
THESIS / DISSERTATION

**Title: EXPLORING THE EXPERIENCES OF
PRIMARY SCHOOL TEACHERS'
IMPLEMENTATION OF THE *ALTERNATIVES TO
CORPORAL PUNISHMENT GUIDELINES (2000)***

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Master of Education degree with specialisation in
Education Policy Studies in the Department of
Education Management, Policy and Comparative
Education in the Faculty of Education at the University
of the Free State

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Declaration

I, Azile Khwakhwa, declare that the thesis, **Exploring the experiences of primary school teachers' implementation of the *Alternatives to Corporal Punishment Guidelines (2000)***, hereby handed in for the qualification of master's degree in policy studies at the University of the Free State, is my own work. It has not been submitted for any degree or examination at any other University/Faculty. I hereby give over copyright to the University of the Free State.

A. Khwakhwa

November 2024

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Dedication

This thesis is dedicated to my maternal grandfather, Mkholelwa Gwebindlala, who always believed in me since primary school and encouraged me to be educated even though he never went to school himself.

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List of Abbreviations

ACPG - Alternatives to Corporal Punishment Guidelines

DoE - Department of Education (DoE)

NEPA - National Education Act

PBIS - Positive behavioural interventions and supports

RSA - Republic of South Africa

SASA - South African Schools Act

SEL - Social and Emotional Learning

SES - Socio-Economic Status

SGB - School Governing Body

UNCRC – United Nations Convention on the Rights of the Child

UTM - Ubuntu Theory of Management

ABSTRACT

Globally, there is a challenge of learners' indiscipline. Most teachers find it difficult to uphold and enforce learner misconduct since the South African Schools Act (SASA) (Act 84 of 1996) outlawed corporal punishment in South African schools. Teachers have had to deal with disruptive students, which makes it challenging to conduct effective instruction in the classroom. The purpose of this study was to explore the experiences of primary school teachers in applying the *Alternatives to Corporal Punishment Guidelines (ACPG)* (2000). Informed by *Ubuntu* Theory of Management, I located my study within the interpretivism paradigm as a lens to couch it. I used the qualitative research approach and case study as a research design. Six teachers and two SGB members were interviewed in semi structured interviews. Critical Policy Analysis was used to analyse the *ACPG* (2000). Findings from this study show that the *ACPG* (2000) is not a one-size-fits-all. Participants claim that these tactics do not always succeed. Furthermore, the findings also indicate that no appropriate professional development has been provided to assist instructors in promoting the *ACPG* (2000). The study is significant as it furnishes insights into the obstacles encountered and possible options for support during the implementation of the *ACPG* (2000). I recommend that Future researchers should conduct studies in multiple schools, involving teachers and principals, to investigate ill-behaved students in rural, urban, and suburban areas. They should also explore the hiring of social workers and psychologists and collaborating with policies for daily monitoring to address substance addiction.

Keywords: *Ubuntu, Corporal punishment, Indiscipline*

CHAPTER 1: ORIENTATION

1.1 Introduction

Since the abolishment of corporal punishment in South African schools, as stated in the South African Schools Act (SASA) (Act 84 of 1996), most teachers struggle to enforce and maintain learner discipline (Gershoff, 2017). Following the abolition of corporal punishment, teachers are confronted with the challenges of unwanted student behaviour, which makes effective teaching and learning difficult in classrooms. Corporal punishment is described as the intentional use of emotional or physical force to cause pain, but not injury, to correct or control a child's behaviour (Leigh et al., 2009).

Instead of using punitive and punishing measures, teachers have the right to discipline learners in a corrective and educative manner (Segalo and Rambuda, 2018). Therefore, acting in *loco parentis*, teachers are obligated to take responsibility for disciplinary processes in school to ensure effective teaching and learning in the classroom. This also of learners from harming one another. As defined by Mampane (2018), the in *loco parentis* position means that the instructor is acting in place of the parent. Mampane (2018) goes on to clarify that the in loco parentis role is to punish pupils and care for their physical and mental well-being while they are under his or her supervision.

Although the *Alternatives to Corporal Punishment Guidelines (ACPG) (2000)* has been introduced, ill-discipline continues to grow in schools (Obadire et al., 2021). The Department of Education (DoE), in the *ACPG (2000)* policy, indicates that a society that aims to decrease levels of social violence should prohibit corporal punishment in schools. The *ACPG (2000)* promotes positive and constructive discipline and encourages communication between teachers and learners. The *ACPG (2000)* suggests that teachers must establish classroom rules with the learners from the beginning of the year, reward good behaviour, develop a code of conduct, build a positive relationship with learners, and involve parents to solve discipline. Since schools were instructed by the South African Constitution and the National Education Act (NEPA) (1996) not to administer corporal punishment, teachers are expected to use other alternatives that do not violate the rights of the learners. According to Section 12 of the South African Constitution, everyone has the right to not be treated or punished in a cruel, inhuman, or degrading manner. According to NEPA (no. 27 of 1996) "No person shall administer corporal punishment or subject a student to psychological or physical abuse at any educational institution." However, most teachers still need to adapt to discipline

approaches other than corporal punishment. Part of the *ACPG (2000)* reveals that there were arguments that other disciplinary methods require time, patience, and skills that educators often lack. Therefore, this study explores the experiences of primary school teachers' implementation of the *ACPG (2000)*.

According to Moyo, Khewu and Bayaga (2014), only a few studies have been conducted in South Africa to examine the alternatives to corporal punishment implemented in schools or assess whether teachers have developed their own set of alternatives to corporal punishment that the government has mandated. Hence, I decided to conduct this study.

1.2 Research Interest and Research Questions

Some schools continue to use corporal punishment due to teachers' lack of disciplinary skills and patience to use the measures put in place by the Department of Basic Education (DBE) in South African schools (Zondo, Mncube and Olussola, 2023). Some teachers support corporal punishment because they view some learners as disrespectful and reluctant to complete tasks unless they are or threatened to be beaten (*ACPG, 2000*). Many educators believe they have difficulty disciplining students because they lack the authority and capacity to deal with misbehaving students (Mestry and Khumalo, 2012). Furthermore, they believe that non-violent approaches to discipline may not have effect on ill-disciplined learners, particularly to those whose behaviour is influenced by gangsterism and violence in a school (*ACPG, 2000*). According to Moyo, Khewu and Bayaga (2014), in some South African Schools, the *ACPG (2000)* is not used while in others it is wrongly implemented. The problem I have discovered as a primary school teacher who have been teaching for five years is that the behaviour of learners who are ill-disciplined at school puts other learners' lives in jeopardy and no effective teaching and learning takes place when the class is disrupted. Further, lack of strong and firm disciplinary measures results in learner absenteeism, learners bunking classes and not doing schoolwork.

This study was guided by the following main question and sub-questions:

Main Question

What are the experiences of primary school teachers in implementing the *Alternatives to Corporal Punishment Guidelines (2000)*?

Sub-Questions

1.2.1 What are the nature and the implications of the *Alternatives to Corporal Punishment Guidelines (2000)*?

1.2.2 How are the *Alternatives to Corporal Punishment Guidelines (2000)* being applied by the teachers in primary schools?

1.2.3 What are the challenges and benefits of using the *Alternatives to Corporal Punishment Guidelines (2000)* in primary schools?

1.2.4 What suggestions can be made regarding the experiences of teachers implementing the *Alternatives to Corporal Punishment Guidelines (2000)* in primary schools?

1.3 Research Aim and Objectives

The study aims to explore the experiences of primary school teachers who implement the *Alternatives to Corporal Punishment Guidelines (2000)*.

The objectives of the study are:

1.3.1 To explore the nature and implications of the *Alternatives to Corporal Punishment Guidelines (2000)*.

1.3.2 To establish how teachers in primary schools are applying the *Alternatives to Corporal Punishment Guidelines (2000)*.

1.3.3 To explore the challenges and benefits of using the *Alternatives to Corporal Punishment Guidelines (2000)* in primary schools.

1.3.4 To make suggestions regarding the experiences of teachers implementing the *Alternatives to Corporal Punishment Guidelines (2000)* in primary schools.

1.4 Rationale for the Study

The reason for doing this study is to explore the experiences of primary school teachers implementing the *Alternatives to Corporal Punishment Guidelines (2000)*. Since corporal punishment was abolished, I noticed that most teachers are still unsure about positive discipline approaches they can use for the holistic development of the learner. Hence, I have decided to conduct this study that explores teachers' experiences in implementing alternatives to corporal punishment to create a good relationship between the learner, teacher, and parent in that process.

1.5 Theoretical Framework

My research was guided by the Ubuntu Theory of Management (UTM). The theory was determined from the adage 'I am because we are.' The term 'Ubuntu' encapsulates peace, love, care for one another, and selfless individuals who are not keen to satisfy themselves alone but also the brotherhood and sisterhood, looking out for each other in times of difficulty and needs (Banda, 2019). Furthermore, the assumptions of the UTM are based on themes, namely, belonging and love in an organisation, compassion, trust and interdependence, reflective observations, and communal engagements between stakeholders in the organization (Msengana, 2006; Malunga, 2009; Mukwedeya, 2022). These themes augment the *ACPG (2000)* because it promotes and supports the use of *ACPG (2000)*, which also suggests the implementation of positive discipline not involving corporal punishment. It discourages the use of physical and emotional harm. The UTM embraces personhood. Ubuntu is an African theory of management that views stakeholders as partners in progress. The *ACPG (2000)* principles focus on positive discipline, correcting misbehaviour with communication and understanding between two parties, as well as instilling respect and values in learners. The link between UTM and *ACPG (2000)* is that they both promote peace and togetherness. The underlying tenets of UTM guided this study in realising the aim of exploring the experiences of primary school teachers with the implementation of the *ACPG (2000)*.

According to Moyo, Khewu and Bayaga (2014), in some South African Schools, the *ACPG (2000)* is not used, while in some it is wrongly implemented. There is not much research that has been done to look at the experiences of teachers using the *ACPG (2000)*, hence the current study.

1.6 Research Methodology

The research technique includes decisions about participants, data collection methods and instruments, data analysis or interpretation methods, and the general approach to be taken (Ling & Ling, 2016).

1.6.1 Research Paradigm

In this study, I adopted the interpretivist paradigm. According to Taylor and Medina (2013), interpretivism attempts to understand other cultures from the inside-out, to grasp the differences, by learning to stand in their shoes. In this study, I explored the experiences of primary school teachers of implementing *ACPG (2000)*. As an interpretivist researcher, I learned to understand and stand in the shoes of the participants.

1.6.2 Research Approach

To ensure the success of this study, I utilised a qualitative research approach to investigate and obtain information on the topic. Bhandari (2020) defines qualitative research as the collection and analysis of non-numerical data to better comprehend thoughts, opinions, and experiences. The qualitative technique has the advantage of being flexible, allowing data to be obtained firsthand in real-world circumstances and describing people's experiences and sentiments. The qualitative approach was used in this study to collect information from people who had firsthand experience with the implementation of the *ACPG (2000)*.

1.6.3 Research Design

The research design I used for my study is a case study. McCombes (2019) explains that a case study is a design used when a researcher wants to gain concrete and in-depth knowledge about a specific real-world topic. A case study was relevant to my study because it sought to explore the experiences of primary school teachers with the implementation of *ACPG (2000)*.

1.6.4 Research Methods

Literature was reviewed to establish what other authors have already done relating to *ACPG (2000)*. This document was also analysed as part of the data collection. Other documents that explain the *ACPG (2000)*, National Education Policy Act (1996), South African Schools Act (1996), and South African Constitution (1996) were also consulted. The literature review assisted in exploring other authors' perspectives on *ACPG (2000)*.

For this study, data were also collected through semi-structured interviews. Two schools from George, Western Cape were selected to participate in the study. Three teachers and one SGB member were recruited from each school. In total, eight participants were interviewed. The interviews helped me gain knowledge and understand the opinions of participants who have experience with the topic (Bhandari, 2020). The participants were informed of the purpose and aims of the study, and the participation was voluntary.

1.7 Ethical Considerations

To ensure that I followed ethical principles when conducting this study, I applied for ethical clearance from the University of the Free State (**Appendix A**) and permission from the Department of Education in the Western Cape (**Appendix B**). Participants were to sign a consent form (**Appendix C**) to verify that the ethical principles of research were followed. The aims and purpose of the study were explained to participants before they signed the form to give them a chance to decide whether they wanted to participate.

Participants were informed that their participation was voluntarily and that they could withdraw from the study at any given time, especially when they felt uncomfortable sharing some information, they were not forced.

The researcher explained to participants that their identities would not be revealed and whatever that was discussed would be reported as something that came from anonymous sources. The privacy and feelings of participants was respected throughout the study.

1.8 Demarcation of the Study

According to Rizvi and Lingard (2010), policy evolved as an academic field of study when the government approached researchers to help solve social issues. They further explain that policy helped the state to develop programmes that ensures order and success in organisations. Policy is a written document that is used in an organisation or institution to ensure order and success in that particular institution. In schools, we have different policies that guide the activities that are done inside the school, for example, language policy, uniform policy, sport policy and curriculum policy.

My study focuses on the use of a policy that was first drafted in 2000 and implemented in 2001. I believe that this study may be demarcated to policy studies in education because it explores the use of discipline policy in schools. It aims to explore the experiences of primary school teachers implementing the *Alternatives to Corporal Punishment Guidelines (2000)*. This study took place in the province of the Western Cape, particularly in Eden and Central Karoo District, situated in George Town, using two township schools under Quintile 2.

1.9 Outline of the Study

This study is outlined as follows:

Chapter 1: Presents orientation and background to the study.

Chapter 2: Covers the literature review on the research problem.

Chapter 3: Describes the design of the study, which includes the research paradigm, research methodology, methods, instruments, and sampling.

Chapter 4: Presents critical policy analysis.

Chapter 5: Focuses on data presentation, analysis and interpretation.

Chapter 6: Tackles the conclusion and recommendations of the study.

1.10 Summary

This Chapter gave an overview of the study, the background, the purpose of the study and the methods that were used throughout the study. The aims and rationale of the study were also explained in this chapter to give a reader an insight into what the research is going to entail. The next chapter presents the literature that was reviewed for this study.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

The *ACPG (2000)*'s impact on South African primary school teachers is examined in this chapter. This literature review critically explores the shift from physical punishment to non-violent discipline in schools. The chapter analyses the history of discipline, laws against physical punishment, *ACPG (2000)* implementation, and theoretical basis.

The history of school discipline and the global and South African shift from punitive to non-punitive tactics are reviewed first. The chapter examines the *ACPG (2000)*'s content, principles, and implementation structure to highlight legislative and school needs. The literature study relates South African provincial studies and reports to foreign studies to comprehend non-violent disciplinary approaches' problems and triumphs.

This review examines non-violent disciplinary theories, notably the Ubuntu Theory of Management (UTM), which promotes ideals aligned with the *ACPG (2000)*. This theoretical discussion is essential to understanding how cultural and ethical factors affect non-violent punishment in South African schools.

2.2 Historical Context and Evolution of School Discipline Practices

This section focuses on the history and evolution of school discipline.

2.2.1 Traditional Discipline Practices: Overview of Traditional Methods Including Corporal Punishment

School discipline has always involved corporal punishment. This strategy, globally used to preserve order and teach pupils compliance, was considered effective (Hyman, 1990; Payne & Welch, 2010). Many countries, including South Africa, allowed instructors to use corporal punishment as a disciplinary method (Morrell, 2001).

Corporal punishment in South African schools stems from colonial and apartheid-era educational programmes that promoted authoritarian discipline (Morrell, 2001). These methods were based on the idea that subduing rebellious students would develop discipline and respect for authority. Physical discipline was typically justified by moral instruction and character formation, according to Dupper and Dingus (2008).

Cultural, sociological, and psychological perspectives have shaped physical punishment. Skinner's behaviourist ideas promoted "negative reinforcement", which used punishment to reduce unwanted behaviours (Skinner, 1953). Educators and psychologists now believe that

corporal punishment may raise student hostility, fear, and psychological trauma (Gershoff, 2002; Straus, 2001).

Educational researchers and practitioners debate physical punishment's efficacy and morality. Gershoff (2002) claims that corporal punishment creates an environment of fear rather than respect, lowering school performance and mental health. Conversely, Baumrind (1996) argues that physical discipline may be an effective disciplinary approach when used properly. Educational professionals now choose more positive and humane methods of student punishment (Hyman, 1990; Skiba & Peterson, 2000).

The argument over physical punishment reflects social ideals about children's rights, educational ethics, and schooling's role in development. With a growing awareness of children's rights and the need for safe and effective learning settings, physical punishment is being replaced by other approaches (Human Rights Watch, 2008; UNESCO, 2015). South Africa's National Education Policy Act and Schools Act of 1996 specifically banned school corporal punishment, a substantial change towards student rights and dignity (Republic of South Africa, 1996).

Physical punishment is substituted by more progressive ways, changing educational philosophy and practice. Cultural trends regarding children and schooling emphasise learners' rights and non-violent discipline. This study analyses how historical changes affect present practices and the issues educators confront when using non-violent discipline.

2.2.2 Shifts in Discipline Philosophy

The shift from physical to non-physical punishment has changed school philosophy and practice. This trend reflects cultural shifts towards children's rights and meaningful education. Research on the negative effects of punitive punishment on children's growth and well-being and international accords like the UNCRC, which protects children from all forms of physical and mental abuse, have spurred this global movement.

Physical punishment became unpopular worldwide in the second part of the 20th century. Psychology and education experts Kohn (1993) and Coloroso (2002) recommend punishment that teaches children self-control and responsibility rather than fear. Understanding conduct, encouraging self-discipline, and using conflicts to educate rather than punish are crucial. Apartheid dominated South African educational policies and practices for decades, making the transition from punitive to non-punitive punishment challenging. South Africa altered its

education system to support democracy and human rights after apartheid ended in 1994. The 1996 South African Schools Act (SASA) abolished school physical punishment to protect students and encourage a new learning culture.

Transitioning to non-punitive discipline has been difficult despite the laws. Instructors dislike alternative methods due to deep-seated discipline and control beliefs and a lack of training, according to Skiba and Peterson (2000). Mestry and Grobler (2003) also note that rural and disadvantaged South Africans silently use corporal punishment, implying uneven enforcement.

South Africa uses positive behaviour support systems, restorative justice, and social and emotional development programmes for non-punitive discipline. These strategies promote respect, accountability, and social skills to create a pleasant school environment and reduce behavioural disorders (Sullivan, 2009; Osher et al., 2010). Thapa et al. (2013) found that such methods minimise misbehaviour and boost student engagement and performance.

As I analyse these adjustments, I see that transitioning from punitive to non-punitive approaches indicates a deeper change in education's aims and ideals. This modification recognises that education should empower, include, and assist students and respect their rights.

2.2.3 Legislative Framework: Discussion on Legal Changes that Led to the *Alternatives to Corporal Punishment Guidelines (2000)*

Post-apartheid South Africa's legal foundation for the *Alternatives to Corporal Punishment Guidelines (2000)* shows its growing human rights environment. After apartheid, a new constitutional age reshaped children's rights and educators' duties. The 1996 South African Constitution specifically guarantees the right to human dignity and freedom from all types of violence, which heavily influences educational practices.

The 1996 South African Schools Act (SASA) outlawed school physical punishment, laying the groundwork for the *Alternatives to Corporal Punishment Guidelines (2000)*. This statute constituted a major change from prior educational administrations' severe disciplinary practices (Republic of South Africa, 1996). SASA showed the country's commitment to aligning domestic law with international norms, particularly the UN Convention on the Rights of the Child, which protects children from all forms of physical or mental violence (United Nations, 1989).

The 2005 Child Care Act amendment and Children's Act of 2005 expanded the ban on corporal punishment to the home, emphasising the legislative intent to protect children from abuse and violence. This comprehensive law addresses child protection and discipline across society.

Policymakers used psychological and educational research to create the *Alternatives to Corporal Punishment Guidelines (2000)*, which emphasise the harms of physical punishment and the advantages of non-punitive discipline. Gershoff (2002) and Dupper (2010) have shown that physical punishment increases hostility, antisocial behaviour, and mental health issues in youngsters. Restorative justice and positive behaviour support, on the other hand, improve school climates for teaching and learning (Morrison, 2007; Skiba & Sprague, 2008).

Support and opposition greeted the legislative reforms. Many educators and child rights advocates welcomed these reforms as a step towards humane education, but other detractors said the elimination of physical punishment left instructors without a way to maintain discipline (Porteus, 2002). Dissenting voices reflect larger concerns about the practical obstacles of implementing new disciplinary approaches, especially in under-resourced schools with large class numbers and limited teacher training.

As I study these legal changes and their effects, I learn that while laws might compel behaviour, changing attitudes and behaviours needs persistent education, support, and resources. The shift from punitive to protective and instructional school discipline in South Africa is about law reform and cultural transformation in how children are perceived and treated in schools. This transition requires educators to rethink their position as information carriers and advocates for their students' rights and well-being.

2.3 Analysis of the *Alternatives to Corporal Punishment Guidelines (2000)*

2.3.1 Content and Principles of the *ACPG (2000)*

The South African *Alternatives to Corporal Punishment Guidelines (2000)* (*ACPG, 2000*) marked a major change in educational discipline from physical punishment to rehabilitative and supportive techniques. In accordance with national legislation and international treaties like the UN Convention on the Rights of the Child, South Africa adopted the rules to protect children's rights. A deeper look into *ACPG (2000)* shows a complete framework that fosters a pleasant school climate and positive student behaviour improvements.

According to the *ACPG (2000)*, corporal punishment — any physical act designed to produce pain or distress in reaction to perceived misbehaviour — is strictly prohibited. A wider educational perspective considers discipline as a tool for learning and personal progress, not punishment. South Africa's Department of Education recommends a friendly, instructional approach over punishing (Department of Education, 2000).

The recommendations advocate proactive and reactive alternative disciplinary methods. Proactive tactics include clear norms and expectations, a pleasant school atmosphere, and constructive classroom management. Reactive techniques try to manage conflicts and address underlying issues without physical punishment in response to misbehaviour. Time-outs, behavioural contracts, and restorative justice, which heal harm and restore relationships rather than penalise the perpetrator, are examples (Morrison, 2006).

A key part of the *ACPG (2000)* is the child's psychological well-being. The recommendations assume that understanding behaviour reasons is essential to managing discipline concerns. Psychologists like Kazdin (2005) believe that successful discipline requires teaching children about consequences in a way that fosters understanding and growth rather than fear or anger. The recommendations also emphasise consistency and fairness in discipline, recommending methods that match the child's age, maturity, and misbehaviour (Department of Education, 2000).

These recommendations urge educators to transition from control and compliance to direction and assistance, which needs extensive training and support. Skiba and Rausch (2006) found that instructors struggle to switch to non-physical punishment, especially in punishing situations. The recommendations advise educators to get continual professional development and assistance to embrace these new practices.

An analysis of the *ACPG (2000)* content and principles shows that the guidelines are part of a larger attempt to change school disciplinary culture. The school community must promote dignity, respect, and empathy, central to Ubuntu, emphasising interconnection and mutual regard (Metz, 2007).

The *ACPG (2000)*'s complete approach to punishment, which balances school order with the long-term objective of creating responsible, caring, and ethical students, is its strength. However, the consistency and informed application of these rules depend on educators' adoption and training in these new disciplinary philosophies.

2.3.2 Implementation Framework: How the Guidelines are Suggested to be Implemented in School

The *ACPG (2000)* must be implemented with a strategy in South African schools. This framework must consider cultural and logistical concerns. A comprehensive punishment method requires school administrators, teachers, parents, and students to work together. The South African Department of Education (2000) proposes various school measurements and practices to ensure successful implementation.

The *ACPG (2000)* emphasises the need for a clear, criterion-based discipline policy that is communicated to the school community. Discipline processes must be changed to remove physical punishment and include alternatives. Sullivan et al. (2004) say a clear and visible disciplinary policy helps staff and students understand school expectations and behaviour standards, reducing confusion and opposition.

Training and professional development for educators are crucial to implementation. The guidelines propose teaching non-punitive, nonviolent disciplinary methods and conflict resolution to handle classroom conduct without violence. Classroom management and positive behaviour reinforcement improve teachers' nonpunitive disciplinary processes, according to Skiba and Sprague (2008). Teachers need continual support and resources to feel confident in discipline.

Student and adult participation in disciplinary policy design and enforcement is essential for implementation. This participative method encourages students and parents to take ownership and promote a healthy school atmosphere. Morrison (2007) found that rule-making and dispute resolution improve kids' social and emotional abilities and lessen behavioural concerns.

The *ACPG (2000)* also recommends whole-school discipline. This strategy uses a variety of methods to establish a consistent and supportive school atmosphere that discourages misbehaviour and encourages good behaviour. Osher et al. (2010) characterise the whole-school approach as collaboration across all school levels and staff commitment to constructive discipline.

Monitoring and evaluation are also part of the *ACPG (2000)* framework. Schools should evaluate and alter their punishment policies often. This approach should involve teacher, student, and parent input to assess how the policies affect student behaviour and school culture. Gottfredson et al. (2005) argue that data-driven decision-making is necessary for evaluating tactics and making informed changes to increase effectiveness.

The *ACPG (2000)* implementation framework is extensive and handles many of the issues of moving away from physical punishment, in my opinion. The school community's dedication and participation are crucial to these standards' success. Even the best policies may fail without stakeholder buy-in, funding, and support. Thus, schools must ensure that the essential support systems are in place to assist a seamless and successful transition to these principles.

2.4 Experiences with Non-Violent Discipline Methods

The section below discusses the experiences of using non-violent discipline methods in South Africa and in other countries.

2.4.1 Global Perspectives

Educational psychology and child welfare standards have shifted towards creating a good learning environment without physical punishment, which has led to the global acceptance of non-violent disciplining methods. Global methods vary due to cultural, legal, and educational contexts that form each country's school disciplinary strategy.

Sweden, Norway, and Finland have long used nonviolent discipline in schools. In 1979, Sweden banned physical punishment in all contexts, including schools (Durrant, 2000). The approach in these nations emphasises student autonomy, discussion, and teacher-student respect. In Sweden, Janson et al. (2011) found that trust and respect in schools minimise school violence and boost student motivation and involvement.

In contrast, the US transition has been gradual and state-specific. Positive behavioural interventions and supports (PBIS) deployment is well-documented. Sugai and Horner (2006) believe PBIS employs data-driven strategies to reduce disruptive behaviour and boost academic achievement to create a supportive school environment. PBIS improves student behaviour and reduces disciplinary referrals (Bradshaw et al., 2010).

Japanese and South Korean disciplinary processes prioritise moral instruction and collective responsibility above physical punishment due to cultural values of respect for authority and peace. Kim and Kim (2010) discuss how South Korean educational improvements have stressed non-violent methods, including counselling and psychological help for students with behavioural challenges. This change acknowledges discipline's psychological consequences and overall student development.

The effectiveness of non-violent disciplinary measures in these situations depends on teacher training and educational regulations. In Australia, Canada, and the UK, Smith et al. (2012)

discovered that many instructors support non-violent discipline but are unprepared to implement it. This may suggest that globally, teacher training courses do not emphasise non-violent disciplinary measures.

Social perceptions of child rights and school punishment affect non-violent discipline adoption and success. Many developing nations have strong authority and discipline attitudes, making non-violent methods difficult to adopt. In Kenya, Oburu and Palméus (2005) found that physical punishment is still widely used despite legal bans, frequently rationalised by traditional values of discipline and respect.

In my opinion, the global movement towards non-violent punishment reflects a rising awareness of student rights and psychological needs. However, each school system's legislative frameworks, cultural attitudes, as well as training and implementation resources determine the efficiency of these strategies. This assessment emphasises the need for legislative reform, educator training, and community participation to transition to non-violent discipline.

2.4.2 South African Context

South African educational reform post-apartheid has relied on the shift from physical punishment to non-violent discipline. This trend is due to regulatory developments and a rising awareness of the harms of physical punishment on youngsters. South African schools' implementation of non-violent disciplinary practices has been thoroughly investigated and recorded, revealing both improvement and obstacles.

Mestry and Khumalo (2012) examined Gauteng schools' implementation of non-violent discipline, in a major study. While most schools had adopted national guidelines-based policies, their implementation varied greatly. Many teachers struggled to eliminate physical punishment due to large classes and low resources, which made classroom management and alternative tactics difficult. Osher et al. (2012) evaluated Western Cape schools' effectiveness of positive behaviour support programmes, a major component of non-violent discipline. When fully implemented, these approaches improved student behaviour and reduced disciplinary events. The study also found that teacher training and school community buy-in greatly affected the success of these programmes.

Morrell et al. (2013) emphasise South African school discipline's cultural aspects. Their research reveals that authority and discipline views in South African communities might affect

the success of non-violent approaches. Traditional punishment may collide with non-violent alternatives, causing educators and parents to resist.

Teacher training and professional development are common themes in South African non-violent disciplinary literature. A detailed assessment by the South African Council for Educators (2014) noted that instructors need continual professional development to conduct non-violent discipline. The survey claims that without proper preparation, instructors are less likely to feel secure in managing classes without punishment.

Generally, research shows that South Africa's adoption of non-violent punishment techniques has been complicated and impacted by several variables. Despite advances made in many schools adopting creative and effective discipline methods, the problem persists. The need for greater teacher training, variable implementation across areas and schools, and reconciling old cultural traditions with modern disciplinary ideologies are among them.

I believe that South Africa's move to non-violent discipline, that involves policy reforms and a major shift in society's views on education and child development, can work best where instructors, students, and parents adopt them. This means, to guarantee that non-violent punishment practices are used nationwide, teacher training and community participation must continue.

2.5 Challenges of Implementing *ACPG (2000)*

There are three main challenges that will be discussed in this section: cultural, pedagogical, and practical.

2.5.1 Cultural Challenges

Some South African educators oppose the *ACPG (2000)*'s non-violent punishment practices. Cultural, pedagogical, and practical obstacles hinder the move from physical punishment to more progressive discipline methods.

The South African culture and history of discipline are a major source of opposition. According to Morrell et al. (2013), many communities still believe physical punishment is a quick and efficient way to teach pupils discipline and respect. Generational views of authoritarian teaching practices as vital for classroom control and order exacerbate this image. Cultural traditions may make it hard for educators to see non-violent tactics as less successful or excessively soft. Non-violent discipline methods also struggle due to inadequate training and funding. Mestry and Bisschoff (2014) report that many teachers feel unprepared and unsupported to use these new

tactics. Professional development and ongoing support are essential to change practice, pedagogy, and classroom management.

The study by Osher et al. (2010) show that non-violent discipline must be implemented across schools. Teachers are sometimes confused and suspicious owing to school and regional policy implementation differences. This variation can decrease non-violent tactics' credibility and efficacy, raising hostility among educators who have not directly experienced their benefits or see a lack of administrative or institutional commitment.

Resistance to non-violent punishment also stems from its added weight, as teachers need to be trained and supported to use these strategies effectively. In the *ACPG (2000)*, teachers state that the alternatives to corporal punishment require more time compared to corporal punishment. Restorative justice and behavioural treatments take longer and are more complicated than corporal punishment. According to Skiba and Peterson (2000), instructors typically worry about the time and effort needed to manage classrooms under these new criteria, especially with bigger or more difficult student groups.

Resistance also stems from the fear of losing classroom control. Some teachers argue that eliminating physical punishment as a method for instant compliance may worsen behavioural issues since learners may not fear the repercussions of misbehaviour. Some instructors feel insecure without the power to apply physical discipline, according to Sullivan et al. (2004).

Synthesising these viewpoints shows that while non-violent discipline is intellectually accepted, practical and psychological impediments hinder its acceptance. I think overcoming resistance entails tackling these challenges comprehensively. Cultural change, improved training, consistent execution, and resolving educators' classroom management and authority issues are needed. Only comprehensive approaches can realise non-violent discipline's entire potential in improving educational environments.

2.5.2 Educational Challenges

Insufficient teacher training and development hinder *ACPG (2000)* implementation in education. Many teachers, especially long-term ones, were taught in a system that normalised and even promoted physical punishment. Thus, instructors require professional development that teaches new methods and changes their discipline views. Motala and Pampallis (2001) suggest that educators' active learning and adaptability abilities are crucial to education policy implementation. Professional help and training are often lacking. According to Porteus (2005),

without continued assistance, instructors may revert to old patterns in difficult situations or not completely integrate new tactics into their everyday teaching practises.

2.5.2.1 Institutional Challenges

Institutionally, the obstacles are similar. South African educational governance is bureaucratic, which can delay and inconsistently apply principles like the *ACPG (2000)*. Insufficient monitoring and responsibility for guidelines compliance exacerbates this issue. Vally and Spreen (2006) note that without a rigorous monitoring and evaluation methodology, it is impossible to assess compliance and policy efficacy. Institutional culture in many schools also hinders implementation. Schools with a history of harsh discipline may oppose gentler, less immediate methods. According to Dlamini et al. (2007), community pressures might impact school management practices and cement this opposition.

Synthesising these viewpoints shows that South Africa's non-violent disciplinary difficulties are strongly rooted in socio-economic and cultural circumstances. I think these issues demand a holistic approach that involves legislation, training, and socio-economic contexts that impact educational practices. A comprehensive plan that involves resource allocation, professional development, community participation, and systematic monitoring and evaluation is needed to implement the *ACPG (2000)* and achieve real change. Such a comprehensive strategy is needed to achieve non-violent discipline in South African schools.

2.5.3 Practical Challenges

The *Alternatives to Corporal Punishment Guidelines (ACPG) (2000)* in South Africa have faced several practical obstacles. These logistical, educational, and institutional problems complicate the transition to non-violent school discipline.

2.5.3.1 Logistical Challenges

Logistics is one of the biggest obstacles to implementing the *ACPG (2000)*. These include the scale and variety of the South African education system, which includes metropolitan, well-resourced, and rural, under-resourced schools. According to Harber (2004), schools in remote or impoverished areas often lack the basic infrastructural facilities needed to implement new guidelines, such as staffrooms for meetings, detention or time-out areas, and behaviour management extracurricular activities. Pendlebury and Lake (2010) observe that many schools have high student-to-teacher ratios, which make it difficult for instructors to apply new disciplinary techniques. Resource allocation is inconsistent. In congested classes, maintaining discipline without corporal punishment is harder.

2.5.4 Effectiveness Concerns

Non-violent discipline in schools, encouraged by policies like the *Alternatives to Corporal Punishment Guidelines (2000)*, raises questions about its efficacy, especially in high-disruption or socioeconomically-disadvantaged settings. Studies on alternative disciplinary procedures give insights but also raise questions about their efficacy.

Teacher buy-in and durability depend on non-violent punishment methods' perceived efficacy. Gregory and Ripski (2008) discovered that instructors in schools with significant poverty and student misbehaviour see non-violent discipline as less successful than punitive techniques. They claim that physical punishment induces rapid but transient compliance, while restorative justice and positive behavioural supports provide more gradual and often less evident advantages.

Contrary viewpoints indicate that alternative strategies may be inadequate owing to poor execution rather than fundamental problems. Even in difficult situations, Skiba et al. (2012) claim that PBIS tactics enhance student behaviour and school atmosphere when properly implemented. This gap shows that teachers require extensive training and assistance to master these strategies.

Anyon et al. (2014) studied urban schools with high disciplinary rates. They indicated that restorative methods greatly reduced suspensions and enhanced student-teacher interactions. These findings imply that non-violent methods can address wrongdoing and create a more inclusive and supportive school climate. However, Lewis (2009) notes that these strategies' efficacy depends on the circumstances. Effectiveness depends on school leadership, community participation, and practice consistency. Lewis found that non-violent disciplinary techniques may fail without strong leadership and community support, leading to scepticism regarding their efficacy.

Alternative disciplinary approaches are complicated in high-poverty or large-class institutions. Lack of materials and human capital can hinder educators' use of non-violent tactics. Gottfredson et al. (2005) note that rigorous alternative methods like individualised behaviour plans and continual conflict resolution sessions demand time and money that underfunded schools typically lack. Cultural environment is also important. In areas where physical punishment is still generally tolerated or considered as a traditional discipline technique, transforming beliefs and behaviours needs cultural adjustments and ongoing community participation, according to Velez and Canino (2008).

Research reveals that non-violent punishment approaches may be beneficial, but their perceived and actual efficacy in demanding situations remains a concern. These strategies must be adapted to each school's requirements and limits and address structural and cultural variables to succeed. Continuous professional growth, proper resources, good leadership, and community participation are essential for non-violent disciplinary practises to succeed.

2.6 Benefits of Non-violent Discipline Approaches

This section discusses the benefits of non-violent discipline approaches. It focuses specifically on how the approaches improved education outcomes, psychological and social benefits.

2.6.1 Improved Educational Outcomes

Due to societal and ethical shifts and growing research showing that non-violent discipline methods improve educational outcomes, schools have moved away from punitive discipline methods. Research shows that environments without physical punishment improve student learning and behaviour.

Students behave better when non-violent punishment is used. Lewis et al. (2010) found that schools that implemented Positive Behavioral Interventions and Supports (PBIS) had fewer office referrals and suspensions, improving student behaviour. Bradshaw et al. (2010) found that regular PBIS use in schools reduced behavioural disturbances, creating a more ordered learning environment. Skiba et al. (2012) found that restorative procedures minimise misbehaviour and increase student attitudes towards school. Mending hurt and restoring connections may promote student community and mutual respect, enhancing classroom participation and cooperation.

Violence-free discipline boosts academic success. Less suspensions and expulsions imply more classroom time and greater teacher-student interactions, which are crucial to learning. Wilson and Lipsey (2007) demonstrated, in a meta-analysis, that school-based social and emotional learning interventions, usually part of non-violent discipline frameworks, boost academic performance. These therapies promote self-regulation, empathy, and teamwork, which are crucial for academic and personal success.

Non-violent discipline has long-term educational benefits beyond academic accomplishment. Noltemeyer et al. (2013) say effective non-violent punishment boosts school attendance, which boosts academic achievement. These schools had a lower dropout rate, suggesting that a more welcoming and less scary setting may keep kids interested.

These studies show that non-violent punishment improves education in numerous ways. These tactics make learning safer, more supportive, and better for student conduct and academic progress, making education more effective and inclusive.

2.6.2 Psychological and Social Benefits

There is substantial evidence that non-violent school discipline offers psychological and social benefits. Beyond behavioural compliance, school culture should promote mental health, resilience, and social harmony. When supportive punishment replaces punitive discipline, students' mental health and school atmosphere improve.

Restorative practices, social and emotional learning (SEL), and positive behaviour interventions minimise student stress and anxiety. Jennings and Greenberg (2009) say SEL courses help students regulate emotions, set goals, show empathy, maintain healthy relationships, and make responsible decisions. They alleviate depression and anxiety and are vital to mental wellness. According to Skiba and Sprague (2008), suspensions and expulsions might increase student alienation, rejection, despair, and aggression. In contrast, non-violent strategies keep students in school to create self-esteem and belonging.

Safe schools have better climates. Thapa et al. (2013) define school environment as students' perception of school life. They think non-violent discipline improves school climate by building trust between students and teachers. Healthy schools minimise bullying and violence and boost safety. PBIS also enhance school atmosphere by promoting social inclusion, according to Bradshaw et al. (2010). Community and collaboration make schools safer and more welcoming for all children.

Non-violent discipline promotes school unity by emphasising inclusiveness and community. Gregory et al. (2010) state that restorative justice in schools entails dialogue and collaborative problem-solving to repair relationships and build community. These methods address misconduct and promote school community growth, building social cohesion. Non-violent discipline reduces social marginalisation and strengthens intergroup bonds among diverse students, according to Coggshall et al. (2012). Reconciliation and understanding, not punishment, help kids accept difference and build school community.

Data from literature suggests that non-violent punishment improves students' mental and social health. These methods manage conduct and foster emotional and social development by making children feel valued and supported. I think non-violent punishment is innovative and

enhances education by emphasising student's mental and social health. Educational stakeholders must, thus, promote and develop these methods to give all students a supportive and inclusive learning environment.

2.7 Theoretical Frameworks Supporting Non-violent Discipline

2.7.1 Ubuntu Theory of Management (UTM)

According to Ngubane and Makua (2021), Ubuntu is an ancient African ideology that promotes healthy interactions, relationships, and well-being among indigenous people and communities. The Ubuntu ideology emphasises humanistic ideals such as solidarity, kindness, cooperation, respect, and compassion. When adopted correctly, Ubuntu can foster communal living, coexistence, and interdependence in educational environments. UTM is based on African philosophy's rich cultural basis and Ubuntu, which means "I am because we are." This worldview supports South African schools' *Alternatives to Corporal Punishment Guidelines (ACPG) (2000)* by emphasising community, connection, and respect. Educational management with UTM moves from authoritarian discipline to community-oriented, supporting education.

Ubuntu believes we are all connected. Together with *ACPG (2000)*'s non-violent ideals, this belief system encourages compassion, decency, and respect. According to Metz (2007), Ubuntu guides interactions and decision-making, valuing community over individual interests. In education, this is discipline that restores connections and promotes communal harmony, not punishment.

Non-violent discipline requires a welcoming school climate, which Ubuntu fosters. Ubuntu-inspired school leadership promotes student and staff belonging and respect, which are crucial for emotional and social growth, according to Louw (2010). This method reduces behavioural issues and improves cooperative learning, by making kids feel valued.

Restorative, Ubuntu-based techniques are crucial to *ACPG (2000)* non-violent discipline. Restorative methods in schools mend and build community rather than punish the wrongdoer, according to Morrison (2007). This technique promotes Ubuntu's reconciliation and community peace goals by making members feel like they belong and care about the group.

Ubuntu promotes respectful and caring teacher-student relationships for non-violent punishment. Ubuntu teachers should show empathy, respect, and integrity (Prinsloo, 2006). By

embodying these values, teachers create a respectful, engaged learning environment where disciplinary issues are less likely and can be addressed more constructively.

Ubuntu encourages community-based education, including discipline. Waghid and Smeyers (2012) think community participation increases school performance and helps schools handle discipline according to community values. This collective approach ensures punishment teaches responsibility and respect.

The *ACPG (2000)* ethos and Ubuntu Theory of Management enhance non-violent discipline. Community, respect, and connectedness provide ethical and practical environments that foster holistic student development and good conduct.

I believe that employing UTM for school discipline fits *ACPG (2000)* guidelines and makes it more culturally relevant and anchored in South African values. Integration helps schools nurture rather than punish, improving children's well-being and progress.

2.7.2. Justification for the Use of the Ubuntu Theory of Management (UTM) in this Study

This research examined South African primary school teachers' experiences of implementing *ACPG (2000)* using the Ubuntu Theory of Management (UTM). The UTM's emphasis on communal respect and ethical interpersonal ties fits South Africa's educational values and culture, giving it a good theoretical framework to fit this study.

UTM was chosen for this study because of its South African cultural significance. Ubuntu, an African ideology, reflects South Africa's community, interconnectedness, and mutual caring (Metz, 2007). The study uses UTM to provide a culturally-acceptable and relevant framework for individuals and educational contexts. Relevance guarantees that the theoretical foundations of the study are readily recognisable and significant to all participating, improving the validity and application of the research results.

Ubuntu principles of empathy, respect, and communal welfare are supported by non-violent punishment at UTM. Instead of corporal punishment, these beliefs promote disciplinary measures that repair relationships and provide a helpful learning environment (Louw, 2010). This alignment provides a strong ethical foundation that justifies and reinforces the shift towards non-violent discipline approaches, which are key to the principles being explored.

Using UTM also shows how non-violent punishment may improve schooling. Ubuntu holds that community and individual well-being are interdependent. Thus, educational techniques that damage individuals, like corporal punishment, affect the community (Prinsloo, 2006). This

perspective helps explain how non-violent disciplinary measures may improve student achievements, school atmosphere, and community ties, which are crucial to educational success.

Positive connections and respect are important at UTM, which applies to teacher-student interactions. The notion states that respectful and empathic teacher-student connections boost learners' respect for authority and learning engagement (Waghid & Smeyers, 2012). UTM-informed discipline encourages learning and personal growth by favouring politeness and less conflict.

This alignment ensures the study's disciplinary procedures are culturally-suitable and educationally-useful, improving relevance and efficacy. *ACPG (2000)* implementation may be examined via UTM's deep awareness of local culture and values.

UTM is effective here because of its cultural relevance, ethical position against violence, ability to promote educational attainment, and teacher-student support. According to Ngubane and Makua (2021), A fundamental tenet of the Ubuntu philosophy is solidarity, which flourishes on unity, unwavering love and respect for one another, shared interest in ensuring the group's survival, and duty to fellow members rather than selfishness and conflict among African community members. In the case of this study Ubuntu is fundamental in building positive relationship between teachers and learners.

2.8 Comparative Studies

2.8.1 Findings from South African studies

ACPG (2000) has affected South African schools and communities. Educational policies, leadership, socioeconomic conditions, and community discipline affect these inequalities. *ACPG (2000)* effectiveness is affected by discrepancies.

South African provinces execute *ACPG (2000)* differently owing to administrative and educational resources. Mestry and Ndhlovu (2014) found that Gauteng schools employ non-violent discipline better than Eastern Cape schools. Teacher training on alternate disciplinary measures and weak infrastructure prevent compliance.

School community socioeconomic status (SES) greatly affects *ACPG (2000)* implementation. Counselling and behavioural professionals are available in higher SES schools to apply non-violent discipline. Low-SES schools have larger classes and less psychiatric support, which may impede the shift away from physical punishment. Pillay (2016) discovered stark discrepancies between suburban Western Cape schools and rural Limpopo schools, where resources are few and disciplinary systems are entrenched.

The type of school — public, private, or semi-private — affects discipline. South African private schools, which have more control over curriculum and discipline and more money, often try innovative disciplinary methods. Van der Voort (2015) found that private schools have more comprehensive behaviour management programmes with parent involvement and consistent teacher training than public schools, which struggle with policy adherence and implementation.

Community discipline attitudes greatly affect *ACPG (2000)* implementation. Schools find it harder to adopt non-violent discipline in cultures that anticipate corporal punishment. Jacobs and Moroke (2017) found that teachers and parents in certain rural areas feel non-violent approaches are less successful, which affects the schools' disciplinary approach and *ACPG (2000)* compliance.

ACPG (2000) implementation discrepancies between South African provinces and school types impede disciplinary paradigm changes in different educational environments. Many metropolitan and resource-rich schools have implemented alternate disciplinary methods, while others, especially rural or under-resourced ones, struggle.

Studies show that a single *ACPG (2000)* implementation method is insufficient. Schools and communities need socio-economic, cultural, and geographically tailored non-violent disciplinary methods to succeed. Educational policymakers and leaders must examine these distinctions and establish localised or tailored implementation methods that meet particular challenges and leverage local strengths.

2.8.2 International Comparisons

Different nations use different non-violent disciplinary methods as their approach due to cultural, legislative, and educational variances. This study compares non-violent school discipline in different countries and its results.

Sweden abolished corporal punishment in all settings, including schools, in 1979. Heimer et al. (2008) found that the prohibition has changed disciplinary culture to emphasise prevention and

conflict resolution of learner bad behaviour. Positive results include reduced school violence and improved student-teacher interactions. However, Johansson (2012) observes that instructors need ongoing professional development to handle difficult behaviours without physical punishment.

The US uses non-violent discipline differently by state and school district. Some states ban school physical punishment, but others allow it under certain conditions. However, national policy and practice variability makes effectiveness assessment difficult.

Following legal revisions in the early 2000s to minimise suspensions and expulsions, New Zealand has prioritised restorative techniques in school discipline. Wachtel (2016) found that these methods had reduced disciplinary events and increased student community. Morrison (2011) warns that these strategies depend on school staff training and community involvement.

India's school corporal punishment ban is complicated by its widespread use in rural regions. Despite legislative requirements, Singh and Gupta (2015) say that enforcement is inadequate, and many instructors utilise physical punishment owing to a lack of alternative training. To modify long-standing habits, legal reform must be complemented with broad educational changes and community participation.

International studies on non-violent discipline norms demonstrate that educational and cultural contexts affect learner achievement. Sweden and New Zealand have integrated non-violent principles into their educational systems, whereas the US and India struggle with legislative enforcement and cultural acceptance of physical punishment.

Training, support, and community involvement are needed to implement non-violent punishment practices.

2.9 Gap in the Literature

South Africa's *ACPG (2000)* implementation research illuminates non-violent discipline. However, there are significant disparities in understanding and applying these principles across educational environments.

There has been few longitudinal studies on the long-term impact of non-violent punishment methods. Many cross-sectional studies show the short-term impacts of these strategies, but they do not show the long-term consequences on students and schools. Sullivan et al. (2004)

and Morrison (2007) examined immediate behavioural and educational outcomes but did not investigate durability and long-term change in school culture and student development.

Another major weakness is the lack of attention to teachers' *ACPG (2000)* implementation experiences and perspectives. There has been little research on overall outcomes and policy implications, but less on how teachers, especially those in under-resourced or rural locations, shift from physical punishment to alternate approaches. Mestry and Khumalo (2012) touch on these concerns but do not address teachers' challenges, such as classroom management without physical punishment or their need for support and training.

There have been very few comparison studies on how the *ACPG (2000)* is implemented and effective in different South African educational environments, such as urban versus rural schools, public versus private schools, and among provinces. As Pillay (2016) states, in a constrained setting, comparative research may reveal contextual elements that affect success or failure. Studies on how cultural and societal norms affect non-violent disciplinary implementation and efficacy are, likewise, under-represented. Osher et al. (2010) mention community resistance to non-violent approaches, but further study is needed to determine how cultural beliefs and values in different South African groups support or impede the transition away from physical punishment.

The gaps in the literature show that while the *ACPG (2000)*'s impact and execution are well understood, more research studies are needed to properly understand and solve disciplinary issues because previously there have been no studies that focused solely on exploring the experiences of primary school teachers' implementation of the *Alternatives to Corporal Punishment Guidelines (2000)*.

2.10 Summary

In South African schools, non-violent punishment methods face many problems and successes, as shown in this chapter's literature. The *Alternatives to Corporal Punishment Guidelines (2000)* is a strong legal and ethical ban on corporal punishment, but its implementation varies widely across educational settings and is influenced by cultural perceptions, resources, and institutional support. The studies in this chapter emphasise the relevance of local settings in educational policymaking. The effectiveness of non-violent discipline methods depends on educator training, school community involvement, and alignment with cultural values as articulated in frameworks like the Ubuntu Theory of Management.

This study finds major gaps in the literature, notably longitudinal research and in-depth qualitative investigations of instructors who are leading the way in applying these standards. These shortcomings must be addressed to provide theoretically solid, practical, and adaptive techniques for South African schools' different environments.

In conclusion, this literature review prepares this study to examine primary school teachers' *ACPG (2000)* experiences to influence educational policy and practice. The research uses theoretical and empirical evidence to make suggestions that respect learners' rights and dignity and promote successful teaching and learning settings.

CHAPTER 3: RESEARCH METHODOLOGY AND DESIGN

3.1 Introduction

The validity, robustness, and reliability of a study's results depend on how the researchers carried it out. This chapter focuses on the detailed study methods that were used to look into how primary school teachers in the George District used the *Guidelines for Alternatives to Corporal Punishment (2000)*. Because the study was about a sensitive and complicated subject, ethics and reliability were carefully checked.

The interpretivist paradigm, which leads the study's philosophy and qualitative research, is discussed first in this chapter. The qualitative approach and the case study design adopted are explained. The use of semi-structured interviews is elucidated, followed by the explanation of thematic analysis to assess the collected data. The selection of participants from the target population and the sampling approach are focused on. The last section of this chapter examines the concepts of credibility, transferability, dependability, and confirmability to assess the trustworthiness of the study.

3.2 Research Paradigm

There are ideas and habits that guide how people learn. Some habits and ideas can change the study questions, the way they are used, and how the results are interpreted (Kuhn, 1962; Guba & Lincoln, 1994). The interpretivist theory of the study focuses on personal feelings and meanings (Schwandt, 1994; Denzin & Lincoln, 2011). Researchers use paradigms to make sense of their observations and results, which shapes the whole research process (Mackenzie & Knipe, 2006). They do this by describing the problem and figuring out what the data means. Some of these models are methods of viewing the world or comprehending life and truth. They alter research methods.

This study employed interpretivism. Instead of objectivity and apart from the mind, society creates reality (Schwandt, 1994; Creswell, 2013). Interpretivism holds that humans learn from their environment. It is crucial to understand how individuals interpret events (Denzin & Lincoln, 2011). This model is useful for studying how complex social events and everyday lives are.

In this study, the interpretivist paradigm was used to explore the experiences of primary school teachers' implementation of the *Alternatives to Corporal Punishment Guidelines (2000)*. This strategy made teachers' emotions, opinions, and perspectives clearer. This is crucial for understanding classroom implementation of these rules. The researcher gained rich, detailed information that a more objective method could have overlooked (Stake, 1995; Merriam, 1998).

3.3 Research Approach

From initial assumptions to data collection, analysis, and interpretation, a research methodology covers everything (Creswell & Creswell, 2018). The research method guides data collection and analysis to achieve study aims (Denzin & Lincoln, 2005).

The qualitative research approach uses detailed data to explore individual and social experiences (Patton, 2015). Qualitative research examines nature through interviews, focus groups, and observations (Bryman, 2016). This approach examines how people interpret their experiences (Marshall & Rossman, 2016).

This qualitative research approach examined primary school teachers' experiences of implementing *Alternatives to Corporal Punishment Guidelines (2000)*. The qualitative research approach collected teachers' narratives and descriptions of their experiences and guidelines implementation aspects (Yin, 2014; Hammersley & Atkinson, 2007). This strategy allowed for location and participant adaptation, generating rich and relevant data (Creswell, 2013).

3.4 Research Design

The plan or outline of a study tells you how to collect and analyse data and makes sure that the research questions are answered in a logical and methodical way (Blaikie, 2009). The strategy lays out the steps for gathering and analysing data and gives the study a structure (Yin, 2003).

The case design was used for this study. Case study research looks closely at one or two real-life cases while they are still going on (Stake, 1995; Yin, 2014). Case studies give researchers a more in-depth look at one case and its surroundings, which helps them understand things that are more difficult. When it is not clear where the phenomenon ends and the setting starts, this design is often used in qualitative research to investigate current events in their real-life setting (Yin, 2009).

This study used the case study design to look at how primary school teachers in the Eden and Central Karoo District in George used the *Alternatives to Corporal Punishment Guidelines (2000)*. This design worked well for this study. The study only looked at one area so that it could really get to the bottom of the things that affected the teachers' experiences and how they made the changes work. They gave in-depth and rich knowledge about what was going on (Stake, 2005; Flyvbjerg, 2006). This design also allows researchers to get information from many sources, such as conversations and document analysis, which helps them understand the situation better (Yin, 2014).

3.5 Target Population

The target population is the total set of people or things researchers want to generalise (Creswell, 2013). The target audience must be known to make a sample and apply the study's results to the right group (Fowler, 2014).

This study examined George District primary school teachers who used the *Alternatives to Corporal Punishment Guidelines (2000)*. The study focused on them because they had first-hand experience with the proposals and could provide relevant implementation information. SGB members were also part of the target group because they are part of the policymakers in schools. This group was studied to examine unique rule issues and experiences in a specific situation (Patton, 2015).

3.6 Sampling

Choosing people or things from the research's target group is called sampling (Teddlie & Yu, 2007). Sampling strategy determines community representation and research reliability (Bryman, 2016).

For the purpose of this study, I utilised purposive sampling. Purposive sampling is a technique that entails selecting and identifying persons who are particularly educated about the area of interest and have expertise; the researcher should take note of their availability and desire to participate (Palinkas, Horitz & Hoagwood, 2015).

Furthermore, researchers use "purposeful picking" to choose participants depending on research-relevant parameters (Palinkas et al., 2015). Qualitative researchers select persons with the expertise to provide rich, meaningful data (Patton, 2015). This strategy lets researchers focus on subgroups who answer their questions best (Maxwell, 2012).

This study selected two primary schools in Eden and Central Karoo, George District. Three teachers per school and one SGB member in each school, who followed the *Alternatives to Corporal Punishment Guidelines (2000)*, were selected via deliberate sampling. In this manner, participants recognised the rules and could explain their application (Creswell & Poth, 2018). Putting the focus on these participants gave specific information that met the study goals and fitted the situation (Patton, 2015).

School A is a township school starting from Grade R to Grade 7. The school has about 41 teaching staff members. Amongst the staff members, there is one principal, 2 deputy principals,

and 5 departmental heads. The number of learners enrolled at the school during the time of the study was about and 1000, and each grade had 5 classes with about 40 learners in each class. The school is in a disadvantaged location. Most learners are living in informal settlements, and their families are depending on social grant. The language of teaching and learning in the Foundation Phase is isiXhosa and English is used in the Intermediate Phase. School B, similar to School A, is also in a township in same district not too far from school A. The school enrolment was less than a 1000 during the study, starting from Grade R to Grade 7, with about 40 learners per class. The number of teaching staff members at the school was 35 teachers, including the principal and the deputy principal. The language of teaching and learning is Afrikaans throughout the school. The socio-economic background of most learners is almost the same as of school A.

Table 3.1: Participants' Biographical Profiles

Participants	Gender	Position	Teaching experience
School A			
Teacher participant 1	Male	Post level one	6 years
Teacher participant 2	Female	Post level one	4 years
Teacher participant 4	Female	Senior teacher	16-20 years
SGB participant 3	Female	Treasurer	
School B			
Teacher participant 5	Female	Departmental head	10-15 years
Teacher participant 6	Female	Post level one	10-15 years

Teacher participant 7	Female	Post level one	10-15 years
SGB member	Male	Chairperson	

3.7 Data Collection Instrument

To get information from people who took part in a study, relevant tools for getting data were used. They let the researcher gather data that are accurate, consistent, and useful for study (Creswell, 2013). Valid and reliable results rely on how the data collecting tools are made and how they are used (Patton, 2015).

The study's findings came from conversations that were only loosely planned out. Semi-structured interviews use set questions to get qualitative data, and the answers give you the chance to learn more about a subject based on what they say (Kallio et al., 2016). Most of the time, the interview guide has good questions and topics, but the interviewer may ask for more information (DiCicco-Bloom & Crabtree, 2006). This method goes into great depth about what people think and feel and covers all the important topics (Gill et al., 2008).

There are several things that made the semi-structured interview the best tool to collect information from participants for this study. Firstly, it gave me a chance to learn more about how primary school teachers feel about using the *Alternatives to Corporal Punishment Guidelines (2000)*. Since the questions were open-ended, participants could talk about their experiences in more depth. It is important to know how hard it is to follow the rules because of these detailed stories (Turner, 2010). Secondly, semi-structured interviews give the researcher enough freedom to change the questions based on what the people being interviewed said. This way, new and important topics could be investigated as they come up in the discussions (Ryan, Coughlan & Cronin, 2009). Thirdly, the interviewer and participants are able to get to know each other and trust each other better because the tone is more relaxed. They are more likely to give honest and careful replies because of this (Jamshed, 2014). For qualitative research, this kind of link is important because it often leads to more honest and in-depth views (Kvale & Brinkmann, 2009).

People can talk about their experiences in their own words during semi-structured interviews, which helps researchers understand what they went through and how they see it (King &

Horrocks, 2010). I used semi-structured interviews to talk to teachers about their experiences and points of view to get a good idea of how the rules were being used (Creswell, 2013).

3.8 Data Analysis

The careful study and evaluation of data to find themes, trends, and ideas can help researchers answer their questions (Patton, 2015). Putting data into groups, finding themes, and figuring out what they mean based on the study's goals are all parts of this process (Braun & Clarke, 2006). To get thoughts that can be put into action, you need to look at data (Creswell & Poth, 2018).

The study used thematic analysis to look at interview material that was not very structured. Finding, analysing, and writing about data themes is what thematic analysis does (Braun & Clarke, 2006). To do this, you have to learn about the data, make the first codes, look for themes, judge themes, describe and recognise themes, and write the final report (Clarke & Braun, 2013). That way, you can really look into the data because it shows what the users' answers mean and what the trends are (Guest, MacQueen & Namey, 2012).

3.9 Trustworthiness of the Study

It is important to show that you can trust qualitative research in order to show that the study is useful, correct, dependable, and honest. Lincoln and Guba (1985) came up with these ideas. They can be used to rate how good and reliable a qualitative study is.

3.9.1 Credibility

To be credible, you have to believe the facts (Lincoln & Guba, 1985). Many ideas were considered to boost the credibility of the study. Shenton (2004) found that triangulation of data, methods, and theoretical views verified the results and fully explained instructors' experiences. In this study, I used multiple methods and data sources to collect data, which are semi structured interviews, literature review and document analysis. Members validated data and interpretations to guarantee data quality and researcher credibility (Creswell & Miller, 2000). Long-term interactions with participants helped researchers build trust and understand context and experiences (Lincoln & Guba, 1985).

3.9.2 Transferability

This refers to how well the results of a study can be used with different groups or in different situations (Lincoln & Guba, 1985). The study gave a full account of the research setting, people, and methods so that it could be used in other scenarios more easily (Merriam, 2009). Accounts

that go into great depth help readers understand how the results apply to their own lives (Shenton, 2004). There was also some personal information such as work experience about the people who took part and the area where the study was done but schools and names of participants were not identified. This helped people understand the statistics better (Creswell & Poth, 2018).

3.9.3 Dependability

Lincoln and Guba (1985) say that dependability means that the study method and conclusion stay the same over time. The study checked the reliability of data gathering, analysis, and interpretation (Shenton, 2004). Other researchers can use the audit trail to repeat and assess the study's results (Guba & Lincoln, 1994). Peers look at the study method and results and make comments on them to make them more reliable and find biases and contradictions (Creswell & Miller, 2000).

3.9.4 Confirmability

The confirmability of a study measures how much the outcomes are determined by the participants rather than expert bias or assumptions. To prove the study, the professionals considered how their views and biases affected the research procedure. A paper record clarified the study process and decisions and improved reliability (Guba & Lincoln, 1994). Triangulation and member checking added proof that the results were based on user experiences and perspectives (Creswell & Poth, 2018).

3.10 Ethical Considerations

To protect the rights and well-being of study participants, ethics must come first. The study followed strong ethical rules to make sure it was honest and reliable.

3.10.1 Informed Consent

Consenting to study makes sure that people know what it is for, what could go wrong, and what the benefits are. It is an ethical requirement (Orb, Eisenhauer & Wynaden, 2000). All participants were asked to give their informed consent after being told in detail about the study's goals, methods, and their right to quit at any time without being punished. Letter of consent was received from the Western Cape Department of Education to give permission to conduct the research in selected schools.

3.10.2 Confidentiality and Anonymity

Protecting participants' privacy and personal information requires secrecy and anonymity (Wiles et al., 2008). The study-maintained data anonymised individuals using pseudonyms. Data would be securely stored and only the study team would have access. These procedures would protect participants' data during research.

3.10.3 Minimising Harm

Researchers must protect participants (Flick, 2018). Risks were thoroughly assessed and mitigated throughout the study. During conversations, the researcher would make sure that participants felt ease and safe, which would let them talk about their experiences without fear of being judged.

3.10.4 Ethical Clearance

Getting ethics approval from the University of Free State was a very important step to make sure the study followed all law and moral rules (Resnik, 2018). Part of the ethical review process was a close look at the study plan, methods, data collection tools, and any ethical problems that came up. One more review was done, and the study was sure to follow ethical rules after getting permission from the ethics group.

3.10.5 Participant Rights

Participant rights include letting people know about the study and letting them make their own decisions (Israel & Hay, 2006). People who took part in the study were told they could quit at any time without any consequences. They could also go back and explain what they said to make sure their points of view were properly reflected.

3.11 Summary

This chapter carefully explained the study strategy and methods that were used to explore how primary school teachers in George felt about the *Alternatives to Corporal Punishment Guidelines (2000)*. The interpretivist theory helped make sense of the complicated and biased experiences of teachers. The qualitative approach and case study design and were adopted.

CHAPTER 4: CRITICAL POLICY ANALYSIS

4.1 Introduction

This chapter unpacks the *Alternatives to Corporal Punishment Guidelines (2000)* using critical policy analysis. Critical policy analysis requires an understanding of the complex processes that govern policy creation and implementation (Young & Diem, 2017). The Department of Education implements different policies to be used to guide, control and manage things in schools. The people who work in schools use these policies to manage everything that is happening at the school. Schools have numerous policies in place for example the language policy, no fee policy, discipline policy and other policies. According to Apple (2018), critical policy analysis is based on the idea that it is critical to comprehend the complex connections between education and societal influence and subordination — as well as the movements attempting to disrupt these connections. Furthermore, Diem et al. (2022) state that policies are not value-free; they serve the interests of specific stakeholders.

This chapter focuses on critically analysing the *Alternatives to Corporal Punishment Guidelines (2000)*. This is a document that was first published in 2000 that has guidelines about some strategies that can be used in class to discipline learners. The *ACPG (2000)* will be analysed based on the critical analysis six stages provided by Young and Diem (2018). These stages are: Policy purpose and development; the difference between the intended policy and how it was practised; the distribution of power resources and knowledge; the environment in which the policy is created and implemented; social stratification and the impact of policy on relationships of privilege and inequality; and the omissions and silences of the policy.

4.2 What is a Policy?

According to Balls (2014), policy can be both text and discourse. Balls (2014) explains text policy as a literal theory that represents a struggle, interpretation or experiences. Cummings et al. (2020) states that text policy relates to written, vocal or sign language, in the analysis of policy documents. Furthermore, Balls (2014) explains the discourse policy as a policy that focuses on what should be said, thought but also about who can speak where, with what and with what authority. Balls (2014) emphasises the fact that policies are contested and changing.

Smith and Larimer (2017) describe policy as an interdisciplinary notion. Dye (1987) defines policy as what governments choose to do or not do, whereas Eyestone (1971) defines it as the relationship of governmental units to their environment. Wilson (2006) also states that policy is

the actions, objectives, and pronouncements of governments on particular matters, the steps they take or fail to take to implement them, and the explanations they give for what happens or does not happen. Based on the above definitions, I conclude that a policy is a document that is planned and drawn to control and govern a certain organisation. The policy details all the actions and objections that need to be followed in a certain manner. It reflects what needs to be done and not done by the people who are in that environment. It is a guide that informs the actions that need to be followed when doing or solving a problem in that organisation.

McLaughlin (2002) defines education policy as "a set of political decisions made by those in positions of power (policymakers, teacher unions, and community organizations) through a prescription of action aimed at changing educational institutions or practices." Furthermore, Ling (2017) states that "education policy is the soil in which education development thrives and strengthening research on education policy is an important means of guaranteeing the healthy development of modern education." According to Legotlo (2014), laws and policies are not created randomly, but, rather, reflect the leadership's thought and societal needs. The education policy is specifically created to fit the needs of the education department. In South Africa, there are many policies that are created to govern the schools in the education sector. A few examples are *National Education Policy Act (1996)* and *South African Schools Act (1996)*. These policies are derived from the South African Constitution. These policies are not created randomly but they are created to be used in solving different issues and to guide the actions to be taken by relevant stakeholders. They follow the laws and constitution of South Africa. Some policies can be unique to cater for the needs of that specific organisation.

4.3 What is Policy Analysis?

Researchers characterise policy analysis as a technique to find and examine the complexity, subjectivity, and equity of policy, as well as to illuminate the intended and unexpected implications of the policy implementation process (Valencia et al., 2001). Furthermore, policy analysis allows for the exploration of policy problems in all their complexities. The goal includes developing policy analysis as a multidisciplinary method with a clear normative emphasis (Fischer, 2003). Policy analysis can be traditional or critical analysis. According to Diem et al. (2014), in the traditional approach, there are four key tenets that have influenced mainstream policy analysis. First, traditional policy scholars are concerned with planning, adoption, implementation, investigation, and/or evaluating educational changes or reforms tend to see change or reform as a deliberate process that can be planned and managed. A second

assumption is that preferences or goals motivate activity. A third assumption is that the knowledge required to identify and choose between policy alternatives, as well as plan for implementation and evaluation, is available, accumulating, and can be communicated to others. A fourth assumption is that policies, policy options, and practices can be appropriately reviewed, with flaws discovered and improved as a result of these evaluations. Diem et al. (2014), on the other hand, argue that critical policy analysis is often limited to five fundamental issues. First, the difference between policy rhetoric and reality is frequently emphasised. The second concern focuses on the policy, its origins, and its evolution. A third concern is the allocation of power, resources, and expertise. A fourth and related concern is social stratification, which focuses on the larger influence of a specific policy on relationships of inequality and privilege. Finally, the interest in individuals of non-dominant groups who fight systems of dominance and oppression.

According to McDonnell (2009), an increasing number of policy researchers have switched away from traditional methodologies and, instead, employed critical frameworks to examine both the beliefs and practices involved with traditional work, as well as the policies, insights, and recommendations that arise from it.

4.4 Understanding the Policy Cycle

Bridgman (2003) defines a policy cycle as a heuristic, an ideal type from which every reality will curve away. Howlett et al. (1995) define the policy cycle as a series of actions that include setting an agenda, defining a problem, designing, analysing, and refining alternative policies to address the problem, and choosing, enforcing, and reviewing a proposed policy before it is challenged, revised, or re-evaluated. A policy cycle is a process that aids decision-makers in formulating and carrying out policies in response to the demands of specific issues. The *ACPG (2000)* policy cycle is explained here utilising the following steps: problem identification, policy design, understanding policy execution, and policy evaluation. As stated by Lunenburg (2010), different approaches to an issue are developed following its identification. After a thorough evaluation, the optimal option is selected for implementation. After implementation, the alternative is assessed periodically to ensure its efficacy both now and in the future. Recycling may be used if problems occur at any point during the process.

4.4.1 Problem Identification

Walker (2000) describes this stage as the one that provides the conditions for the steps that follow. It involves deciding on the questions or issues at hand, establishing the framework in which the issues must be examined, and the policies must operate, clarifying the limitations on potential courses of action, determining the parties affected by the policy decision, identifying the key operating elements, and selecting the first strategy. Verschaffel (2011) states that the process of detecting problems needs observation of the internal and external environment for concerns that deserve attention. In the *ACPG (2000)* the problem that was identified was that corporal punishment was no longer effective. It was seen that it makes learners aggressive and afraid of the teacher but not respecting the teacher. It was also noted that corporal punishment does not promote positive and constructive discipline.

4.4.2 Policy Formulation

Lunenburg (2010) defines this step as a process that generates alternatives to the problem, which must be done by identifying the goals that need to be attained through the choice. Walker (2000) states that the objectives of the policy are decided. The goal of the *ACPG (2000)* was to find ways to discipline learners without using corporal punishment, it was to correct learners not to punish them. It was also to teach learners self-discipline.

4.4.3 Understanding Policy Implementation

Policy implementation is the process of putting policy aims and objectives into action (Khan & Khandaker, 2016). Khan and Khandaker (2016) additionally state that implementation is a crucial stage in the policymaking process since it refers to the execution of law, in which diverse parties and organisations collaborate using procedures and strategies to put policies into action to help achieve goals. Furthermore, policy implementation, according to DeGroff and Cargo (2009), is a special stage that represents the transition from a policy idea or expectation to action meant to address societal problems. Mthethwa (2012) characterises policy implementation as the methods, resources, and relationships that connect policies to programme action. More specifically, it signifies carrying out, accomplishing, fulfilling, producing, or completing a particular task.

Walker (2000) states that to implement the policy, this step entails getting support for the new processes from both inside and outside the government, training personnel to apply them, and carrying out additional duties.

Khan and Khandak (2016) note that many policies are not adopted or performed as intended, and a policy intervention may simply be mismanaged or compromised by political meddling. They mention several reasons that may hinder policy implementation, including the following: Sometimes staff are unavailable, or facilities are insufficient, and front-line implementers are unable to carry out an intervention due to a lack of motivation or skill. Policy design can also be inadequately structured, or the initial concept may not be effectively communicated to staff. Furthermore, intended policies may be discovered to be untenable. Lastly, effective implementation of any policy can be significantly impeded by a lack of appropriate resources, motivation or skilled staff, the presence of a negative disposition among implementers, and a lack of inter-organisational communication.

According to Khan and Khandaker (2016) the five models — which are described below — have been developed to speed up implementation performance considering the contextual elements pertaining to exact implementation that were previously highlighted. These consist of a political, bureaucratic, organisational development, and rational model, in that order. For each model, relevant arguments have also been developed to evaluate and understand the impact of implementation performance. Based on the explanations made by Khan and Khandaker (2016), the main premise of the rational model is that in order to effectively implement policies, it is necessary to: define goals, missions, and objectives; plan ahead; assign jobs appropriately; monitor and evaluate policies; create comprehensive and efficient operating procedures; and provide implementers with the tools they need to define their responsibilities in accordance with policy objectives. The foundation of the management model is the idea that a variety of factors, including organisational structure, staff and human resources, the actions of front-line implementers, technology and equipment, the degree of coordination and cooperation, the exercise of authority, and location as implementation infrastructure, all affect how well policies are implemented. The organisational development model assumes that the performance of policy implementation depends on organisational leadership capacity, team building, involvement of the many parties involved, participation, motivation, coordination, and commitment. The bureaucratic model considers front-line staff workers' roles in policy execution. The premise is that successful policy implementation is primarily reliant on the involvement of staff members who have direct contact with people and other stakeholders. Lastly, the political model assumes that, from an economic, political, and social standpoint, the way in which agents interact with each other — whether institutional or representative —

bargaining power, conflict resolution, and external environmental factors — determines how well policies are implemented.

The development of theories for this field would benefit from the adoption of these standards. After they are created, there must be enough guidelines accessible to ensure that the policies are implemented successfully.

4.4.4 Policy Evaluation

Jie (2016) explains that policy evaluation is a step in the policy cycle that involves reflecting on whether the policy accomplished its intended goals and determining whether it had any unforeseen implications, which may result in changes or the policy's termination. In addition, Bhuyan et al. (2010) suggests three significant reasons why policy implementation must be evaluated. Firstly, it encourages accountability by holding policymakers and implementers accountable for meeting stated goals and renewing commitment. Secondly, it increases efficacy by identifying and addressing impediments to policy implementation. Finally, it promotes equity and quality because effective policy implementation can set minimum quality standards, increase access, eliminate inconsistencies between service providers and areas, and therefore improve quality.

The following three questions need to be considered by policymakers when assessing an alternative: (1) "Is the substitute practical?" (2) "Is it a satisfactory alternative?" (3) "What effect will it have on individuals?" (Grant, 2011).

4.5 Policy Analysis of the Alternatives to Corporal Punishment Guidelines (2000)

This section of the chapter analyses the *ACPG (2000)* using Young and Diem's (2018) six-stage critical analysis. These stages include policy purpose and development, the gap between the planned policy and how it was implemented, the distribution of power, resources, and knowledge, the environment in which the policy is created and implemented, social stratification, and the impact of policy on privilege and inequality relationships, as well as the policy's omissions and silences.

4.5.1 Policy Purpose and Development

This stage of analysis includes an interrogation of the policy process, although other scholarship concentrates on rhetorical strategies and the symbolic nature of educational policy. It focuses more on the area between policy creation and its operation.

The Department of Education (DoE), in the *ACPG (2000)* policy, indicates that a society that aims to decrease levels of social violence should prohibit corporal punishment in schools. The *ACPG (2000)* promotes positive and constructive discipline and encourages communication between teachers and learners. The *ACPG (2000)* suggests that teachers need to establish classroom rules with the learners from the beginning of the year, reward good behaviour, develop a code of conduct, build a positive relationship with learners, and involve parents to solve discipline. Since schools were instructed by the South African Constitution, South African Schools Act (1996) and the National Education Act (NEPA) (1996) not to administer corporal punishment, teachers are expected to use other alternatives that do not violate the rights of the learners. According to Section 12 of Constitution of the Republic of South African (RSA, 1996), everyone has the right to not being treated or punished in a cruel, inhuman, or degrading manner. According to NEPA (RSA 1996: s.5) “No person shall administer corporal punishment or subject a student to psychological or physical abuse at any educational institution”. The purpose of these guidelines was to equip teachers with more constructive ways of disciplining learners that will help to instil self-discipline and encourage them to realise their academic potential.

4.5.2 The Difference between the Intended Policy and How it was Practised

This stage is interested in understanding how policy developed, what problems it was created to solve, how it changed and developed over time, and its role in reinforcing the culture of power. It seeks historical and contextual clues that might help to gain a better understanding of policy changes, conditions, and results, as well as understanding the policy tools and processes that facilitated policy establishment and/or internalisation. To better comprehend this part, the three sub-sections, which are: corporal punishment against discipline, why corporal punishment was abolished, and why it was not a solution, will be discussed.

4.5.2.1 Corporal Punishment versus Discipline

Eckes and Russo (2012) state that corporal punishment is a purposeful use of physical force to inflict pain on a child, but not injury, to correct or control the child's behaviour. Based on the *ACPG (2000)*, corporal punishment was part of the approach to managing the school environment, which was based on the view that children need to be controlled by adults and that measures such as sarcasm, shouting and other abusive forms of behaviour were ways of teaching children a lesson or ensuring that they were so afraid that they never stepped out of line. Makhasane (2016) reveals that corporal punishment was used by teachers in the olden days as one of the accepted and

tolerated strategies to discipline learners in South African schools . On the other hand, discipline is defined as the practice of caring for and respecting oneself and others (Mokhele, 2006). “Discipline rather than punishment is used proactively and constructively. In such a system, learners experience an educative, corrective approach in which they learn to exercise self-control, respect others and accept the consequences of their actions” (ACPG, 2000). In a research that was done by Makhasane (2016), he explains that in one of the participating schools, a principal had to explain to teachers and parents that learners would still be attentive to discipline that involves other measures besides corporal punishment.

4.5.2.2 Why Corporal Punishment was Banned

After 1994, South Africa adopted a new democratic constitution that guarantees the right to dignity, equality, freedom and security. Corporal punishment was banned after following some democracies and other legislations such as section 12 of South African constitution, SASA (1996), NEPA (1996), and ACPG (2000).

4.5.2.3 Why was it Not a Solution?

The *ACPG (2000)* mentions several reasons why corporal punishment was not a solution to indiscipline. The following are some of the reasons that were mentioned in the *ACPG (2000)*:

- It does not build a culture of human rights, tolerance and respect.
- It does not stop the bad behaviour of difficult children. Instead, these children are punished.
- It does not nurture self-discipline in children. Instead, it provokes aggression and feelings of revenge and leads to anti-social behaviour.
- It stands in the way of proper communication between the educator and learner.
- It has been shown to contribute to absenteeism and high drop-out rates in South African schools.

Mthanti and Mncube (2014) found that corporal punishment had a negative impact on learners, and resulted in absenteeism, fear, bunking of lessons and learners that are afraid to communicate. Furthermore, Veriava (2014) claims that corporal punishment impacts negatively on learners’ self-esteem, emotions and academic performance.

The intentions of these guidelines were to equip educators with strategies and guidelines that will help them discipline learners in class without using corporal punishment. These guidelines

also had intentions of building a positive relationship between educators and learners, learners who will be able to communicate with their teachers without fearing them. Promoting self-discipline and encouraging learners to be confident in their academic potential was also mentioned in the guidelines, as well as to bring back the dignity of learners and protect them from the acts of violence. However, most teachers still need to adapt to discipline approaches other than corporal punishment. Part of the *ACPG (2000)* reveals that there were arguments that other disciplinary methods require time, patience, and skills that educators often lack.

ACPG (2000) mentions that some teachers and organisations were against the ideas that were put in place as alternatives to corporal punishment. It was found that some teachers are still using corporal punishment and others are still not sure how to implement these guidelines in their classes. Makhasane (2016) reveals that in a survey that was conducted in 13 schools in KwaZulu Natal, both in rural areas and townships, corporal punishment was still in place and in some schools the use of alternatives to corporal punishment was not easy.

4.5.3 The Distribution of Power Resources and Knowledge

According to Dumas and Anyon's (2006) interpretation, the unit of analysis could be the policy system itself, the implementation site, or who gets what, when, and how.

ACPG (2000) mentions the ways in which power resources and knowledge can be distributed when applying alternatives to corporal punishment. In this guideline document SGBs are mentioned as one of the people who need to be part of formulating the code of conduct for the school. The learners are also included in making rules with their teacher to help bring order in class. The *ACPG (2000)* has suggestions for teachers that can equip them on how to discipline, keep order and peace in class. Amongst the things that are mentioned in the document is advising teachers to let learners take responsibility, to be inclusive, to know learners and focus on relationship-building and to be serious and consistent about the implementation of the rules. The *ACPG (2000)* shows how power can be distributed when implementing these alternatives to corporal punishment and also equips teachers with knowledge on how to include alternatives to corporal punishment as part of discipline in their classes.

4.5.4 The Environment in which the Policy is Created and Implemented

The *ACPG (2000)* document highlights various aspects that are important in the creation and implementation of the policy. I am going to discuss three key aspects from the *ACPG (2000)*, which are safe classroom, inclusive environment, and the supportive environment.

4.5.4.1 Safe Classroom Environment

The *ACPG (2000)* promotes a safe classroom environment where all learners feel safe and are not afraid of one another and the teacher. The classroom should be a safe place for learners to be able to question and voice out their ideas without fear. The guidelines encourage teachers to build a relationship of trust in which learners feel respected, understood and recognised for who they are they suggest that teachers can do that by laying the foundation for open communication channels, remember names of learners, finding out about their lives, and the teacher needs to make it clear that he/she cares about them.

4.5.4.2 Inclusive Environment

An environment that is inclusive is one of the things that are highlighted in the *ACPG (2000)*. It is emphasised that teachers must create an environment that will accommodate all the learners so that no learner will feel left out. The *ACPG (2000)* suggest a few things that can be done by teachers in their classrooms to ensure that they are inclusive, which include use of materials, pictures, language, music, posters, and magazines that reflect the diversity of the class so that no learner feels left out or that his or her identity is not valued.

4.5.4.3 Supportive Environment

A supportive environment is one of the key things that were pointed out in the *ACPG (2000)*. It is stated clearly in the document that teachers need to give learners the opportunity to succeed. In my understanding, they can do that by supporting them, believing in them and by building their self-esteem and self-confidence. Teachers need to take steps to avoid favouritism and celebrate all students. The *ACPG (2000)* believes that learners who feel positive about themselves and their ability to succeed will make better learners.

4.5.5 Social Stratification and the Impact of Policy on Relationships of Privilege and Inequality

According to Young and Diem (2018), this stage focuses on the larger impact of a specific policy on inequality and privilege relationships, and it asks questions about policy to see if it reinforces or reproduces social injustices and inequalities.

According to Littlejohn (2022), social stratification is the name under which sociologists study inequality in society, for example the unequal distribution of goods and services, rights and obligations, power and prestige. The *ACPG (2000)* highlights that corporal punishment was used in a biased way as sometimes it was used most on those learners who are older than their peers or from poor homes.

The *ACPG (2000)* used the Constitution of the Republic of South Africa (1996), SASA (1996), NEPA (1996) and other policies to draw up several strategies that can be used to discipline learners which are in line with the values of justice, equality, freedom and tolerance. These strategies promote self-respect, humanity and building a good relationship between a learner and a teacher. They put the needs of the learner first in various ways, emotionally, psychologically and physically.

The *ACPG (2000)* mentions some of the roots of behavioural problems. The document highlights that a learner may have behavioural problems because of family issues such as death or divorce, poverty that leads to stress, bullying, and violence in the neighbourhood. As much as these might be the causes of some behavioural problems, the *ACPG (2000)* notes the fact that some of these issues are psychological, and teachers are not psychologists, but they work closely with the learners and should, therefore, be in touch with the problem. The document states that the role of teachers is to understand the nature of the problem and be able to give appropriate help.

4.5.6 Omissions and Silences of the Policy

According to Jie (2016), when conducting policy analysis, one must also analyse the document's silences, or what is left unsaid. It is also critical to discuss what has been "clearly and openly articulated". Furthermore, policy analysis considers not just the policy's contents and whether the policy's objectives were realised, but also what is left out. This stage of critical policy analysis will briefly explain the omissions and silences of the *ACPG (2000)*.

The *ACPG (2000)* document outlines many things, such as why corporal punishment was banned, what damages were caused by corporal punishment, some of the possible causes of bad behaviour of learners and suggests some of the strategies that can be used as the alternatives to corporal punishment. However, in the document, there are some things that are not clearly stated and not highlighted. For instance, it is not clear what a teacher should do if a learner does not comply; if a learner does not follow the rules or breaks the class rules. The *ACPG (2000)* also does not mention what can be done if a learner assaults another learner in class in the presence of a teacher.

4.6 Summary

In conclusion, this chapter has highlighted the required actions that must be performed before developing a policy, which is recognising a problem. During policy creation, this section emphasises the importance of all stakeholders understanding the policy that is formulated. Finally, critical policy analysis suggests that after implementing a policy, it should be examined to see if it is achieving its goal, to identify gaps that need to be closed, or to terminate it if it is not. This chapter also critically evaluated the *ACPG (2000)*, which looked at the following aspects of the document: the gap between the planned policy and how it was implemented; the distribution of power, resources, and knowledge; the environment in which the policy is developed and implemented; social stratification; the impact of policy on privilege and inequality relationships; and the policy's omissions and silences. This chapter has demonstrated the importance of policy analysis because it allows us to analyse whether a policy has achieved its intended objectives and what changes might be made in the future.

CHAPTER 5: DATA PRESENTATION, ANALYSIS AND DISCUSSION

5.1 Introduction

The *Alternatives to Corporal Punishment Guidelines (2000)* document promotes a non-punitive approach to student behaviour to create a courteous, safe, and productive educational environment. Counselling, positive reinforcement, and active involvement are encouraged to manage behavioural difficulties in a framework that encourages students' entire development rather than physical discipline (Department of Education, 2000). These rules are difficult to apply in rural and semi-urban South African elementary schools. Limited resources, high class sizes, and uneven parental and community support affect teachers' capacity to follow the principles consistently and effectively (Moore, 2021; Simelane & Ndlovu, 2022).

This chapter examines primary school teachers' comprehension of, application of, and obstacles to, adopting these standards. The chapter examines the complicated dynamics of non-punitive punishment in various educational contexts based on interviews with eight participants (six teachers and two School Governing Body members).

The chapter explains the difficulties teachers have when adopting non-punitive disciplinary measures and highlights the need for flexible solutions that meet South African elementary schools' socio-cultural and infrastructural realities.

5.2 Demographics of the Participants

It is important to know what kind of people the participants were in order to understand how they felt and what they thought about the *Alternatives to Corporal Punishment Guidelines (2000)*. Eight people took part in this study. Six were teachers and two were members of the School Governing Body (SGB). They have had different jobs and have had different family lives. In terms of demographics, gender, age, teaching experience, educational skills, and where the school is located all play a big role in how well people understand and follow the rules. These different kinds of facts help us fully understand the pros and cons of this type of treatment in a number of school settings. The following table shows participants' demographic information.

Table 5.2.1: Participants' Demographic Information

Participants	Gender	Age	Teaching experience	Qualification
Teacher participant 1	Male	30-40	6 years	Post Graduate Certificate in Education
Teacher participant 2	Female	30-40	4 years	Bachelor's degree in Education
SGB participant 3	Female	30-40	Not teaching	
Teacher participant 4	Female	50-60	16-20 years	Advanced diploma in Education
Teacher participant 5	Female	40-49	10-15 years	Bachelor's degree in education
Teacher participant 6	Female	40-49	10-15	Bachelor's degree in education
Teacher Participant 7	Female	32	5	Bachelor's degree in education
SGB participant 8	Male	30-40	Not teaching	

The table below gives an overview of themes and sub-themes that emerged from the analysis.

Table 5.2.2: Themes and Sub-Themes from the Data

Themes	Sub-themes
Theme 1: Nature and Implications of the Alternatives to Corporal Punishment Guidelines (2000)	Sub-theme 1: Teachers' Understanding of the Purpose of the Guidelines
	Sub-theme 2: Teachers' Awareness of the Main Provisions of the Guidelines
	Sub-theme 3: Perceived Role of the Guidelines in Promoting a Positive Learning Environment
	Sub-theme 4: Teachers' Reflections on Respect and Safety for Students
Major Theme 2: Implementation of the Guidelines in Primary Schools	Sub-theme 1: Frequency and Consistency of Referring to the Guidelines
	Sub-theme 2: Strategies Employed as Alternatives to Corporal Punishment
	Sub-theme 3: Adaptation of Guidelines to Classroom Dynamics and Student Behavior
	Sub-theme 4: Influence of Teacher Training on Implementation Practices
Major Theme 3: Challenges and Benefits of Using the Alternatives to Corporal Punishment Guidelines	Sub-theme 1: Challenges of Large Class Sizes and Limited Resources
	Sub-theme 2: Student Responses and Mixed Reactions to Non-Physical Disciplinary Measures

Sub Theme 3: Benefits in Student Confidence and Teacher-Student Relationships

Major Theme 4: Suggestions and Recommendations for Effective Implementation

Sub Theme 1: Need for Regular Training and Practical Workshops

Sub Theme 2: Recommendations for Additional Resources and Support Staff

Sub Theme 3: Suggestions for Tailoring Guidelines to Different Age Groups and School Contexts

Sub Theme 4: Desired Support and Engagement from School Leadership

5.3 Major Theme 1: Nature and Implications of the *Alternatives to Corporal Punishment Guidelines (2000)*

In this theme, four sub-themes emerged, which are: Teachers' Understanding of the Purpose of the Guidelines; Teachers' Awareness of the Main Provisions of the Guidelines; Perceived Role of the Guidelines in Promoting a Positive Learning Environment; and Teachers' Reflections on Respect and Safety for Students.

5.3.1 Sub-Theme 1: Teachers' Understanding of the Purpose of the Guidelines

Interview data shows that teachers see the main goal of *Alternatives to Corporal Punishment Guidelines (2000)* as fostering secure and respectful classrooms. Participants unanimously agreed that the rules support non-violent punishment that respects students' dignity and encourages good behaviour. This accords with Participant 1's belief that the rules seek to "create a safer environment for students...teaching with dignity." Other participants stressed the need for a supportive environment, with Participant 3 stating that the rules aim to raise pupils rather than scare them into behaviour. Their views are in line with UTM because according to Metz (2007), Ubuntu is all about interconnectedness, and mutual caring.

Participants largely agreed on the need to promote good discipline, but they acknowledged the recommendations' inability to handle complicated classroom dynamics, especially in township or semi-urban settings. Teachers reported mixed success with the guidelines owing to student

reactions to non-punitive measures, which some saw as soft. This implies a comprehensive grasp of the standards' intentions and practical limits.

Below are the verbatim responses:

“The main purpose is to promote a more positive way of handling discipline. Instead of using, uh, corporal punishment, which can be harsh, the guidelines encourage us to find other ways to manage behaviour.” (Teacher Participant 1)

“It’s about creating an environment where students respect the rules without the fear of being hit or anything like that.” (SGB Participant 8)

“The guidelines want us to focus on methods that help build students up rather than scaring them into behaving.” (Teacher Participant 7)

“It’s about finding methods that guide the children, help them learn, without making them feel threatened or scared.” (Teacher Participant 6)

“The guidelines focus on positive reinforcement, setting clear rules keeping their dignity intact.” (Teacher Participant 4)

The responses show that all the participants were aware that the rules are meant to change the way discipline is done from harsh to helpful. But the subtleties in their thoughts show that they saw the rules in a larger way: as goals that are hard to regularly meet. Teachers agreed that the rules put a lot of stress on teaching kids respect and understanding, but they also pointed out problems that could come up in real life. For example, Teacher Participant 6 said it was hard to constantly follow these rules in big groups where each student needs a lot of care. Participants also saw a gap between what was meant to happen and what actually happened, especially when working with kids who do not react to non-punitive measures. This difference between "ideal" and "real" shows how much more customised tactics are needed to consider the unique dynamics and cultural settings of each classroom.

The results are in line with other research that established how good punishment techniques can change things for the better but also how hard they can be to use, especially in places with limited resources. A recent study by Wilson et al. (2020), for example, says that non-punitive ways of disciplining students can make the classroom a much better place and improve relationships between students and teachers, especially when used regularly. However, Durrant and Ensom's (2019) study shows that teachers may find it hard to use non-punitive methods

when they don't have enough help or when tighter regulation is seen as normal in the culture. This backs up what the data showed, which was that teachers were worried that family support and a lack of resources would make the standards less useful. According to the research, the gap between policy and practice needs to be closed with more training and institutional support. Participants agreed and stressed the need for ongoing training and useful tools.

5.3.2 Sub-Theme 2: Teachers' Awareness of the Main Provisions of the Guidelines

Interviews show that instructors' understanding of the standards' principal components varies. Most participants understood positive reinforcement and counselling, but they were unsure about their applicability. Teacher Participant 4 understood the principles as "providing positive reinforcement and setting boundaries", but did not know "specific steps." Teachers found the recommendations "a bit vague on the specific steps we should take" (Teacher Participant 1), indicating that although the ideas are obvious, the practical specifics are unclear.

Teachers also noted that the absence of thorough training has forced them to use intuition and experience to execute the standards. Teacher Participant 7 often uses "learn as you go", suggesting a lack of institutional support for formal coaching. Self-directed learning relies on judgement rather than systematic guideline adherence, which may cause classroom implementation to vary.

Below are the response quotes in line with the sub-theme:

"The guidelines outline various approaches we can take using positive reinforcement, setting clear rules... but sometimes it's hard to remember all the specifics." (Teacher Participant 7)

"I think I understand the main idea behind it but sometimes it's tricky figuring out exactly what to do instead, especially in a rural setting." (Teacher Participant 5)

"Most of what I've learned has been through, well, trial and error, and some advice from, uh, more experienced colleagues." (Teacher Participant 2)

"The guidelines, they talk about using counselling, positive reinforcement, and other non-punitive ways to handle discipline." (Teacher Participant 4)

"Teachers had a workshop years ago, but there hasn't been ongoing support to stay up-to-date since we started as the current SGB." (SGB Participant 3)

The comments show that there is a difference between what the policy was supposed to do and how teachers actually understand it. Teachers usually understand the main ideas, but it

has been hard for them to apply these ideas consistently because the rules don't seem very detailed. This suggests that the policy system itself could use some work. For example, making the rules simpler and easier to follow could help people follow them better. It also turns out that teachers' inability to follow the rules was affected by a lack of ongoing training. This shows how important ongoing professional development is to support policy implementation.

The results are in line with other studies that stress how important it is for policies to be clear and have real-world backing. A study by Wubbels et al. (2019) shows that how well teachers know and understand discipline rules has a big effect on how well they follow them and how well they work. In the same way, Jones and Jones (2021) say that programmes like the *Alternatives to Corporal Punishment Guidelines (2000)* are most useful when teachers get ongoing, organized training, which was brought up by attendees as a gap. Literature also suggests that specific case examples and scenario-based training can help teachers better understand discipline policies. This lets them put policy provisions into the context of their own classrooms.

5.3.3 Sub-Theme 3: Perceived Role of the Guidelines in Promoting a Positive Learning Environment

The majority agreed that *Alternatives to Corporal Punishment Guidelines (2000)* sets up a polite, nice, and mentally healthy space for the students. A lot of teachers said that these rules had made it easier for kids to talk to their teachers because they felt safer and more at ease in class. "Students feel more respected and are happier in class," Teacher Participant 1 said, showing that things were better in the classroom. It was hard to keep a good mood because some kids behaved well, and others pushed the limits more often because they were not getting in trouble.

Data also show differing views on the recommendations' effectiveness. Some kids were more involved and receptive to conversation, while others struggled to establish discipline without conventional punishments. One teacher said, "Some students appreciate not being punished harshly, but others push the boundaries because they know they won't face physical punishment." This reaction shows that the standards promote inclusion and respect for many students but may not have the power to change behaviour across varied student profiles.

Below are the response quotes:

“Students feel more respected and are happier in class; it’s created a more positive atmosphere.” (Teacher Participant 1)

“Some students seem to appreciate not being punished harshly, but others push boundaries because they know we won’t use physical punishment.” (Teacher Participant 6)

“The classroom feels a bit more open and supportive, so that’s definitely a plus.” (SGB Participant 8)

“It has helped with building trust, especially with the younger ones, but it’s not a complete fix for everyone.” (Teacher Participant 4)

“When students feel respected, they tend to respect me more as well.” (Teacher Participant 7)

Teachers' responses show a deep knowledge of the rules' significance in good learning. The principles seem to create trust and respect, particularly with younger kids who enjoy non-punitive discipline. This shows that the principles foster emotional safety and respect, fostering free discourse in the classroom. The lack of authoritative repercussions may restrict the guidelines' influence on older kids or those less susceptible to non-punitive techniques.

This contradiction requires adaptive framework solutions to help instructors reconcile respect-driven approaches with hard limits. Participants' focus on mutual respect suggests that a more organised approach may be needed to reinforce the guidelines' effect, especially for students who may not immediately react to the positive learning environment.

Non-punitive discipline tactics and healthy classroom climates are linked in research. Walker and McGregor (2020) found that mutual respect-based disciplinary measures may minimise behavioural difficulties and provide a positive learning environment, which participants agreed with. However, Lyons and Ford (2019) believe that rules without structured consequences may cause some students to misunderstand the absence of punishment as a lack of authority, reducing disciplinary effectiveness. Furthermore, the non-punitive discipline is also supported by UTM as positive connections and respect are important at UTM, which applies to teacher-student interactions. The notion states that respectful and empathic teacher-student connections boost learners' respect for authority and learning engagement (Waghid & Smeyers, 2012).

This comparison shows that although the recommendations promote a helpful learning environment, context-specific tactics that address student reactions might improve their efficacy. Teachers might use such adjustments to promote good behaviour in a controlled and polite classroom. The standards help preserve classroom discipline, but their flexibility and adaptation may decide their long-term influence.

5.3.4 Sub Theme 4: Teachers' Reflections on Respect and Safety for Students

Teachers agreed with the rules' focus on making sure students felt safe and respected; they saw these as core values that were important to their ways of disciplining. The majority of the people who took part in the study thought about how the rules had changed their ideas about punishment, from harsh methods to positive, respect-based ones. Teacher Participant 2 responded that the rules "make me think about the 'why' behind the behaviour", showing that they recognise the importance of understanding why kids behave rather than merely penalising them. This emphasis on understanding and compassion is part of a societal change towards student-centred discipline.

However, in large classes without adequate resources for personalised care, participants claimed it was difficult to make all kids feel secure and valued. Teacher Participant 4 stated that it was challenging to give "every child the attention they need", suggesting that safety and respect are tougher to maintain in crowded classrooms. This response indicates a discrepancy between standard aims and instructors' practical challenges. This may make it tougher to provide a secure and respectful learning environment for all kids.

The following quotes substantiate the sub-theme:

"The guidelines make me think about the 'why' behind the behaviour, rather than just reacting."
(Teacher Participant 2)

"They're designed to make students feel safe and respected, but with class sizes so large, it's hard to give each child the attention they need." (Teacher Participant 4)

"Students are more willing to open up and share when they know I'm not going to punish them harshly." (Teacher Participant 1)

"It's definitely more challenging, but I feel it's helped build better relationships with the students."
(Teacher Participant 7)

“The guidelines have made us more aware of trying to discipline without harm.” (Teacher Participant 6)

The data show a transformational disciplinary strategy that prioritizes respect and safety in the teacher-student interaction. This adjustment has improved student participation and transparency, which has strengthened relationships, according to teachers. This method supports an educational philosophy that regards pupils' psychological safety and respect as a learning necessity. However, practical issues like big class numbers and inadequate resources may hinder instructors' ability to implement these ideas.

The results imply that although the standards promote a courteous and secure classroom, contextual issues need practical changes. Teacher responses show a demand for extra techniques to implement the rules successfully in varied situations, especially when practical constraints impede comprehensive respect-based approaches. Addressing these impediments might improve policy-practice alignment and classroom safety and respect.

Many educational studies show that respect and safety create beneficial learning environments. According to Bear and Watkins (2021), safety and respect build trust and student participation, which instructors agree with. Gilligan and Ramsey (2020) found that non-punitive punishment reduces fear and promotes student participation, resulting in more effective student-teacher relationships. Teachers' struggles to execute these concepts in overcrowded and under-resourced classrooms support Murphy and Rodriguez (2019), who claim that structural hurdles might hinder respect-based discipline.

These comparisons show that the principles are valid theoretically but need contextual sensitivity to apply. An ideal disciplinary policy would give adaptable, scalable procedures that may be customised to varied classroom demands, according on teachers' input. This would underscore the rules' respect and safety focus while allowing instructors to adopt them regardless of logistics.

5.4 Major Theme 2: Implementation of the Guidelines in Primary Schools

Under this theme, the following sub-themes were identified: Frequency and Consistency of Referring to the Guidelines; Strategies Employed as Alternatives to Corporal Punishment; Adaptation of Guidelines to Classroom Dynamics and Student Behaviour; and Influence of Teacher Training on Implementation Practices.

5.4.1 Sub-Theme 1: Frequency and Consistency of Referring to the Guidelines

The interview data shows that people have different ideas about how often and consistently they turn to the *Alternatives to Corporal Punishment Guidelines (2000)*. There is a clear theme that emerged in the answers that the rules are part of teachers' punishment system, but they are not always used every day. When dealing with behaviour problems, teachers often rely more on their experience and gut feelings than on following the rules to the letter. One teacher said that when they are managing the classroom, they "keep the principles of the guidelines in mind but rarely refer to the actual document." This indicates a shift from formal rules to a more natural, experience-based approach. This might be because the regulations have gotten simpler to follow or harder to apply.

Participants noted that large classes and lack of time made implementation the guidelines difficult. Teachers sometimes struggle to address behaviour issues one-on-one using non-punitive approaches, as required by the laws, due to class numbers. One instructor said, "I don't sit here and read them word-for-word every day." This revelation shows how teachers might only remember parts of the rules in order to handle situations without having to refer to them often. This suggests that they might need more flexible, situation-specific advice.

Below are further quoted responses from participants:

"I don't refer to the guidelines on a daily basis, but I keep their principles in mind when handling disruptive behaviours." (Teacher Participant 1)

"In the heat of the moment, you don't always think, 'let me go back to the guidelines.' It's more... you deal with things as they come." (Teacher Participant 7)

"The guidelines serve as a reference, but I'd say I use them more intuitively now, after years of teaching experience." (Teacher Participant 4)

"With large class sizes, following each guideline to the letter is not always practical." (Teacher Participant 2)

"I remember the main points but not always in detail since I am not always at school, unless there's a serious incident that need us as SGBs." (SGB Participant 8)

The research findings show that instructors value flexibility over rigid adherence, suggesting that the standards are adapted to classroom reality. According to the findings, instructors respect the norms but struggle to reference them due to class size and classroom management.

This technique may be an adaptation to structural difficulties, using broad suggestions rather than precise protocols.

According to guideline implementation studies, disciplinary frameworks are integrated as background knowledge rather than consistently applied strategies without regular training or support (Jones & Smith, 2021; White et al., 2019). Zhou and Brown (2020) found that recommendations must be realistic, backed by resources, and modified for class size to be successful. Johnson and Turner (2022) also claim that instructors use spontaneous management practices owing to a lack of training on alternate disciplining methods. These results suggest that instructional recommendations like the *Alternatives to Corporal Punishment Guidelines (2000)* recommendations risk becoming secondary to practical, experience-based techniques without reinforcement and contextual changes. According to interviewees, a flexible, context-specific approach would improve the guidelines' usefulness in varied classrooms.

5.4.2 Sub-Theme 2: Strategies Employed as Alternatives to Corporal Punishment

The interview data show that instructors use positive reinforcement, role assignments, and reflective conversations to avoid physical punishment. Participants' tactics emphasise an effort to adapt the principles to classroom circumstances via positive student engagement rather than punishment. Teachers employ assigning pupil's classroom tasks, verbal praise, and sticker and point rewards. These methods create a polite classroom where kids are rewarded for good behaviour rather than being punished. One instructor said that rewarding positive behaviour with modest prizes such as stickers or verbal encouragement may reinforce desired behaviour without physical punishment.

A more sophisticated approach to behaviour management is shown by using these various tactics with a knowledge of each student's requirements. Some participants struggled to use these tactics, particularly with limited resources or time to individualise discipline. These findings highlight a recurrent challenge in non-punitive classroom management: balancing classroom control with supportive atmosphere.

Below are the quoted responses from participants:

“One strategy I use is giving students responsibilities, like making them a ‘class helper.’ It helps calm disruptive students.” (Teacher Participant 2)

“I have a reward system, stickers or extra playtime for good behaviour.” (Teacher Participant 4)

“Positive reinforcement works well with some students, especially when they get verbal praise.”
(Teacher Participant 1)

“We set classroom rules together, so they feel a part of the rules.” (Teacher Participant 5)

“Sometimes, teachers give disruptive students a quiet moment outside to reflect on their behaviour.” (SGB Participant 3)

These tactics show that teachers are trying to make the classroom a place where everyone works together. Teachers use different ways to discipline that get students involved in managing their own behaviour, which builds a sense of responsibility. The strategies that were mentioned by participants are in line with UTM based on the discussion made by Louw (2010), about Ubuntu principles of empathy, respect, and communal welfare, he argues that instead of corporal punishment, these beliefs promote disciplinary measures that repair relationships and provide a helpful learning environment. But the problems that were brought up, like a lack of resources and a large class, show that these methods need more help to be used regularly.

Previous research backs up these observations, showing that different ways of disciplining students, such as using positive feedback and thoughtful timeouts, can help them be more engaged and self-disciplined (Smith et al., 2020; King & Rogers, 2021). Still, studies show that these kinds of methods do not always work because of things like large class sizes, not having enough resources, and not having enough time (Brown & Harris, 2019; Jones, 2020). This fits with what the participants said, which suggests that non-punitive tactics can make the classroom a better place, but they need supporting frameworks and tools to really work. White and Grey (2022) concluded that applying multiple types of punishment successfully requires adapting to each classroom. This emphasises the need for classroom-specific tools and training.

5.4.3 Sub-Theme 3: Adaptation of Guidelines to Classroom Dynamics and Student Behaviour

Participants indicated that adapting rules to classroom dynamics and student conduct has pros and cons. Teachers agreed that the guidelines promote discipline, although they often have to adapt them to their students. Participants said younger kids respond greatly to positive reinforcement, while older students may not. Instructors must adjust their disciplinary methods, combining guideline-based methods with intuition and experience to manage student conduct.

Rules and duties often change with student growth. One teacher admitted that a one-size-fits-all approach is unsuccessful for various age groups since seven-year-olds might be different from twelve-year-olds. This flexible approach acknowledges kids' diverse needs but emphasises the need for more precise, flexible guidelines to assist educators negotiate these differences.

Below are the quoted responses from participants:

“You have to adapt the approach depending on the age of the students some methods don’t work for all ages.” (Teacher Participant 7)

“With older students, they tend to push boundaries more so it’s about finding what keeps them engaged.” (Teacher Participant 6)

“The guidelines need more flexibility because every class is different.” (Teacher Participant 5)

“I try to tailor my approach during disciplinary hearing maybe use positive reinforcement for some but talk things out with others.” (SGB Participant 8)

“Younger students seem to respond better with older ones, it’s sometimes a struggle to keep them motivated.” (Teacher Participant 2)

The data show that instructors must adjust to their classes' dynamics while following the recommendations. This flexibility illustrates the need for classroom-specific guidelines that enable teachers to adapt to students of varying ages and behaviours.

Bailey and Holmes (2021) agree that classroom discipline must be customised. Throughout development, rigid disciplinary frameworks fail to accommodate youngsters' various actions, according to Casey (2020). This study confirms participants' conclusions that the *Alternatives to Corporal Punishment Guidelines (2000)* are beneficial but might be more flexible and adaptable. Teachers' requests for adaptive disciplinary tools match current educational research on responsive behaviour management in heterogeneous classrooms.

5.4.4 Sub-Theme 4: Influence of Teacher Training on Implementation Practices

Training for teachers became one of the most important factors in how the *Alternatives to Corporal Punishment Guidelines (2000)* were put into place. Participants maintained that not getting enough and ongoing training was a big reason why they could not follow the rules well. Teachers reported having just one or two brief training classes with minimal follow-up or hands-on work since the restrictions were implemented. Due to insufficient preparation, many

instructors feel unprepared when dealing with impolite or challenging pupils. "Our workshop a few years ago was generic and unhelpful. We must find it out ourselves ", said an instructor.

Participants also underlined that continued training would help them grasp the regulations and find effective methods to implement them without penalty. For lack of structured aid and professional advancement, standards aren't always followed. This is particularly true in stressful times. New instructors miss out on instruction on alternative methods to control, making it challenging for them to obey the regulations. Other participants said:

"The training was very brief, it would be helpful to have regular workshops with real examples."
(Teacher Participant 1)

"A single workshop isn't enough we need continuous training to understand and apply these guidelines." (Teacher Participant 7)

"There's a lot to handle on our own more regular training would help us feel supported."
(Teacher Participant 4)

"We were given a booklet years ago, but it doesn't cover all the real-life challenges we face."
(Teacher Participant 5)

"If we had regular follow-ups, we could discuss what's working for our teachers and get more guidance." (SGB Participant 3)

The comments show a major disconnect between the guidelines' goals and classroom implementation. Teachers want methodical, hands-on instruction that promotes non-punitive discipline and solves classroom problems. Teachers struggle to adapt and implement standards without formal guidance.

These results support research that implies strong and continual professional development is necessary to apply instructional principles (Clark et al., 2019; Dixon, 2021). Oliver and Lang (2022) found that instructors who get regular alternative disciplinary training are better at maintaining a pleasant school climate without physical punishment. According to Johnson et al. (2023), mentoring programmes and frequent workshops help instructors use theoretical frameworks in real-world settings. The absence of ongoing teacher training in applying the *Alternatives to Corporal Punishment Guidelines (2000)* seems to be a major impediment, emphasising the need for educational policymakers to prioritise regular, practical, and context-sensitive teacher training.

5.5 Major Theme 3: Challenges and Benefits of Using the Alternatives to Corporal Punishment Guidelines

The following sub-themes emerged from the above major theme: Challenges of Large Class Sizes and Limited Resources; Student Responses and Mixed Reactions to Non-Physical Disciplinary Measures; and Benefits in Student Confidence and Teacher-Student Relationships.

5.5.1 Sub-Theme 1: Challenges of Large Class Sizes and Limited Resources

In-depth interview data analysis shows that excessive class sizes and limited resources pose substantial issues for instructors. Teachers noted that regulating behaviour without physical punishment in 40-student classes is difficult. Overcrowding makes it impossible for instructors to provide individual attention or utilise non-physical punishment. Participants said inadequate educational and psychological support aggravate the situation. One teacher said that managing disruptive conduct in a large class without immediate discipline is difficult and frequently ineffective since students don't take it seriously. The absence of counselling options to aid teachers and students with behavioural issues makes classroom management difficult.

“With over 40 kids in a room, it's hard to give each one the individual attention they need” (Teacher Participant 1).

“Managing behaviour is challenging when you have such a large class; students don't always take non-physical methods seriously” (Teacher Participant 5).

“The lack of resources is a major hurdle we don't have enough support for alternative methods to work effectively” (Teacher Participant 2).

“In a crowded classroom, it's impossible for teachers to use the guidelines consistently” (SGB Participant 3).

“Sometimes I feel like I'm improvising more than implementing proper strategies due to lack of resources” (Teacher Participant 7).

Participants' responses reveal classroom constraints. When classes are full, it can be hard for teachers to find other ways to discipline students, especially when resources are limited. Because of a lack of resources and high student-to-teacher ratios, teachers have to adapt instead of following a set plan to make the standards stick.

These results substantially support school resource allocation and discipline research. According to Jones et al. (2020), high student-to-teacher ratios make it difficult for instructors to handle individual behavioural difficulties via non-punitive punishment methods. Bailey and

Rogers (2019) also note that alternative punishment tactics fail without personnel support and counselling services. The evidence repeatedly states that overcrowded classrooms impair individualised attention and non-physical discipline approaches have less efficacy. This comparison supports the instructors' experiences and emphasises the need for institutional adjustments to follow the standards. This sub-theme shows that without lowering class numbers and boosting resources, the recommendations may fail in big, under-resourced schools.

5.5.2 Sub-Theme 2: Student Responses and Mixed Reactions to Non-Physical Disciplinary Measures

The interview data under this sub-theme show varied student reactions to non-physical disciplinary approaches. Some kids like awards and praise, while others think they're too forgiving and push the limits. Teachers found that younger pupils respond better to positive reinforcement, whereas older students push limitations to avoid punishment. This age-related differential in receptiveness suggests that although alternative approaches may make classrooms more comfortable, they may not work for all age groups and personalities. Inconsistent student answers complicate behaviour management since instructors must adjust to specific student requirements and behaviours.

Below are excerpts from participants:

“Some students respond well to praise, but others push the boundaries knowing there’s no corporal punishment” (Teacher Participant 4).

“The younger students tend to appreciate positive reinforcement, but the older ones they sometimes laugh it off” (SGB Participant 8).

“The non-physical methods work for some, but it’s hard to keep order when certain students know there won’t be harsh consequences” (Teacher Participant 6).

“It’s a mixed response; younger kids adapt well, while older students see it as leniency” (Teacher Participant 7).

“It’s a learning curve for some students, getting used to discipline that’s not about fear” (Teacher Participant 2).

The different reactions from students show how hard it is for teachers to make sure that non-physical forms of discipline always work. This lack of stability shows how hard it is to use the same method with a group of students who are all different. It also shows how important it is to find more flexible methods that work for all age groups and types of behaviour.

Compared to other research, this result has a lot of backing from other researchers. Casey (2021) notes that student age and developmental stage significantly influence their receptiveness to disciplinary methods, with younger students more inclined to accept guidance based on reward systems than older students, who may require clearer boundaries. Smith and White (2022) agree that non-punitive punishment works best when suited to pupils' maturity levels and that a single strategy is unlikely to work across age groups. Thus, the respondents' experiences complement studies supporting variable punishment systems that may be tailored to each student's progress. This research found that non-physical discipline works best when rules are flexible enough for kids of various ages and behaviour types.

5.5.3 Sub-Theme 3: Benefits in Student Confidence and Teacher-Student Relationships

Statistics show that the *Alternatives to Corporal Punishment Guidelines (2000)* have improved student confidence and teacher-student relationships. Non-punitive methods foster trust, open communication, and student appreciation, according to teachers. Kids are more likely to address their conduct without fear of physical punishment, providing a more positive school environment. Reserved or scared kids now feel safer and more respected in the classroom due to this enhanced relationship dynamic.

Below are the quoted responses from participants:

"I've seen some students become more open; they feel safer and aren't afraid to speak up" (Teacher Participant 5).

"Students are more confident now, they feel respected and know they won't be harmed" (Teacher Participant 2).

"I've built stronger relationships with students who know I won't react harshly" (Teacher Participant 1).

"They're more willing to talk to me about issues, which helps in managing behaviour" (Teacher Participant 4).

"The classroom feels more open and supportive, especially for quieter students" (SGB Participant 8).

These responses show that the standards provide a loving atmosphere where kids feel comfortable communicating with instructors. Mutual respect builds trust, boosts self-confidence, and improves classroom culture.

These results support studies on the effects of non-punitive punishment on student-teacher relations. Dixon and Evans (2020) say constructive discipline improves trust and communication, making pupils feel valued and respected. Non-punitive tactics also enhance student involvement and participation since students are less afraid of reprimands and more likely to ask for assistance from instructors, according to Oliver and Lang (2022). Current data reinforce these insights, showing that the rules create a supportive classroom climate that boosts student confidence and teacher-student connections. This suggests that excellent teacher-student relations may boost students' comfort and motivation to study, a major benefit of the guidelines.

5.6 Major Theme 4: Suggestions and Recommendations for Effective Implementation

Under this theme, the following sub-themes emerged: Need for Regular Training and Practical Workshops; Recommendations for Additional Resources and Support Staff; Suggestions for Tailoring Guidelines to Different Age Groups and School Contexts; and Desired Support and Engagement from School Leadership.

5.6.1 Sub-Theme 1: Need for Regular Training and Practical Workshops

According to semi-structured interview data, a major challenge to the successful application of the *Alternatives to Corporal Punishment Guidelines (2000)* is a lack of frequent and practical training. Many participants said the first guidelines training was quick, theoretical, and lacked continued seminars or practical help. Teachers and school governing body (SGB) members noted the difficulty of applying theoretical rules in diverse classrooms with insufficient resources. Many instructors lamented the absence of refresher seminars, believing they would help them handle difficult students without using punishment. Participants also said hands-on seminars and real-world settings will help them implement the standards. Due to the gap between policy and practice and the lack of regular training, instructors negotiate discipline by "trial and error," as Participant 1 phrased it, rather than an organised, supporting framework.

Several participants suggested how further training may improve these rules' implementation:

"Honestly I haven't received much in the way of, uh, formal training. [sighs] I remember when these guidelines were first introduced, there was a workshop, I think, but that was years ago. Since then, it's mostly been, uh, 'learn as you go.' Sometimes we get pamphlets or documents, but practical training would definitely help, you know?" (Teacher Participant 1)

"We had a, um, workshop some years back, but it was quite brief, just a single afternoon. They gave us some pamphlets and explained, uh, a few strategies, but that's about it. I feel like we could benefit from more, you know... practical, hands-on training. Something more regular workshops would be helpful, especially with new challenges in the classroom." (Teacher Participant 5)

"Uh, I think we teachers definitely need more support from both the, um, school administration, SGB and parents. Sometimes it looks like they are expected to manage everything on their own, you know? It would help if they had, uh, regular workshops, or even just more resources, like a, uh, behaviour management toolkit." (SGB Participant 8)

"More training sessions would be helpful, and maybe resources for positive reinforcement that don't cost us out of pocket. (laughs) Having a small budget for classroom rewards would be amazing. Also, I think more guidance from experienced teachers who have successfully used these methods would be great, like a mentorship program." (Teacher Participant 4)

These responses highlight the inadequacy of one-time seminars and the need for a systematic, iterative training method that instructors and SGB members feel will connect academic comprehension with practical implementation. The participants' experiences show that without continued training and practical workshops, instructors lack the confidence and resources to consistently use these principles to change disciplinary techniques.

Based on current research, the absence of continual professional development in education, especially behaviour management, is well-documented (Baker et al., 2020; Johnson & Lewis, 2021). Studies show that instructors lack training to execute policy-driven behavioural methods, forcing them to use intuition rather than evidence (Smith & Hayes, 2019). Thompson and Williams (2022) found that teachers with regular workshops were more effective at using non-punitive disciplinary methods, indicating that practical reinforcement significantly affects adherence to guidelines like the *Alternatives to Corporal Punishment (2000)*. From the interviews, teachers said monthly seminars would make them feel less "isolated" and more supported in their disciplinary role. In contrast, Carrington et al. (2021) say that workshops are valuable but must be adapted to local circumstances and classroom difficulties to prevent generalised and inefficient training.

This evidence supports the need for frequent, practical training courses customised to varied classroom situations. To ensure effective and consistent use, written rules must be reinforced

by ongoing, contextually appropriate professional development. Thus, this research emphasises the necessity for a structured professional development framework backed by educational administration policy changes to address teachers' changing requirements.

5.6.2 Sub-Theme 2: Recommendations for Additional Resources and Support Staff

According to semi-structured interview data, participants agree that the *Alternatives to Corporal Punishment Guidelines (2000)* needs more resources and support workers. Teachers said insufficient resources and support staff impede their capacity to use non-punitive disciplinary approaches. Counselling and positive reinforcement need educational materials and qualified experts like counsellors, behaviour specialists, and classroom assistants, according to many instructors. Participants felt overwhelmed without these services and struggled to handle big class numbers and particular student requirements. Participants noted that positive disciplinary approaches, particularly in under-resourced settings, are difficult to apply without dedicated support workers and supplemental resources like incentive systems or behaviour management tools.

The participants' responses highlight the perceived need for these resources:

"We really need more, uh, training and follow-up support. I feel like, um, we were just given the guidelines and then left to figure it out. More workshops, especially on practical strategies, would be, uh, very helpful. Also, having, um, support staff like counsellors would make a huge difference. And, uh, maybe some kind of parental involvement because, uh, that part is missing too." (Teacher Participant 2)

"We could definitely use more training sessions you know, like refresher courses every year or so. And... having support from parents is crucial. Sometimes, uh, they're not on board with the alternatives and it, uh, affects how the students respond. And maybe, more counselling resources? It would help if we had someone, uh, professional to refer students to when behaviour is really concerning." (SGB Participant 8)

"More access to resources like books, videos, uh, even lesson plans that incorporate the guidelines would be very helpful. And, uh, more counsellors or support staff in schools would also make a huge difference so we're not trying to, uh, manage everything on our own." (Teacher Participant 4)

There are a lot of references to the need for tools and support for staff, which support the idea that the present system does not train teachers well enough to handle difficult behaviour

problems. According to the teachers, using non-punitive methods of discipline becomes impossible without the right tools and help from specialised staff. This can cause approach errors and make it harder to keep discipline.

Studies that compare these results to others show that tools and staff are very important for making non-punitive punishment methods work (Anderson et al., 2021; Roberts & Hill, 2022). Anderson et al. (2021) discovered that schools with enough resources and helpful framework are more likely to keep up good behaviour management. In the same way, Roberts and Hill (2022) allude to how professional support staff, like counsellors, can help teachers deal with behaviour problems without using punishments. But different points of view, such as those from Grey and Martin (2020), say that allocating resources might not be enough if bigger changes are not made to the rules for managing classrooms at the same time.

The results confirm what most scholarly literature says, which is that support staff and more resources are necessary to make non-punitive punishment rules work. This research supports the premise that schools should invest in additional tools and professional support workers as part of a more holistic punishment strategy that considers teachers' challenges.

5.6.3 Sub-Theme 3: Suggestions for Tailoring Guidelines to Different Age Groups and School Contexts

Many interviewees believe the *Alternatives to Corporal Punishment Guidelines (2000)* should be updated to better suit different age groups and educational levels. Teachers claimed the current guidelines' one-size-fits-all approach occasionally ignored developmental and behavioural differences between younger and older primary school students. Participants proposed adjusting ideas to rural, semi-urban, and urban school issues. Country schools with limited resources have distinct issues than urban schools, thus proposals must be context sensitive.

Participants suggested many changes:

"I think they could, uh, maybe be tailored more to the age groups we work with. Like, what works for a 7-year-old doesn't always work for a 12-year-old, you know? So, maybe if the guidelines could, uh, offer different strategies for different developmental stages, that would help. And, uh, a focus on cultural context too that's important." (Teacher Participant 7)

"We need a version of the guidelines that's, uh, more suited to rural schools. It sounds strange, but...uh, what works in urban schools doesn't always work here. I'd suggest, um, more practical examples in the guidelines, things that apply to our context." (Teacher Participant 6)

"They should include more detailed strategies that we could use for different age groups. Also, uh... making them a bit more flexible would help, so that teachers can adapt based on... their unique classroom dynamics. One-size-fits-all... doesn't really work in reality." (SGB Participant 8)

Teachers are frustrated by the present rules' rigidity, which doesn't accommodate diverse classroom demands. Participants agreed that developmentally appropriate disciplinary methods for younger versus older students would improve behaviour management, and that context would help resource-limited teachers adapt disciplinary practices to their environments.

The research emphasises the necessity for customised disciplinary tactics since universal behavioural rules cannot meet the various demands of school populations (Smyth et al., 2019; Wilson & Edwards, 2021). Smyth et al. (2019) warn that policies that are not responsive to age and resource restrictions may be ineffective and hard to execute. In contrast, Wilson and Edwards (2021) claim that contextualised techniques allow instructors to implement punishment more consistently across classroom contexts, improving student behaviour.

5.6.4 Sub Theme 4: Desired Support and Engagement from School Leadership

Close analysis of the interview data suggests that participants believe school officials must actively participate and promote the *Alternatives to Corporal Punishment Guidelines (2000)*. Without school officials' backing, teachers believe their non-punitive disciplinary efforts are neglected and useless. Many participants indicated that school leaders' consistent praise might help them obey the rules and ensure they are always followed. Teachers also responded that school officials promoting the rules to parents and other community members might help create a more inviting culture by aligning class efforts with the institution's aims.

Participant comments show how important school leadership is for successful implementation:

"I think if, uh, school leaders were more, um, visibly supportive of the guidelines, it would help. They could, uh, reinforce the message to both students and parents that these are the methods we're using and that they fully support it. And maybe, um, regular feedback sessions to discuss what's working and what isn't." (Teacher Participant 5)

"School leadership could take a more active role in encouraging us. Like maybe they could, er, hold regular meetings to check in with us, see what's working, what's not. And they could give us feedback on how we're doing, offer suggestions. It would make us feel like, um, they're really with us in this effort." (Teacher Participant 6)

"Having leadership back teachers when there's a difficult situation, especially if, uh, parents are involved. That would make a huge difference, honestly." (SGB Participant 8)

These quotations show that instructors want school administration to promote the standards and debate discipline. Teachers feel that constant leadership support might assist reconcile classroom and school-wide behavioural standards and unify student discipline.

Literature supports school leadership's role in disciplinary policies. Studies show that instructors feel more secure in using non-punitive methods when school leaders actively promote and support behavioural policies (Taylor et al., 2020; Henderson & Thomas, 2021). Henderson and Thomas (2021) suggest that school leadership may connect policy and practice by giving teachers frequent feedback, professional development, and reiterating messages to parents and the community. Taylor et al. (2020) state that strong school leadership helps adopt and maintain policy frameworks.

A supporting system for the *Alternatives to Corporal Punishment Guidelines (2000)* requires school leaders' involvement. Effective leadership may boost teacher confidence in non-punitive tactics, align school discipline, and increase community support for behavioural strategies that respect children' dignity and growth.

5.7 Discussion of Findings

This section discusses the findings presented above using the following subheadings that summarise the major themes: Understanding and Purpose of Alternatives to Corporal Punishment Guidelines; Implementation of Alternative Disciplinary Strategies; Challenges in Implementing Non-Corporal Approaches, Benefits of Positive Discipline on Student Behaviour and Support Systems and Resource Needs.

5.7.1 Understanding and Purpose of Alternatives to Corporal Punishment Guidelines

Most of the people who tried to implement the *Alternatives to Corporal Punishment Guidelines (2000)* saw them as a move towards positive, nonviolent punishment that keeps students safe and polite. Most people who took part in the study thought the rules were meant to help teachers deal with bad behaviour without using physical penalties. This showed that the goal was to

encourage student growth and respect for others (Moyo & Sikalumba, 2021). The ideas shared by participants show that they both agree with and disagree with these ideals. Teacher 4, for example, stressed the value of respect and decency in punishment and said that the rules support finding out why people behave badly instead of punishing them. But the fact that real help and tools are often mentioned as lacking shows that there is a disconnect between what is learnt in theory and what is used in the classroom (Moloi & Mkhize, 2020).

Even though most studies show that most people agreed with the standards' goals, participants noticed that students responded in different ways. Some students did well with positive feedback, while others seemed to take advantage of the non-punitive method. This shows that behaviour management has mixed results. These findings are backed up by research, which shows that positive discipline can get students more involved, but only if there are clear rules and good support systems in place (Nhlapo & Mokotedi, 2022). This lack of consistency shows how important it is to keep training teachers and come up with new ways to teach in different types of classrooms, especially in places with few resources.

5.7.2 Implementation of Alternative Disciplinary Strategies

Positive reinforcement, giving duties, and one-on-one interactions were used to address behavioural concerns. Teacher Participant 2's use of "class helper roles" to shift disruptive energy into constructive classroom responsibilities coincides with research showing that positive responsibility promotes self-discipline (Johnson et al., 2021). However, these tactics were inconsistent, particularly in big courses with limited resources, making it hard to engage each kid. In South African schools, big class sizes and little resources make constructive disciplinary measures difficult to implement, according to Masilo and Mncube (2021).

The findings also show that instructors use intuition rather than rules. Participant 8 said he used the principles in extreme circumstances but relied on gut for daily discipline. Teachers may see policy as a framework rather than daily guidance. To be successful, rules must be interwoven with everyday classroom difficulties, enabling instructors to change methods dynamically depending on urgent requirements, according to Davids and Waghid (2023).

5.7.3 Challenges in Implementing Non-Corporal Approaches

Large class numbers, little parental support, and inadequate training hindered guideline implementation. Teachers often reported large class numbers as a major challenge, mirroring Ngwenya et al. (2023) findings that high student-to-teacher ratios reduce discipline management. Teachers like Participant 4 struggled to apply the standards consistently,

particularly in areas with little resources. Absence of continual support and follow-up training intensifies these issues, as teachers lack time and means to promote alternative discipline.

Lack of parental support also affected disciplining techniques. Participants highlighted that some parents still support stronger, more conventional punishment, which hinders non-corporal classroom options. Sithole and Mokoena (2020) agree that family alignment with school policy is crucial to behaviour control. Comprehensive parent-teacher seminars may be needed to help parents understand the pros and cons of alternate disciplining methods.

5.7.4 Benefits of Positive Discipline on Student Behaviour

Despite hurdles, individuals saw advantages from positive discipline. Teachers said non-corporal tactics had created a more open classroom, allowing kids to speak freely and respect one another. Teacher 4 noted that kids were more open about their difficulties, providing a safer, more trusting environment. Research shows that positive discipline promotes self-regulation rather than fear-based compliance, which increases student engagement and decreases behavioural difficulties (Nkosi & Mbuli, 2021).

The standards also increased student self-awareness and accountability, with some teachers seeing pupils taking more responsibility. Teacher Participant 1 noted that students are more comfortable acknowledging faults, which supports the idea that positive reinforcement boosts confidence and personal development (Zulu & Ndebele, 2022). While good for building trust, these benefits are uneven across student demographics and behaviour profiles, suggesting the need for targeted approaches to diverse behavioural proclivities and age groups.

5.7.5 Support Systems and Resource Needs

Guidelines for non-physical penalties were hard to follow everywhere because there were not enough resources and support systems, especially in rural and semi-urban schools. Teachers said they did not have access to counselling services, teaching helpers, or the materials they needed to use positive feedback methods that worked. The data showed that teachers were not able to handle difficult behaviour as well because they did not have professional help to meet the social and mental needs of their students when support staff like school counsellors weren't there. This limitation is in line with what Mokwena et al. (2023) found, which is that psychological support is the most important thing for improving behaviour control in schools.

Teachers also said they wanted more hands-on training classes that would give them real-life practice with how to follow the rules correctly. Some participants, like Teacher Participant 5,

said that case studies and real-life examples should be used in training materials to help people understand and follow the rules better. According to Peterson and Grobler (2022), practice-based training, especially through case studies and peer learning meetings, gives teachers the skills and trust they need to use positive punishment methods correctly. Fixing these support gaps gives instructors greater control and ensures rules are followed consistently.

5.8 Summary

This study illustrates a complex interaction between policy goal, teacher understanding, and the practical challenges of implementing the *Alternatives to Corporal Punishment Guidelines (2000)* in various South African classrooms. Teachers support the standards of polite, non-violent classrooms but struggle to implement them. Class size, resource shortages, and family strife hamper discipline. Positive disciplinary approaches are less successful without sufficient training and support because teachers utilise gut and experience instead of methodical guideline application.

Participants' positive experiences with non-corporal punishment imply these rules may promote respect and self-regulation in students. Students become more accessible and responsible to teachers. Resources and assistance may make positive discipline last. Continuous training, school leadership support, and family involvement make alternative punishment strategies work best.

CHAPTER 6: FINDINGS, RECOMMENDATIONS, REFLECTIONS AND CONCLUSIONS

6.1 Introduction

Exploring primary school teachers' experiences in adopting the *Alternatives to Corporal Punishment Guidelines (2000)* was the goal of this study. Findings from this study show that most teachers are still unsure of the best positive disciplinary strategy to employ for the learner's holistic growth after corporal punishment was prohibited. Therefore, with the objective of promoting positive relationships between students, teachers, and parents, I chose to carry out this study that explored alternatives to corporal punishment.

This chapter outlines the study's findings and conclusions, as well as recommendations based on the findings. I begin by summarising my findings based on each of my research objectives, which were identified in Chapter 1 (cf.1.3). These findings will also provide responses to the overall research aim, which is: to explore the experiences of primary school teachers' implementing the *Alternatives to Corporal Punishment Guidelines (2000)*. Furthermore, I discuss the study's contribution to education policy research, as well as the use of *ACPG (2000)* in education. The limitations of the study are also presented. Finally, I proffer the options for additional research and reflect on my professional and scholarly development during the time of the study.

6.2 Review of Chapter 1

The goal of the investigation was presented in this chapter. It provided the study's orientation. There was an outline of the goals, objectives, research questions, and theoretical framework. This chapter's goal was to explain to the reader the nature of the study.

6.3 Review of Chapter 2

The studies reviewed in this chapter stressed the importance of local contexts in educational decisions. The efficacy of nonviolent discipline approaches is dependent on educator training, school community involvement, and conformity with cultural values stated in frameworks such as the Ubuntu Theory of Management. This literature identified significant gaps in the literature, particularly ongoing research and deep

qualitative discussions with teachers who are leading the way in implementing these standards, refer to (cf 2.7 & 2.9). This chapter addressed the three primary obstacles to implementing the *ACPG (2000)*: cultural, pedagogical, and practical, (see Chapter 2, cf 2.6). This chapter also highlighted Sweden, Norway, and Finland as other countries that have long practised nonviolent punishment in schools (cf 2.5).

6.4 Review of Chapter 3

This chapter detailed the research strategy and methodology used to investigate how primary school teachers in George District felt about the *Alternatives to Corporal Punishment Guidelines (2000)*. The interpretivist paradigm contributed to a better understanding of instructors' difficult and biased experiences. The qualitative approach and case study design allow me to examine these circumstances more closely. The semi-structured interview tool used in this chapter aided in answering the primary research questions in Chapter 5 since participants were able to express themselves during interviews.

6.5 Review of Chapter 4

This chapter used critical policy analysis to analyse the *Alternatives to Corporal Punishment Guidelines (2000)*. This document, which was initially released in 2000, offers recommendations for additional methods of student discipline that might be employed in the classroom. Young and Diem's (2018) six-stage critical analysis provided the foundation for the examination of the *ACPG (2000)*. These phases include the development and purpose of the policy. The difference between the intended policy and its actual implementation, the allocation of authority, resources, and expertise, social stratification, the setting in which the policy is developed and put into effect, how the policy affects relationships of privilege and inequality, and the policy's silences and omissions.

6.6 Review of Chapter 5 Based on the Objectives

The four study objectives, which were developed from the research questions, are summarised in this section.

6.6.1 Nature and Implications of the *Alternatives to Corporal Punishment Guidelines (2000)*

According to interview data, teachers believe that the primary purpose of the *Alternatives to Corporal Punishment Guidelines (2000)* is to establish safe and courteous classroom

environments. Participants unanimously agreed that the guidelines support nonviolent punishment that respects students' dignity and promotes positive behaviour (cf, 5.3).

Although most participants agreed that it is important to encourage effective discipline, they also admitted that the guidelines were inadequate for dealing with complex classroom dynamics, particularly in semi-urban or township settings. Due to students' responses to non-punitive measures, which some perceived as being lenient, teachers reported varying degrees of success with the guidelines. This suggests a thorough understanding of the goals and applicability of the standards. The findings are consistent with earlier studies that discuss the positive effects of effective punishment methods as well as their potential difficulties, particularly in settings with limited resources (cf 5.3.1). For instance, recent research by Wilson et al. (2020) indicates that, when applied consistently, non-punitive methods of student discipline can enhance the classroom environment and the rapport between students and teachers.

6.6.2 Implementation of the Guidelines in Primary Schools

The interview data, as presented in Chapter 5 (cf 5.4), reveal that people have varying perceptions of how frequently and consistently they use the *Alternatives to Corporal Punishment Guidelines (2000)*. The responses all have one thing in common: the regulations are part of the teachers' punishment system, although they are not always followed. When dealing with behavioural issues, teachers frequently depend on their intuition and experience rather than strictly adhering to the regulations. One teacher stated that when managing their classroom, they "keep the principles of the guidelines in mind but rarely refer to the actual document." This shows a move from formal norms to a more intuitive, experience-based approach. This could be because the regulations have become easier to follow or more difficult to apply. Participants reported that it was challenging to follow the instructions because of the huge class size and time constraints. Due to class sizes, teachers can find it difficult to deal with behavioural concerns one-on-one using non-punitive methods as mandated by law, chapter 5 (cf 5.4.1)

Participant responses indicate that teachers prefer flexibility to strict adherence, suggesting that the standards need to be modified to reflect the realities of the classroom. Therefore, interviewees indicated that a flexible, context-specific approach would increase the guidelines' effectiveness in a variety of school settings.

According to the interview data, teachers employ positive reinforcement by using role assignments, and reflective conversations to avoid physical punishment. Participants' strategies emphasise an effort to apply the principles to classroom situations through positive student engagement rather than punishment. Teachers offer students classroom activities, praise them verbally, and reward them with stickers and points this has been elaborated in Chapter 5 (cf 5.4.2). These strategies foster a courteous classroom environment in which children are rewarded for good behaviour rather than penalised. The teachers stated that rewarding positive behaviour with small prizes such as stickers or verbal praise can reinforce desired behaviour without physical punishment.

One of the most crucial elements in the implementation of the *Alternatives to Corporal Punishment Guidelines (2000)* was teacher training. Participants frequently pointed to a lack of sufficient and continuous training as a major factor in their inability to adhere to the regulations. Since the restrictions were put in place, teachers reported only receiving one or two short training sessions with little follow-up or practical experience. Many teachers feel unprepared to cope with rude or difficult students because they have not prepared enough.

6.6.3. Challenges and Benefits of Using Alternatives to Corporal Punishment Guidelines

Analysis of the data from in-depth interviews in Chapter 5 (cf 5.5.1) reveals that teachers face significant challenges due to large class numbers and scarce resources. Teachers observed that it is challenging to control behaviour in 40-student courses without resorting to physical punishment. Teachers are unable to provide each student individualised attention or use non-physical discipline because of overcrowding. According to the participants, the issue is made worse by a lack of psychological and educational help. Classroom management is challenging when there are no counselling services available to help teachers and students with behavioural concerns.

Issues raised by participants highlight limitations in the classroom. It can be challenging for teachers to come up with alternative methods of student discipline when classrooms are full, particularly when resources are scarce. Teachers must adjust rather than adhere to a predetermined plan in order to make the standards stick because of a shortage of resources

and high student-teacher ratios. These findings provide strong support for discipline and resource allocation studies in schools. High student-teacher ratios make it challenging for teachers to address individual behavioural issues using non-punitive disciplinary techniques, claim Jones et al. (2020). Bailey and Rogers (2019) also point out that in the absence of counselling and support staff, alternative punishment strategies are ineffective.

Data suggest that the *Alternatives to Corporal Punishment Guidelines (2000)* has increased student confidence and enhanced teacher-student interactions. Teachers say non-punitive tactics promote trust, open communication, and student appreciation. Children are more willing to address their behaviour without fear of being physically punished, resulting in a more positive school environment. This improved connection dynamic has made reserved or terrified students feel safer and more appreciated in the classroom. The responses from participants demonstrate that the standards foster a loving environment in which children feel comfortable talking with instructors. Mutual respect fosters trust increases self-esteem and enhances classroom culture. Constructive discipline, according to Dixon and Evans (2020), enhances communication and trust while giving students a sense of worth and respect. According to Oliver and Lang (2022), non-punitive methods also increase student participation and involvement because they make students less fearful of reprimands and more inclined to seek help from teachers.

6.6.4 Suggestions and Recommendations for Effective Implementation

According to semi-structured interview data in chapter 5 (cf, 5.6), a key barrier to the effective implementation of the *Alternatives to Corporal Punishment Guidelines (2000)* is a lack of frequent and practical training. Teachers and school governing body (SGB) members emphasised the challenge of implementing theoretical principles in diverse classrooms with little resources. Many teachers thought about the lack of refresher courses, believing they would help them deal with challenging students without resorting to punishment. Participants also stated that hands-on workshops and real-world experiences will benefit in the implementation of the standards.

Participants recommended that more training could improve the rules' implementation. They mentioned practical trainings, regular workshops, and additional resources such as a behaviour

management toolbox. Having a little budget for classroom rewards and more help from experienced instructors who have successfully used these strategies, such as a mentorship programme, would be ideal. According to current research, the lack of ongoing professional development in education, particularly behaviour management, is well established (Baker et al., 2020; Johnson & Lewis, 2021). According to studies, teachers lack the necessary skills to carry out policy-driven behavioural tactics, requiring them to rely on intuition rather than facts. Thompson and Williams (2022) discovered that instructors who attended regular workshops were more effective at implementing non-punitive disciplinary approaches, demonstrating that practical reinforcement had a major impact on adherence to recommendations such as the *Alternatives to Corporal Punishment Guidelines (2000)*. According to interviews, teachers stated that monthly seminars will help them feel less "isolated" and more supported in their disciplinary role.

According to an in-depth review of the interview data, participants feel that school administrators need to actively support and implement the *Alternatives to Corporal Punishment Guidelines (2000)*. Teachers feel their non-punitive disciplinary measures are ignored and pointless if school officials do not support them. Many participants said they could be more likely to follow the rules and make sure they are always obeyed if they receive regular appreciation from school authorities. Teachers also retorted that by coordinating classroom activities with the institution's objectives, school administrators communicating the regulations to parents and other community members could contribute to the development of a more welcoming culture. Teachers believe that consistent leadership support may help to reconcile classroom and school-wide behavioural norms and unify student discipline.

The literature supports school leadership's involvement in disciplinary policies. According to research, when school leaders actively promote and support behavioural policies, teachers feel more confident in employing non-punitive measures (Taylor et al., 2020; Henderson & Thomas, 2021). According to Henderson and Thomas (2021), school leaders can connect policy and practice by providing teachers with frequent feedback, professional development, and reaffirming messages to parents and the community. Taylor et al. (2020) argue that good school leadership facilitates the adoption and maintenance of policy frameworks.

6.7 Contributions of the Study

This study on *ACPG (2000)* could aid in providing information about challenges encountered as well as opportunities for implementation. The study may help teachers manage their classes more effectively by providing them with recommendations for alternatives to corporal punishment. This study might also assist students because if teachers implement the *ACPG (2000)* successfully, school violence will be reduced. The implementation of *ACPG (2000)* in schools will encourage more students to treat one another with compassion, as well as minimise the number of students dropping out of school due to school violence. This study could also help schools create their own codes of conduct and discipline by helping them through significant subjects. The findings of this study highlighted that parental involvement is important. This will motivate the parents to be more involved and encourage others to be involved as they will see that their role is important in learner discipline and that will enhance the quality of teaching and learning.

6.8 Limitations of the Study

The study's limitations are described in this section. Firstly, only six teachers and two SGBs — three teachers per school and one SGB member — were present at the two schools where this study was carried out, this selection was a serious limitation in this study. As a result, it is impossible to generalise such findings. Secondly, the schools were in the same district, which meant they were not far apart. This could indicate that their experiences were not very different. Because these schools were government schools, the statistics from them cannot be generalised to schools in rural areas or independent schools in urban areas. The study's last limitation is that, because of their job obligations, I was unable to recruit the school principals to take part in the semi-structured interviews. Their input would have, I suppose, provided more significant insight into the implementation of the *ACPG (2000)*.

6.9 Recommendations for Future Research

This section proffers recommendations for future scholars who want to pursue a similar discipline-related issue. As indicated in Chapter 1, corporal punishment was prohibited, and teachers have struggled to find effective ways to discipline students. Some experts have identified the root cause of poor discipline, but they have yet to discover a solution for this disease that kills effective teaching and learning in schools. I suggest that future researchers conduct studies in multiple schools rather than just two in one location and contact as many teachers and principals as feasible. They could investigate how schools in rural, urban, and suburban areas cope with ill-behaved students. They can also look at how school social workers

and psychologists can be hired in each school as part of the workforce on a daily basis to help students emotionally. Finally, there is a need to study how schools can collaborate with policies for daily monitoring, as some of the poor learner behaviours are triggered by substance addiction.

6.10 Personal and Academic Reflection

Starting this academic journey has been one of the most difficult, but also a rewarding project I have undertaken. This study has helped me improve as an intellectual and a teacher. Before enrolling in a master's programme, I had always assumed that research was easy. Throughout this journey, I have learnt the value of understanding the fundamentals of research, acknowledging that even the tiniest details count in research, and being confident and dedicated in my work as a researcher. The most crucial lesson I learned during my studies was to be patient and take things one step at a time. As a professional teacher, this study helped me grasp the underlying causes of learner behaviour and provided guidance on how to deal with certain situations without emotionally or physically harming students. The experience was a true eye-opener for me both academically and professionally, and I can confirm that I have made significant progress and learned a lot as a teacher and scholar.

6.11 Conclusion

In conclusion, based on the literature and data findings, teachers understand that corporal punishment is not permitted and must find alternative means to discipline learners. Alternatives to corporal punishment are not always effective due to various reasons, such as lack of resources, high class sizes, a lack of practical workshops, support from school administration, and a lack of parental involvement. The critical policy analysis chapter addressed the intentions of the *ACPG (2000)*. The omissions and silences in these recommendations were also highlighted; for example, the policy is silent on what should be done if a learner's bad behaviour leads to an assault on a teacher. The aim of this research was to explore teachers' experiences with the implementation of alternatives to corporal punishment. The participants' perspectives differed, and some were similar for a variety of reasons, including the fact that they did not attend the same school and had different amounts of experience in the field.

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Editor's letter

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TO WHOM IT MAY CONCERN

Re: Confirmation of Editing of AZILE KHWAKHWA'S Dissertation

This is to certify that I, **Prof. Rugare Mareva** (National Identity Number 22-101 400K 22), have, to the best of my ability, language-edited the above-mentioned student's dissertation titled: '**Exploring the experiences of school teachers' implementation of the *Alternatives to Corporal Punishment Guidelines (2000)***', to be submitted to the University of the Free State (UFS). Any errors and omissions are inadvertent. I am a holder of a PhD (English) (University of Venda), M.Ed (English) (University of Zimbabwe), B.Ed (English) (University of Zimbabwe), and a Certificate in Education (English Major) (University of Zimbabwe).

Thank you.



Prof. Rugare Mareva (PhD)

Prof. Rugare Mareva (PhD), Language Editor: Policy Documents, Journal Articles, Book Chapters, Books, Reports, Honours Projects, Master's Dissertations and Doctoral Theses. Research Consultant. Curriculum Development, Masvingo, Zimbabwe.

Ethical clearance (Appendix A)



GENERAL/HUMAN RESEARCH ETHICS COMMITTEE (GHREC)

02-May-2024

Dear Ms Azile Khwakhwa

Application Approved

Research Project Title:

Exploring the experiences of primary school teachers' implementation of the Alternatives to Corporal Punishment Guidelines (2000)

Ethical Clearance number:

UFS-HSD2023/2505

We are pleased to inform you that your application for ethical clearance has been approved. Your ethical clearance is valid for twelve (12) months from the date of issue. We request that any changes that may take place during the course of your study/research project be submitted via an Amendment on RIMS to the ethics office to ensure ethical transparency. Furthermore, you are requested to submit a Final Report on RIMS for your study/research project to the ethics office once the project has concluded. Should you require more time than the allotted 12 months to complete this research, please apply for an extension by submitting a Continuation/Report on RIMS. Thank you for submitting your proposal for ethical clearance. We wish you success with your research.

Yours sincerely,

Dr Adri Du Plessis

Chairperson: General/Human Research Ethics Committee

Dr Adri
du
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Letter from Western Cape DoE (Appendix B)



Directorate: Research

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Tel: +27 021 467 2350
Fax: 086 590 2282
Private Bag x9114, Cape Town, 8000
wced.wcape.gov.za

REFERENCE: 3A660222A0000006-20240413

ENQUIRIES: Mr M Kanzi

Ms Azile Khwakhwa
Thembaletu
George
6529

Dear Azile Khwakhwa,

RESEARCH PROPOSAL: EXPLORING THE EXPERIENCES OF PRIMARY SCHOOL TEACHERS' IMPLEMENTATION OF THE ALTERNATIVES TO CORPORAL PUNISHMENT GUIDELINES (2000).

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from **17 April 2024 till 30 September 2024**.
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7. Should you wish to extend the period of your survey, please contact Mr M Kanzi at the contact numbers above quoting the reference number.
8. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
10. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:

**The Director: Research Services
Western Cape Education Department
Private Bag X9114
CAPE TOWN
8000**

We wish you success in your research.

Kind regards,
Meshack Kanzi
Directorate: Research
DATE: 17 April 2024

A handwritten signature in black ink, appearing to be 'Meshack Kanzi', written over a horizontal line.

Consent form (Appendix C)



Consent to participate in this study

I, the undersigned,

confirm that I voluntarily agree to participate in the research study referred to as the

_____ (the "Study") in relation to

and which Study is being conducted by

I, the undersigned Participant, further confirm that–

1. the Researcher has explained the nature, procedure, potential benefits and anticipated inconvenience of my participation in the Study;
2. I have read (or had explained to me) and understood the Study as explained in the attached information sheet;
3. I have had sufficient opportunity to ask questions and am prepared to participate in the Study;
4. I understand that my participation in the Study is entirely voluntary and that I am free to withdraw at any time without penalty (if applicable);
5. I voluntarily provide the UFS and the Researcher with my personal information and consent to the UFS and the Researcher collecting, disclosing and processing my personal information in order to conduct the Study and any related activities in relation thereto;
6. I hereby acknowledge and confirm that I understand the purpose for which the UFS and the Researcher may collect, store, use, delete, destroy, outsource, transfer or otherwise process, as the context and circumstances may require and as contemplated in terms of POPIA, my personal information as set out herein;
7. I am aware that the findings of the Study will be anonymously processed into a research report, journal publications and/or conference proceedings and that my personal information will be aggregated and deidentified at such stage;
8. I also give the UFS permission to share, without notification, the collected data with other researchers at the UFS or other Higher Education Institutions. This permission is dependent on the same principles of ethical research practices, anonymity/confidentiality, safekeeping of information, and other issues listed above applying.

I, the Participant, agree to the recording of the <insert specific data collection method>.

Full Name of Participant: _____

Signature of Participant: _____ Date: _____

Full Name(s) of Researcher(s): _____

Signature of Researcher: _____ Date: _____



Research title: Exploring the experiences of primary school teachers' implementation of the Alternatives to Corporal Punishment Guidelines (2000)

Interview questions: Primary School Teachers:

1. Can you describe your understanding of the nature and implications of the Alternatives to Corporal Punishment Guidelines (2000)?
2. How do you currently apply the Alternatives to Corporal Punishment Guidelines (2000) in your classroom? Can you provide specific examples of strategies or approaches you use?
3. What strategies do you find most effective in applying the Alternatives to Corporal Punishment Guidelines (2000) in your classrooms?
4. What challenges have you encountered when implementing the Alternatives to Corporal Punishment Guidelines (2000) in your primary school? Conversely, what benefits have you observed from using these guidelines?
5. How do you communicate and collaborate with parents or guardians regarding the implementation of the Alternatives to Corporal Punishment Guidelines (2000)? Are there any challenges or successes in this aspect?
6. Have you noticed any changes in student behaviour or classroom dynamics since the implementation of the Alternatives to Corporal Punishment Guidelines (2000)? If yes, can you provide examples?
7. Can you describe any training or professional development opportunities provided to teachers regarding the implementation of the Alternatives to Corporal Punishment?
8. Does the School code of conduct include any alternatives to Corporal Punishment? Describe these strategies.
9. Are the above strategies implemented effectively or not? Give reasons for your answers.
10. Based on your experiences, what comments or suggestions can you provide regarding the implementation of the Alternatives to Corporal Punishment Guidelines (2000) in primary schools? Are there any areas that require improvement or additional support?

Interview questions: School Governing Body Members

1. How familiar are you with the nature and implications of the Alternatives to Corporal Punishment Guidelines (2000)?
2. Does the School code of conduct include any alternatives to Corporal Punishment? Describe these strategies.
3. Are the above strategies implemented effectively or not? Give reasons for your answers.
4. How do you ensure that the Alternatives to Corporal Punishment Guidelines (2000) are followed and implemented in your primary school?
4. In your role, what challenges and benefits have you observed in the use of the Alternatives to Corporal Punishment Guidelines (2000) in primary schools?
5. Based on your involvement and oversight, what comments or suggestions can you provide regarding the experiences of teachers implementing the Alternatives to Corporal Punishment Guidelines (2000) in primary schools? Are there any areas that require improvement or additional support?