

Data Analysis Process

In the study titled teacher's challenges in executing alternatives to corporal punishment in secondary public schools, the researcher decided to use the thematic analysis approach to analyze the qualitative data collected. The researcher administered semi structured interviews to the participants of the study. The researcher also preferred the Braun and Clarke six step framework for thematic analysis approach to analyze the interview data collected after interviewing two key participants.

The Braun and Clarke six step framework for thematic analysis is a step-by-step approach of conducting thematic analysis. The Braun and Clarke six step framework is a method for extracting themes and patterns from a collection of qualitative data (Braun & Clarke, 2012). The steps involved in this approach are data familiarization, code generation, theme generation, theme review, theme naming and definition and report writing (Braun & Clarke, 2021).

The researcher transcribed the interviews in accordance with the first stage of the Braun and Clarke six step framework for thematic analysis, which is familiarization. The investigator also checked the transcripts for accuracy by listening to the recorded interviews. The researcher then moved on to developing initial codes, the second stage of the Braun and Clarke six step framework for thematic analysis. The researcher used NVivo 14, a popular Computer Aided Qualitative Data Analysis (CAQDAS), to analyze the interview transcripts. Some of the initial codes created are shown in the table below.

Table1: Initial codes

Initial Codes	No. of participants	No. of coding references
Corporal punishment can cause depression	1	1
Corporal punishment lowers learners' self-esteem	1	1
Corporal punishment represents violence	1	1
It can cause more harm than good	1	1
Most students can correct themselves	1	1
Having a disciplinary hearing with the principal and the parent	2	2
Implementing and enhancing a policy about ATCP	2	2
Punishing learner by telling them to stand the entire lesson	1	1
Verbal warning	1	1
Most students can correct themselves	1	1
The learners change their behavior	1	1
Inviting all the educators to amend the existing policy	1	1

The third step of the Braun and Clarke six step framework for thematic analysis was to come up with themes. The researcher paid close attention to the semantic and meaningful relationships between the various codes to formulate initial themes. Some of the initial themes derived from the initial codes are shown in the table below.

Table2: Initial themes

Initial Themes	No. of participants	No. of coding references
1. Teachers Support on the Abolition of Corporal Punishment in Enforcing Discipline in Their Schools	2	6
2. Types and Sources of Indiscipline Common in the School	2	25
3. The Alternatives to Corporal Punishment Measures Applied in the Schools	2	7
4. The Effectiveness of Disciplinary Measures	2	11
5. Teachers Perception of the role of Parents and Other Stakeholders in Maintaining Discipline in the School	2	8

The researcher proceeded to the fourth stage of the Braun and Clarke six step framework for thematic analysis which involved reviewing the preliminary themes to form the final themes (Caulfield, 2023). In this stage, the researcher also formed subthemes and subcategories to aid in the development of final themes.

The fifth stage of thematic analysis is to define and name the themes. This involves defining and describing each theme in detail. Each of the final themes is defined in the table below.

Table3: Final themes

Name	Description
Theme #1. Main Reasons Teachers Support on the Abolition of Corporal Punishment in Schools	The reasons why the interviewed teachers supported the abolition of corporal punishment in schools
Theme #2. Types and Sources of Indiscipline Common in the School	The types and sources of common indiscipline cases in school and how teachers handled the cases

Name	Description
Theme #3. The Alternatives to Corporal Punishment Measures Applied in the Schools	The types of punishments teachers used on learners instead of corporal punishment, the types of reward given to deserving students and how effective the rewarding was.
Theme #4. The Effectiveness of Disciplinary Measures	The effectiveness of the disciplinary measure that had been applied in the school, how teachers handled learners who did not listen, the suitability of school environment to learners and suggestions on how to enhance the effectiveness of ATCP
Theme #5. Teachers Perception of the role of Parents and Other Stakeholders in Maintaining Discipline in the School	Teachers' perception of the role of parents and other stakeholders in maintaining discipline in the school, how parents disciplined their children when called to school, suggestions on how educators should manage indiscipline in their classes and the methods used by teachers to handle uncooperative parents

The final stage to the Braun and Clarke six step framework for thematic analysis is writing a detailed report which contains a logically organized narrative of findings. The coding structure of the analysis is shown in the table below.

Table4: The coding structure

Theme	Subtheme	Category	Code	Interview Excerpt
Main Reasons Teachers Support on the Abolition of Corporal Punishment in Schools	NA	NA	Corporal punishment can cause depression	<u>Participant1</u> <i>some of them can be depressed to an extent of committing suicide.</i>
Types and Sources of Indiscipline Common in the School	Experiences with indiscipline cases in the school	Teachers experience with drug and substance abuse in the school premises	Learners use drugs in school events	<u>Participant2</u> <i>We sometimes have events in the school like talent shows and it is mostly during such time that learners bring alcohol and drugs</i>

	Common discipline problems	NA	Alcohol and substance abuse in school premises	<p><u>Participant 1</u> <i>We also experience problems with learners who smoke cigarette inside the school premises</i></p> <p><u>Participant 2</u> Personally, I have encountered different discipline problems but the one that got me surprised was the use of drugs and alcohol in the school premises.</p>
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Results

Theme #1: Main Reasons Teachers Support on the Abolition of Corporal Punishment in Schools

This theme outlined the main reasons why teachers supported the abolition of corporal punishment in schools. The teachers highlighted several reasons why corporal punishment was not good as narrated below.

Participant 1 said that they did not support corporal punishment because it was not an effective way to discipline learners.

Participant 1

I do support it because corporal punishment is not an effective way to use to discipline learners.

Participant 1 also said that they supported the abolition of corporal punishment because corporal punishment represented violence.

Participant 1

I support the abolition of corporal punishment in enforcing discipline in school because corporal punishment represents violence.

Participant 1 also pointed out that corporal punishment could cause depression to the extent of learners committing suicide.

Participant1

Some of them can be depressed to an extent of committing suicide.

The same participant also highlighted that students who had been punished using corporal punishment tend to have low self-esteem.

Participant1

Learners who have been disciplined by using the practice of corporal punishment tend to have low self esteem

Participant1 also said that corporal punishment caused more harm than good to the learners

Participant1

It can cause more harm than good,

Participant 2 shared that when learners were punished using corporal punishment, they could start fearing school.

Participant2

Sometimes learners can start to fear school because of being beaten up by their teachers.

Theme #2. Types and Sources of Indiscipline Common in the School

This theme represented the types and sources of common indiscipline cases in the school and how teachers handled the cases of indiscipline in the school. The theme had four sub-themes as represented in the mind map below.

Themes & Subthemes	No. of participants	No. of coding references
Theme #2. Types and Sources of Indiscipline Common in the School	2	25
Sub-theme #1. Common discipline problems	2	9
Sub-theme #2. Experiences with indiscipline cases in the school	2	9
Sub-theme #3. Main sources of indiscipline in schools	2	4
Sub-theme #4. Teachers experience with learners who come from unstable families	1	3

Sub-theme #1. Common discipline problems

This sub-theme highlighted the most common indiscipline cases the teachers encountered in schools. The most prevalent indiscipline cases related to alcohol and substance abuse. Both participants, participants 1 and 2 shared that, learners used drugs in school.

Participant1

We also experience problems with learners who smoke cigarette inside the school premises

Participant 2

Personally, I have encountered different discipline problems but the one that got me surprised was the use of drugs and alcohol in the school premises.

Participant 2 said that they had cases of students being defiant in school.

Participant 2

Defiance

Participant 2 also shared that a common discipline problem was students bullying each other in school.

Participant 2

Bullying

Participant 1 pointed out that they had had cases of some learners fighting at school.

Participant 1

The types of discipline problems that I encounter in my classroom or school are fighting of kids/learners

Another common indiscipline problem highlighted by participant 1 was that learners insulted each other.

Participant 1

Learners insulting one another

Participant 1 also highlighted that some learners attended school late.

Participant 1

Late coming.

Participant 2 shared that a common discipline problem was that some learners failed to attend classes.

Participant 2

Other common challenges that I have encountered are learners bunking classes

Another indiscipline case that participant 1 pointed out was that some learners disrespected their teachers.

Participant 1

Causing them to disrespect teachers.

Sub-theme #2. Experiences with indiscipline cases in the school

This sub-theme outlined the main sources of the discipline problems learners had at school. The sub-theme had four categories as shown in the table below.

Table5: Sub-themes and categories

Sub-theme and categories	No. of participants	No. of coding references
Sub-theme #2. Experiences with indiscipline cases in the school	2	9
Category #1. Teachers experience with drug and substance abuse in the school premises	1	3
Category #2. Teachers experience with learners Insulting and fighting	1	2
Category #3. Dangerous weapons used by learners when fighting	1	3
Category #4. Handling learners who carry dangerous weapons	1	1

Category #1. Teachers experience with drug and substance abuse in the school premises

This category highlighted teachers' encounters with students who used drugs in the school premises. One teacher reported that the learners influenced each other to do bad things during school hours.

Participant 1

Learners like influencing each other and they end up doing bad things during schools hours.

Participant 1 also shared they had recently dealt with a group of learners that were found drinking alcohol inside the school premises.

Participant 1

I recently dealt with a group of boys that were found drinking alcohol inside the school premises

Participant 1 also highlighted that the behavior of using drugs was most prevalent when there were school events like talent shows.

Participant 1

We sometimes have events in the school like talent shows and it is mostly during such time that learners bring alcohol and drugs

Category #2. Teachers experience with learners Insulting and fighting

This category described the teachers' encounters with learners who insulted and fought each other in school. One of the interviewed teachers, participant 1 said that they discouraged fighting and bullying of any type.

Participant 1

I always tell my learners not to fight or assault their peers because of the consequences. I tell my learners that they can end up in jail for fighting their peers or even make the learner they victimized to drop out of school. I discourage any type of bullying all the time.

Participant 1 also pointed out that in cases where the learners fought or bullied each other, they were always forced to mediate between the learners which was not a comfortable position to be in.

Participant 1

It is very common for learners to fight in the school, I often find myself mediating between learners who are fighting, and it is not a comfortable position to be in

Category #3. Dangerous weapons used by learners when fighting

This category outlined the weapons carried to school by learners. Participant 1 shared that learners carried dangerous weapons such as knives.

Participant 1

Yes, they do carry dangerous weapons..... We had few incidences where learners stab others with a knife.

The most common ones are knives. I have never heard or seen learners carrying other weapons other than knives.....

Category #4. Handling learners who carry dangerous weapons

This category outlined how the teacher handled learners who carried dangerous weapons. Participant 1 pointed out that they dismissed the learners and involved the police.

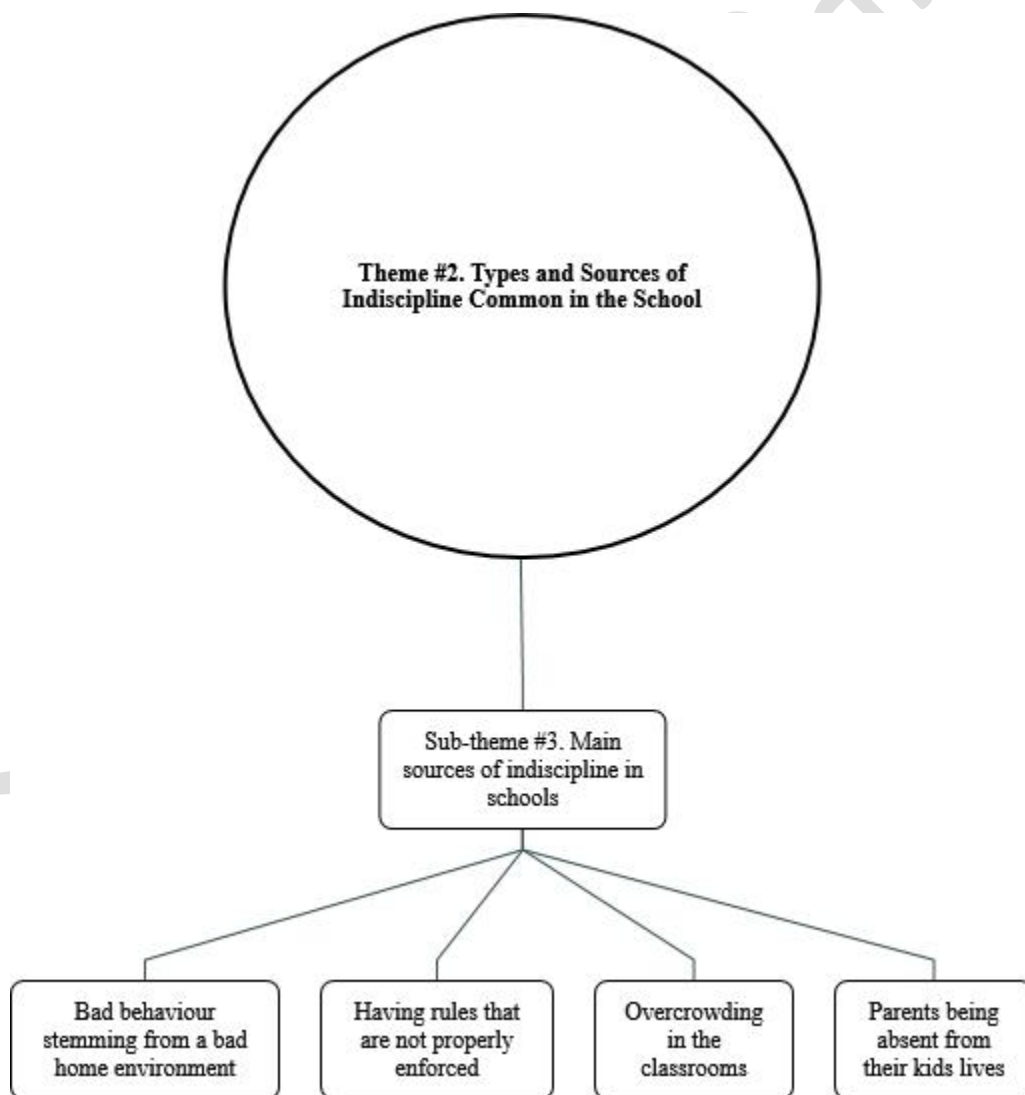
Participant 1

We dismiss such learners and report the matter to the police. The use of weapons is a serious misconduct and we do take it light. It is wise to always involve police so that learners can see the seriousness of carrying knives to schools.

Sub-theme #3. Main sources of indiscipline in schools

This sub-theme highlighted the main sources of discipline issues in the school.

Figure 1: Sub-theme and codes



Bad behavior stemming from a bad home environment was one of the sources of indiscipline as shared by participant 2.

Participant 2

There's quite a lot of things that make learners to misbehave in school. I have noticed that family problems is one of the core issues that perpetuate learner indiscipline. There are some learners who come from families where the parents have a drinking problem, such family environment affects the learners negatively because the parents model a wrong behavior to their children.

Participant 1 shared that indiscipline cases stemmed from overcrowding in classes which made it difficult for teachers to control the learners when they disrupted the class.

Participant 1

One issue that I find to perpetuate indiscipline is overcrowding in the classrooms. Most of our classes are overcrowded and that makes it difficult to control the learners. The learners make noise and disrupt classes during lessons because they know that it can be challenging to point out the exact learner causing chaos in class. The other day I was busy writing something on the chalkboard and I heard someone making disruptive noise behind me, when I turned around all the learners became quiet, and no one was willing to point out the person causing disruption. So, from my experience learners become uncontrollable when classes are overcrowded.

Another source of indiscipline highlighted by participant 2 was that the indiscipline problems came from parents being absent from their children's lives.

Participant 2

There are also learners who come from family with one single parent or where the parents are absent at all, I believe that it becomes challenging to raise a child under such environment.

Participant 2 also pointed out the issue of having rules in school that were not properly enforced as the source of indiscipline.

Participant 2

In the school we have rules that are known by all the learners unfortunately some learners fail to follow the school rules, learners are well aware that they are not supposed to come late or be absent for no valid reason but they go against the school rules.

Sub-theme #4. Teachers experience with learners who come from unstable families

The sub-theme highlighted the challenges teachers encountered with learners who came from

unstable families. Participant 1 highlighted an issue with learners who came from a child headed household and said that such learners were very problematic to deal with since they did not have a parent to supervise them.

Participant 1

There are also learners who comes from child headed households in the school. Such learners are also very problematic in the school, and they are difficult to deal with because they do not have any parent to supervise them. Often times they do as they please.

Participant 1 also shared that it was difficult to deal with learners whose parents showed no interest in education

Participant 1

It becomes very difficult to deal with such learners, particularly because their parents show no interest in the education of their learners.

Participant 1 also said that some parents did not attend meetings when they were summoned about issues concerning their children.

Participant 1

The parents also don't attend meetings or even come when we call them about issues concerning their children.

Theme #3. The Alternatives to Corporal Punishment Measures Applied in the Schools

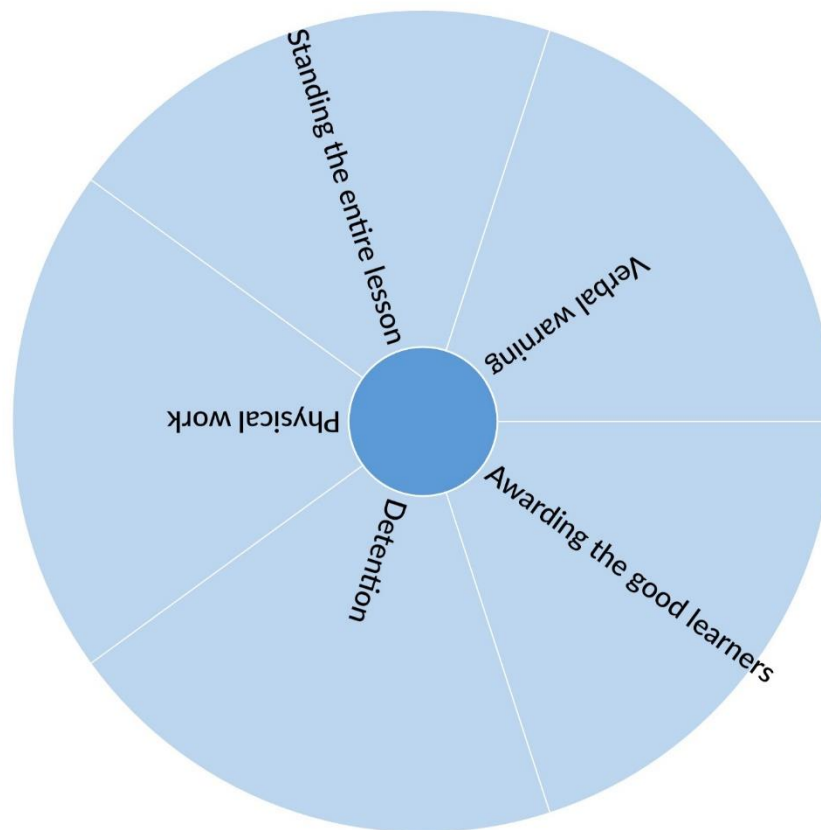
This theme presented the alternatives to corporal punishment used on learners, the types of reward given to deserving students and how effective the rewarding was. The theme had two sub-themes as represented in the table below.

Table7: Theme and Sub-themes

Themes and sub-themes	No. of participants	No. of coding references
Theme #3. The Alternatives to Corporal Punishment Measures Applied in the Schools	2	8
Sub-theme #1. Alternatives to corporal punishment	2	6
Sub-theme #2. Rewarding learners	1	2

Sub-theme #1. Alternatives to corporal punishment

This sub-theme represented the alternatives to corporal measures that were applied in the schools. The hierarchy chart below shows the alternatives used.



One of the alternatives to corporal punishment as shared by participant 2 was small physical work like cleaning and picking up papers.

Participant 2

Small physical work like cleaning classroom or picking up papers.

Participant 1 said that that they awarded the good and deserving learners with certificates

Participant 1

Learners who perform well are given certificates, they get rewards for good behavior and cleanliness.

Participant 1 also shared that they punished learners by telling them to stand up until the end of the teaching period as an alternative to corporal punishment.

Participant 1

We ask them to stand up while we continue to teach until the end of the teaching period.

Participant 2 highlighted that they used verbal warning to the learners as an alternative to corporal punishment.

Participant 2

We use verbal warning

Another alternative to corporal punishment that participant 2 said they used was detaining learners.

Participant 2

Detention

Sub-theme #2. Rewarding learners

Participant 1 highlighted that they awarded learners as an alternative to corporal punishment. Some of the rewards given to deserving and disciplined learners were:

Encouraging or praising learners who were disciplined

Participant 1

In my case I have seen learners stopping their bad habits because they wanted rewards from teachers. You know learners are impressed by minor things, they appreciate being praised in the presence of their fellow classmates, so I always encourage my learners when they behave in class or when they take their schoolwork serious.

Awarding a certificate of excellence to the best performing learners

Participant 1

In a case where the learner gets good grades or come on top, the school reward the learner with a certificate of excellence. The rewards help to keep the learners focused. The disciplinary measures have pushed learners to perform well and promoted good behavior

Theme #4. The Effectiveness of Disciplinary Measures

The theme highlighted the effectiveness of the disciplinary measures that had been applied in the schools, how teachers handled learners those who did not listen, the suitability of school environment to learners and suggestions on how to enhance the effectiveness of the abolition of corporal punishment.

Under the theme, there were four sub-themes as shown in the table below.

Table8: Theme and Sub-themes

Theme and sub-themes	No. of participants	No. of coding references
Theme #4. The Effectiveness of Disciplinary Measures	2	11
Sub-theme #1. Effectiveness of the disciplinary measure that have been applied in the school	2	2
Sub-theme #2. Handling learners who do not listen	2	4
Sub-theme #3. Suitability of the school environment in enforcing discipline	2	2
Sub-theme #4. Suggestions on how to enhance the efficiency of ATCP	2	3

Sub-theme #1. Effectiveness of the disciplinary measure that have been applied in the school

The sub-theme outlined the teachers' perception on whether the disciplinary measures that had been applied had been effective in addressing disruptive behaviors in the school.

Participant 1 highlighted that most students were able to rectify themselves even without the teachers having to be physical with them

Participant 1

They have been effective a lot. I have gotten used to disciplining learners without spanking or being physical. The learners can correct themselves when we as teachers discipline them

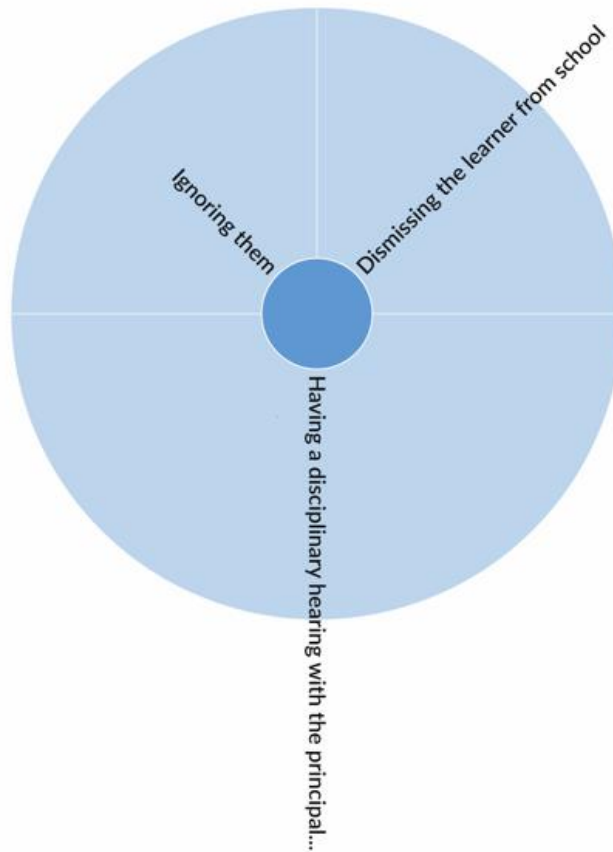
Participant 2 also pointed out that the learners responded to the alternative measures by changing their behavior.

Participant 2

They have been effective to a certain extent. The learners respond to the alternative measures by changing their behavior. As teachers we have learnt that it is possible to discipline children without being harsh/violent.

Sub-theme #2. Handling learners who do not listen

This sub-theme highlighted how the teachers dealt with learners who did not listen.



Both participant 1 and 2 shared that they held a disciplinary hearing with both the principal and the parent being present.

Participant 1

However, if they persistently disrupt lessons, I take the matter up to the principal for a disciplinary hearing. I also ask their parents to come to the school for a hearing. They usually change their behavior if they see that I have taken further steps to address their problematic behaviors

Participant 2

We dismiss them until a formal hearing is held.

Participant 2 also shared that when the disciplinary hearing didn't work, they dismissed the learner from school.

Participant 2

If the hearing does not work, we ask the learners not to come and register the following year

Another participant 1 said that they ignored the students who did not listen and carried on with teaching lessons.

Participant 1

I sometimes let go of what they did wrong and carry on with teaching lessons

Sub-theme #3. Suitability of the school environment in enforcing discipline

This sub-theme outlined the teachers' thoughts on the suitability of the school environment in enforcing discipline. Both participant 1 and 2 highlighted that the school environment was suitable and had the right support for the learners.

Participant1

The school environment is suitable to enforce discipline as we have more apparatus to use, and as teachers, we get support from our school management team and the police.

Participant2

The school environment is suitable.

Sub-theme #4. Suggestions on how to enhance the efficiency of ATCP

The sub-theme highlighted the teachers' suggestions on how to enhance the efficiency of abolition of the corporal punishment (ATCP). Both participants, participants 1 and 2 said that the best way was to implement and enhance a policy about the abolition of corporal punishment.

Participant1

I think our management can develop a policy that will be followed by all educators in enhancing the effectiveness of ATCP

Participant2

Educators, together with the school governing body (SGB), should work together to come up with measures that can be used to enhance discipline

Participant 1 also shared that inviting all educators to enhance the existing policies would be a good way to enhance the abolition of corporal punishment.

Participant 1

We do have an existing policy departmental policy on ATCP. The first things can be done is to amend that policy and invite the participation of all educators. The educators have been using ATCP for years and I believe that they can contribute invaluable opinions on what the department can do to enhance the effectiveness of the discipline strategies.

Theme #5. Teachers Perception of the role of Parents and Other Stakeholders in Maintaining Discipline in the School

The theme represented the teacher's perception on the role of parents and other stakeholders in maintaining discipline in the school, how parents disciplined their children when they were called to school, suggestions on how educators should manage indiscipline in their classes and the methods used by teachers to handle uncooperative parents.

The table below shows the sub-themes present under this theme.

Table9: Theme and Sub-themes

Theme and sub-theme	No. of participants	No. of coding references
Theme #5. Teachers Perception of the role of Parents and Other Stakeholders in Maintaining Discipline in the School	2	8
Sub-theme #1. The role of parents and other stakeholders in maintaining discipline	2	4
Sub-theme #2. Ways parents discipline their children	1	1
Sub-theme #3. Suggestions on how educators should manage their classes to maintain discipline at school	2	2
Sub-theme #4. The ways educators use to handle uncooperative parents	1	1

Sub-theme #1. The role of parents and other stakeholders in maintaining discipline

This sub-theme outlined the teacher's perception on what was the role of parents and other stakeholders in maintaining discipline in the school. The most prevalent response was that role of parents in role of parents in maintaining discipline was to attend their children's disciplinary hearing.

Participant1

Parents have played a very important role in disciplining their children as they are sometimes called to come to school to discipline them

Participant2

Parents hold meetings with the teachers to put measures in place to discipline learners.

Participant 1 said that the South African police officers talked to learners about bad behaviors and the consequences of bad behaviors to help in maintaining discipline in schools

Participant1

Other stakeholders that have also played a vital role are South African Police officers as they sometimes come to school to talk with learners about bad behavior and after effect of maintaining bad behavior.

Participant 2 highlighted that the school governing body helped in maintaining discipline.

Participant 2

The SGB help the school to maintain discipline.

Sub-theme #2. Ways parents discipline their children

This sub-theme highlighted the methods parents used to discipline their children when they were called to school. Participant 1 said that the parents attended the disciplinary hearing together with the teacher and the principal. The learners corrected their behavior upon seeing the parent in the disciplinary hearing.

Participant 1

We call them to form part of a disciplinary hearing and the learners can correct their problematic behavior

Sub-theme #3. Suggestions on how educators should manage their classes to maintain discipline at school

This sub theme outlined the participants' suggestions on the methods educators should use to manage their classes to maintain discipline at school. The participants said that the educators should set and maintain classroom rules.

Participant 1

They must have classroom rules and make sure that all learners follow these rules.

Participant2

Educators should enhance discipline by making rules that are effective on maintaining discipline.

Sub-theme #4. The ways educators use to handle uncooperative parents

This sub-theme highlighted the methods educators used to handle parents that fail to cooperate after their child had misbehaved in school.

Participant 2 said that they dismissed the learner and told them to come back with their parents.

Participant 2

It depends on the seriousness of the misconduct. If the misconduct is serious, we dismiss the learners until they come back with their parents for a formal disciplinary hearing.

Surviving Research

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