Student teachers who are most likely to use corporal punishment as a discipline strategy have a weak sense of their own agency and rely heavily on the norms of the context. Evidence from this study shows that student teachers rely on mentoring experienced during teaching practice deciding whether to use or not to use corporal punishment. For instance, these teachers are anxious and overwhelmed by classroom discipline issues, have less confidence in classroom

management and show an inability to access relevant skills, knowledge, values and attitudes to adapt to disruptive learning environments. They are likely to succumb to social pressure of the exposing environment, have a strong behavioural belief that corporal punishment will lead to the desired outcomes and experience more enabling than prohibiting factors regarding using corporal punishment.

Reliance on corporal punishment as a quick fix discipline strategy in the study underscores training insufficiency to manage disruptive classrooms. Evidence shows that training received in the institution inadequately prepares student teachers to be bold, articulate and intentional in exploring alternative discipline strategies.

New teachers who see it necessary to use corporal punishment, are more likely to be male than female, are likely to have been mentored to use corporal punishment, and to have been inadequately trained. Finally, impulsiveness, aggression, perceived social expectations in school environments that allow violence and desperation for compliance leads to seeing corporal punishment as a good strategy despite the ban.

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APPENDICES

Appendix A

Online questionnaire link to be sent to participants using Google form survey tool:

<https://docs.google.com/forms/d/e/1FAIpQLSdLfFfXdS1Ij0ruNUsxY9kSrmnhuzt3VvoUU4WdRCLesFftaA/viewform?vc=0&c=0&w=1>

Screenshots of the questionnaire are pasted below:

1. Email *

Untitled Section

2. Age *

3. Gender *

Mark only one oval.

☐ Female

☐ Male

☐ Prefer not to say

☐ Other:

4. Home Language *

Mark only one oval.

- ☐ Afrikaans
- ☐ English
- ☐ isiNdebele
- ☐ isiXhosa
- ☐ isiZulu
- ☐ Sepedi
- ☐ Sesotho
- ☐ Seswati
- ☐ Setswana
- ☐ Tshivenda
- ☐ Xitsonga

5. Province where you did your teaching practice *

Mark only one oval.

- ☐ Eastern Cape
 - ☐ Free State
 - ☐ Gauteng
 - ☐ KwaZulu-Natal
 - ☐ Limpopo
 - ☐ Mpumalanga
 - ☐ Northern Cape
 - ☐ North West
 - ☐ Western Cape
-

6. Taught at a *

Mark only one oval.

- ☐ Primary school
- ☐ High school
- ☐ Other: _____

Please enter appropriate information

7. Current year of study in PGCE

8. Number of years of teaching experience as a student teacher

9. Number of schools you have taught in

10. Number of classes you taught

11. Average number of learners in class

Show your level of agreement or disagreement with the statement on classroom discipline. With 1 being strongly agreeing and 5 strongly disagreeing.

12. Giving extra homework as a punishment only results in the learners hating the subject.

Mark only one oval.

	1	2	3	4	5	
strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	strongly disagree

13. Sending learners out of the class removes the problem but does not solve it.

Mark only one oval.

	1	2	3	4	5	
strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	strongly disagree

14. Organised teachers have less discipline problems.

Mark only one oval.

	1	2	3	4	5	
strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	strongly disagree

15. Corporal punishment is necessary in order to maintain discipline at school.

Mark only one oval.

	1	2	3	4	5	
strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	strongly disagree

16. Learners tend to disregard teachers threat of punishment.

Mark only one oval.

	1	2	3	4	5	
strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	strongly disagree

17. Corporal punishment prepares learners to become victims of abuse.

Mark only one oval.

	1	2	3	4	5	
strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	strongly disagree

18. Detention is an effective way of preventing pupils from misbehaving.

Mark only one oval.

	1	2	3	4	5	
strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	strongly disagree

19. A good teacher is one who does not use corporal punishment to discipline students.

Mark only one oval.

	1	2	3	4	5	
strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	strongly disagree

36. Learners prefer authoritarian teachers (where very strict measures of discipline are used).

Mark only one oval.

	1	2	3	4	5	
strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	strongly disagree

37. Corporal Punishment should be used as a last resort, when all other methods of discipline have failed.

Mark only one oval.

	1	2	3	4	5	
strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	strongly disagree

38. Corporal punishment is the best form of punishment because it is over quickly.

Mark only one oval.

	1	2	3	4	5	
strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	strongly disagree

Show how often you use these classroom discipline strategies in your teaching practice. With 1 being never and 5 being always.

39. Do you send learners to detention?

Mark only one oval.

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

40. Do you send learner to headmaster/mistress?

Mark only one oval.

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

41. Do you send an unfavourable report home?

Mark only one oval.

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

42. Do you send learner out of class?

Mark only one oval.

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

43. Do you reason with learner during lesson?

Mark only one oval.

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

44. Do you give the learner a "good talking to" in private?

Mark only one oval.

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

45. Do you see or telephone parents?

Mark only one oval.

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

46. Do you administer corporal punishment (jacked; hit with cane) yourself?

Mark only one oval.

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

47. Do you send learner to head for corporal punishment?

Mark only one oval.

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

48. Do you approach school counsellor/social worker/psychologist to resolve conflict between learner and teacher?

Mark only one oval.

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

49. Do you use a contract system?

Mark only one oval.

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

50. Do you give positive reinforcement?

Mark only one oval.

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

51. Do you give extra homework?

Mark only one oval.

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

52. Do you give physical tasks around the school (e.g. clean up the rubbish in the school)?

Mark only one oval.

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

53. Do you make learners stay in at break/ after school?

Mark only one oval.

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

54. Do you deprive learner of an enjoyable activity?

Mark only one oval.

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

55. Do you make the learner look foolish?

Mark only one oval.

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

56. Do you give a slap or hit in passion?

Mark only one oval.

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

57. Do you give a daily report of behaviour to head/parent?

Mark only one oval.

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

58. Do you gang up with colleagues and punish the learner?

Mark only one oval.

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

59. Do you engage the learner in strenuous physical activity(push ups, planks, frog jumps)?

Mark only one oval.

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

60. Do you record the misbehaviour and share on social media?

Mark only one oval.

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

61. Other

62. Scale for other

Mark only one oval.

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

Untitled section

Answer with a yes or no and explain/justify your answer.

Appendix B

63. Do you feel that you were adequately trained in classroom discipline in your teacher training programme?

64. Do you feel the need for in service training (during your teaching job) on methods of classroom discipline?

Link of the video material to be used during focus group discussions:

<https://en-gb.facebook.com/MthathaExpress/videos/1561784937211657/>

Guiding questions for focus group discussions are presented below. Responses will be recorded and written.

1. What do you feel about CP as used in the clip?
 2. How do you think learners feel while they are being beaten?
 3. What have you observed currently in schools in relation to CP?
 4. What circumstances do you think lead teachers to use corporal punishment?
 5. Are teachers adequately trained to deal with discipline issues in schools?
 6. What is your attitude towards CP now?
-

Appendix C

Semi structured interview questions

How did you experience corporal punishment as a learner?

2.What was your attitude towards CP during teaching practice?

3. What mentoring guidelines have been shared with you in schools about CP?

4.What is your attitude towards CP now?

5.What other discipline measures would you use?

6.Are you adequately trained to deal with discipline issues in schools?

Questions for interviews may be added from themes emerging from focus group responses

Interview tool

Participant code	
Interview question	Participant response
1.How did you experience corporal punishment as a learner?	
2.What was your attitude towards CP?	
<u>3 What mentoring guidelines have been shared with you in schools about CP?</u>	
4.What is your attitude towards CP now?	
5.What other discipline measures would you use?	

6.Are you adequately trained to deal with discipline issues in schools?	
7.Other emerging concerns	

APPENDIX D

Letter of information

Letter of consent

Appendix D



LETTER OF INFORMATION

Title of the Research Study:

Investigating attitudes of student teachers in Eastern Cape towards using corporal punishment in schools

Principal Investigator/s/researcher: Nontuthuzelo Nonkosi Ngubane

Postgraduate Diploma in Adult Education

B. Ed Honours in Educational Psychology

Co-Investigator/s/supervisor/s:

Dr S Land

Dr AS Mabade

Brief Introduction and Purpose of the Study:

The purpose of this study is to investigate attitudes of student teachers towards using corporal punishment as a discipline strategy. The study looks at what shapes student teachers' attitudes towards corporal punishment, and how teacher training equips student teachers to deal with discipline in classrooms.

Greeting

Good morning

You know me as Mrs Ngubane, your lecturer but I am also a Masters student at DUT conducting the study for the fulfilment of my studies towards Masters of Adult and Community Education.

I hope to generate research knowledge that will help understand the attitudes of student teachers who will soon enter classrooms as trained teachers towards using corporal punishment as a discipline strategy. Gaining this understanding will help us to continue to develop WSU's teacher training around classroom discipline.

I would like to invite you to participate in this research.

What is Research

Research is a process of collecting information from different sources to solve, understand and inform a problem situation. The aim is to gather new knowledge systematically.

Outline of the Procedures:

The study is divided into THREE phases of data collection. Firstly, as a participant, you will be asked to complete a survey questionnaire and provide demographic information with an anticipated completion time of about 30 minutes. Secondly, approximately 7 days after the first phase you will participate in focus group discussions. For this phase you will be divided according to your already existing tutorial and class activities groups. Each focus group discussion will be between 60 to 90 minutes. Thirdly, the last phase interviews will be conducted by selecting 12 students from the class randomly. Each interview will be approximately 30minutes

Risks or Discomforts to the Participant:

There are no risks associated with this research project which are greater than those ordinarily encountered in daily life.

Explain to the participant the reasons he/she may withdraw from the Study:

You are entitled to withdraw from the study at any time should you wish to do so and will continue to receive the appropriate standard of care. Participation is voluntary and you may withdraw at any time without reprisal or penalty. There are no risks or mark penalties if you choose to withdraw. However, I hope you will choose to participate and answer all questions as truthfully as you can.

Benefits:

This project will give you an opportunity to reflect on how you discipline students.

Remuneration:

No compensation or any monetary remuneration will be received for participating in the study

Costs of the Study:

The participant will not be expected to cover any costs towards the study.

Confidentiality:

Privacy and confidentiality of the participant's information will be maintained by securing research records in a securely locked file that only the researcher will have access to.

Results:

This research will result in a thesis that will be submitted to DUT and be made available in the research archives in the DUT library.

Research-related Injury:

There are no foreseeable risks that can lead to research related injury or adverse reactions.

Storage of all electronic and hard copies including tape recordings

Research records will be stored securely in a locked file of the researcher, and no one will have any access to the data obtained. Data files will be destroyed after the completion of 1 year. Data reported in any written results will not include information that will identify you.

Persons to contact in the Event of Any Problems or Queries:(Supervisor and details) Please contact the researcher Nontuthuzelo Ngubane (0712047015), my supervisor Dr Sandra Land (031 373 6045) or the Institutional Research Ethics Administrator on 031 373 2375. Complaints can be reported to the Director: Research and Postgraduate Support Dr L Linganis on 031 373 2577 or researchdirector@dut.ac.za



CONSENT

Full Title of the Study: Investigating attitudes of student teachers towards using corporal punishment as a discipline strategy in the Eastern cape

Names of Researcher/s: Nontuthuzelo Nonkosi Ngubane

Statement of Agreement to Participate in the Research Study:

- ☐ I hereby confirm that the researcher, Nontuthuzelo Ngubane, has informed me about the nature, conduct, benefits and risks of this study - Research Ethics Clearance Number: (pending).
- ☐ I have also received, read and understood the above written information (Participant Letter of Information) regarding the study.
- ☐ I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.
- ☐ In view of the requirements of research, I agree that the data collected during this study can be processed in a computerized system by the researcher.
- ☐ I may, at any stage, without prejudice, withdraw my consent and participation in the study.
- ☐ I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.

- ☐ I understand that significant new findings developed during this research which may relate to my participation will be made available to me.

_____ **Full** _____ **Name**
of Participant Date Time Signature

I, Nontuthuzelo Ngubane, confirm that the above participant has been informed about the nature, conduct and risks of the above study.

Full Name of Researcher

Date

Signature

Full Name of Witness (If applicable)

Date

Signature

Full Name of Legal Guardian (If applicable) **Date**
Nontuthuzelo Ngubane

Signature

Appendix E TURNITIN REPORT

Ntuthu Ngubane | final dissertation

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INVESTIGATING ATTITUDES OF STUDENT TEACHERS
TOWARDS USING CORPORAL PUNISHMENT IN EASTERN CAPE
SCHOOLS

BY

NONTUTHUZELO NONKOSI NGUBANE

A thesis submitted in fulfilment of the requirements for the degree of Master of Education in
the School of Education, Faculty of Arts and Design at the Durban University of Technology.

October 2023

WAITING FOR APPROVAL FOR FINAL SUBMISSION

Supervisor: Dr S Land

Co-supervisor: Dr AS Mabade

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Match Overview

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APPENDIX F: Editors certificate

	<p>Dr Sharon Gilpin Deputy Head Department of Linguistics University of Sydney 15/155 St John St Sydney NSW 2006 sydney@linguisticsinstitute.com.au www.linguisticsinstitute.com.au</p>
Certificate of editing	20 October 2022
Name: Ananthasuri-Nelson Ngabire	
Title: Investigating attitudes of student teachers towards using corporal punishment in Eastern Equatorial	
This certificate confirms that the above document has been proofread and edited by members of the LSI Language Institute's professional English language editing team. The document was returned to the author with tracked changes and comments intended to correct errors and to clarify meaning. It was the author's responsibility to attend to these changes.	
	
Ms. J. Smith Director of the English Language Institute	
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