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Exploring learner discipline challenges in selected secondary schools in Vhembe District, Limpopo Province

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Title: Exploring learner discipline challenges in selected secondary schools in Vhembe District, Limpopo Province

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A research submitted to the Faculty of Humanities, University of the Witwatersrand, in fulfilment of the requirements for the degree of Master of Education



University of the Witwatersrand

DECLARATION

I, **Olufunmilayo Tenidade Obadire**, student number: 2345760 declare that this research on **Exploring learner discipline challenges in selected secondary schools in Vhembe District, Limpopo Province** was written by me and has not been submitted in any University before. All sources used were referenced.



27/05/2022

O.T. Obadire **Date**

DEDICATION

This research is dedicated to Almighty God for His grace, mercy and wisdom to complete this study.

ACKNOWLEDGEMENTS

I appreciate God for His love, grace, favour, and mercy to complete this research.

I am honoured to be mentored and supervised by Dr Moeniera Moosa. I appreciate her academic support and quick feedback to all my request throughout this study. More grease to your elbow ma'am.

To my lovely children and husband, Wow! I love and appreciate your encouragement, care and support. Honey, your unconditional love, and care have been my strength throughout this study. Thank you all, you are the best. I love you all.

Obadire Olufunmilayo Tenidade (Mrs)

ABSTRACT

This study focused on learner discipline in public secondary schools. Disciplining Learners is the bedrock of effective education. When learners are well-disciplined, both educators and learners enjoy teaching and learning. On the contrary when learners are undisciplined, the school climate and safety become threatened, and unsafe for both learners and staff. Effective learning and teaching cannot be guaranteed when learners are undisciplined. Therefore, to ensure learners are well disciplined it is necessary to have good disciplinary strategies in every school. With a view to the above, this study investigated the management of learner discipline and the resultant challenges faced by educators in public secondary schools in South Africa. In so far as methodology is concerned, a participatory action design in a qualitative research approach was employed in this study to proffer context-specific sustainable policies and strategies. Data was generated using an open-ended questionnaire, followed by individual interactives interview with the selected educators to gather holistic data. The data was analysed using thematic contents analysis. A purposive non-probability sampling was employed to select fifteen (15) educators with at least five years of teaching experience from three selected public secondary schools within Thohoyandou Circuit of Vhembe District in Limpopo Province.The findings of this study revealed that the common causes of learner indiscipline is not related to multiple factors. This study further revealed that effective learner discipline like a three-legged pot includes the involvement of school, parents, and the community. The study recommends active involvement of parents in their children's wellbeing and education. For future research, data collection can be extended to the whole of Vhembe district and other provinces in South Africa. It can also involve learners, principals, parents and School governing body members for more comprehensive information.

Keywords: misconduct, challenges, experience, learner discipline, school, corporal punishment, and school discipline.

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LIST OF ABBREVIATIONS AND ACRONYMS

ATCP	Alternatives to corporal punishment
CCTV	Closed Circuit Television
COVID	Coronavirus disease
DoE	Department of Education
E	Educator
F	Female
HOD	Head of Department
LSM	Learning Support Materials
MEC	Member of Executive Council
M	Male
NEPA	National Education Policy Act
NGO	Non-Government organisation
PAR	Participatory Action Research
RCL	Representative council of learners
RSA	Republic of South Africa
SACE	South African Council for Educators
SASA	South Africa School Act
SCH	School
SGB	School Governing Bodies
SMS	Short Message Service
SMT	School Management Team
UK	United Kingdom
UNESCO	United Nations Educational Social and Cultural Organization
USA	United State of America

CHAPTER ONE
INTRODUCTION

1.1 Introduction and background

An exploration of challenges faced by educators when disciplining learners in secondary schools located at Thohoyandou Circuit, Vhembe District in Limpopo Province was the main focus of this study. With that in mind, this chapter introduces the background of the current study, and its statement of the problem. The chapter also presents the specific objectives of the study, as well as the research questions that guided the methods that were used to collect its data.

Kambuga (2017) considers learner indiscipline as a major challenge affecting the effectiveness of education world-wide. This lack of learner discipline is a global issue that is demotivating educators (Belle, 2018). Singo (2017) observes that the acts of learner indiscipline that cause harm to victims and end in tragedies continue to raise concerns for parents across the globe. Masingi (2017) agrees that, irrespective of multiple studies conducted by scholars relating to learner discipline problems in schools, the problem persists, and has become one of the major challenges for educators and other stakeholders in the education sector.

Research shows that disciplinary problems in schools are not peculiar to South Africa but are a global phenomenon (Belle, 2018; Benewaa ,2017; Kambuga, 2017; Lukman & Hamadi, 2014; Masingi, 2017; Mestry & Khumalo, 2012; Njoroge & Nyabuto, 2014; Padayachee & Gcelu, 2019; Singo, 2017). In line with this, Benewaa (2017) posits that various learner disciplinary issues have emerged at an alarming proportion around the world. Although education systems are said to be more advanced in most developed countries when compared to African countries, experiences regarding learner ill-discipline in most developed countries and some African countries are similar. This similarity between developed countries, especially in Europe as well as North America and

developing countries in Africa regarding learner ill-discipline could either be due to the adaption or transfer of education systems by most African countries from developed countries such as England, United States of America (USA), Australia, and France.

For example, in the United States of America, Dodge (2011) reports the case of a shooting associated with learner indiscipline during which a learner was killed while thirty other learners including educators were wounded in Springfield. Benewaa (2017) found that principals and educators in New York reported that dealing with learner ill-discipline was the most challenging and stressful factor experienced in their professional lives, regardless of the school, age and gender. Furthermore, incidents of gross indiscipline at schools have been reported from Italy, Germany, Spain and most parts of Europe (Benewaa, 2017; Singo 2017). Similarly, Benewaa (2017) reports a case in one of the public schools in England, where a learner shot fellow learners in the school premises.
Studies show that, like in developed countries such as UK, USA, Australia and Europe, African countries experience learner disciplinary problems in most secondary schools and this has become an issue of concern for all educational stakeholders in Africa (Benewaa 2017, Gyan, Baah-Korang, McCarthy and McCarthy, 2015; Kambuga 2017; Belle 2018; Njoroge and Nyabuto 2014; SACE 2020 and Temitayo et al. 2013).

Furthermore, reports from SACE (2020) indicate that teaching has been found to be the most stressful profession because of student indiscipline. This has been observed in countries such as Mauritius (Belle, 2018); Tanzania (Kambuga, 2017); Kenya (Njoroge and Nyabuto, 2014); Ghana (Gyan et al. (2015); and Nigeria (Temitayo et al. (2013). As a result, many educators continue to leave the profession due to the daily challenges related to learner misconduct. Some of the above-named African countries have related cultural backgrounds and their educational frameworks are almost the same as that of South Africa, which is the setting of the current study.

It should be noted however that despite the different disciplinary strategies and procedures put in place in most South African schools, many principals and educators in public secondary schools still face learner discipline challenges (Semali & Vumilia, 2016).

Likewise, Makota, Leoschut and Leoschut (2017) and Padayachee and Gcelu (2019) observed that despite the endorsement of different disciplinary policies and procedures to assist in reducing ill-discipline among learners, indiscipline remains a problem. Magaba (2018) also notes that learner disciplinary problems have risen considerably in the last 15 years and have brought challenges on the lives and daily practices of educators.

According to Nkosi-Malobane (2019) and SACE (2020), learner discipline problems in public secondary schools in South Africa (both in the urban and rural areas) have sometimes deteriorated into extreme situations where learners fight, steal, bully, come late to school, smoke, use drugs at schools, disrespect, and attack educators and other learners. Moreover, they hurt one another with knives, guns and other sharp objects; kill other learners and their educators; and sexually harass their fellow learners and educators within the school premises. Nkosi-Malobane (2019) states that "this unwarranted and unruly behaviour by learners is shocking and is an extreme violation of the school's code of conduct which learners are expected to adhere to" (p. 1). With a view to the above, this study further explored other types of learner indiscipline within South African public secondary schools, especially in the Vhembe District of the Limpopo Province.

Disciplinary challenges in many public secondary schools in Limpopo, South Africa have reached an alarming stage, to the extent that some of the schools have been turned into battlefields (Alidzulwi, 2000; Masekoameng, 2010; Nkosi-Malobane, 2019). For example, at Modubatse Secondary School in Limpopo, a Grade 12 learner poured water on an educator's face and body because the educator confiscated the learner's cell phone. In that school the use of cell phones by learners is prohibited. This incident traumatized the educator to an extent that she had to go for counselling (Makondo, 2018). It should be noted that the root cause of the disciplinary problem remains unsolved in South African schools. Although Ishmael Kgetjepe, a member of the Executive Council (MEC) of the Limpopo Department of Education condemned the act reported above as humiliation, disrespect, and ill-discipline towards the educator, the root cause of such acts remains unresolved.

Obadire (2018) alludes that the source of learner discipline challenges originated from parents and homes, school, society, and even from learners themselves. In line with the aforementioned, Masingi (2017) also found that learners' misbehaviour at schools is a multifaceted problem caused by poor disciplinary measures, lack of parental care, peer pressure, disrespect, overcrowded classrooms, child-headed families, poverty, not enforcing rules, social media, insufficient support from Department of Education to address learners' disciplinary problems. Therefore, to effectively reduce learner discipline challenges, it is imperative to acquire an in-depth knowledge of the context specific-factors that cause such acts of indiscipline among public secondary school learners within South Africa. To that end, the current study explored the root cause of learners' indiscipline and the negative impacts of the acts, as well as challenges that the educators face as a result of learner discipline in public secondary schools in the Limpopo province.

1.2 Statement of the problem

It is generally believed that educators play a significant role in moulding young minds into future leaders of the society. However, with the current level of ill-discipline at schools, educators constantly face challenges which have brought about a huge erosion of the fabric of the society. Many educators in South African schools complain of spending a lot of time and energy dealing with learner misbehaviour in schools while they are supposed to be teaching (Masekoameng, 2010). For example, at Nghonyama High School in Limpopo, a male learner pasted a sanitary towel on the black board while a female educator was teaching (Nghonyama High School, 2015). Furthermore, at a school where the author of the current study once taught, some educators stopped disciplining learners in a bid to avoid intimidation from parents. In another situation, some temporary educators left their schools because they could not afford to deal with learner indiscipline anymore (Magaba, 2018). A worst case scenario is where the educators resigned due to the pressure and frustration of continually experiencing learner indiscipline (Magaba, 2018).

The author of this study further indicates that although the challenges that educators face regarding learner discipline could not be generalised across all public secondary schools,

but they were common in many schools. The Basic Education Minister, Angie Motshekga clearly states that, “our schools are increasingly becoming crime scenes, where learners carry dangerous weapons to school, hence we need a joint effort to fight the scourge of crime in our schools” (Pheto, 2018, p. 10). Drawing from this unfavourable state in some public secondary schools, the author of the current study was motivated to read more on learner discipline and to explore the perspective of educators regarding the challenges that they faced while disciplining learners in public secondary schools in Thohoyandou Circuit, Vhembe district, Limpopo Province of South Africa. The study is anchored on Social Learning theory which is discussed under the theoretical framework.

1.3 Rationale for the study

The rationale for this study arises from the author’s experiences on learner discipline. This rationale is divided into three main domains: personal, professional and theoretical domains.

Personal domain

As a secondary school educator who had experienced and observed different disciplinary challenges from learners. The current level of learner ill-discipline that educators face on daily basis in most schools and it negative impact on the education system in South Africa has become worrisome and the author believe it requires urgent intervention. Recently, Cebelihle Bhengu, reported in Sunday Times of 25 April 2022 on the video that went viral on social media of 36 Leondale High School learners smoking marijuana in the school premises. How did we get to this level of learners indiscipline, despite multiple studies and policies on learner discipline? The author asked herself.

Professional domain

The author further reported at a professional level, that many educators in South African schools complain of spending a lot of time and energy dealing with learner misbehaviour in schools while they are supposed to be teaching. Some colleagues indicated that, many dedicated educators in their respective secondary schools had lost interest in the profession due to constant harassment and disrespect by some learners and intimidation by some parents for disciplining their children (learners). Some educators who remained

in the profession lived either in fear or at risk of possible attack or death; hence, they were unable to teach with utmost commitment. One of the educators concluded that educators were confined to having to cope with various daily acts of indiscipline perpetrated by learners while trying to make substantive progress in winning the war against indiscipline. Drawing from this unfavourable state of learner indiscipline in some public secondary schools and the statement of the Basic Education Minister, Angie Motshekga that, “we need a joint effort to fight the scourge of crime and indiscipline in our schools” (Pheto, 2018, p. 10). The author was motivated to explore the challenges that educators faced regarding learner discipline in public secondary schools in Thohoyandou Circuit, Vhembe district, Limpopo Province.

Theoretical domains

Social Learning theory explained that every behaviour can be learn, unlearned and relearned (Bandura, 1985). Therefore, it can be summarized that the use of Social Learning theory in this study can help to the author and the readers to discover how learners can unlearn bad behaviour and learn good behaviour as they interact and imitate good behaviour from their educators, parents, school mates and society at large.

1.4 Purpose of the Study

Previous studies indicate that educator effectiveness, health, and possible loss of profession are at stake despite the fact that various disciplinary strategies to address the issue of indiscipline of learners in South Africa have been tried. The purpose of this study was, therefore, to investigate the management of learner discipline by exploring the challenges faced by educators regarding learners’ discipline in public secondary schools in Thohoyandou Circuit, Vhembe District of Limpopo Province, South Africa. A participatory action design approach was used to proffer context-specific sustainable policies and strategies. In line with this purpose, the study gives suggestions on what can be considered as permissible discipline strategies at schools. These suggestions bring to the fore, the root causes of the challenges faced by educators in public secondary schools in Limpopo in relation to disciplining learners, while considering context-specific strategies to solve the challenges faced by the educators. Most disciplinary strategies mentioned in

previous studies are generic; and therefore, to effectively deal with challenges of learner's ill-discipline within public secondary schools, specifically in Thohoyandou District, the researcher examined the gaps in the existing strategies. In addition, suggestions are made on how to improve the strategies and context-based polices that can address the challenges faced by educators with regards to learner discipline in public secondary schools.

1.5 Aims and Objectives of the Study

The following are the aims and objectives of the study.

1.5.1 Main aim of the study

The main aim of this study was to investigate the challenges faced by educators that have caused learner indiscipline in secondary schools in Thohoyandou Circuit, Vhembe District in Limpopo Province.

1.5.2 Objectives of the study

Alongside the main aim, the following specific objectives guided this study in order to:

- Explore the educators' definition of learner discipline in secondary schools in Thohoyandou Circuit, Vhembe District in Limpopo;
- Identify the challenges experienced by the educators when disciplining learners in secondary schools in Thohoyandou Circuit, Vhembe District in Limpopo;
- Examine the causes of the challenges the educators experience while attempting to maintain learner discipline in secondary schools in Thohoyandou Circuit, Vhembe District in Limpopo; and
- Explore strategies that can be used to assist the educators with the challenges they face whilst maintaining learner discipline in secondary schools in Thohoyandou Circuit, Vhembe District in Limpopo.

1.6 Research Questions

1.6.1 Main research question

The main research question that this study sought to answer is:

What challenges do secondary school educators in Thohoyandou Circuit, Vhembe District in Limpopo Province experience regarding learner indiscipline?

1.6.2 The sub-research questions

To respond to the main question, the following sub-research questions were asked by this study:

- How do the educators define learner discipline in secondary schools in Thohoyandou Circuit, Vhembe District in Limpopo?
- What challenges do the educators experience regarding disciplining learners in secondary schools in Thohoyandou Circuit, Vhembe District in Limpopo?
- What are the causes of the challenges experienced by the educators while attempting to maintain learner discipline in secondary schools in Thohoyandou Circuit, Vhembe District in Limpopo?
- What strategies can be put in place to overcome or address the challenges faced by the educators while maintaining learner discipline in secondary schools in Thohoyandou Circuit, Vhembe District in Limpopo?

1.7 Significance of the Study

Studies have noted that teaching is one of the most stressful professions because many educators leave the profession due to the daily challenges related to learner misconduct (Belle, 2018; Kambuga, 2017; Njoroge & Nyabuto, 2014; Gyan et al., 2015; Temitayo et al., 2013). While some of these studies have provided a description of incidences of ill-disciplines at schools within South Africa (SACE, 2020; Nkosi-Malobane, 2019; Ngidi, 2018) they have not explored and identified the *root cause* of these acts of indiscipline. Moreover, educators' views on this matter have not been thoroughly explored as far as the author of the current study is concerned.

Furthermore, this study is significant because it provides educators at schools in Limpopo with the opportunity to voice their experiences and challenges regarding learner ill-discipline. Having considered the aforementioned, this study used the participatory research approach which involves educational stakeholders in South Africa, namely the educators at schools. Moreover, this study recommends inclusive and sustainable strategies useful in addressing learner discipline problems in secondary schools in South Africa. These strategies are context-specific and implementable by educators, principals, school governing boards, as well as the Department of Basic Education. The recommendations are also inclusive and cognisant of the rights of the learners.

1.8 Delimitation of the study

Delimitations are factors that are likely to reduce the scope of a study, as well as set the borderline for the study (Simon, 2011) which are under the control of the researcher. Due to population size, as well as limited time and financial constraints, it was not be possible for the author of this study to interview the whole population. Therefore, sampling was limited to only three public secondary schools in Thohoyandou Circuit of Vhembe East District, Limpopo Province, South Africa. Secondly, due to the COVID-19 pandemic in the country, and debates in media regarding the reopening and closing of schools, it was difficult to conduct face-to-face interviews with some educators from one of the selected schools. Hence, the researcher had to resort to telephonic interviews with those participants.

1.9 Breakdown of the chapters

This research is presented in six chapters:

Chapter One

This chapter presents the background of this study as well as its aims and objectives. It also presents the research questions that guided the researcher in the collection of data for this study.

Chapter Two

This chapter presents a review of the literature related to the specific objectives of this study. This section also includes the theoretical framework that guided the study.

Chapter Three

Chapter Three presents this study's research paradigm as well as its design, methodology, sampling criteria, data generating strategies, research instruments, data analysis procedures, ethical considerations, and trustworthiness.

Chapter Four

Chapter Four presents the findings of this study emanating from the questionnaires and the interview responses. These responses were categorised into themes and sub-themes.

Chapter Five

Chapter Five discusses the findings of this study in conjunction with the literature and theoretical framework that underpinned the findings.

Chapter Six

This chapter presents a summary of the all the chapters that includes the main findings, discussion of the findings, the limitations of the study, recommendations and finally the implications for further research.

1.10 Conclusion

The problem of indiscipline in schools requires timeous attention. The negative impact of learner indiscipline on the education system in the Vhembe District has become worrisome for educational stakeholders in the identified area and requires urgent intervention. This study used a context-specific approach, rather than a generic viewpoint, to find solutions to these maladies in the education system by exploring the experiences of educators as they bring about positive changes to learner indiscipline.

CHAPTER 2
REVIEW OF LITERATURE AND THEORETICAL FRAMING OF THE STUDY

2.1 Introduction

This chapter presents extant literature review on causes of learner discipline challenges in public secondary schools and suggestions on how those challenges can be addressed. Moreover, the chapter presents the theoretical framework that underpinned the findings of this study.

UNESCO (2017) regards learner indiscipline a worldwide challenge that requires the intervention of school leadership, educators, and parents (Narain, 2015); especially in public secondary schools (Makendano, 2016). This problem renders many schools ineffective institutions of teaching and learning (Belle, 2018). and for the schools to improve appropriate disciplinary measures must be taken (Masingi, 2017). These measures are deemed important because learner discipline lies at the very heart of teaching and learning culture (Mohapi, 2014).

2.2 Meaning of learner discipline

Over time, the meaning of learner discipline has shifted from the traditional notion of discipline, which includes the use of force, to a more socially critical view of discipline. Worthy of note is that the terms school discipline and learner discipline are interchangeably used across extant literature (Semali & Vumilia, 2016; Wolhuter & Steyn, 2003). In line with the above understanding, various paradigm shifts regarding school discipline have been propounded (Johnson, Whitington and Oswald (1994).These paradigms include a traditional view, socially critical view, liberal progressive view, and a laissez-faire view of discipline within schools. Table 2.1 gives an overview of the key tenets within the mentioned paradigms as prescribed by Johnson et al. (1994). It should be noted however that Semali and Vumilia (2016) argue that the different understandings of learner discipline lead to “inconsistencies (that) can lead to confusion as educators

manage classroom teaching and learning or attempt to make sense of the challenges they experience in classrooms" (p. 51).

Table 2.*1*: Views on Learner/School Discipline Adapted from Johnson et al. (1994)

	Traditional View	Liberal Progressive View	Socially Critical View	Laissez-faire View
Expected Learner Behaviour	Follow instructions; obey rules; accept external authority; accept inequalities of power	Cooperate with others; resolve differences through negotiation & compromise accept & use democratic decision-making processes; accept responsibility for own actions	Challenge unequal & undemocratic relations at school; assert right of powerless groups to fight against repression; participate in critical & collaborative group activities to pursue social justice	Individualised behaviour that demonstrates achievement of inner harmony & self-actualisation; true 'self-discipline'
Reasons for Expected Children Behaviour	An orderly school/ class is essential for academic learning to occur -preparation for work in hierarchical enterprises; respect for the rule of law & order is essential for social stability	Social skills are life skills' needed to live harmoniously in our society; negotiating the nature & achievement of goals, & the resolution of differences are essential for functioning of democratic society	Learners need to act collaboratively to challenge the unfair & repressive nature of schools; prepare students to act in socially & morally justifiable ways in wider society	Everyone needs to free & personally fulfilled
Assumptions about Children's Innate Nature	Children have a tendency to misbehave unless restrained by external forces (adults)	Children are inherently good & require supportive environments that allow their social skills to develop	Children are not innately good or bad; their behaviour is influenced by the social power dynamics within society including alienating spaces like schools	Children are inherently good & have the capacity to achieve self-actualisation if given choices & freedom to pursue their own ends
Educator's Role	Accept & promote the central authority of the school in discipline matters & policies; enforce school rules	Organise learning activities that allow learners develop skills in social living & group decision making; share decision making with learners to demonstrate ability to 'be responsible'	Negotiate roles & responsibilities with learners; act as an organiser & resource person during critical & collaborative activities related to discipline issues; support democratic structures of control through power-sharing & participation	Provide a stimulating learning environment; offer a range of alternatives for learners to pursue personal interests; emphasise freedom of choice & expression; reject status & power differentials between educators & learners
Parents' Role	Accept & promote the central authority of the school in discipline matters & policies; enforce school rules	Participate in consultations with learners & educators about discipline matters; reject punitive approaches to learner discipline	Engage in participatory decision making along with learners & educators; promote the addressing of the real or actual causes of learner misbehaviour at school	Support the school in creating a 'free' learning environment
Location of Power	Power resides in adults (principals & teachers); learner's role is to obey higher authority	Power is shared between stakeholders; locus of power is within the individual	Power is located within groups; exercise of group power justified to oppose inequalities	Power is within each individual (you can do whatever you decide); total rejection of powers of others to direct & control
Strengths of View	Clear expectations; practical; community support	Reasonable & humane; democratic; accepted by those within 'caring' professions	Emancipatory & reformist; based on principles of social justice & democracy	Respects free choice or will & human individuality
Critiques of View	Authoritarian & repressive; fails to teach self-discipline	Lacks strength & direction; overly psychological	Idealistic; overly sociological; based on dialectics of social conflict	Socially irresponsible; mystically romantic
Proponents	Skinner; Bandura; Canter & Canter; Crittenden	Driekers, Balson, Glaser, Lewis & Lovegrove	Foucault; Kemmis, Cole, & Suggett; Branson & Miller	Neil; Rogers

It should further be noted that that there are varying expected behaviours from learners within the school premises. For example, the traditionalist view expects learners to be strictly obedient to school rules and regulations; whereas the socially critical viewpoint expects a participatory and collaborative attempt to ensure social justice on all sides. However, the traditional, liberal progressive, and laissez-faire views seem to bring social methods of exemplifying acceptable character, teaching self-control and acceptable behaviour (Nakpodia, 2010). It could therefore be concluded that discipline is illustrative of respect for oneself and others, as well as restraint and self-control.

The different perceptions and understandings of school discipline have led to the development of phrases such as management of learner discipline, school discipline,

disciplinary measures and self-discipline whose different meanings are contextual. Unfortunately, the effect of these random constructs yields uncertainty in pedagogy and practice, and ultimately leads to confusion among educators. The views on discipline could be summed up in two conceptual categories: discipline which refers to sanctions, such as “taking disciplinary measures to bring about desirable change in behaviour; and use of ‘code of conduct’ to impact self-control. Indiscipline; and the opposite construct refers to inappropriate behaviour” (Semali & Vumilia, 2016 p. 51). The above definitions form the bedrock of this study and bring all the stakeholders to one common understanding of discipline.

2.3 Perception of Educators on Learner Discipline

The educators’ varying perceptions of learner discipline epitomise the need to enhance learner performance and to create a sense of belonging and caring as well as community across the schools (Naicker, 2014). It has been found that learner discipline transforms classroom learning in a positive manner, prevents problems, and provides support for learners with learning challenges (Semali & Vumilia, 2016; Stanley, 2014). According to Semali and Vumilia (2016) and Stanley (2014), learner discipline is the basis for positive classroom behaviour. It is assumed that a conducive learning environment could be created by learners themselves through mutual respect. While some educators perceive learner discipline as a way of social control (Millei, 2010), others see it as a way of using rules and/or disciplinary measures to discourage, correct or prevent misbehaviour or deviant behaviour among learners (Semali & Vumilia, 2016). Ngwokabuenui (2015) cited Adesina (1980) defined learner discipline as a way “to teach learners to respect school authorities, observe the school rules and regulations, as well as to enforce and maintain acceptable behaviour in learners” (p.108).

Magaba (2018) concurs that learner discipline is a way of teaching learners to be obedient, as well as to understand their own behaviour, take responsibility for their behaviour, develop self-control and self-respect, respect others, and live-in harmony with them. Interestingly some educators believe that learner indiscipline takes away their power, influence, and authority through government policy, and elimination of corporal

punishment in schools. In an attempt to understand the varying perceptions by educators on what constitutes learner discipline, this study explored the perceptions of educators towards learner discipline; and also investigated the causes and types of learner indiscipline prevalent in the schools that participated in this study. The study further identified the challenges faced by educators while disciplining learners.

2.4 Learner discipline and corporal punishment

There is a unique link between learner discipline and corporal punishment, although many people interchangeably use these two terms to refer to the same thing. To distinguish between the two concepts, Halu-Halu (2013) describes learner discipline as a positive way of correcting wrong behaviour and instilling self-control and confidence in learners. According to Magaba (2018), learner discipline teaches learners to understand their own behaviour, take responsible for their own behaviour, respect one another, and live in harmony with others. Discipline is further defined as “the knowledge about conduct within society and how individuals conduct themselves in a world that attaches particular meanings to what is acceptable and what is not, and what needs to be known and what not” (Magaba, 2018, p. 3). Although, it is the right of educators to discipline learners, “learner discipline should be corrective and educative, rather than be punitive or punishing” (Republic of South Africa, 2010, p. 13).

On the other hand, corporal punishment is defined as deliberate infliction of physical pain on misbehaving learners by educators with the intention of disciplining them (Simangele, 2017). Gershoff (2017) states that “corporal punishment is the use of violence to punish a child” (p. 224). Therefore, corporal punishment is a negative approach to correct learners’ misbehaviour (Halu Halu, 2013, Obadire, 2018). Halu-Halu (2013) further states that corporal punishment is punitive and does not build self-discipline, self-control, or self-confidence in learners. Psychologists attest to the fact that corporal punishment has a serious negative impact on learners’ behaviour and academic performance, it makes learners violent, develop emotional damage, and have socialisation issues with colleagues (Halu Halu, 2013; Sulaiman, Khan, Ali, & Ahmed, 2020). In relation to the above discussion, the

researcher further reviewed the use of corporal punishment from the perspective of the South African education system.

Throughout the apartheid era, most South African schools followed the belief of the Jewish Christians, the Romans and the Greek's tradition of using corporal punishment as the best approach to discipline learners at schools (Gershoff, 2017; Tlhapi, 2015). Obadire (2018) lists some forms of corporal punishment used in schools to include "pinching, kicking, hitting, whipping or throwing of objects on learners; pulling of learner's ear or hair and forcing a learner to stay in an uncomfortable position or solitary confinement" (p. 7). In the early nineteen nineties, social commentators canvassed for the eradication of corporal punishment as it was regarded a model of violence and aggressive behaviour rather than discipline (Department of Education, 2000). However, between the nineteenth and twentieth centuries human rights manifestos against the use of corporal punishment on children emerged world-wide (Tlhapi, 2015) and many countries started canvassing for the abolishment of corporal punishment in schools to create peaceful and unified societies (Obadire, 2018). World-wide, Sweden was the first country to abolish corporal punishment in 1979 (Ziegert, 1983). On the other hand, corporal punishment was abolished in South Africa In 1996 after a law was passed by the South Africa legislation to abolish the use of corporal punishment in South African schools (Department of Education, 2001). Today, according to Section 10 of South African Schools Act 84 of 1996, it is illegal to apply corporal punishment on learners.

2.5 South African legal frameworks on learner discipline

Comprehensive information on learner discipline and abolishment of corporal punishment in South African schools can be found in the Constitution of the Republic of South Africa; the South African Schools Act 84 of 1996 (SASA), and the National Education Policy Act (NEPA). The Constitution of the Republic of South Africa, Act 108 of 1996, Section 12 states that "everyone has the right not to be treated or punished in a cruel, inhuman or degrading manner" (Department of Education, 2000: 7). This is supported by the National Education Policy Act 27 of 1996 of South Africa which states that "no person shall administer corporal punishment or subject a learner to psychological or physical abuse at

any educational institution" (Republic of South Africa, 1996b). Section 10 of the South Africa Schools Act of 84 of 1996 (SASA, 1996) clearly states that "no learner should be punished in a cruel or demeaning manner" (Republic of South Africa, 1996a). SASA furthermore states that for education to be productive without disruptive behaviour, learner discipline must be maintained in the school and classroom (Botha, 2013).

In South Africa, SASA put the responsibility of managing learner discipline in the hands of educators and emphasises that no corporal punishment should be inflicted on learners in the name of discipline (Botha, 2013). SASA further mentions that any educator who administers corporal punishment on learners is liable to criminal prosecution and expulsion from teaching profession (Botha, 2013). This implies that schools must design different strategies to manage learner discipline without infringing on learners' rights (Tlhapi, 2015), since SASA did not give educators any clear disciplinary strategies to adopt (Maphosa & Shumba, 2010; Nene, 2013). Obadire (2021) postulates that, although corporal punishment is not the right strategy to discipline learners, its total abolishment without preparedness of educators for alternative approaches to discipline learners could be one of the reasons for the challenges that educators are facing regarding learner discipline especially in South African public secondary schools. This is supported by Ntuli (2012) who indicates that the abolishment of corporal punishment and overemphasis on learner rights has brought about an era of lack of moral discipline in learners as they consistently disrespect their educators. This gap was explored by this study to find out if most schools have prepared discipline strategies for educators, especially to educate newly appointed educators.

Ntuli (2012) propound that the abolishment of corporal punishment without prepared disciplinary measures for educators puts most educators in a state of dilemma regarding the choice of disciplinary measures to use without infringing on the learners' rights. The Minister of Education during the first democratic government era in South Africa, noticed the educators' dilemma and came up with a document on Alternatives to Corporal Punishment (Department of Education, 2000). This document specifically sets guidelines on how schools should handle learner ill-discipline instead of relying on corporal punishment (Nene, 2013). These guidelines include a positive teaching and learning

culture, a whole school approach that ensures classroom discipline, a conducive school environment, use of the right teaching approach, a showing of love and care to learners, a provision for learners to take full responsibility for their actions, as well an involvement of parents, psychologists, and social workers in dealing with learner discipline (Nhambura, 2020). After the development of alternatives to corporal punishment, SASA 84 of 1996 Section 8(1) and (2) mandated the formation of school governing body (SGB) and the adoption of learners' code of conduct by the SGB to support educators in the maintenance of learner discipline in South Africa schools (Mestry & Khumalo, 2012)

2.6 Role of School Governing Body (SGB) Regarding Learner Discipline

The School Governing Body (SGB) is a democratically elected body of public schools, established by the South African Schools Act 84 in 1996 (Republic of South Africa, 1996a). The SGB consists of educators, principal parents, learners and support staff (Galetuke, 2017). The SGB acts as the mouthpiece for learners, parents and educators in the school. The major role of the SGB as stated in section 20(1) (a) of the SASA, is to promote the best interests of the school and to ensure its development through the provision of quality education. Section 5 to 6 of the SASA mandates the SGB to develop school policies (Republic of South Africa, 1996c). Section 8 of the SASA and Section 12(1) of the South African constitution mandates the SGB to adopt learners' code of conduct for the establishment of learner discipline, unified and conducive school environment for quality teaching and learning (Botha, 2013; Republic of South Africa, 1996c). Another role of the SGB is to ensure that correct disciplinary measures and procedures are applied in a fair and reasonable manner (Mestry & Khumalo, 2012; Obadire, 2018).

SASA further emphasises that it is the duty of the SGB in collaboration with the parents and other school stakeholders to draft the school code of conduct to educate learners on what is acceptable and unacceptable in the school (Botha, 2013). Mestry and Khumalo (2012) posit that since all the SGB's members, particularly, the parents are not always in school, principals and educators are given the power to maintain learner discipline and deal with minor disciplinary issues. The disciplinary sub-committee of the SGB was

formed to deal with severe disciplinary issues in all public schools, especially learner misconducts that lead to suspension and expulsion. Section 9 of the SASA states that "SGB acts on behalf of the school when it suspends a learner", with the approval of the provincial Member of the Executive Council (MEC) of Department of Education (Department of Education, 2000; Nene, 2013; Obadire, 2018).

2.7 Roles of learner's code of conduct

The learner's code of conduct document was formulated by the SGB consisting of parents, learners, educators and support staff (Obadire, 2018). This code of conduct which is administered by the school disciplinary committee (Department of Education, 2008) spells out the rules and regulations relating to learner's behaviour and disciplinary measures to be taken against transgressor of the rules (Department of Education, 2008). The purpose of learner's code of conduct is to produce disciplined learners and a peaceful school environment for the achievement of quality education (Mestry & Khumalo, 2012). It further promotes uniformity and prohibits unfair discrimination among learners (Department of Education, 2008). Ntuli (2012) maintains that a clear and understandable code of conduct sets boundaries for learner's behaviour and helps learners to be certain of what is acceptable and not acceptable in the school. It also clearly stipulates the consequences of going against the rules. SASA 1996, Section 8 (4) states that "all learners attending a school are bound by the school's code of conduct" (Department of Education, 2008). Therefore, for the code of conduct to be adhered to by learners, the school management team should provide a copy of the code of conduct to each of the learners and paste another copy on the school notice board for all learners to read, understand and comply with (Masekoameng, 2010; Obadire, 2018).

2.8 Challenges facing educators regarding learner discipline based on types of acts of indiscipline by learners

Educators face daily challenges from the undisciplined learners. Worth noting is that both educators and learners agree on behaviours considered and or categorised as acts of indiscipline (Ofori, 2018). Through an ex-post facto research design, a recent study conducted in Nigeria by Asiyai (2019) revealed that, within public secondary schools, acts

of learner deviant behaviour and indiscipline include fighting, late coming, absenteeism from school, bullying, violent acts, sexual molestation, substance abuse, and noise making. Although these acts were reported across the schools, a difference was highlighted between urban and rural public secondary schools. For example, violent acts were reported to be higher in urban schools (71%) than at rural public schools (45%) (Asiyai, 2019). Hence, there seems to be a higher prevalence of severe acts of indiscipline at urban public secondary schools in comparison to rural schools. The findings on the acts of learner's indiscipline from Asiyai (2019) study correspond to the findings from qualitative studies conducted by Masalu (2018) in Tanzania, as well as Njoroge and Nyabuto (2014) in Kenya.

Quite differently, although the acts of learner indiscipline are similar, a variation is noted in the classification of acts of the indiscipline as major or minor (Benewaa, 2017; Kambuga, 2017; Obadire, 2018). An earlier study by Ngwokabuenui (2015) explains the acts of learner indiscipline in three forms. These include acts relating to the disobedience of learners to school authority, cases linked to the collective deviance among groups of learners, and acts relating to poor learner habits (Ngwokabuenui, 2015). Minor learner discipline problems listed in Benewaa (2017) study include lateness to school, noise making in the classroom, verbal abuse of other learners, lackadaisical attitude toward schoolwork and assignments. Severe problems on the other hand include physical fighting, threatening of educators and other learners, alcohol and drugs abuse, teenage pregnancy, destruction of school property, sexual harassment, and watching of videos in school (Benewaa, 2017; Kambuga, 2017; Obadire, 2018). Although Crawshaw (2015) agrees with the classification of the acts of learner discipline, the author notes that some misbehaviours are termed more severe than others depending on contextual factors. Hence, within specific contexts, it is very crucial to have deeper understanding of learner indiscipline and to what extent they can be termed severe.

Alidzulwi (2000) affirms that some learners' disciplinary challenges are more severe and that many secondary schools are now turned into battlefields, where learners carry dangerous weapons like guns and knives to schools. More severe disciplinary problems

observed by Rossouw (2003) include persistent absenteeism, bullying, examination malpractices, smoking of dagga, stealing by learners, gambling, destruction of school properties, watching of films and pictures in classrooms, verbal and sexual assault of co-learners and educators (Majani, 2020). More severe cases of learner misconduct include, learners setting of educators' cars and classrooms on fire, as well as attacking principals, educators, and fellow learners with dangerous weapons (Lukman & Hamadi, 2014). In Ntuli (2012) opinion, disciplinary problems among learners are almost the same in all schools, but the intensity of those problems differs from one school to the other. A detail discussion on types of learners' disciplinary challenges was explored in this study to see how each type of learner ill-discipline creates challenges for educators. Below are some examples of learner ill-discipline as mentioned by different scholars in South African and other parts of the world.

2.8.1 Absenteeism

Learners' irregular attendance in schools or classes without permission from parents, educators or principal is a critical issue in public secondary schools in South Africa (Bremner, 2013). Temitayo et al., (2013) emphasise that many factors are responsible for persistent increase in the absence of learners from school and classroom. Some of these factors many include peer pressure, lack of motivation, dissatisfaction and frustration from schoolwork, poor school leadership of the schools may lead to absenteeism behaviour of learners in school (Benewaa, 2017). Adeoye (2019) concurs that absenteeism is common among learners and has significant relationship with alcoholism and illegal substance abuse. Learners are sometimes absent from class for not doing homework and this was a big challenge facing educators (Egunlusi, 2020).

2.8.2 Bullying

Bullying is described as a repeated behaviour exhibited by one learner or group of learners against another learner or group of learners (Benewaa, 2017). According to Makendano (2016), bullying is a severe form of disciplinary problem common among senior secondary learners and is an act of ill-discipline. Benewaa (2017) concurs that bullying is common among senior learners (more powerful students) who repeatedly

oppress the junior learners (less powerful students) in the classroom, playground, school assembly hall, everywhere in the school environment. It has been found that learners who bully in schools are usually bullied at home; and that they imitate the act and pour out their pain and anger on their schoolmates (Simuforosa & Rosemary, 2014). Marais and Meier (2010) and Woudstra et al. (2018) define bullying to include verbal bullying like insulting, teasing and labelling; and emotional bulling to include intimidation, mocking and dehumanising behaviour. On the other hand, physical bullying includes beating, pushing, shoving, kicking and hitting; and sexual harassment abuse to include unwanted sexual acts like touching and rape.

2.8.3 Fighting

Fighting is a key disciplinary problem that is commonly found among learners in public secondary schools world-wide (Benewaa, 2017). Temitayo et al. (2013) posit that fighting is mostly found among learners with very low self-esteem and feelings of worthlessness. Most of the learners that fight in schools are from dysfunctional homes and violent environments. It has also been found that frequent fighting in school creates anguish and discouragement for learners and may result in absenteeism from school (Benewaa, 2017).

2.8.4 Drug and substance abuse

Dangerous drug abuse is commonly found in most public secondary schools and has been linked with misbehaviour in schools (Temitayo et al., 2013). Adeoye (2019) attests that alcohol and Illegal substance abuse are serious concerns for educators and principals in South African secondary schools and are reported as being the reflection of South African society. Belle (2018) substantiates that learners in secondary schools engage in illegal substance abuse due to curiosity and immaturity. Some illegal substances are sold at affordable prices, and this has contributed to increase in their usage among learners (Manu & Maluleke, 2017). Some of the substances abused in schools include heroine, cigarettes, tobacco alcohol and smoking of herbs (Benewaa, 2017). It has also been found that learners under the control of these illegal substances are prone to committing all forms of indiscipline acts such as fighting, bullying, disrespect

to educators, and other bad behaviours (Obadire, 2018). Drug abuse has also been found to make learners aggressive, violent and disruptive (Masingi, 2017).

2.8.5 Disrespectful behaviour towards educators

Rossouw (2003) asserts that lack of respect from a learner to an educator can occur in various ways that include noise making, playing with cell phones in class, refusal of a learner to do homework or classwork, talking when educator is teaching, and disrespect towards the school authority. When a disrespectful learner aggressively confronts an educator, their classmates see them as a hero and think they have great personality (Rossouw, 2003). This recalls the incident that was reported by Zamokule Mdluli, in Daily Sun of 12 March 2018, where a girl learner threw a book at an educator in the classroom. The video of this incident went viral on social media, to the extent that the MEC for Education in Gauteng investigated the root cause of the incident.

2.8.6 Use of Dangerous weapons

Temitayo et al. (2013) cite a study conducted by Alidzulwi (2000) in Limpopo in which some learners took dangerous weapons like guns, and sharp objects such as knives to fight and stab their principals, fellow learners and educators in the schools. The findings of Alidzulwi (2000) are further supported by a headline, “Bullets fly at school”, in Daily Sun of 28 February 2018, where it was reported that an eighteen-year-old learner shot a sixteen-year-old learner in Denga Tshivhase High School in Phiphidi Village, Limpopo, due to a misunderstanding between the two learners. Ngema (2015) also reported in the Sowetan that an eleven-year-old learner shot an educator at Merry Hill School in Chatsworth as the educator was complaining of lack of interest of the learner in schoolwork. This is confirmed by the South African Government (2018) report that many schools have become so violent and unsafe for teaching and learning, and this is one of the reasons why many educators are teaching in fear. This is supported by Adeoye (2019) who reported that learners turned schools into violence arenas where no one was safe. Nhambura (2020) confirms that intoxicated learners sometimes come to school with dangerous weapons, and they may lose control of themselves when they are not in their right senses.

2.8.7 Sexual Harassment

Many female learners encounter sexual harassment in their schools in the hands of the male learners. In Prinsloo's (2006) study, one of the participants described sexual harassment at her school as "male learners touch female learners' bum and breasts in class and corridors, every day" (p. 12). It has been found that many girls are sexually assaulted at schools to the extent that they are afraid of attending school (Paterson, 2017; Prinsloo, 2006). Smit and du Plessis (2014) discovered that young female educators were also sexually harassed by male learners.

It is important to note that, according to Mariene (2012), before learners display any of acts of indiscipline, they show symptoms of becoming defiant. For this reason, this study found it worthwhile to explore not only the learner discipline challenges faced by educators at their schools, but their causes as well.

2.9 Causes of the challenges faced by educators regarding learner discipline

Extant literature shows that many underlying factors have been attributed to indiscipline in schools. As a result, educators are required to act as law enforcement agents, counsellors, mediators of victims of violence, as well as to handle more administrative work, teach larger classes, and cope with factors beyond their control (Nhambura, 2020).

Learner indiscipline has been found to be caused by many factors (Masingi, 2017). It has been found to originate from parents and family, schools, abolishment of corporal punishment, society, and even from individual learners (Belle, 2018; Semali & Vumilia, 2016). In a qualitative study conducted in Mauritius, Belle (2018) found that the causes of the challenges that educators face in relation to learner discipline are as a result of poor family structure, learners' attitude, educators' attitude, authority and leadership of principals, as well as peer pressure. These findings resonate with other studies (Da Silva et al., 2017; Kambuga, 2017; Obadire, 2018; Sueb & Izam, 2016; Suleman et al., 2017) on what leads to the problem of learner discipline within schools. It is to verify the findings

of the above scholars regarding causes of the learner discipline challenges facing educators at their schools. The discussion below is explained based on Belle's (2018) findings.

2.9.1 Poor parenting and family structure

Family and home contexts have been found to be the primary socialisation place of every child and therefore, individual learner's behaviour is moulded and shaped starting from home (Noum, 2015). In African culture, a child's upbringing is the responsibility of the family. Children copy and imitate their parents' and family members' behaviour and bring the behaviour to school. This means that if their parents are rude, they are most likely to copy their behaviour and exhibit disciplinary problems in school (Benewaa, 2017; Ngari, 2014). Furthermore, Belle (2018) notes that the parenting style of families usually have influence on learners' behaviour. Hence, parents who tend to have strict rules on their children groom learners who lack care and affection toward other learners. A qualitative study conducted by Suleman et al. (2017) discovered that poor parental attention lead to learner misbehaviour in school.

Belle (2018) also reports that parents who are too busy to attend to the daily needs of their children, especially working mothers, raise learners who are ill-disciplined. In the same study Belle (2018) found that children from dysfunctional families tended to behave badly in school. This is supported by Ali, Dada, Isiaka and Salmon (2014) who state that "learners who come from homes where there is partial, or lack of disciplinary structure find it difficult to cope with school discipline" (p. 263). One participant from Belle's (2018) study revealed that learners who had an alcoholic parent found it appropriate to drink within the school premises because the parent did the same at home. This is affirmed by Grobler (2017) and Seegopaul (2016) who indicated that when learners are exposed to chronic violence and aggressive interaction between siblings at home and their parents or family members abused drugs, such learners are likely to misbehave at school.

Manamela (2015) attests that high level of indiscipline in public schools is due to poor parental involvement of parents in learners' education. Egunlusi (2020) concur that "once

parents are not around, learners show up in school any time they like, and this has been a thorn in the flesh for educators" (p. 52). Qualitative studies conducted by Belle (2018) in Mauritius; Obadire (2018) in South Africa and Kambuga (2017) in Tanzanian found that when parents do not respond to calls or letters sent to them by school principal, learners tend to take advantage of their parents' nonchalant behaviour towards school authority to continue misbehaving at school. They further indicate that whenever there are differences between the principles taught at home and that of school, there is bound to be conflict in the mind of the learner which may result in disciplinary problem.

This resonates with the theory of social learning as posited by Bandura (1977) which explains that individuals learn by direct experience. Within the South African context, a recent study conducted by Wolhuter and Van der Walt (2020) reveals that parents or families that do not lead, guide, or equip their children with some form of moral teaching contribute to the lack of moral capital in society and concomitantly, in schools. Hence, it is important to include parental involvement in cases of indiscipline within schools. For that reason, it was interesting for this study find out how family sanctity would influence learner discipline in schools. Besides the importance of parenting and family structures, learners' inherent factors are another issue that has been found to contribute to some of the learner discipline challenges faced by educators.

2.9.2 Learners' inherent factor

Belle (2016) states that, "learners act based on the biological disorders that they acquired from their parents" (p. 53). Such negative or positive factors found inside the individual learner include a learner's self-esteem, personality, temperament, puberty, inferiority complex, physical appearance, starving for attention, power, love and revenge seeking (Benewaa, 2017; Obadire, 2018; Suleman et al., 2017). According to Suleman et al's., (2017) identify cycle widespread bad behaviour moves from senior learners to junior learners while junior learners imitate bad behaviour of senior leaners. In view of the above the current study explored the extent to which behaviour from senior leaners influenced the learner discipline challenges faced by the educators.

2.9.3 Educators' misconduct

The educators' behaviour has also been noted as a cause of the learner discipline challenges they face in schools (Belle, 2018). Although educators have been found to be less expressive about this cause, Da Silva et al. (2017) duly noted that the educator's poor classroom management, lack of planning, and unpreparedness contributed to poor discipline among learners in the schools. Hence, the pedagogical practices of educators need to be carefully considered to ensure that this cause is mitigated. Discussing these pedagogical practices further, Belle (2018) found that the behaviours of some educators was unbecoming because of issues pertaining to unattended classrooms during school hours. Within the South African context, a qualitative study conducted by Padayachee and Gcelu (2019) reveal that educators who show self-efficacy and instructional-efficacy in presentation of curriculum content had little to no learner discipline challenges. Hence, it can be argued that educators who are prepared to teach every lesson are considered to embody a professionally appropriate conduct.

Another qualitative study conducted in South Africa by Makoelle and du Plessis, (2019) found that the misconduct of educators encouraged the learners' misbehaviour. In clear terms, "there seems to be an indication that educators who commit transgressions are likely to neglect their duties and thus[,] influence the [behavioural] performance of learners negatively…" (Makoelle & du Plessis, 2019, p. 400). The misconduct of educators has been widely reported to increase in recent times in different quarters in. The current study therefore explored the root cause of some of these misconducts among educators to see if they are directly linked to learners' indiscipline due to frustration or whether they are a mere misrepresentation.

2.9.4 Poor school management and leadership

Belle's (2018) study found that learner discipline challenges were also caused by 'weak' leadership within schools. For example, in a situation where the principal of a secondary school is not strict regarding school rules and regulations, learner discipline challenges become apparent. This resonates with a finding from Ghana where a lack of an instilled regard for school rules and regulations served as a source or cause of learner disciplinary

problems in schools (Gyan et al., 2015). Worth noting is that some principals in South Africa seem to be 'weak' school leaders (see Bush & Glover, 2016; Makgato & Mudzanani, 2019). However, others have shown that leadership preparation and training have a crucial role in improving the effectiveness of school and learner discipline (Mestry, 2017; Van Wyk & Pelser, 2014). Njoroge and Nyabuto (2014) found that autocratic leadership, poor communication, and unresponsive administration to learners' complaints were part of the main source of learner indiscipline in public secondary schools. With a view to the above, the current study explored the available learner disciplinary strategies and their implementation to test their effectiveness on learner discipline and compare them across different public secondary schools in this study.

2.9.5 Abolition of corporal punishment

Many educators believe that corporal punishment is bad and should not be used to discipline learners. On the other hand, others believe it is the fastest and easiest approach to discipline learners (Halu-Halu, 2013). In some educator's opinion, total abolishment to corporal punishment and overemphasis on learner's rights have led to high incidents of learner ill-discipline and disrespect of educators (Naong, 2007; Ntuli, 2012; Obadire, 2018). In view of the foregoing, this study explored the effects of abolishing corporal punishment and how doing that would minimise the learner discipline challenges affecting the educators.

2.9.6 Peer pressure

Suleman et al. (2017), Mwaniki (2018), and Ofori (2018) found that peer related characteristics posed a challenge for learner discipline. According to these studies, these characteristics include associating with peers who are ill-disciplined inside and outside the school; and making silly jokes in class. Similarly, Seegopaul (2016) found that learners felt the need to display disruptive behaviour and to display lack of discipline when they were around other learners who displayed and/or approved such behaviour. This misbehaviour seems to come from the need to feel included in the school and among their peers (Belle, 2018). Notably South African learners are reported to be highly influenced by their peers and so, display acts of indiscipline (Nene, 2013; Obadire &

Sinthumule, 2021). In the light of the above this study investigated the effects of peer pressure on the learner discipline challenges facing the educators in South Africa.

2.9.7 Society and social media influences

Tlhapi (2015) indicates that most learners manifest the bad behaviours of their neighbourhood in schools. Children look up to adults in the society and emulate their behaviour (SACE, 2013). Thus, children imitate bad behaviours that they see from adults at home and within the society and exhibit them in schools. Some scholars, however, posit that violence and antisocial behaviour that children watch on television and society could be the reasons for learner disciplinary problems (Dlungwane, 2017; Tlhapi, 2015; Naicker, 2014; Nene, 2013; Wolhuter, & Van der Walt, 2020). Adeoye (2019) attests that alcohol and Illegal substance abuse are serious concerns for educators and principals in South Africa secondary schools and are reported as being the reflection of South African society. Masingi (2017) points out that familiarisation of learners with violence in the society and social media make them perceive violent behaviour as a normal way of life in society. The above observations are reiterated by Bandura's (1977) Social Learning theory which postulates that learners imitate the behaviours that they observe or perceive as good in their environment (Benewaa, 2017). As a result, in South Africa some TV productions were banned from public viewing in recent times because of the negative influences that they had in learners. Therefore, the role of society in curbing learner indiscipline in South Africa, was further explored by the current study to understand the impact and influence of the community on learner discipline at schools.

2.10 Strategies to address the challenges faced by educators while maintaining learner discipline

After the abolishment of corporal punishment by the South African legal frameworks, the South African Schools Act 84 of 1996 emphasised that "no learners should be punished in a cruel or demeaning manner" (RSA, 1996a, p. 8). However, it should be noted that the Act does not specify the exact disciplinary approaches that educators should use to discipline learners, although, by implication, it expects schools and educators to devise different approaches to learner discipline (Obadire, 2018; Tlhapi, 2015).

Thlapi (2015) and Padayachee and Gcelu (2019) propose that educators who are competent and efficient in subject content delivery, without the use of coercive power on learners, can succeed in management of learner discipline. It has been found that professional skills, good relationships with learners and effective discipline positively influence learners' behaviour and engagement (Makoelle & du Plessis, 2019). Therefore, regular in-service training programmes for novice educators to impact them with the strategies to effectively discipline learners (Belle, 2016; Tlhapi, 2015).

Another strategy is the involvement of learners in the formation of the school rules and code of conduct. When learners are involved in the drafting of the school rules, they see the rules as fair and easy to obey (Radebe, 2019). Extant literature shows that involvement of learners in formation of the learner code of conduct, encourage them to cooperate and obey the rules (Ntuli, 2012). Furthermore, learners who avoid indiscipline behaviour must be rewarded, while those who disobey the rules must be corrected (Njoroge & Nyabuto, 2014).

It worth noting that indiscipline emerges from the school, family and society. That being the case, it is crucial for all stakeholders, educators, principals, learners, parents as well as the community must work together as a team to find a lasting solution to reduce learners' disciplinary problems (Belle, 2016). A cordial relationship between the parents, schools, and the communities in which the schools are located is bound to create unity and bring about improvement in the management of learners' disciplinary issues, especially given the fact that learner discipline requires teamwork (Joseph, 2013, Nhambura, 2020). According to Bennett's (2015), "parents and communities should be part of the solution to learner's disciplinary problem and not a causative factor" (p. 8). The above statement was supported by South Africa Department of Basic Education Minister, Angie Motshekga, who stated that "communities and parents should take responsibility for what happens in schools. Schools operate within communities and are often a reflection of the community and the social ills that are found in these communities. We need support from all around us. It recalls the adage, 'it takes a village to raise a child'.

This really speaks to our situation in education as we cannot deal with these issues on our own" (Daya, 2019, p. 2).

Chepkilot and Kiprop (2011, p. 273) maintain that it is important for educators to work together as professionals and show learners the value and importance of a good education and good behaviour by living by example (De Atouguia, 2014). For learners to learn self-discipline, their educators themselves should reflect self-discipline. Learners see their educators as role models and emulate or copy their behaviours. If educators respect one another and respect the rights of their learners, such educators will be respected by the learners because respect is reciprocal (Ntuli, 2012).

Another strategy is the mentoring of new educators by experienced educators. This method is referred to as observational learning. Most of the time new educators observe how experienced educators manage their classrooms and deal with learner discipline (Feiman-Nemser & Parker, 1993). When an experienced educator mentors a new educator to provide insight and advice on how to manage learner discipline, this mentoring can occur in the classroom, staff room or other school setting. New and pre-service educators can also learn through supervision of head-teacher, experienced educator and principal.

Maini (2011) appraised the effect of observational training and learning program for new educators to reduce the challenge that they face with regards to learner misbehaviour in Canadian schools. The findings of Maini (2011) showed that the observational training programme resulted in a significant increase in educators' confidence in the management of learner's misbehaviour. Furthermore, it has been found that learners' attention and hyperactivity decrease significantly while on-task and non-disruptive behaviour and self-reliance increases (Maini (2011).

Another strategy that has been identified is the introduction of school-based professional counsellors to assist learners to identify the source of their disciplinary issues and solution out of the problem (Simuforosa & Rosemary, 2014). The current study explored different possible strategies for maintaining learner discipline in schools, as well as the strategies

that were being used by educators in each of the selected school in the study. Specifically, the study found out if those strategies were working or not and for what reasons that was the case.

As mentioned earlier in the literature review, there are gaps in previous studies especially on issues around learner discipline which has resulted in the reason why educators face various challenges regarding learner discipline in public secondary schools. This study aims to contribute to the filling of the gap mentioned in the literature review, by proffering solutions from the educators' perspectives, identifying the behavioural patterns of learners including the *modus operandi* as well as the nature and causes of indiscipline in schools. In addition, the study aims at making suggestions on how to improve the strategies and context-based polices that can address the challenges faced by educators with regards to learner discipline in public secondary schools.

2.11 Theoretical framing of the study

This study was anchored on Social Learning theory**.** Social Learning theory is also known as observational learning theory propounded by Albert Bandura in 1977. Bandura (1977) explains that individuals learn by direct experience, observation and modelling of the behaviour of another person. According to Polis and Upenieks (2003), the major premise of this theory is that people do not only learn through their own experiences, but by observing and imitating other people's actions and reactions. This makes human beings the product and producers of their environment since behaviour can be learned, unlearned and relearned in the society (Bandura, 1985; Benewaa, 2017; Odebode, 2019). The Social Learning theory emphasizes that learners imitate both bad and good behaviours that they desire by observing their parents, guardians, siblings, peer, educators, television stars, professional sports men and women, as well as people that they view as powerful and important role models to them in the society (Bandura, 1986; Benewaa, 2017).

Within this theory are two key words, model and modelling. According to the theory a person who is being observed is the model while the process of observational learning is called modelling (Bandura, 2006). The theory further posits that there are specific steps to be followed to achieve modelling. These steps include attention, retention, reproduction, and motivation (Bandura, 1986*)*. The Social Learning Theory explains that people imitate others by observing them, retaining what they observed, getting motivated, and finally, imitate (reproduce) the other person's behaviour. Therefore, it can be summarized that indiscipline is a product of learning through observation (Odebode, 2019).

In keeping with the aforementioned, there is no single way of disciplining learners. Observational learning and educator self-efficacy assist educators to impact good discipline in learners and reduce the disciplinary challenges they are facing. Educator self-efficacy is referred to as an educator's ability and skill to improve learners' academic performance, behaviour, and school safety (Khanshan & Yousefi, 2020). Educators with good instructional-efficacy face less discipline challenges from learners (Barni, Danioni & Benevene, 2019). Ortan, Simut and Simut (2021) state that "studies have shown that educators with high levels of self-efficacy and instructional-efficacy experience higher levels of job satisfaction, lower levels of job-related stress, and minimal challenges when dealing with learner discipline compared to educators with low self-efficacy" (p. 1).

With a view to the above, the current study examined the relationship between the educator's self-efficacy and their ability to manage the learners' discipline using Social Learning theory as a theoretical framework. This theory assisted the researcher to discover how educators can learn different strategies, learn effective strategies, and unlearn the archaic ineffective one. Likewise, learners who misbehave can also unlearn their bad behaviour by modelling new and good behaviours from educators, school leadership, parents and well-behaved learners as they observe and interact with each other (Benewaa, 2017). The current study therefore revealed that many of the misbehaviour that learners manifest in school are acquired from peers, family members and society.

In the same way that learners learn bad behaviour from their environment, they can also learn good behaviour. If learners are surrounded with well-behaved people, both at home and society, they will be motivated to imitate and manifest the good qualities at school, because the school is the reflection of the society. Learners imitate what they see in their society at school.

2.12 Definition of key concepts

The following are the key concepts used in line with the objectives of this study: discipline, learner discipline, challenges, experience, and ill-discipline.

2.12.1 Discipline

The perspective of scholars on discipline differs. Belle (2018) views discipline as a process of teaching learners to differentiate between acceptable and unacceptable behaviours and gives learners the ability to control their own behaviour as they relate with other learners. In the context of the current study, discipline is defined as a process through which educators train learners to be orderly and well behaved to bring out the best habits in them.

2.12.2 Ill-discipline

Ill-discipline refers to behaviour that prevents peace and co-existence between learners (Masingi, 2017)**.** Odebode (2019) defines learner ill-discipline as learner disciplinary problem, lack of control and disobedience of learners to school rules. For the current study, learner ill-discipline is defined as behaviour that makes learners to be defiant and rebel against the school authority.

2.12.3 Learner discipline

Semali and Vumilia (2016) define learner discipline as a way of using rules and other disciplinary measures to correct or prevent misbehaviour among learners. In the current study, learner discipline refers to a way of correcting and moulding good behaviour in learners.

2.12.4 Challenges

Challenges are defined as unpleasant situations being faced by a person. In this study, challenges are defined as a demanding task that educators wish to overcome.

2.12.5 Experience

Experience is defined as practical knowledge gained from past events (Gamble, 2009). In this study, experience refers to knowledge or something that an educator has gone through.

2.13 Conclusion

It is important to note that previous authors agree that learner discipline in schools is currently at an appalling condition within South Africa. Furthermore, the meaning of learner discipline has shifted from the traditional notion of discipline, which includes the use of force, to more socially critical views of discipline. Some studies suggest that educators are being constrained by policy, regulations, and certain rules. Most of these findings are focused more on educators and not on the learners' motivations, parental and societal influences. In view of the aforementioned, the current study explored factors that affect learner discipline through a participatory research approach to design a model of strategy that would bring about learner discipline in a sustainable way at schools. The research design and methodology used in the current study are discussed in the next chapter.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research methodology which forms the blueprint for achieving the purpose of this study. Accordingly, the discussion within this section includes the research paradigm or lens; research design and the context or site used for the research. It also includes the study population, sampling selection method and the criteria for selection; as well as the methods that were used for the collection, processing and analyses of data. Furthermore, this chapter presents the strategies used to ensure the trustworthiness of this study. Ethical considerations that include ethical clearance from relevant bodies, issues of confidentiality and anonymity are included in this chapter.

3.2 Philosophical assumptions and paradigms

Ontological relativism and epistemological subjectivism led the researcher into the choice of interpretivist paradigm to achieve the purpose of this study. Epistemology refers to the acquisition of knowledge, while ontology is the nature of the knowledge and reality (Walwyn & Chan, 2019). Interpretivism guided the researcher towards the research questions, selection of participants, research design and method, sampling procedures, data gathering instruments, data analysis and interpretation of results (Mohajan, 2018). The way educators view the challenges they face regarding learner discipline and the interpretations they give to their daily experiences might differ due to their cultural beliefs, personal-biological and psychosocial views. Interpretivists posit that reality is individually constructed. Hence, “a phenomenon has multiple interpretations; individuals interpret the same phenomenon in different ways depending on how they view it, which is the reality of life” (Kivunja & Kuyini, 2017, p. 26). By implication, reality is subjective, and the view of educator A might differ from educator B. After exploring various research philosophies, the researcher in the current study considered interpretivism as the most appropriate philosophy for this study. The interpretive paradigm assisted the researcher to understand and interpret the specific challenges faced by educators regarding learner discipline from each educator’s perspective and experience.

The four set of philosophical assumptions used in this study: ontological, epistemological, axiological and methodological were explained below.

Ontological assumption assisted the researcher to capture the reality of the experiences, and perceptions of each educator on learner discipline. Since, reality is subjective, educators' perspectives on issues differ. Therefore, the researcher uses words/phrases (themes) to presented the perspectives of the participants in the study findings.

Epistemological assumption is referred to as the acquisition of knowledge. Epistemology guided the researcher into the subjective world and experiences of the participants as the researcher sought information by listening to understand the educator's perceptive and experiences on learner disciplinary challenges in their schools. To retain the rich meaning of each participant information or knowledge as evidence, generated data was reported in verbatim quotations.

Axiological assumption is the nature of questions asked by the researcher, themes extrapolation, data analysis and findings, were influenced by the researchers' personal experiences and views on learner discipline. Nevertheless, the researcher ensured that the value of the study's is absolutely subjected to the information (data) generated from the educator's experiences and views on learner discipline without being biased during the data analysis and findings presentation.

Methodological assumption: This study employed qualitative design and open-ended questionnaire with in-depth, face-to-face interviews, allows the researcher to obtain deep and rich understanding of the educators experienced with regards to the study.

3.3 Research design

A research design describes where, how, as well as when data is generated and analysed to answer the research problem (Draper, 2015). Harwati, (2019) mentions different types of research designs that include ethnographic, participatory action, grounded, case study and longitudinal designs. A research design can be explanatory, descriptive, or exploratory (Yin, 2013). Most importantly, the research design must be suitable with the research philosophy supporting the study.

In this study a participatory action design was used to acquire deeper knowledge of the perceptions of educators on the challenges that they were facing regarding learner discipline. Participatory action design assisted the researcher and the participants to work together to explore the research problem and to achieve valuable solutions to the study. Participatory action design revealed the qualitative features of individual educator's feelings, body language, values, beliefs, and perceptions without the influence of the researcher (Bergold & Thomas, 2010). It also helped the educators to feel free to share their views and experiences concerning the challenges that they were facing regarding learner's discipline in their respective schools.

To obtain valuable information from the participants, the researcher employed a participatory action design, using individual, face-to-face interactive interview with the selected educators. Furthermore, the research questions were asked in a descriptive and explanatory way for the participants to understand and share their experiences concerning the challenges that they faced regarding learner discipline in their schools. Open-ended questionnaires (Appendix A) and semi-structured interview guide (Appendix B) were used to generate in-depth, rich, non-numerical data in the form of words and an audio record from each educator. To retain the rich meaning of each participant information, generated data was reported in verbatim expressions and analysed using thematic contents analysis.

3.3.1 Role of researcher in relation to participants in participatory action research

Participatory Action Research (PAR) is a participative and collaborative research approach commonly used for improving conditions and quality of educational research in specific contexts (Davis & Ramírez-Andreotta, 2021; Koshy, 2010). PAR pays careful attention to power relationships between the researcher and participants (Davis & Ramírez-Andreotta, 2021). Researchers and participants are important and inseparable in participatory action research. They work together to validate views and reflect on the nature of knowledge, as well as to achieve a common purpose in the interests of the society. For the above reason, the researcher and the participants shared power to negotiate the level of information provided in research (Karnieli-Miller, Strier & Pessach, 2008). It should be noted that the researcher has control over the selection of participants while the participants have maximum power and control over information provided during data collection process (Busetto, Wick & Gumbinger, 2020). According to Råheim, Magnussen, Sekse, Lunde, Jacobsen and Blystad (2016) the quantity and quality of information shared by the participants during data collection depend on the level of rapport and mutual trust and honesty developed between the participants and researcher.

Therefore, to deal with power relationship between the participants and researcher in this study, before the commencement of this study, during the planning phase, the researcher created a friendly, welcoming, non-authoritative and non-threatening atmosphere for the participants to voluntarily open and share their views and experiences regarding learner discipline. The researcher introduced the purpose, methodology and nature of the study to the participants; and after collection of data, presented the data, analysed it and interpreted the findings. The researcher provides detailed information about this study with potential participants and shared the study information sheets with them to read for deeper understanding on what the study entails, their participatory role. Some of the participants shared their views, asked questions in relation to this study, which was carefully explained to them with more deliberation on how and when data will be generated. Nevertheless, not all potential participants agreed to participate in the study. Those that agreed to participate sign the consent form and proceeded with the study to the action phase.

During the action and developing phase of this study, the researcher and some of the participants had a series of disagreements. The researcher remembered one of the participants who insisted that the school principals should be interview main while principals were not part of the study, the researcher disagreed with the participant. Both gave their reasons but did not come to agreement and the participant withdraw from the study. Another participant requested that the research questions should be change, initially the researcher felt reluctant, but after much deliberation, both the research and the participant agreed not to change the questions but to present the questions to participants in a particular manner to get more detail information on the study, which really help during the interview session with the participants.

In the reflecting phase, after the data collection process, the researcher shared the generated data with the participants via email for reflection and evaluation, a few of the participants responded to make a remarkable input. Irrespective, of the differences between the researcher and the participants during the study, a friendly and non-authoritative, role of the researcher created an atmosphere of mutual trust and honesty between both the researcher and participants which helped to generate a quality research output.

3.3.2 Phases of Participatory Action Research

PAR is a cycle and iterative action research process that is based on four phases namely: planning, action, development and reflection. Action research consists of four phases and each of it consists of the different steps that are connected to each other, forming a cycle, as shown in Figure 2.1 below.

- **The planning phase** comprise of topic identification, information gathering, review of related literatures, and development of a research plan.
- **The action phase** comprises implementation of research plan, as well as generation and analyses of data.
- **The developing phase** consists of developing an action plan or strategies.

- **The reflecting phase** comprise sharing and communicating the results, reflecting on the process.

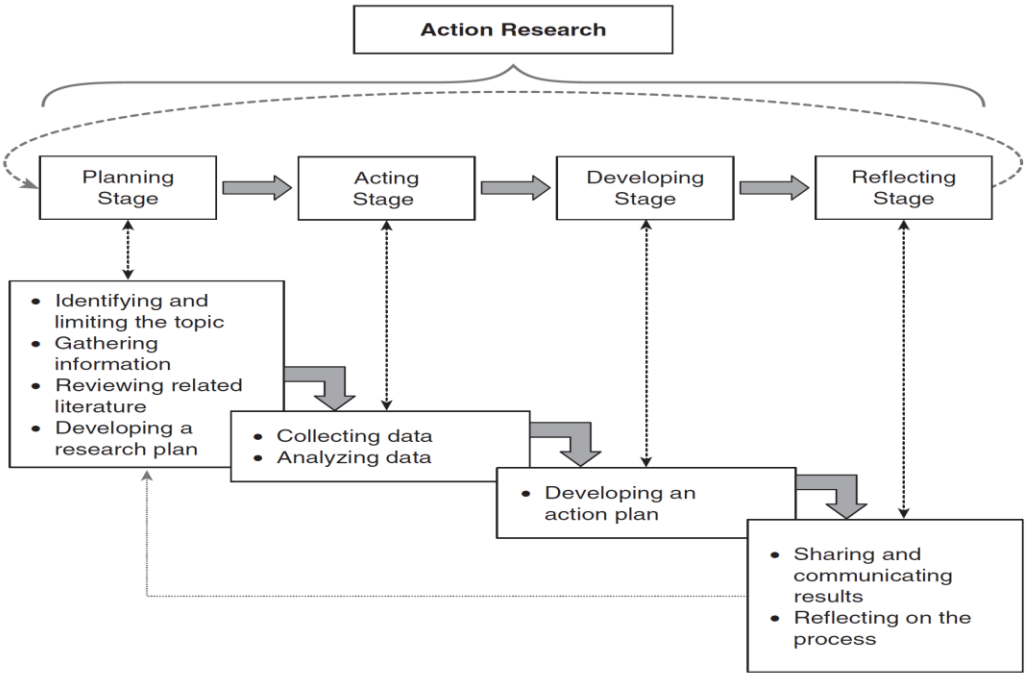


Figure 2.1: Cyclical process of action research (Koshy, 2010)

The reflective process is directly linked to developing action and the action is achieved through a reflective cycle, whereby the researcher collects information from the participants and analyses the information, then determines which action should follow the result and the research findings then reflect on the findings. Each of the steps in PAR move in a circular sequence as the researcher and participants continues to observe, act, reflect and plan through the cycle together.

3.3.3 Qualitative research

Qualitative research was employed for the purpose of this study. According to Mohajan (2018) qualitative research is defined "as a non-statistical procedure that incorporates multiple realities, analyses subjective meaning of social issues or events, and experiences that people face" (p. 2). Qualitative researchers work with non-numerical data (words) (Walia, 2015). Furthermore, qualitative research is used to understand a social phenomenon and interpret it systematically from the point of view of each

participant's perspective or from a specific population being studied (Viswambharan & Priya, 2016). Using a qualitative approach in this study assisted the researcher to investigate the behaviour, emotions, feelings, beliefs, attitudes, values, actions, experiences and perceptions of educators with regards to learner discipline (Fouché, 2011). Although the sample size in qualitative research is usually small, and data collection and the analysis are time consuming (Rahman, 2017), this approach makes it possible to generate and analyse individualistic data on deeper levels (Mohajan, 2018).

3.4 Sampling

Sampling is a procedure for selecting sample (participants) from a specific population. It helps the researcher to identify and select a group of people who accurately represent a population of the study (McMillan & Schumacher, 2010). The most suitable sampling method employed in this study is purposive non-probability sampling technique. This technique allows flexibility in the choice of participants based on predetermined criteria and convenience for educators within the target population of the study. A purposive sampling was used in this study to select experiened educators with a minium of five years teaching experience from three selected public secondary schools within Thohoyandou Circuit of Vhembe District in Limpopo Province.

3.4.1 Study population

Babbie (2010) and Mohajan (2018) assert that a population is the total group of objects, subjects, or people with similar traits as and identification. The population of this study were represented by public secondary schools' educators with at least five years' experience in teaching and dealing with learner discipline. However, the whole population was too large to be included in the study due to time constraint, availability of financial resources, and the inability of the researcher to single-handedly collect data (individual interviews were conducted and audio-recorded) from many participants. Therefore, the researcher in this study used sampling technique which was limited to three public secondary schools with departmental reports on discipline in Thohoyandou Circuit in Vhembe East District, Limpopo Province. Having considered the above, sample used for this study is fifteen (15) educators.

3.4.2 Sample selection and sampling criteria

Polit and Beck (2008) define a sample as a smaller part of a population. Specifically, purposive non-probability sampling method was employed in this study to assist the researcher to choose educators that best represented the population and gave correct information about the study (Neuman, 2011). Purposive sampling help to identify and choose participants with rich information about the study that is being investigated in qualitative data generation (Palinkas, Horwitz, Green, Wisdom, Duan, Hoagwood, 2015). However, to select the right participants with relevant information about learner discipline challenges, the selection of participants was in two stages.

- Stage-one: Educators from level 1 to 3 with minimum of five years' teaching experience to volunteer in this study were selected from three identified secondary schools. The researcher believed that the educators in this category had rich information to share regarding their personal experiences on learner discipline combined with their experiences with colleagues regarding learner discipline. Based on the responses of the educators to the open-ended questionnaires, educators with rich and detailed information about the study were selected and invited to participate in stage-two.
- Stage-two assisted the researcher to generate holistic data by using a semi-structured interview technique to probe further on the information given by the educators in the questionnaires in stage one.

3.4.3 Sample size

The researcher determined the number of participants (sample) that will generate enough data to answer the research questions (Lekganyane, 2011). Educators from level 1 to 3 with at least five years teaching experience were requested to complete open-ended questionnaires (the choice of this set of educators was based on educators' experiences and their leadership role in school). Having noted that the whole population could not be interviewed, fifteen (15) educators with rich information to complete an open-ended questionnaire and to share experiences in dealing with learner disciplinary challenges were invited to participate in individual semi-structured interviews. Therefore, a total

number of fifteen (15) educators were considered as representative of the educators' population in this study. (n=15) represent the sample size for this study.

3.5 Data generation

Since, data analysis absolutely depends on the generated data, a reliable data collecting instrument was used to collect the data (Matea, 2013). To generate a holistic view of educators' experiences and knowledge on learner discipline, document review, open-ended questionnaires (stage-one) and one-on-one interactive interviews using a semi-structured technique (stage-two) were used to generate data for this study. The response of each educator in the open-ended questionnaires, followed by one-on-one semi-structured interviews with educators that have rich knowledge and detailed information regarding learner discipline in their open-ended questionnaires was used to generate data for this study.

3.5.1 Open-ended questionnaires

An open-ended questionnaire refers to a form of survey questions that allow participants to freely express their views and feelings about the question in an open text format without restriction to set of options (Züll, 2016). An open-ended questionnaire was sent to educators from level 1 to 3 with at least five-year teaching experience to complete. The choice of an open-ended questionnaire allowed the educators to explain and describe their experiences on learner discipline. The open-ended questions required sentences and not one-word answers. This assisted the researcher to probe further and have additional descriptive information on the study.

Stage-one: Participants at this stage included educators with minimum of five years teaching experience who voluntarily participated in the current study from each of the three selected secondary schools. Educators that fell into this category were invited and given an open-ended questionnaire relating to the learner discipline to complete.

Ten (10) open-ended questionnaires were given to 10 educators in each of the three selected public secondary schools (SCH A, B, C) in Thohoyandou. A total of 30 open-ended questionnaires were given out to 30 educators in the three selected schools all

together. All educators whose questionnaires were not fully completed or were not related to the study were eliminated and the educators were invited for one-on-one semi-structured interviews in stage-two. On the other hand, 15 educators (E1–E15) who completed their questionnaires (see Appendix K) with rich knowledge, detailed and relevant information related to learner discipline were selected analysed and qualified as educators.

3.5.1.1 Pros and cons of open-ended questionnaires

Open-ended questionnaires build trust between the researcher and the participant (DeJonckheere & Vaughn, 2019). It should be noted that lack of answering questions with yes or no it does not restrain response from participants but allows them to express their own point of view in their own words as they feel. Unfortunately, this leads to unnecessary comments and time-consuming process (DeJonckheere & Vaughn, 2019; Mathers, Fox & Hunn, 2007).

3.5.2 Interviews

McMillan and Schumacher (2006) state that an “interview unpacks the way in which the participants perceive, explain and make sense of their world” (p. 350). A semi-structured interactive interview approach helps the researcher to generate open-ended data, while probing through each educator’s feelings, thoughts, beliefs, experiences and challenges on learner discipline. At stage two in the current study, the researcher considered the responses of the educators in the open-ended questionnaire as criteria for selection of participants for the interview. The use of interview in the second stage gives the researcher the opportunity to probe each educator further and get more information about the study. Therefore, fifteen educators who provided rich information on the challenges they faced with regards to learner discipline and were willing to be interviewed, were invited for a face-to face, one-on-one interactive interview session. This interview allowed the researcher to freely interact with the educators in their respective school settings, using a semi-structured interview guide to listen to the perspectives of each educator, as well as observe their facial expressions and body language as they responded to the interview questions.

In Stage-two the researcher used face-to-face, one-on-one semi-structured interview sessions to collect data from identified educators who met the sampling criteria. Therefore, educators who met the criteria of this stage were chosen from each of the three selected secondary schools (SCH A, B, C). 5 educators were selected from each school. During these interview sessions, the researcher probed further on the responses of each educator in the open-ended questionnaire to generate holistic data in line with the study objectives. With the consent of each educator, interview sessions were recorded using an audio-recorder to assist the researcher during data analysis. Experiences of the educators alongside their availability were considered while selecting the fifteen educators to be interviewed in this study (n=15).

3.5.2.1 Pros and cons of using interviews

An interview is a powerful tool that can be used with other research methods. It enables "the researcher to get in-depth information about the participants' inner values and beliefs" (Ho, 2006, p. 11). For example, observing the participants emotions and body language during the interview session gives the researchers more understanding of the participants' response to each of the questions. Using more than one data collection method helps the researcher to obtain richer data and validated the research findings (Alshenqeet, 2014).

3.5.2 Document analysis

All the selected schools in this study had discipline policy documents as well as logbooks. Each logbook contained information about school events, learners' attendance and factors that affected the attendance, as well as cases of learner misbehaviour. The analysis of each school's logbook and disciplinary hearings documents was meant to add value to the generation of data; and to examine how disciplinary challenges were defined, as well as to identify common types of learner indiscipline and disciplinary measure that were in place in each of the schools. The researcher had intended to analyse the policy documents, but unfortunately the researcher was not given access to the documents in two of the selected schools. Therefore, the researcher opted not to analyse the documents because analysing of document from only one school would not be

considered as representative of the school population in this study, nor would it give detail information about the schools' discipline policies as well as the information on learner discipline in secondary schools in the Vhembe district. The school logbook and other disciplinary documents analysis could have acted as additional information providers for the study.

3.6 Data analysis

Data analysis is the process of bringing structure, order and meaning to generated data (De Vos, 2003). Therefore, the data generated in the current research was analysed in two stages using theme and content analysis. Firstly, the data generated from the open-ended (questionnaires was analysed before the interviews were conducted. The outcome of this questionnaires was used for the selection of participants for the interview. The choice of open-ended questionnaire assisted the researcher to select educators with deeper understanding and experiences on learner discipline for the interview. Secondly, the outcome of the open-ended questionnaire analysis in stage one and the semi-structured interview in stage two were integrated during data analysis.

Nowell, Norris, White and Moules (2017) defined thematic content analysis as a process of analysing a set of texts, such as interview transcription. Thematic content analysis requires the researcher to be acquainted with data, transcribe the data, code it, and identify themes and sub-themes that emerge from the generated data to achieve the research objectives (Nowell et al, 2017). Data analysis and interpretation approach in this study took the following steps:

- The researcher listened carefully to the all the audio-recorded interviews and got familiar with the content of the data and transcribed into a written form (word for word) known as thick description. Verbatim quotations were used to identify relevant themes to answer the research questions that guided the study.
- After transcription, the identified themes were coded line by line for further analysis.
- Common patterns and ideas that came up repeatedly were used to generate the themes that gave meaningful answers to the research questions.

- The researcher later reported and interpreted the findings of the study for the understanding of the readers.

3.7 Trustworthiness in research

Trustworthiness is regarded as the honesty and clarity of the study findings (Lynne, 2016). The trustworthiness of this study is the level of confidence in data collection, interpretation of data, and the techniques that the researcher employed to analyse the data. The four criteria of trustworthiness, which includes credibility, dependability, confirmability, and transferability (Lynne 2016) were duly considered in this study. The trustworthiness of this study is described from data collection to reporting of the results. The four trustworthiness criteria are discussed below:

3.7.1 Credibility

Credibility describes the honesty and confidence a researcher has in the findings of the study (Polit & Beck, 2014). To ensure credibility of the current study, relevant information coming from the study were generated and recorded under scrutiny. Moreover, a purposive non-probability approach was employed to choose knowledgeable educators to represent the population of educators in this study. An open-ended questionnaire and semi-structured interviews were employed to generate rich information that can be compared with previous findings on management of learner discipline.

3.7.2 Dependability

Shenton (2004) states that “dependability is the ability to repeat the study and obtain the same results under a similar context with the same participant and methodology. It is the stability of data over time” (p. 71). The dependability of this study was achieved through rich-thick description and documentation of research methodology. The research supervisor repeatedly audited the study to ensure the research process and findings were consistent and repeatable. The supervisor also ensured that the interview responses were similar to those in the questionnaire.

3.7.3 Transferability

According to Korstjens and Moser (2018) “transferability shows how the findings of a study can be generalised, compared, or applied to other contexts such as similar phenomena, situations, populations, and geographical areas of the fieldwork” (p. 121). To ensure an opportunity was created for the transferability of this study, the researcher ensured that clear contextual information about the fieldwork sites was provided for reference purposes. Secondly, the number of participants (educators) and the selected schools’ geographical area, sample selection criteria, data generation methods, duration of data generation, and the period of data collection were documented for reference purposes.

3.7.4 Confirmability

Confirmability “helps researchers to demonstrate that the findings emerge from the participants’ experiences and ideas, and not from the researcher’s ideas” (Shenton, 2004, p. 72). To ensure that the participants’ views as well as ideas were recorded and interpreted correctly without bias, the voices of the educators were recorded using an audio-recorder during the interview session to allow the researcher to reproduce the results. The audio-recorded data assisted the researcher to write accurate, verbatim transcription of each participant’s response to questions asked and this enhanced confirmability and credibility of the data analysis.

3.8 Ethical Considerations

Research ethics protect the participants’ interest, rights and welfare (Mouton, 2008). Žukauskas, Vveinhardt, & Andriukaitienė (2018) identify the research ethical standards that researchers must consider when conducting research to protect participants physical, moral and emotional well-being. Below are research ethics that were considered in this study.

3.8.1 Permission to conduct research

According to Elias and Theron (2012), requesting for permission before conducting any research is a crucial part of research ethics which researchers must adhere too. Before

the commencement of this research, the researcher requested for permission and received approval to conduct this research from the Limpopo Department of Education, specifically from the Vhembe District of Limpopo Province. The researcher also requested for ethical clearance from the Non-Medical Human Research Ethics Committee of the University of the Witwatersrand, Johannesburg, South Africa. After the approval of ethical clearance and permission from Limpopo Department of Education, the researcher got permission from the principals and School Governing Bodies of the selected secondary schools and then approached the educators for their voluntary participation in the research.

3.8.2 Informed consent

Informed consent makes all potential participants (educators) surely understand the purpose of the study in which they are willing to participate (Mouton, 2008). In the current study, before the generation of the data, the researcher approached the educators and explained to them the aims, procedure, significance, and duration of this study. Moreover, the researcher gave the educators the opportunity to voluntarily participate in the study. Interested educators who met the study selection criteria and were willing to take part in this study, were given the informed consent forms to complete and at the same time they were given the freedom to withdraw from the study whenever they wished to do so.

3.8.3 Confidentiality

Confidentiality protects participants privacy. It is the duty of the researcher to protect the participants' privacy or identity by presenting the findings of the study in an anonymous way (De Vos, 2003). All information shared during the current study were kept confidential. Pseudonyms were used to conceal the identity of the educators and their schools. Furthermore, all participants were given the freedom not to disclose any information they were unwilling to share in the questionnaire or during the interview. Moreover, all recorded files were protected with a pass ward and kept in locked drawers while those sent to internet were secured with Encryption.

3.8.4 Respect to individual autonomy

According to Adler and Adler (2002) participants have the right to decide either to participate or withdraw from the study. In the current study all prospective participants were given the right to volunteer or withdraw from the study at any time they felt they were not comfortable to continue with the study, especially during the interview sessions. The researcher requested permission from the participants before recording their voices on an audio-recorder for reference purposes. They also had the right not to answer any question.

3.9 Conclusion

This study employed a qualitative research method which employed purposive non-probability techniques to conduct participatory, in-depth interviews in accordance with the study's objectives. The participants of this study consisted of educators from three selected public secondary schools who had extensive experience in learner disciplinary challenges. Sampling was done in two stages. In stage one, fifteen (n=15) educators who met the criteria for inclusion were selected, and in stage two they participated in individual semi-structured interviews. Data analysis was done by using thematic contents analysis for a rich discussion. Finally, recommendations were made based on the findings of this study.

CHAPTER FOUR
DATA PRESENTATION

4.1 Introduction

The preceding chapter outlined the research design and method, research instrument, as well as sampling and data gathering process used in this study. This chapter describes how data generated from open-ended questionnaires and one-on-one semi-structured interview sessions with the selected 15 educators were analysed and presented. Furthermore, this chapter presents the themes and sub-themes that emanated from the research objectives and verbatim quotations from the transcription of the generated data. As stated in Chapter Three, this study used a thematic content analysis of data, where the themes and sub-themes were extracted in line with the research objectives and sub-objectives. The researcher, as such, outlined the following sub-research questions of the main question:

- What do educators define/perceive as challenges of learner discipline?
- What challenges do educators experience regarding disciplining of learners?
- What are the causes of the challenges educators experience while attempting to administer learner discipline?
- What strategies can be put in place to overcome or address the challenges faced by educators while administering learner discipline?

4.2 Data Presentation

The analysis opens with the codes used to represent the participants' demographic information, followed by pie-chart representaion of open-ended questionnaire responses and thereafter, a thematic analysis of the interview responses followed.

4.2.1 Participants' demographic information

Below are codes employed to represent the participants' demographic information.

Table 4.1: Coding of participants in this samples

Biographical Information					
School Location	**Description of the school (SCH[1])**	**Educator (E[2])**	**Gender**	**Age**	**Years of teaching experience**
Thohoyandou Circuit (Vhembe District)	SCH A	E1	F[3]	50	23
		E2	F	48	19
		E3	F	38	10
		E4	M[4]	33	6
		E5	M	49	10
	SCH B	E6	F	41	12
		E7	M	38	8
		E8	F	44	15
		E9	M	56	25
		E10	M	39	13
	SCH C	E11	F	48	18
		E12	F	32	5
		E13	M	55	30
		E14	F	42	13
		E15	M	40	8
Total	3	15	8F and 7M		

Table 4.1 above shows eight (8) female and seven (7) male educators who participated in this study. Three educators had more than 20 year of experience in teaching while the other did not have less than 5 years of teaching experiences in the three participating schools in the study area.

[1] SCH is an abbreviation for School
[2] E is an abbreviation for Educator
[3] F is an abbreviation for Female
[4] M is an abbreviation for Male

4.2.2 Findings of data generated in the open-ended questionnaires from educators

This section contains presentation of data generated in the open-ended questionnaires from E1 to E15 on learner discipline.

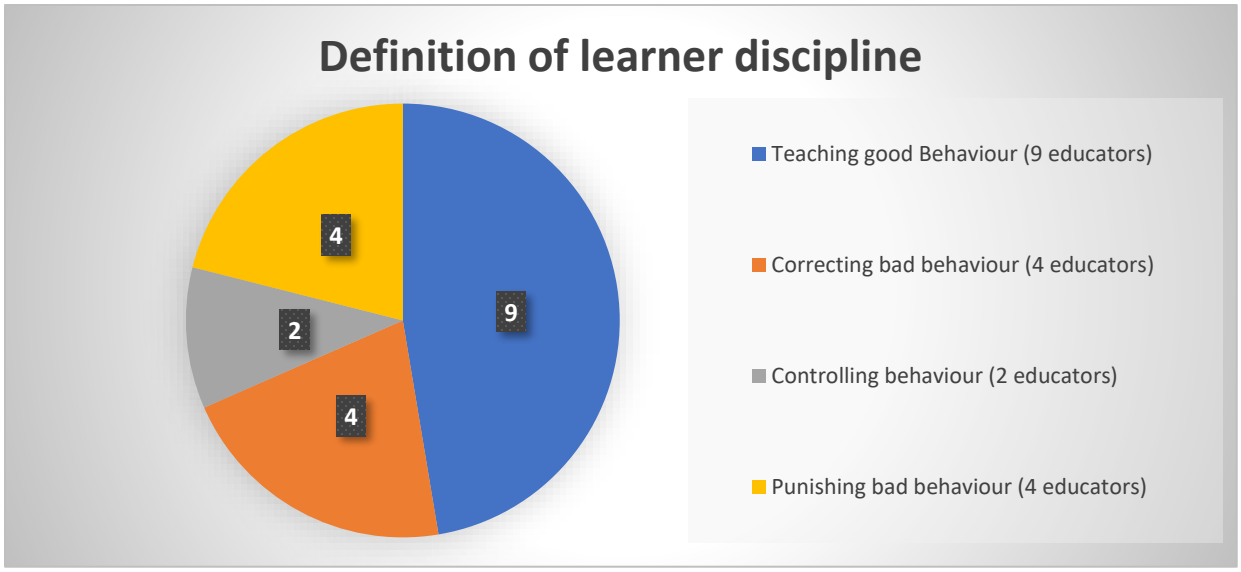


Figure 4.1: Educators' definition of learner discipline

Figure 4.1 shows that educators differently defined learner discipline. Some defined it as a process of teaching learners to distinguish between appropriate and inappropriate behaviour using school rules and code of conducts to build good behaviour that will make learners better people.

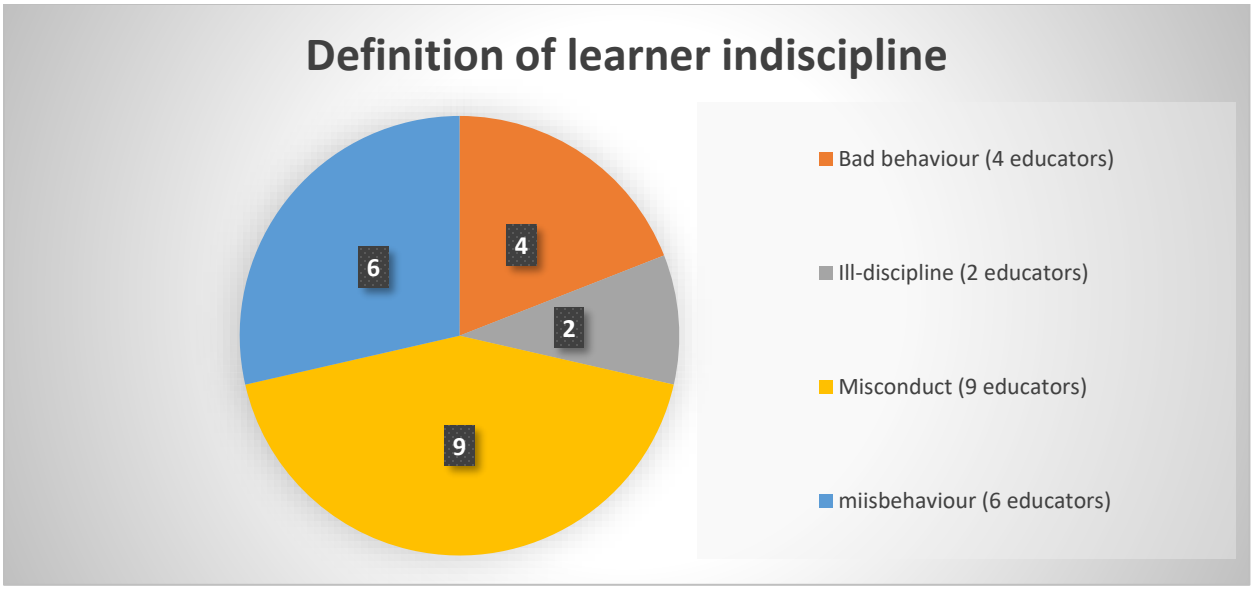


Figure 4.2: Educators' definition of learner indiscipline

Figure 4.2 shows that majority (9 educators) defined learner indiscipline as learner misconduct (violation or contradiction of school code of conducts) and 4 educators defined it as learner's bad behaviour. 6 educators defined it as misbehaviour, while 2 educators defined it as ill-discipline that negatively affects school activities.

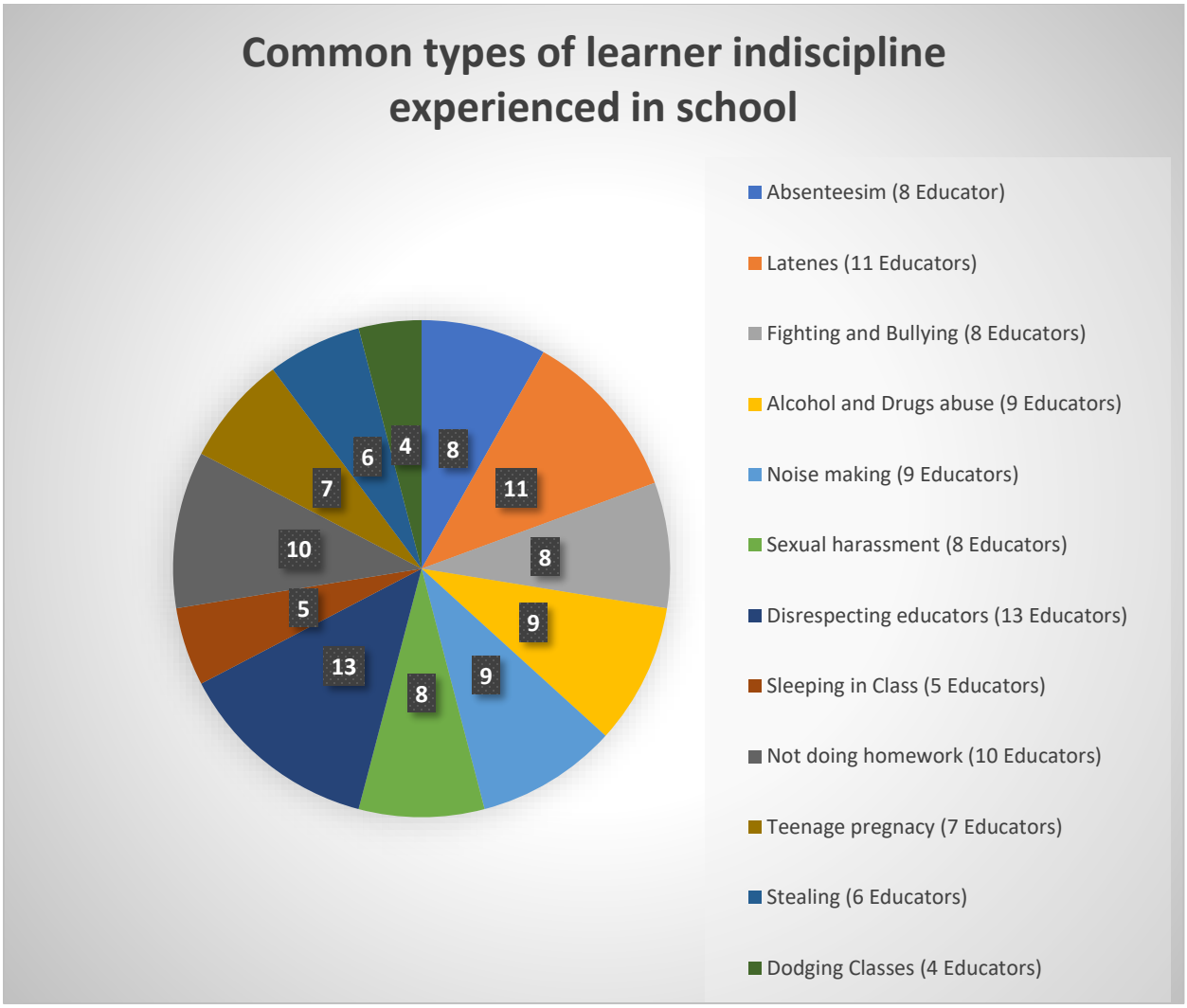


Figure 4.3: Common types of learner indiscipline experienced in schools

Figure 4.3 shows that educators experienced similar disciplinary challenges caused by learners. Majority (13 educators) of the educators identified disrespect of educators as the major challenges they face in their schools, followed by late coming by learners. Other challenges include failure to do homework, absenteeism, fighting and bully, making noise, teenage pregnancy, alcoholism and drug abuse, sexually harassing female learners, learners dodging class, stealing and sleeping in class.

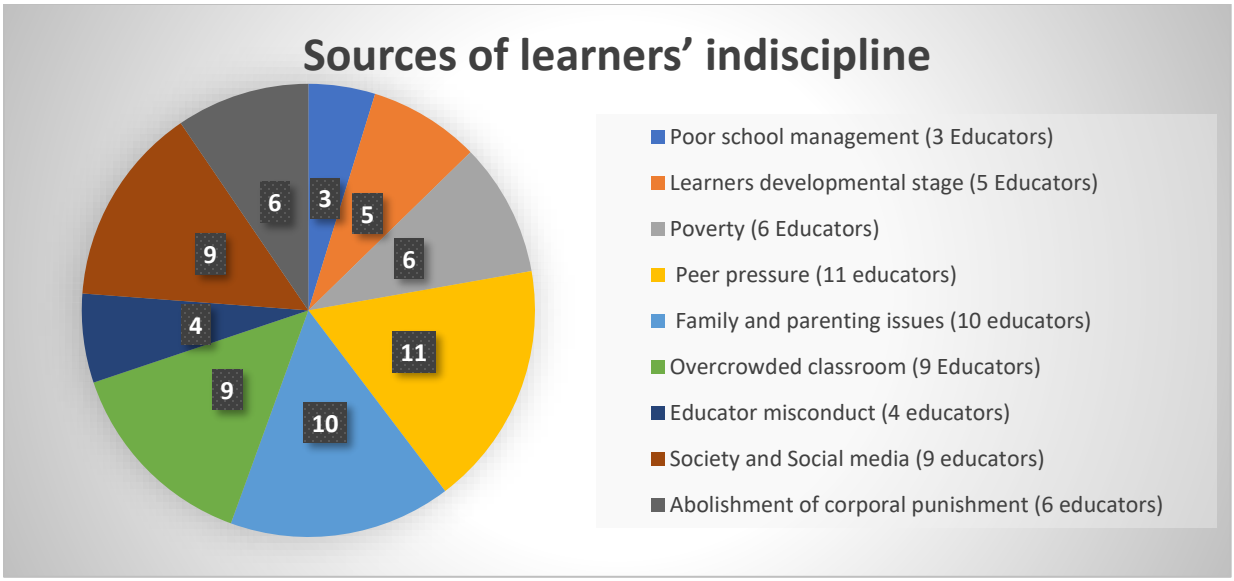


Figure 4.4: Sources of learners' indiscipline

Figure 4.4 shows that most of the educators (11 educators) mentioned peer pressure and 10 educators mentioned family and parenting issues which range from lack of parental care and involvement in learner's education, poor parenting skills, child-headed family, dysfunctional family, poverty and domestic violence as the major source of learner indiscipline challenges. This was followed by society and social media. School factors like overcrowded classrooms, abolishment of corporal punishment, educator misconduct and incompetency, poor school management and learner developmental stage (teenage and adolescence) were also mentioned as the sources of learner' indiscipline. From the list, peer pressure as well as family and parenting issues shows to be the major source of learner indiscipline. Strategies to handle these challenges are mentioned below.

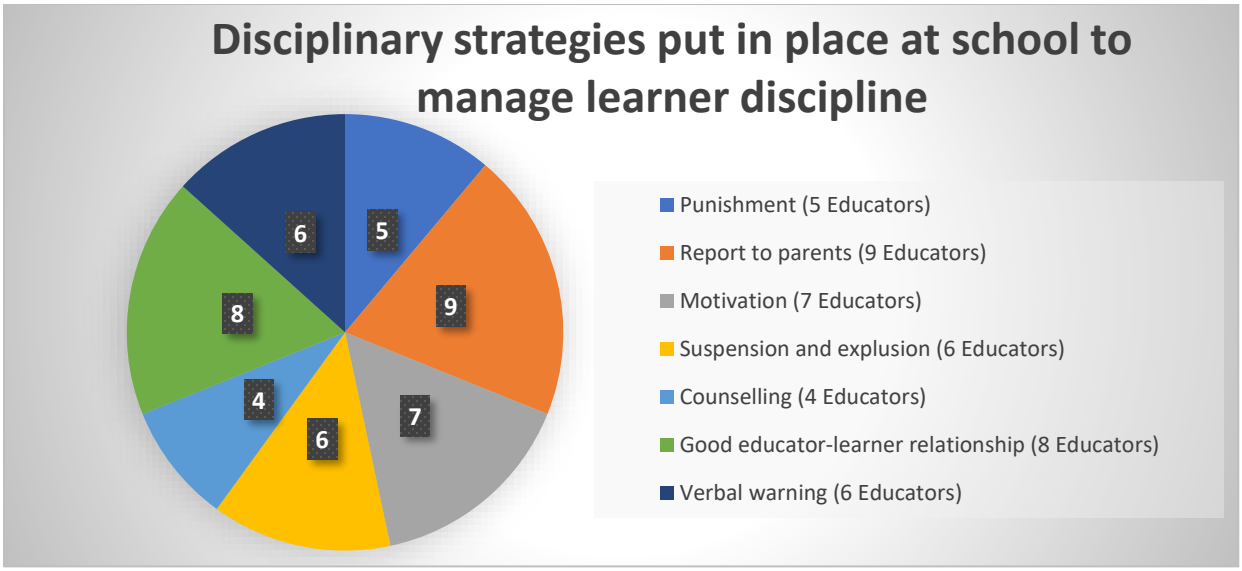


Figure 4.5: Disciplinary strategies put in place at school

Figure 4.5 shows that disciplinary strategies used in the schools range from positive approach such as corrective-like verbal warnings to suspension and expulsion, preventive approach like motivating learners on good behaviour with praise, reward and withdrawal of privileges. Another strategy is the supportive approach which involves reporting misbehaved learners to parents and counselling. The school can also punish undisciplined learners.

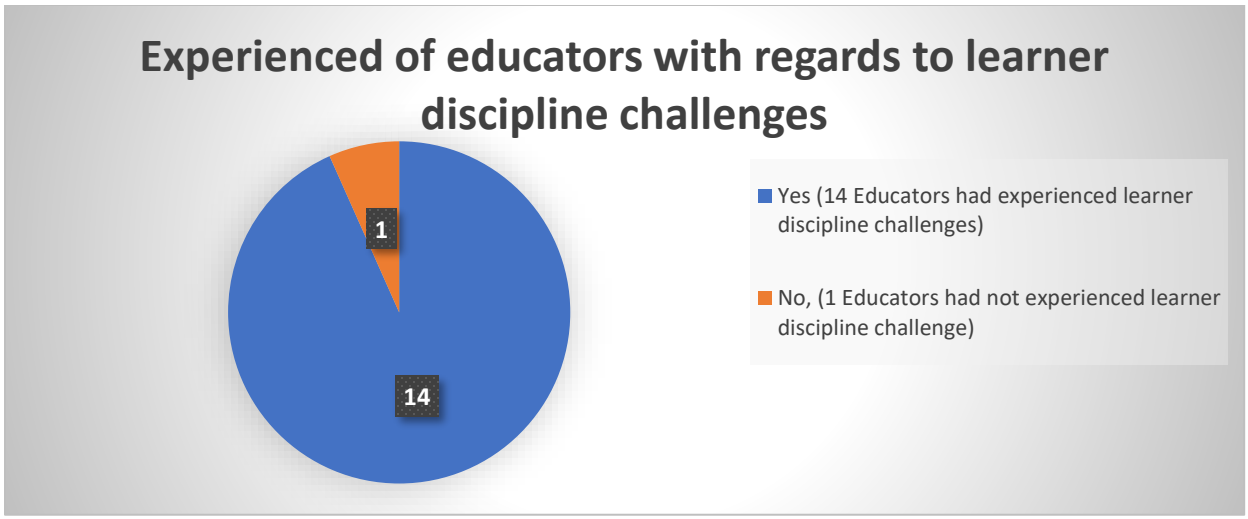


Figure 4.6: Experience of educators with regards to learner disciplinary challenges

In figure 4.6 majority of the educators (14 educators) in this study had experienced learner disciplnary challenges during their years of teaching. Only one educator indicated that he had never experienced disciplinary challenges from learners. This educator said he had never faced any challenges from learners because he had dealt with problems right from the start and possessed good classroom management skills.

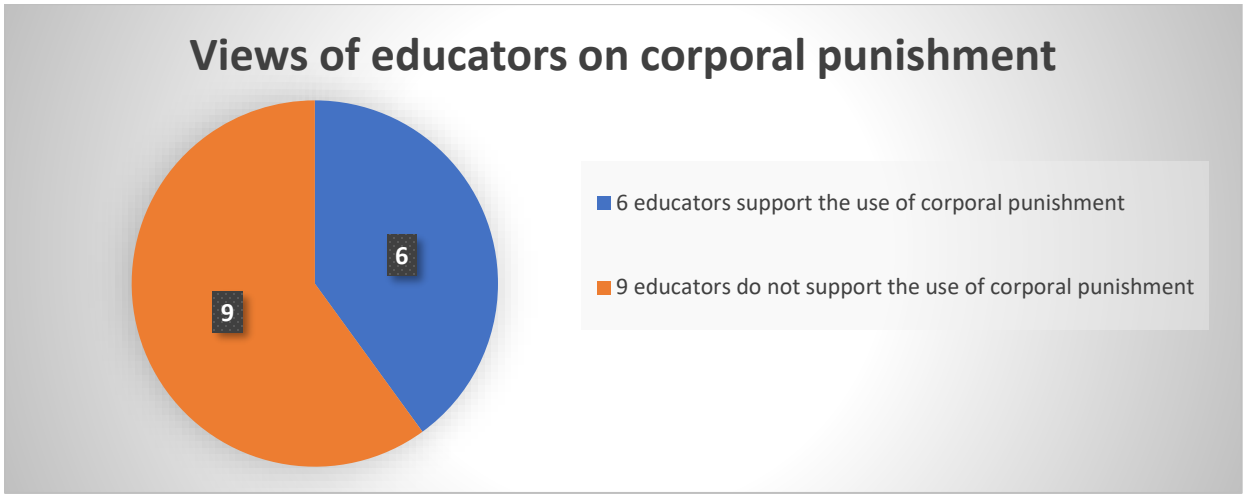


Figure 4.7: Views of educators on corporal punishment

Figure 4.7 shows that majority of the educators (9 educators) opposed the use of corporal punishment in school. These educators believed that corporal punishment inflicts pains on learners', increases the act of violence, and indiscipline among learners. It should be noted that corporal punishment does not correct learner's bad behaviour, but it makes them pretend, hide their real self (temporary changes) to avoid punishment. This suggests that corporal punishment is not an appropriate disciplinary strategy. On the contrary, 7 out of the15 educators advocated for the return of corporal punishment in school because they believed that it was the fastest disciplinary strategy for learners.

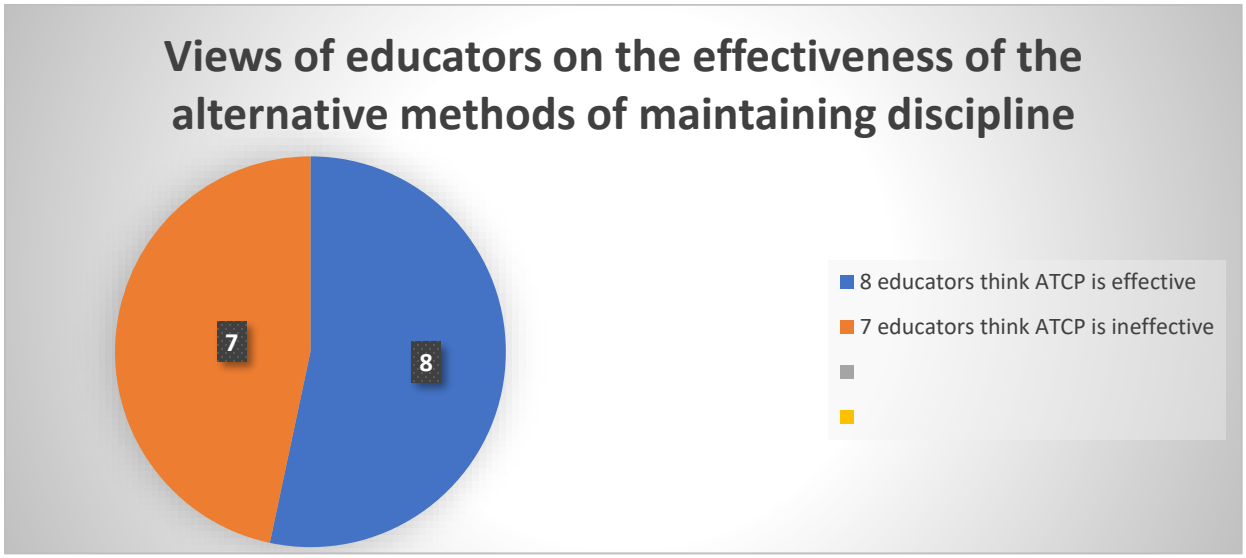


Figure 4.8: Views of educators on the effectiveness of the alternative methods of maintaining discipline

Figure 4.8 shows that seven (7) educators claimed that ATCP which means 'alternative to corporal punishment' was ineffective. 3 of these educators indicated that the effect of ATCP was very slow compared to corporal punishment. On the other hand, 3 educators argued that ATCP was a waste of time because learners continued to misbehaviour because they knew that the educators would not beat them. Majority of the educators eight (8) educators thought that ATCP was an effective disciplinary strategy, 5 out of these 8 educators indicated that ATCP was a step-by-step process that gave long lasting permanent result when compared to corporal punishment that is fast but was a temporary solution when applied to learners. More information regarding the participants responses

to these questionnaires were generated during the one-on-one semi-structured interview session. Therefore, educators (E1 to E15) were invited for individual semi-structured interview in the second stage of this data collection to generate holistic data on learner discipline.

4.2.3 Research themes

Data generated from the semi-structured interviews was analysed thematically using the research questions. The use of thematic analysis resulted in the emergence of themes and sub-themes that were pertinent to the study. The themes were related to the responses obtained from the interviews to explore learner discipline challenges in selected secondary schools in Vhembe District, Limpopo Province. Table 4.2 below presents a summary of the emerged themes and sub-themes in this study during the one-on-one semi-structured interview.

Table 4.2: Summary of themes and sub-themes

Themes	Sub themes
Perceptions of educators on learner discipline	Teaching and training learners acceptable and unacceptable behaviour
	Controlling learner's behaviour
	Correcting learner's bad behaviour
	Punishing learners for their misbehaviour
Challenges that educators experience regarding disciplining learners	Types of challenges faced by educators on learner discipline
	Experiences of educators with regards to learner discipline
Causes of the challenges educators experience while attempting to maintain learner discipline	School-related factors
	Learners-related factors
	Family and parental-related factors
	Society-related factors

Strategies to assist educators with the challenges they face whilst maintaining learner discipline	Strategies and disciplinary measures to maintain learner discipline
	Effective strategies for managing learner discipline
	Ineffective strategies for managing learner discipline
	Limitation to dealing with severe misconduct of learners
	Suggestions regarding the strategies that educators can use to deal with learner indiscipline at school

4.2.4 Findings from the data generated during semi-structured interview with individual Educators

The following are the themes and sub-themes identified from the semi-structured interviews. These include perceptions of educators towards learner discipline; challenges experienced by educators on learner discipline; causes of the challenges faced by educators on learner discipline; as well as disciplinary strategies used by educators to maintain learner discipline. Evidence was presented from the generated data from individual educators to support the themes and subthemes which emerged from the empirical data.

4.2.4.1 Theme 1: Perception of educators towards learner discipline

Educators have different perspectives on learner discipline. These perspectives range from general perception to understanding of educators on learner discipline. Firstly, 10 educators in this study agreed that despite good disciplinary policies and measures put in place in most secondary schools, discipline is still deteriorating and disappearing among learners. One of the educators said:

"Learner discipline is supposed to be a prerequisite for good education and training, but today, we see learner discipline greatly deteriorating in schools. Although we have good disciplinary policies in our school but still most leaners are undisciplined" (Appendix L, Line 16).

Another educator said:

"Learner discipline is gradually disappearing from schools, especially in secondary schools" (Appendix L, Line 7).

Educators defined learner discipline as a process or practice of using rules and disciplinary measures to teach learners appropriate behaviour, control learners' behaviour, as well as prevent, correct and punish learners for their misconducts. Most of the educators (10 educators) perceived learner discipline as a process of teaching and training learners to develop self-discipline and self-control, as well as to differentiate between acceptable and unacceptable behaviour using school rules to impact good behaviour in learners. One educator indicated that:

"My perception of learner discipline is to teach learners what I expected them to do and not to do. For instance, I expected learners to respect me and not to defy my authority, to obey school's code of conduct and take responsibility for disobeying the rules or school code of code by punishing them in order to create a positive and conducive teaching and learning environment" (Appendix L, Line 12).

The findings of this study further showed that six (6) educators perceived learner discipline as a way of correcting learners by teaching them positive behaviour. Educators should give misbehaving learners the opportunity to change positively through verbal warning, explaining to the misbehaved learner not only what he or she is doing wrong, but also what he or she can do to correct it. Eight (8) educators perceived learner discipline as punishing learners for their bad behaviour using either a punitive or a proactive strategy. Five (5) of these 8 educators believed that learners behaved well when they experienced pain. On the other hand, few educators (3 educators) perceived learner

discipline as a way of using school rules and a code of conduct to control learners' behaviour. One educator perceived learner discipline as:

> *"Shaping desirable behaviour in learners, teaching learners to comply with school code of conduct and punishing them for disobeying school rules. Teaching them to differentiate between acceptable and unacceptable behaviour, building self-control and self-discipline in learners, and teaching them to respect themselves and others. In a nutshell learner discipline is a way of using rules and disciplinary measures to control, prevent, correct and punish learners with disciplinary problems in schools" (Appendix L, Line 8).*

4.2.4.2 Theme 2: Challenges that educators experience regarding disciplining learners

Educators mentioned different types of challenges they faced when correcting a learner by using verbal warning, as well as counselling and respecting the learner's rights by so doing the "educators" would be mentoring and shaping the learner into a better person in the long run. The challenges that the educators faced when disciplining the learners ranged from minor to severe.

4.2.4.2.1 Types of challenges faced by educators with regards to learner discipline

Educators faced similar minor and major challenges when disciplining learners. Thirteen (13) educators indicated that the major type of challenges that they faced with regards to learner discipline was lack of respect from learners especially to educators who are new in the profession. Other challenges included learner's late coming, failure to do homework or late submission as well as alcohol and drug abuse. They also included noise making, absenteeism, fighting and bulling, sexual harassment, stealing and teenage pregnancy. One educator indicated that:

> *"The major challenge that educators are facing when we talk about learner discipline is disciplinary problem. Although not all learners are undisciplined, many of them disregard educator's authority. They don't respect their educators, do not do their homework and classwork. While some submit their work late, they come late to school. Some won't even come to school, some fight with knives, smoke*

cigarette in school toilet, abuse drugs, drink alcohol, behave violently; male learners sexually harass the females, steal and bully. It has not been easy because, we teach and deal with learner misbehaviour in overcrowded classroom. In fact, most of us are stressed" (Appendix L, Line 25).

Another educator stated:

"Ha ha ha…some of the challenges that educators are facing on a regular basis is learner indiscipline. Learners come late to school without reason, they leave school premises without permission. Absenteeism, graffiti on toilets and classroom walls is common. They sleep in the class, smoke in school toilets, and drink alcohol in school. Can you believe some learners come to school drunk, fight with knives, bully, sexually harass fellow learners, make noise, disrupt class when educators are teaching, and disrespect educators and attack us? Teenage pregnancy is on the higher side and poor support from parents" (Appendix L, Line 23).

Educators from the selected schools experienced similar major and minor learner discipline challenges Majority of the educators mentioned disrespecting of educators, late coming, absenteeism, smoking and failure to do homework as some of the learner's disciplinary challenges they experienced in their respective schools.

4.2.4.2.2 Experiences of educators with regards to learner discipline

Most of the challenges shared in this study included both minor and severe disciplinary challenges and those related to parents and the school leadership. The following are the sub-themes that emerged from the theme:

- ***Lateness coming to school***

Most educators (11 educators) in this study identified late coming to class as one of the challenges. One educator stated that:

"In my school, many learners….come late to school. Although, the school policy states that learners who come late to school must be sent back home to bring their parents, but from my experience when you send learners home, most of them don't

go home but wander about the streets with their friends to drink, smoke, harass girls, even takes drugs" (Appendix L, Line 56).

Another educator attested that:

"Learners have nonchalant attitudes toward education. They make noise in class, come late to school and dodge classes" (Appendix L, Line 28).

Educators emphasise that some learners come late to school due to their nonchalant attitude toward education. The reasons why learners come late to school will be revealed as the study continues in this chapter.

- ***Absenteeism***

Eight (11) educators mentioned persistent absenteeism of learners in school without tangible reasons is rampart in most secondary schools. One educator stated that:

"Learners are not afraid of educators to misbehave. Some stay absent most of the time with no valid reason or even fabricate lies" (Appendix L, Line 43).

Educators reported that half of the class were present on Thursday and most especially Fridays, and that some learners did not care about missing class. This educator pointed out that:

"Some Grade 10-12 learners absent themselves from school on Thursdays and Fridays. Some of them will tell you they went to do menial jobs by digging ground for burial while the girls went to collect social grants for their parents' or 'kids'. Poverty is a big issue" (Appendix L, Line 49).

Absenteeism of learners is a challenge that educators face on daily basis.

- ***Failure to do or complete classwork and homework***

Most of the educators (10 educators) mentioned failure of learners to complete or submit homework and classwork as a major challenge they faced. One educator indicated that:

"The major problem I am facing is learners not doing or completing their classwork and homework. It amazes me how learners copy one another's homework and even classwork. I wonder if they think we educators are fools and won't figure out the similarities in their work. One of them usually does the homework or assignment while others copy it" (Appendix L, Line 47).

Another educator pointed out that:

"Learners fail to do their homework, some submit their work late or incomplete" (Appendix L, Line 42).

Educators' lamented that many learners showed some nonchalant attitude toward their study. As a result, the educators force learners to do homework and classwork.

- ***Learners intoxicated with alcohol and illegal substance***

Nine (9) out of the 15 educators shared their experience of learners being intoxicated with alcohol and illegal substances. One educator indicated that:

"A learner brought a bottle of alcoholic drink to school and was drinking with his friend during break time. Those learners became intoxicated and interrupted the progress of the class" (Appendix L, Line 46b).

Another educator buttresses this point and said:

"Most learners imitate bad behaviour from their friends; they smoke and drink alcohol to feel important in front of other learners" (Appendix L, Line 52).

On the contrary, educators from one of the selected schools claimed that most of their learners drank alcohol and smoked cigarette in school toilets, although it was rare to see intoxicated learners on the school premises. One of the educators pointed out that:

"In my school learners smoke cigarettes but are not intoxicated with alcohol during school hour" (Appendix L, Line 60).

- ***Violence***

Eight (8) educators attested that violence was a major challenge they faced in their respective schools. The findings of this study showed that violence was the order of the day in most schools. Educators were not safe in school; many are very careful when disciplining learners. One educator recalled an experience:

> *"I remember some time ago when an educator was stabbed in a neighbouring school premises for correcting a learner. Although we've not seen any weapon with any learner in our school, but we are all teaching in fear. No one knows who will be next, anyone can be attacked at any time. Violence is the order of the day in our schools. Yet, educators must teach and device different strategies to maintain learner discipline without affecting learners' rights….. Can you see the challenges that schools, and educators are facings? We need help!" (Appendix L, Line 50).*

Another educator elaborated:

> *"We are not safe, educators are not safe in school. Many of us are very careful when addressing learner indiscipline. Educators are teaching in fear because the learners come to school with dangerous weapons like knives" (Appendix L, Line 62).*

Educators are lamenting that they are not safe in their school due to learner disciplinary issues and violence.

- ***Learners disrespecting educators***

Majority of the educators (13 educators) lamented that lack of respect for educators was one of the biggest challenges that educators were facing e. One educator shared an experience:

> *"Learners attacked me for correcting them of using drugs in the school premises. I was young then and lacked experience to handle the incident" (Appendix L, Line 41).*

Another educator shared this:

> *"Learners are arrogant and not afraid to misbehaving in the presence of educators; do you know how insulting and humiliating it is when you discipline learners and they tell you to your face that you are abusing them of their rights? I can say there is a shift of power from educators to learners due to abolishment of corporal punishment. As an educator, we have limited power to administer disciplinary measures on learners" (Appendix L, Line 43).*

All educators in this study indicated that they were disrespected by learners at one point during their career. They claimed that when they just started teaching learners took advantage of novice educators to misbehave to them.

- ***Bullying and fighting***

Educators (8 out of the 15 educators) identified bullying and fighting as another challenge they faced. They identified different types of bullying which included physical bulling, verbal bulling, and cyber-bulling. All these types of bulling are common among learners. One educator indicated that:

> *"We see learners….fighting and bullying* [each other] *in the school premises. They engage in different types of bullying: physical bullying; verbal bullying; even cyber-bullying is common among learners. I noticed that learners that bully or fight in school are victims of domestic violence. Some bully to let out their anger on other learners, even on their educators" (Appendix L, Line 32).*

Another educator corroborated:

> *"Let me share my personal experience with you, I was passing one of the classes during break time when I heard some sounds from the back of the class. By the time I turned around to see what was happening, two learners were fighting over a bottle of alcohol. One learner was holding a bottle while the other learner was holding a knife" (Appendix L, Line 51).*

- ***Sexual Harassment***

Eight (8) educators identified sexual harassment of female learners as common in secondary schools. One educator said:

> *"Many female learners encountered sexual harassment in schools, some are raped and molested" (Appendix L, Line 46a).*

Male learners did not only sexually harass female learners but female educators as well. One educator opined:

> *"Boys touch girls' bums and breasts and pester them. Student educators and young female educators also experience sexual harassment from male learners" (Appendix L, Line 63).*

- ***Teenage pregnancy***

Evidence shows that there is a high rate of teenage pregnancy in schools. Some girls as young as 11 years old fall pregnant and that puts pressure on educators who have to keep an eye on them at school. Educational stakeholders are really concerned about the increase in the rate of teenage pregnancy in our schools. One Educator lamented that:

> *"One of the challenges is teenage pregnancy. I had three pregnant learners in my class at one time. Recently, one of them fell into labor in the classroom while I was teaching, I was devastated. Sometimes the school calls the parents, social workers for counselling and even ambulance in case of emergency or complications" (Appendix L, Line 45).*

Another educator stipulated that:

> *"Teenage pregnancy is like fashion. After last year's lockdown many learners come to school pregnant. Can you believe a 13-years-old learner is pregnant?" (Appendix L, Line 54).*

- ***Lack of in-service training and support from school leadership***

Five (5) educators mentioned another challenge that educators are facing concerning learner discipline to included insufficient orientation and in-service training on learner discipline, as well as lack of support from school leadership and DoE. One educator pointed out that:

> *"One of the challenges I noticed many educators are facing concerning learner discipline is insufficient orientation or* in-service *training on learner discipline. Many educators result in using corporal punishment because they are incapable of maintaining learner discipline. Some don't have the disciplinary tools, some know the tools (strategies) but lack how to apply them, most especially fresh graduate teachers" (Appendix L, Line 44).*

Another educator shared her experience:

> *"This incidence happened when I was a young educator with little or no experience. I spent more time dealing with disruptive learners than teaching them. In as much as I wanted to help learners and correct their indiscipline, I ended up spending more time dealing with learner indiscipline and developing emotional stress and I was losing my self-confidence as an educator...I complained to the school principal and asked for assistance if the school had written strategies used to discipline learners. To my surprise, the principal said, and I quote, "Which disciplinary strategies do you need? Were you not taught how to discipline learners in your university? You need to develop your own strategies". I was disappointed and almost crying" (Appendix L, Line 64).*

Educators in all the schools emphasized that many learner discipline challenges are exacerbated by insufficient orientation of new educators as well as lack of proper information on strategies of disciplining, and little understanding the school policy on learner discipline.

- ***Stress and frustration***

Some of the educators (4 out of the 15 educators) gives a troubling example of pressure they faced and feel on their health because of learner discipline. One educator shared her experience and said:

> *"Eish!!! Many of us are stressed. I was hospitalised for five days because of stress I went through because of learners' discipline and workload" (Appendix L, Line 42).*

Another educator buttressed that:

> *"Educators are stressed and frustrated with disciplining learners. If I have other means I would resign from teaching. Learner indiscipline is really stressing me….coping with teaching, marking, other administrative work and learner disciplinary issue is a serious case to deal with daily" (Appendix L, Line 66).*

- ***Lack of support from parents***

Educators are not getting enough of support from parents with regards to learner discipline. Eight (8) of the educators believed that parents deliberately shifted their responsibilities of disciplining their children over to educators. Educators felt that parents listened to their children more than they did to the educators and that diminished the integrity of many educators. One of the educators indicated that:

> *"Imagine a parent who slapped me in front of learners because I reprimanded her daughter for using cell phone in the classroom while I was teaching… oh! I was intimidated. That slap gave me psychological trauma, that I went for counselling to overcome it. What did I do wrong? I asked the learner to hang up the call and when she refused….I collected the phone from her and gave it to the school authority because learners were not allowed to use cell phones in the school premises. I felt like resigning from teaching after that experience with her mother" (Appendix L, Line 59).*

One educator pointed out that:

> *"Parents are not supportive; they sometimes make the matter worse, if educators call parents to report their children, they won't respond. Some that respond give*

different reasons to defend their children. Some parents say 'my child can't do that. Some learners take advantage of their parents uncared attitude towards school authority to continue misbehaving. This strategy is very effective when parents respond to school call." (Appendix L, Line 26).

Educators from the three selected secondary schools have similar experiences with regards to their challenges with learner discipline.

4.2.4.3 Theme 3: Causes of the challenges educators experience while attempting to maintain learner discipline

The following causes of learner indiscipline were identified in the current study: parental, school, society and learners related factors.

4.2.4.3.1 School-related factors

The following school-related factors have been identified as some the causes of learner indiscipline:

- ***Overcrowded classrooms and lack of infrastructures***

Majority of the educators (9 educators) interviewed in this study identified overcrowded classrooms and lack of infrastructure as another causes of learner indiscipline. These educators claimed that overcrowded classrooms contribute to learner misbehaviour. One educator pointed out:

"Do you know I have over 60 learners in my class, instead of one educator to 25 learners? We have one educator to 60 learners; three learners share one seat and one desk. Tell me how to manage such class. Experience shows that the more learners, the more the challenges experienced by educators. This is what educators are facing" (Appendix L, Line 88).

Another educator lamented that:

"The reason for disruption of lesson by learner is overcrowded classroom. Most schools have shortage of resources and infrastructures. Most of the time learners

share desk and chair. The number of learners in a class is more than the size of the classroom. Our classrooms are overpopulated due to shortage of school buildings" (Appendix L, Line 73).

- ***Inadequate support from the school leadership and DoE***

The Department of Education and principals do not give educators enough support on issues of learner discipline. One educator pointed out that:

> *"The school management is not doing enough in developmental training of educators on strategies to effectively discipline learners, most especially those that are new to the profession. We know learners need help but how can we help them when educators themselves needs help in areas of* in-service *training and support from school leadership and DoE?" (Appendix L, Line 68).*

However, the situation described by the above educator could not be generalised to all educators and schools. One educator claimed:

> *"I do have the full support of the School Management Team. The principal is very supportive. When we report the learners to the principal, he calls them into his office and by the time the learners come out of the office they are sober and sincerely some of the learners change and behave well while only a few remain undisciplined. This helps to create healthy and safe school environment" (Appendix L, Line 105).*

Another educator corroborated that:

> *"Sometimes it is not the fault of the principal or disciplinary committee. These people are not getting enough support from DoE. There was a time the SGB made a request for expulsion of a learner for attacking educators in school but there was no response from the Provisional DoE up till today" (Appendix L, Line 101).*

While some educators in one of the selected schools claimed that they had good support from their school leadership and management on learner discipline, others emphasized that newly appointed educators were not getting enough in-service training on effective

strategies to discipline learners. On the other hand, the disciplinary hearing process and period is too long and the SGB are not getting quick response on expulsion of learner from DoE.

- ***Lack of extracurricular activities in schools***

Three (3) educators claimed that lack of extracurricular engagement did not help hyperactive and academically underperforming learners to explore their energy and talent in school. One educator indicated that:

> *"Absence of extracurricular activities like sports in most of our schools is another reason why hyperactive and poor academic performing learners misbehave. Hyperactive learners always need positive activities apart from normal classroom work to keep them busy"* (*Appendix L, Line 90).*

Another educator emphasised that:

> *"Lack of involving leaners with extracurricular activities in schools prevents them from exploring their potentials but use their energy on useless things like fighting, bullying and disruption of lessons to get attention"* (*Appendix L, Line 87).*

- ***Overemphasis on learners' rights***

Five (5) of the educators lamented that too much emphasis on learners' rights contributed to the increase of learner indiscipline. One educator stated:

> *"When it comes to learners' discipline, I can say there is overemphasis on learners' rights than those of educators. The South Africa legislation is very lenient with learners and strict with educators. Many educators feel they have no right to discipline learners. Learners take advantage of their rights to challenge educator's authority; they misbehave because they know the law is on their side. Learners will tell educator "I know my rights as a learner" (Appendix L, Line 77).*

Another educator reiterated:

> *"It seems learners have more rights than we educators. Most educators try not to cross their boundaries by not using corporal punishment but most of the time*

learners are not taking responsibility for their actions. Learners keep on misbehaving and challenging educator's authority because their rights are legally protected by the legislation and the worst measure an educator can take against them is to send them to the principal's office and the principal will talk to them to always obey the school code of conduct, that is all" (Appendix L, Line 78).

- ***Educator's inefficiency and misconduct***

Four (4) educators emphasize that sometimes learner indiscipline was caused by the educators themselves. Lack of educator competency and efficiency in subject matter, as well as lack of preparedness for class, late coming, poor educator-learner relationships, and educator misconduct in general contributed to the learner indiscipline challenges they faced. One of the educators said:

"Can you imagine some educators drinking liquor and sharing girlfriend with learners and expect respect from such learner? It is not possible! Let me tell you, we can't continue to blame learners. Some educators are poor role models; their attitude toward learners are bad. Their teaching style is horrible. Some will come late to class without any preparation while learners are waiting for them. Do you know these learners are watching us? They see and imitate what we do" (Appendix L, Line 79).

Another educator claimed:

"Poor disciplinary style used in schools….If an educator uses corporal punishment to discipline learner those learners might retaliate by being deviant or attack the educator" (Appendix L, Line 112).

The third educator lamented:

"Let's call a spade a spade. Some educators are terrible, some educators are proud to the extent that they treat learners as good for nothing… and in return learners call such educators names, disrespect them by dodging their classes, not completing homework and pretend to be sick. I am not supporting learners, but this

is what is happening. Lack of educator's efficacy and efficiency or competency affect the way learners behave" (Appendix L, Line 102).

4.2.4.3.2 Family and parental-related factors

The findings of this study show that parental and family related-factors contribute to the learner discipline challenges:

- ***Poor parental care and dysfunctional family***

Most of the educators (10 educators) agreed that one of the major causes of learner indiscipline originated from parents and family. Educators believe that some learners came from dysfunctional families without parental care and involvement in the learners' education. One of the educators stated that:

> *"One of the causes of these challenges is lack of parental care and involvement in learners' studies. Schools are not getting enough support from parents. Some parents just send their children to school without monitoring them, some never visit their children's school. When learners misbehave and are asked to bring their parents some bring imposters as their parents. Some learners are from child-headed families. Can you imagine a 15-year-old learner staying alone without guidance? No one monitors the learner on what to do and not to do. Parents shift their parental responsibilities on educators" (Appendix L, Line 76).*

Another educator corroborated that:

> *"Learner's disciplinary problems occur because of learner's experiences of violence at home. Learner from family where discipline style is different to that of school finds it difficult to cope with school discipline; home where violence, alcohol and drugs are seen as normal; family where siblings fight each other; females are not respected; where husband beats his wife as a punching bag; home where cigarette are smoked; parents drink liquor and get drunk and drugs are abused and sold without restriction; learners from such family see their parents as role model; they imitate what they see at home and behave violently in school" (Appendix L, Line 72).*

Ten (10) of the educators emphasized that inadequate support from parents was a big challenge for educators because most of the parents shifted the responsibility to discipline learners to the educators.

- ***Poverty and socio-economic situation of the family***

Six (6) educators interviewed in this study mentioned poverty as one of the problems facing many families. The educators emphasized that poverty pushed some learners to steal and sell drugs at a very young age. One of the educators pointed out that:

> *"Many learners are from poor families. They misbehave to hide their pains and suffering.... some come to school in an empty stomach waiting for school to feed them while some result in stealing their classmate's food and money to meet their needs. learners from poor families who see their classmates with lots of money or expensive phones which their own parents cannot afford to buy for them may out of envy and frustration steal the money or phones" (Appendix L, Line 109).*

Another educator buttressed indicated that:

> *"Low socio-economic situation of some family pushes some learners to steal from their peers. Some seek help from people that manipulate them and take advantage of their weakness to teach them to sell and abuse illegal substances" (Appendix L, Line 85).*

4.2.4.3.3 Learner-related factors

Learners-related factors refers to factors within the learners themselves. The following learner related factors have been identified: learners' development stage, peer pressure, and inherent factors.

- ***Learner's development stage***

Learners have different developmental stages which affect the way they think and behave. One educator argued:

"Most of our learners are teenagers and feel they are grown up, want to behave like adults and experiment what they see adults do. As a result, they make many mistakes that cause them to misbehave to their parents, educators and fellow learners" (*Appendix L, Line 11).*

Another educator corroborated:

"Learners have different developmental stages. Most learners misbehave during adolescent stage; and due to this stage, they think they are mature and can do anything they like and as a result they experiment many things. They try alcohol, cigarette, sex, even drugs" (*Appendix L, Line 69).*

- ***Peer pressure***

Majority of the educators (11 educators) claimed that peer pressure was a major challenge that deflected learner discipline. They argue that learners greatly influenced their friend's behaviour and self-concept. One educator opined:

"Learners copy their peers to smoke, drink and use drugs. Can you believe a grade 9 learner engaging in substance abuse? They take their peer's advice than their parents or educators" (*Appendix L, Line 86).*

Another educator corroborated:

"Other causes of the challenges that educators are facing is deviant friends and peer pressure. Most learners that are aggressive or violent learn it from their friends and community. They try what they see their friends doing, they join them to smoke, drink, abuse drugs and become addicted to drugs, turn aggressive and start misbehaving to classmates and educators. It later leads to absenteeism from school and poor academic performance" (*Appendix L, Line 100).*

4.2.4.3.4 Society-related factors

Society-related factors refer to external factors or factors outside the school such as the learners' neighborhoods, communities, society, and social media. Anecdotal evidence shows that learners copy many habits from the society.

- ***Society and social media influence***

Majority of the educators (9 educators) argued that learners copied behaviours from their community and society as good. They watched violence on social media and later copied it. One of the educators lamented that:

> *"Most of the causes of learner ill-discipline can be traced to societal influence, social media and community in which learners live. Learners model people that they see and like; it might be from home, school (educators or peer), television star. Some of the behaviour can be good and sometimes bad. Most of the time adolescents want to experiment many things they see and as a result, they misbehave. Effect of the social media is what we are seeing in schools. Learners watch different movies and most of them are full of violence, pornographic films, pictures and actually, they practice what they watch"* (*Appendix L, Line 91).*

Another educator corroborated that:

> *"The selling of liquor around the school premises affects the learner's behaviour. Some learners buy and drink liquor and smoke cigarettes in these places and these cause concern to the schools because these places act as arena or joints where learners meet and watch what adults do. Social media is also not helping the matter. Learners practice what they see in their community, friends, television and homes"* (*Appendix L, Line 84).*

Different personal experiences shared by educators regarding their challenges on learner discipline are related to learner disciplinary challenges, intimidation and insufficient support from learners' parents and the school leadership.

4.2.4.4 Theme 4: Strategies to assist educators with the challenges they face whilst maintaining learner discipline

To assist educators with the challenges they are facing whilst maintaining learner discipline, the following strategies and disciplinary measures were identified:

4.2.4.4.1 Strategies and disciplinary measures to maintain learner discipline

The strategies and disciplinary measures include:

- ***In-service training and mentoring of educators***

The findings of this study showed that mentoring, training and advising novice educators on management of learner discipline assisted new educators to build self-confidence and overcome the challenges they face on learner discipline. One of the educators claimed:

> *"From my experience as an educator, not all the strategies are effective to discipline all learners. Educators need to master the strategies and apply a combination of relevant disciplinary measures that suit the situation for it to be effective…in my school, junior educators are advised to observe how senior colleagues discipline learners, read books, attend seminars and workshops on strategies to discipline learners" (Appendix L, Line 116).*

Another educator corroborated and said:

> *"Schools should organise workshop for educators and parents to teach us how different disciplinary strategies work" (Appendix L, Line 183).*

Five (5) of the educators attested that in-service training and mentoring of novice educators helps them to watch and learn from their experienced colleagues. It enables them to identify their weaknesses and strengthens as they watch their experienced colleagues discipline learners.

- ***Good classroom management skill***

Five (5) educators attested that understanding of good classroom management helps educators to apply appropriate teaching and disciplining strategies to manage their classes effectively without infringing on the learners' rights. To improve educators' classroom management skills, one of the educators suggested that:

> *"Educators who keep learners busy with relevant tasks at all times will reduce and prevent misbehaviour in class. I make the lesson learner-centered, interesting,*

conducive and make sure all learners are involved with class task throughout my period" (Appendix L, Line 202).

To reduce the challenges that educators are facing regarding learner discipline, another educator suggested:

"To address the challenges, we are facing on learner discipline, educators must be a good example to follow, attend class early and regularly, always prepare well and understand the lesson contents without any doubt and keep the learners busy throughout the period of teaching. For any reason an educator is unable to attend the class to teach, it is very important to delegate someone to stand in and keep learners busy with relevant tasks" (Appendix L, Line 181).

Anecdotal evidence shows that good classroom management helps educators to have control of learners and lesson.

- ***Involving the school community***

The findings of this study showed that educators from two of the schools that participated in this study claimed that they involved the people from their communities to motivate learners and train educators and parents on strategies to discipline learners. They pointed out that some of their community members acted as their watchdogs or informants to alert them about the way their learners behaved outside the school. One of the educators pointed out that:

"The principal invites motivational speakers, such as pastors, police, school governing body to motivate learners. Some community members also act as the school watchdog that inform the school principal on how their learners behave outside the school. There was a time a shebeen was located close to our school, and because of the negative effect it was having on the school, with the intervention of the community leaders the shebeen was relocated to another area far from school" (Appendix L, Line 191).

Another educator from another school mentioned that:

> *"My school involves the community in the school activities. Some prominent members of the community give us gifts to award the best performing educator and learners every year. The school calls social workers, religious and community leaders to speak to learners on benefits of good behaviour and academic success and this has been working" (Appendix L, Line 165).*

It has been found that a school that has full understanding and respect for their community culture, norms naturally earns the respect and support from the community, who in turn play the role of a watchdog or informant for the school on learner behaviour.

- ***Involving social workers and psychologist for counselling***

Educators from two of the selected schools (SCH B and C) emphasised the importance of counselling to correct and modify learner behaviour. These educators emphasized that good counselling exposed the causes of learners' misbehaviour to educators and helped the educators to manage their stress level caused by work overload and other learner ill-discipline. Furthermore, the involvement of social workers assists learners to reflect on their behaviour and substance abuse. One educator argued that:

> *"Counselling learners with disciplinary problem help educators to identify the root cause of learner's misbehavior. While digging into the personal history of learners who don't do their homework, who come late to school, counselling assists educators on how to help learners" (Appendix L, Line 176).*

Sometimes challenges that educators face on learner discipline makes them to visit psychologist for help. One educator shared the following experience:

> *"Due to the challenges I faced on learner discipline, for years, I refused to discipline learners, I went to phycologist for counselling, after series of counselling sessions, this really helped me to develop good educator relationship with my learners and report worst cases to school authority" (Appendix L, Line 261).*

- ***Good educator-learner relationship***

Eight (8) of the educators emphasise on good educator-learner relationship as one of the effective strategies to win the learner's heart and respect. Building good educator-learner relationship that is characterized by good listening and communication skills, love and care, openness, friendly and positive teaching atmosphere improves the learners' behaviour and makes them reciprocate love and respect and develop self-discipline. One of the educators argued that:

> *"When educators respect learners, learners will respect educators in return since respect is reciprocal. An educator cannot dehumanize a learner and expect respect, it is not done. If such educator thinks he will get respect, it will not be genuine respect because the learners will seek revenge. The best is to develop a good relationship with learners, understand the learners' problem, gain their trust to be able to help them" (Appendix L, Line 174).*

This statement was substantiated by another educator who said:

> *"Befriend learners to identify the root cause of their problem by digging into their personal and family history, start with verbal warning and on-one-one talk with learners to identify and understand why they misbehave" (Appendix L, Line 203).*

Another educator buttressed:

> *"Educators should also act as role model, because positive or negative behavior from the educator is translates to positive or negative behaviour in learners. Respect build respect, learners look up to their educators and parents, they copy their behaviours" (Appendix L, Line 331).*

Good educator-learner relationship helps educators to study and understand individual learners and identify the root cause of their problems rather than assuming that learners enjoy misbehaving or disobeying school authorities.

- ***The school involves parents in learner discipline***

Majority of the educators (10 educators) from the three selected schools stated that learner discipline cannot be effective without the full support of the parents. They argued that the involvement and support of parents reduced the challenges that educators faced on learner discipline to the minimal. An educator stated that:

> *"We ask for the assistance of parents in monitoring their children's homework, schoolwork and check with the school if their children attend school and classes regularly. Most learners do not want the school to report them to their parents, so they don't misbehave, especially those from disciplined homes. Principal should ask learners to bring supporting letters from their parents stating reasons why they are late or absent from school" (Appendix L, Line 214).*

This statement was substantiated by an educator who pointed out that:

> *"Parents donate gifts to reward best-behaved learners in the school. They are also involved in the drafting and approving of learner's code of conduct through the SGB. Parents are given copies of the code of conducts to teach and remind learners that it is mandatory for them to obey it. Most of the time learners appeal to principal and educators to punish them rather than inviting their parents to school for their misconduct" (Appendix L, Line 164).*

- ***Learners' classroom rules and code of conduct***

School rules assist learners to understand acceptable and unacceptable behaviour and the resultant consequences. Educators from the three selected schools attested that their school had well drafted policies on learner discipline. However, only two of the schools (SCH A & B) indicated that they fully involved parents, educators and RCL in the formation of the learners' code of conduct. The third (SCH C) school did not involve RCL in the forming of the school code of conduct. One educator pointed out that:

> *"Well formulated learners' code of conduct and fair and firm classroom rules. These assist learners to know the behaviour that is allowed and not allowed in school, with the consequence when not complying with the rules. We observed that for school rules to be more effective it is important to include learners and their*

parents in the formation of the school code of conduct and a copy be given to each parent to master and make a check and balance with their children to comply. Involvement of learners in the formation makes them see the rules as their rules and obey them better than when they are not part of it" (Appendix L, Line 206).

Another educator indicated that:

"Although my school did not involve learners in drafting of the code of conduct, we have a good school policy on learner discipline, but poor implementation of the policy is the problem" (Appendix L, Line 208).

Educators from SCH A posited that when learners take part in the formation of either the school code of conduct or classroom rules, they see the rules as their own rules and not the school rules and that makes it easier for them to obey and motivate their school mates to comply with the code of conduct. One educator from SCH C claimed that her school had good policy on learner discipline but lacked good implementation of the policy which compounded the disciplinary problem.

- ***Rewards and praise***

Majority of educators (8 educators) mentioned praise and giving of awards to learners as a preventive disciplinary measure to reinforce appropriate behaviour among learners. These educators further said praise and rewards inspired learners to persistently obey the school rules. Learners who made great efforts to avoid indiscipline were recognized, praised and rewarded while those who disobeyed the educators and school rules were punished. One educator pointed out that:

"Learners who are persistent and effective in their homework, classwork and well-behaved are praised and rewarded with attractive gifts for their good behaviour to motivate good behaviour in other learners. Most learners look forward to the awards day" (Appendix L, Line 188).

Educators emphasized that praise and awards of gifts, medals, trophies and merit certificates motivated well-behaved learners motivate and inspired learners to behave

well. This strategy is effective in preventing and reducing learner indiscipline because learners like to be praised and rewarded for their good behaviour

- ***Punishment***

Learners who misbehave are punished in different ways depending on the severity of the offences. Thirteen (13) of the educators emphasised on different punishment strategies they used. Some educators punish learners by making them stand in class while others make them clean classrooms, pick up litter around the school premises, given them double homework, ignore them or send them out of the class to allow others to concentrate. One of the educators pointed out that:

> *"Learners who disturb class stand in class when teaching is going on; those that come late to school clean; their classroom or pick litters around the school compound during break; while those who refuse to do their homework are given double homework" (Appendix L, Line 180).*

Another educator buttress that:

> *"In my school learners that come late to school; go home late; they serve their punishment after school and go home late. Since learners don't like to go home late, some avoid coming to school late, but some still come late and we beat them" (Appendix L, Line 154).*

Furthermore, some educators use corporal punishment as stated by one of the educators that:

> *"I secretly beat learners after series of verbal warning, they understand that better" (Appendix L, Line 187).*

Another educator argued that the best method of punishing learners is to ignore them. This educator argued that:

> *"After a lot of effect in trying to deal with learner ill-discipline and no positive changes, it got to a point where I just forget the loco parentis position and I do not care whether learners listen, understand the lesson or write notes or not. I decided*

to just go to class to teach, give all necessary explanation, do my teaching job and leave the class. I told them my business is to teach and yours is to listen and pass. If learners pass, fail or misbehave, that is their problem, I don't care again, I ignore learners to punish them" (Appendix L, Line 160).

It should be noted that some learners just obey the school rules to avoid punishment while punishment means nothing to others.

- ***School disciplinary committee***

The school disciplinary committee is part of the SGB that deals with drafting of the school code of codes. All learners with severe misconduct beyond what principals can handle are referred to the disciplinary committee for suspension or expulsion. One of the educators reminded that:

"SGB and SMT organized workshop for parents on good parent-child relationship and advice parents to monitor their children's homework, schoolwork and check with the school if their children attend school and classes regularly" (Appendix L, Line 214).

Another educator corroborated that:

"We send learners that we cannot handle to the principal to deal with and the principal refers learners with serious disciplinary problems to the disciplinary committee for disciplinary hearing which may lead to either suspension or expulsion" (Appendix L, Line 194).

4.2.4.4.2 Effective strategies for managing learner discipline

Majority of the educators (10 out of 15 educators) agreed that ATCP strategies were effective because they always yielded a permanent outcome when applied correctly. The educators mentioned good educator-learner relationship, praise and rewards, counselling and motivation of learners and involvement of parents in learner discipline as the most effective strategies that can reduce or prevent learner disciplinary challenges. This was indicated by one of the educators that:

"Alternative to corporal punishment is a step by step process that uses different positive disciplinary approaches (verbal warning, counselling, good educator-learner relationship) to achieve a desirable change in learner's behaviour. Although the process is slow, but the end result is a permanent corrective change" (*Appendix L, Line 252).*

Below are sub-themes or effective strategies for managing learner discipline:

- ***Good educator-learner relationship***

Educators from SCH A, B & C attests that good educator-learner relationship is one of effective strategy to deal with learner's disciplinary challenges because it is a combination of strategies. Good educator -learner relationship builds a bond of love and respect between the educator and the learner. Respect is naturally reciprocal, and therefore an educator who respects a learner is normally respected back by the learner. In that situation it becomes easier to correct, counsel and mentor a learner into a good citizen.

One of the educators opined:

"From my experience as an educator, not all the strategies are effective to discipline all learners. Educators need to master the strategies and apply a combination of relevant disciplinary measures that suit the situation for it to be effective" (*Appendix L, Line 233).*

Another educator shared her experience that:

"Taking good care of learners, [treat them well, correct them in love, show to them that they are important part of the school and you are there for them at all times] is effective approach to manage learner discipline. A one-on-one talk with indiscipline learners to know the root cause of their problems will help educators to know how to assist the learner out of their problems. I realised that there are so many reasons why learners misbehave in school. Use of good educator-learner relationship is a way of mentoring, correcting and gaining learners' trust. This is a positive approach to learner discipline" (Appendix L, Line 234).

Another educator pointed out that:

> *"Building a good educator-learner relationship is effective…...but not all educators like it because they think it is time wasting, but the end product is permanent corrective solution that will better the life of the learners"* (*Appendix L, Line 258)*

- ***Praise and rewards***

Majority of the educators (8 out of 15 educators) agreed that praise and awards of gifts, medals, trophies and merit certificates to well behaved learners motivated and inspired the learners to behave well. From another educator's experience:

> *"Reward for best behaved learner is effective, because the gift, medal and the trophy are very attractive to learners. It reinforces appropriate behaviour and motivates them to behave well"* (*Appendix L, Line 238).*

Another educator shared an experience that:

> *"Although praise and reward cannot be used in all disciplinary situations, they are effective as preventive measures in classroom management and against learners coming late to school. It inspires and motivate learners to achieve academic excellence and behave well to get the awards (trophy and medal). Most learners look forward to awards giving day"* (*Appendix L, Line 246).*

Praise and rewards are positive reinforcement to impact good behaviour in learners. This strategy inspires, motivates and encourages learners to achieve academic excellence and to behave well to get the rewards.

- ***Involving parents in learner discipline***

In this study, 10 educators mentioned involving the parents in the management of learner discipline, as one of the most effective strategies to deal with learner indiscipline. They further argued that when parents cooperate and support the school the disciplinary challenges faced by educators reduce. One educator pointed out that:

"I can say calling parents of misbehaved learners to school is the most effective strategy to combat learner indiscipline. When an educator insists that undisciplined learners should bring their parents to school, the learners will start pleading some will tell educator to punish them instead of reporting to their parents, but some don't mind if educator report them. Principal usually ask learner to bring supporting letter from their parents stating reasons why they are late or absent from school" (*Appendix L, Line 265).*

Another educator stated:

"We observed that most learners do not want the school to report them to their parents, especially those from disciplined homes, they prefer punishment than reporting them to their parents. The school requests for the assistance of parents in monitoring their children homework, schoolwork and checking regularly with the school to know if their children's attend school and classes regularly. This strategy is really working with parents that respond to the call because, involvement of parents helps to reduce lateness, absenteeism in school, failure to complete homework and many disciplinary challenges. Learners who are absent from school without genuine reason will be held in detention and asked to come with their parents the second day" (*Appendix L, Line 260).*

Most learners do not like it when the principal invites their parent to his office to discuss their misbehaviour. As a result, many try as much as possible to get into educators' good books by behaving well.

- ***Introduction of social workers, psychologists and counselling***

Six (6) Educators in this study agreed that referring learners' misconduct to social workers or psychologists for counselling exposed the root cause of the learners' misbehaviour and assisted them to reflect on their disciplinary issues such as addictions and violence. Counselling has been found to reveal the reasons for learners' attitude and to facilitate their change of conduct. One educator confirmed that:

"Good counselling is effective because it exposes why learners misbehave and help them to reflect on their behaviour to build self-confidence, self-discipline and self-esteem" (*Appendix L, Line 238).*

Another educator claimed that:

"Due to the challenges I faced on learner discipline, for years, I refused to discipline learners. I went to a phycologist for counselling and after series of counselling sessions, these really helped me to develop good educator relationship with my learners and report worst cases to school authority" (Appendix L, Line 261).

The above findings show that counselling helps both the educators and learners to deal with the challenges they are facing on learner disciplinary problems.

4.2.4.4.3 Ineffective strategies for managing learner discipline

Some educators (7 out of the15 educators) preferred the return of corporal punishment because they felt that all other alternative measures were not effective. Some of the educators argued that disciplinary hearing was time consuming and they therefore preferred not to report learner misconduct. Specifically, educators from the three selected schools emphasized that suspension was not effective did not correct measure indiscipline. They argued that some learners deliberately misbehaved in order to be suspended and be free from school activities for a week. As a result, suspended learners roamed around the streets, female learners got pregnant during this period, while other learners dropped out of school. One educator lamented that:

"The worst disciplinary measure is suspension. Sending a learner for disciplinary hearing takes a long time to complete while the learner waiting for the outcome of the hearing, they still attend school causing more troubles. Suspension is supposed to be a temporary period of absence from school activities for learners to reflect on their behaviour and return to school after a week, but this is not always the case. Some learners never return to school after suspension but dropped-out" (Appendix L, Line 270).

The above findings suggest that although suspension is supposed to be a time of self-reflection for learners, it does not always do so. One of the educators concurred that:

> *"Learners do not see suspension as a correcting measure. Suspension is like cutting the branches of a tree, if the root is still intact, it will grow again. Suspension do not deal with the root cause of learner indiscipline. it does not allow learners to reflect on their wrongdoing nor takes responsibility for their actions. Most times we see suspended learners roaming around the streets during school hours because parents that supposed to supervise suspended learners are not at home with them. A learner became pregnant during suspension" (Appendix L, Line 283).*

The findings of this study show that majority of the educators in this study regarded suspension as an ineffective disciplinary. However, the remaining few educators strongly felt that it was effective, and further argued that legislation should return corporal punishment to schools. One of those educators argued:

> *"What? … in this school…. no strategy is effective in managing learner discipline" (Appendix L, Line 286).*

4.2.4.4.4 Limitations to dealing with severe misconduct of learners

Educators in this study claimed that they did not have the power to handle cases of severe misconducts of learners. They emphasized that there were many bureaucracies and procedures imposed by DoE when dealing with cases of learners with severe misconduct, which made it difficult for principals and educators to immediately deal with disciplinary issues. One educator pointed out that:

> *"Educators have no power to discipline learners with serious misconduct than to send them to principal who sends the learner to SGB to take necessary action on the learner and when the learners are undergoing disciplinary hearing, they still come to school to misbehave. Most of the SGB members who handle the case of severe misconduct of learner were not properly trained on how to handle learner discipline" (Appendix L, Line 297).*

This educator recapped:

> *"We are not getting enough support from the DoE. Provincial DoE always delays or rejects suspension or expulsion of learners and the learners remain in school…. there was a time when the school governing body made a request for expulsion of a learner for attacking an educator in school but there wasn't any response from the provisional DoE. It saddens my heart anytime I see the learner in the class" (Appendix L, Line 303).*

The above findings suggest that the inability of educators to immediately handle severe ill-discipline on their own and the rejection of expelling learners with serve disciplinary problems from school make learners see educators as powerless and disrespect them.

4.2.4.4.5 Suggestions regarding the strategies that educators can use to deal with learner indiscipline at school

In this changing society, schools must consistently develop new strategies to complement the old strategies that can be used to suit disciplinary situations. Therefore, educators who participated in this study suggested the improvement of educator-learner relationships, as well as the involvement of stakeholders, professional social workers, and psychologists as a possible strategy to instil discipline in learners. Other educators suggested the introduction of extracurricular activities, as well as the construction of surveillance cameras in schools, reduction of overcrowded classrooms, continuous training of educators on different disciplinary strategies, and the return of corporal punishment.

- ***Introduction of extracurricular activities in all schools***

Furthermore, some educators suggested the engagement of learners in different extracurricular activities to keep them away from misbehaving and to improve their mental health, self-development and self-confidence. One educator argued that:

> *"The introduction of extracurricular activities in all schools will help hyperactive learners to explore and utilise their talents positively" (Appendix L, Line 320).*

Another educator concurred that:

> *"Engaging learners with emotional issues in different extracurricular activities will keep them away from fighting and bullying" (Appendix L, Line 322).*

- ***Installing surveillance cameras in the classrooms and school premises***

To get a better reflection of what happens in schools it is important for the SGB to put surveillance cameras in different parts of the school including classrooms because educators are no longer safe from the learners' criminal and violent behaviours in school. One educator emphasised that the installation of cameras around the school:

> *"Introduction of surveillance cameras in the classrooms and school premises will prevent and reduce disciplinary problems in school" (Appendix L, Line 321).*

Another educator argued that:

> *"Installing surveillance cameras in school premises, when learners know they are monitored with cameras, they will be mindful of their behaviour around the school" (Appendix L, Line 336).*

- ***Reducing of overcrowded classrooms***

The findings of this study further show that the educators emphasized on reducing the number of learners in classrooms. They suggested that parents and government should support schools by building more classrooms in order to decongest the number of learners in a class and to enable educators to pay more attention to an individual learner to improve their cognitive skills and general behaviour. One educator argued that:

> *"If the number of learners to an educator can be reduced in classrooms, it will be easy for the educator to effectively manage the class and apply learner-centered teaching skills. It is much easier for educators to manage class with less learners and apply disciplinary measures that suit the learners" (Appendix L, Line 338).*

The educators also claimed that inadequate infrastructure, learning materials and financial support for schools, encouraged the misbehaviour of learners. This was corroborated by another educator who stated that:

> *"Building more classrooms will reduce the ratio of learner to educator. With adequate infrastructure, educator will also be able to monitor each learner and the will not be able to hide as they do in overcrowded classrooms" (Appendix L, Line 317).*

- ***Training and mentoring of educators on different disciplinary strategies***

Extant literature shows that learner discipline strategies are context specific and based on severity of the offence. For that reason, through in-service training and mentoring of novice educators should be orientated to understand good classroom management and to apply feasible and explicit learner discipline strategies without infringing on learners' rights. One educator suggested that:

> *"New educators should observe how other educators discipline learners and try how it works" (Appendix L, Line 319).*

Another educator corroborated that:

> *"The Department of Education and principals should organise discipline training and workshops for educators at the beginning of every year and come up with more feasible and explicit strategies that educators can use to discipline learners without infringing on their rights rather than leaving educators to seek strategies on their own" (Appendix L, Line 325).*

- ***Involving all stakeholders in learner discipline***

Educators in this study suggested the importance of full representative of all stakeholders and community in school activities. One educator argued that:

> *"Involvement of stakeholders, especially parents, learners and the communities are important when making decisions on learner codes of conduct. Since educators, parents and community are those that have direct contact with the learners every day, likewise, learners should be part of drafting of the school rules.*

They know one another and the rules that will work best for learners so, parents should have a copy of the school policy in order to guide the children on what is acceptable and not acceptable in school" (Appendix L, Line 318).

Another educator suggested that:

"Schools' principal should work with other schools in their neighborhood to rub minds and share problems on learner discipline and learn from one another on how they can effectively manage learner discipline in their respective schools" (Appendix L, Line 337).

Another educator suggested that:

"Instead of suspending learners, educators should guide and teach learners problem solving skills, do not judge them but allow them to judge their own behaviour and take responsibility for their own actions" (Appendix L, Line 339).

- ***The return of corporal punishment***

The findings of this study show that some of the educators (7 out of 15 educators) believed that alternative method to corporal punishment did not effectively deal with learner ill-discipline, and that DoE should return corporal punishment because it made the learners obedient when they experienced pain. Some of them out rightly argued that alternative strategies to corporal punishment were ineffective and time consuming for them. They suggested the return of corporal punishment to schools because they felt that ATCP was frustrating and time wasting. One educator argued that:

"Most of the alternative measures are not working and waste educator's time. Why not return of corporal punishment to school? Learners change when they experience pain" (Appendix L, Line 340).

Some educators concurred that corporal punishment was not the best, but they still preferred it because it acted faster than other strategies. One of them emphasised that:

“Different strategies have been used to discipline learners, but none is effective. I prefer corporal punishment even though it is not the best, but it works fast, and it put learners to order” (*Appendix L, Line 247).*

4.3 Conclusion

This chapter has presented and analysed the data collected for this study. It has provided an understanding of the perceptions of educators on the matter of learner discipline and given clearly exposed the challenges that educators are facing on learner discipline. This chapter has also revealed that the types of learner indiscipline experienced by educators in most secondary schools are similar. It has further uncovered the context-specific factors around the root causes of these challenges as a multifaceted factor that emanate from within and outside public secondary schools in Limpopo Province. These factors include school, family, society and learner-related factors. Knowing the causes of learner indiscipline will serve as a backbone for the choice of the appropriate strategies that should be used to prevent and/or reduce learner indiscipline in the South African secondary schools.

The findings further show that learner discipline requires teamwork and that all stakeholders and society members must work together for a permanent solution. The findings show that schools that involved the parents and community in learner discipline received extensive support from parents and reduced disciplinary problems. Furthermore, this study found that the classroom size also greatly influenced learner behaviour because learners behaved well when their classroom and school environment is conducive and safe for learning. The following chapter will discuss the above findings supported with the relevant literature reviewed for this study.

CHAPTER FIVE
FINDINGS AND DISCUSSION

5.1 Introduction

The preceding chapter presented the data generated in this study. In this chapter the researcher gives a comprehensive discussion and interpretation of the findings in line with the relevant literatures cited in Chapter Two. The discussion is hinged on the research questions and specific objectives of this study “which specifically sought to identify the challenges faced by educators when disciplining learners in secondary schools in Thohoyandou Circuit, Vhembe District in Limpopo Province”. As previously indicated, this study specifically:

- Explore the educators’ perceptions of learner discipline;
- The challenges experienced by the educators when disciplining learners;
- Examine the causes of the challenges educators experience while attempting to maintain learner discipline; and
- Exploring the strategies being used to assist the educators to meet the challenges they faced whilst maintaining learner discipline

Charmaz (2000) states “the need to compare and/or synthesise the analysis with other studies, otherwise it can impede other researchers carrying out further research along the same Line in the future.” Therefore, in the current study the use of verbatim responses enriched the discussions and assisted the author to relate the themes and sub-themes emerging from the findings to existing literatures. The following are the themes and sub-themes that emerged from this study.

Table 5.1: Themes and sub-themes that emerged from the Open-ended questionnaires and semi-structured interviews of this study

Themes	Sub-themes
Perceptions of educators on learner discipline	Teaching learners to differentiate between acceptable and unacceptable behaviours
	Correcting learner's bad behaviour
	Controlling learner's behaviour
	Punishing learners for misbehaving
Challenges that educators experience regarding disciplining learners	Types of challenges faced by educators on learner discipline
	Experiences of educators with regards to learner discipline
The causes of the challenges educators experience while attempting to maintain learner discipline	Family and parental-related factors
	Learners-related factors
	School-related factors
	Society-related factors
Strategies to assist educators with the challenges they face whilst maintaining learner discipline	Strategies and disciplinary measures to maintain learner discipline
	Effective strategies for managing learner discipline
	Ineffective strategies for managing learner discipline
	Limitation to dealing with severe misconduct of learners
	Suggestions regarding the strategies that educators can use to deal with learner indiscipline at school

5.2 Theme 1: Perception of educators on learner discipline

This theme emanates from the first objective of this study which was to explore the educators' definition and perception of learner discipline. The findings of the current study therefore uncovered different perspectives of educators regarding learner discipline. Firstly, this study revealed that many of the schools had good disciplinary policies, although most of their learners were undisciplined. This shows that learner discipline, which is supposed to be the prerequisite for good education, is greatly deteriorating in most South African secondary schools. The findings of this study further revealed that effective school activities could not be achieved when learners are undisciplined. These findings are consistent with Belle's (2018) study that principals, educators and parents perceived learner discipline as a major issue which depicts most schools as less effective educational institutions.

Secondly, this study revealed that most educators (9 educators) in this study defined learner discipline as a step-by-step process or practice of using code of conducts and classroom rules to teach learners appropriate behaviour. It can be reiterated from this study that learner discipline refers to teaching and training learners to obey school rules and codes of conduct. In other words, learner discipline teaches learners to differentiate between acceptable and unacceptable behaviour. Furthermore, it trains learners to develop self-discipline and self-control, build good behavior, and take responsibility for their actions to create a conducive climate for learning and teaching. The current study observed that teaching learners to be disciplined prepares them to become better citizens that can fit into this developing society and country's workforce. For example, learners are taught to avoid late coming at, which prepares them to avoid coming late to the workplace.

The above observations are corroborated by Ngwokabuenui (2015) Cited in Adesina (1980) who defined learner discipline as "a way of teaching learners to respect school authorities, observe the school rules and regulations, as well as to enforce and maintain acceptable behaviour in learners" (p.108). According to Magaba (2018) learner discipline is a way of teaching learners to be obedient, as well as to understand their own

behaviour, take responsibility for their own behaviour, develop self-control and self-respect, respect others, and live in harmony with others. This finding is also affirmed by Nakpodia's (2010) study that explains that learner discipline is teaching learners self-control as well as acceptable behaviour.

Thirdly, this study revealed that learner discipline is a way of correcting learners by giving them verbal warning. It helps to treat learners as humans who make mistakes and need to be shown the right part by correcting learners rather than punishing them. In other words, learner discipline should be proactive and not punitive. This study further revealed that correcting learners proactively is a positive approach to disciplining learners. Learners respond to corrections when they know the educator loves and cares for them. This finding correlates with Semali and Vumilia (2016) who define learner discipline as a way of using rules and different disciplinary measures, except punitive measures, to correct deviant behaviour among learners. In agreement with this Halu-Halu (2013) described learner discipline as a positive way of correcting wrong behaviour and instilling self-control, self-discipline and self-confidence in learners. Halu-Halu (2013) further indicates that discipline should be proactive and not punitive. Discipline should create a feeling of belonging, cordial relationship as well as caring across the school (Naicker, 2014). The author of this study similarly argues that respect is reciprocal, and that learners normally respect educators who respect their rights and correct them with love.

The current study further revealed learner discipline should use a code of conduct and rules to control learners' behavior in order to make them submit to school authority. Controlling learners helps educators to check the learners' mistakes and take corrective actions against them, as well as to minimise the learners' bad behaviour and to achieve desired behaviour from them. The above finding correlates with Millei's (2010) findings that learner discipline should be a means of social control that helps an individual learner to conform with the behavioural standards set by the school and the society.

The findings of this study show that a few educators interviewed in this study (4 educators) equated discipline to punishment and vice-versa. These educators viewed learner

discipline as a way of correcting and punishing learners using proactive and punitive approaches to discipline. They further believed that disobedient learners obey rules and behave appropriately after experiencing pain and thus avoid inappropriate behaviour in future. This finding is in contradiction to the statement from Department of Basic Education that “learner discipline should be corrective and educative, rather than punitive and punishment” (RSA, 2010, p. 13). Any punishment that is punitive, such as corporal punishment, constitutes a negative approach to correcting learners’ wrong behaviour (Halu-Halu, 2013, Obadire, 2018). Lumadi (2019) concludes that “learner discipline equips learners with the ability and willingness to act in a disciplined manner without force or control from the educators or school authority” (p. 81). This suggests that individual learners should be self-motivated and should not be forced to comply with the school rules and regulations.

The author of the current study believes that punishment that inflicts pain on learners is not discipline and it does not impact self-discipline, self-confidence and self-control in learners. The author believes that to understand learner discipline, school leaderships need to organise discipline related workshops and in-service development training programmes for educators.

5.3 Theme 2: The challenges that educators experience regarding disciplining learners

The second objective of this study was to identify the challenges that educators experienced when disciplining learners. The findings of this objective are discussed in two parts. The first part of the findings reveals different types of challenges faced by all educators with regards to learner discipline, while the second aspect focuses on experiences of educators on learner discipline.

5.3.1 Types of challenges faced by educators on learner discipline

The findings of this study revealed common challenges faced by educators with regards to learner discipline. This study discovered that some of these challenges range from minor to severe learner indiscipline, such as learners making noise in class as well as

coming late to school without reason. The learners also left the school premises without permission; absented themselves; painted graffiti on school toilets and classroom walls; slept in class; disrupted class while educators were teaching; disrespected the educators; fought, stole; bullied others; smoked cigarette; drank alcohol in school; abused drugs; sexually harassed fellow learners; and engaged in teenage pregnancy and violent behaviour.

The above challenges are similar to those reported by Nkosi-Malobane (2019) and SACE (2020) on learners' disciplinary challenges. The above challenges in the current study are also those listed in Benewaa's (2017) and Kambuga (2017) who reported lateness to school, noise making in the classroom, verbal abuse of other learners, and lackadaisical attitude toward schoolwork. They also reported severe misconducts include physical fighting, bullying, threatening of educators and other learners, alcohol and drugs abuse, teenage pregnancy, destruction of school property, sexual harassment, and watching of adult videos and other promiscuous contents in school. The above findings show why different scholars consistently make reference to similar disciplinary issues in most secondary schools in their researches. Ntuli (2012) confirmed that learner disciplinary challenges are similar in most secondary schools, and the only difference is the intensity of the problems in the schools.

5.3.2 Experiences of educators with regards to learner discipline

All educators in this study, except one, mentioned that they had experienced challenges with regards to learner discipline. Most of the challenges shared in the current study were personal experiences relating to learner discipline. These challenges ranged from minor to severe disciplinary problems and other challenges related to parents and the school leadership. The following are the sub-themes that emerged under the theme experiences of educators with regards to learner discipline**.**

5.3.2.1 Lateness to class and school

There are many learner discipline challenges faced by educators. This study revealed lateness of learners to school as the second highest challenge faced by educators. Most

of the educators (11 educators) in this study complained that learners came to school late to the extent of missing the first period as the second highest of the learner discipline challenges they faced. This finding corroborates with the report by Egunlusi (2020) who stated that “once parents are not around, learners show up in school any time they like, and this has been a thorn in the flesh educators” (p. 52). Persistent lateness of learners to school puts a lot of pressure on educators because sometimes they will need to repeat the topic that they have already taught to accommodate the learner that comes late or is absent from school. Sometimes it is not the fault of the learners but the delay of transport to pick the learners up. This is where parents come in to monitor their children to wake up early to arrive at school in time and to make sure they are always present at school.

5.3.2.2 Absenteeism

In this study eight (8) educators revealed that learners absented themselves from school without tangible reasons in most secondary schools. This study also revealed that the learners did not regularly attend lessons due to peer influence; fear of being bullied by peers; and poor parental care. They also missed lessons due to poor teaching techniques; poor educator-learner relationships; lack of transport fares, and engagement in menial jobs to raise money for themselves.

The above findings are similar to those of Temitayo et al., (2013) who found that many factors were responsible for persistent increase of absence of learners from schools and classrooms. Furthermore, the current study confirmed Adeoye’s (2019) study in Johannesburg that absenteeism was common among learners who abused alcohol and took the illegal substance. The study further discovered that, it is easy for learners who stay alone (child-headed families) to absent themselves from school when no one monitored them. Egunlusi (2020) concurs with this finding that “once parents are not around, learners showed up in school at any time they like” (p. 52). This suggests that parental care is necessary because it motivates parents to always check with schools or find out if their children attend school regularly or not. Social workers are needed to counsel learners with persistent absenteeism to get to the root cause of the absenteeism.

5.3.2.2.1 Teenage pregnancy

The findings of this study also showed that secondary schools were inundated with many pregnant teenagers. One of the educators in SCH C indicated that there were three pregnant learners in his class. Another educator said that many learners came back pregnant after the 2020 COVID 19 lock down. Furthermore, the findings of this study also showed that sometimes the school authorities called the parents and social workers to provide counselling to the students; and they sometimes even called the ambulance in case of emergency or complications reported among pregnant learners. The above findings correlate with Seoka's (2019) report that most secondary school have a high rate of pregnant learners who still come to school despite being pregnant. Seoka's (2019) emphasised that pregnant learners attended school because they had the right to learn and the educators were forced to take care of them while in school. The above suggests that Instead of studying, such learners played the roles of both mother and learner and this affected their academic success.

5.3.2.3 Failure to do or complete classwork and homework

The findings of this study further showed that one of the major challenges that the educators battled concerned the learners' failure to do the tasks given to them. Ten (10) educators indicated that many learners failed to do their homework and classwork; some would submit incomplete work while others submitted it late or fail to submit it. This study further revealed that the learners copied one another's homework and classwork and thought educators would not figure out the similarities in their work. One of them would do the homework or assignment and allow other learners to copy it. To address this challenge most of the time the educators would force the learners to do the tasks or give them double home or classwork. Egunlusi (2020) corroborates that learners not doing or not submitting their homework was a big challenge facing educators. This suggests that schools and parents should work together and find a permanent solution to this problem. From experience lazy learners fail to do their homework and therefore their parents should monitor them and make sure that they do their homework and assignment. It has been found that supportive parents contribute a great deal to the reduction of failure to do homework.

5.3.2.4 Stealing

This study found that stealing was common among learners. 6 educators in this study revealed that learners stole from their classmates and school properties and that it was difficult for their educators and school authorities to identify them without evidence. Adeoye (2019) concurs that stealing is a behavioural problem that is common among secondary school learners. Egunlusi (2020) supports the findings that some learners steal their fellow learners' items and school property due to poverty. The author of the current study believes that installation of surveillance camera around the school would help to resolve the problem of stealing. The author believes that learners who know that they are being monitored would not steal in school because they know they would be caught.

5.3.2.5 Learners intoxicated with alcohol and illegal substance

The findings of this study also showed that the educators' experiences on learner discipline revealed that many learners drank alcohol and abused illegal substances in schools. Nine (9) educators in this study revealed that some learners were intoxicated with alcohol in their schools and sometimes disrupted classes, disrespected the educators and misbehaved to their school classmates. 4 out of these 9 educators) educators emphasised that educators found it very difficult to control intoxicated learners in class. Masingi (2017) agreed with the finding that learners became aggressive, disruptive and misbehaved to their educators and fellow learners when they were intoxicated. It should be noted that although this was not generic to all South African secondary schools, educators from SCH A revealed that it was rare to find intoxicated learners in their schools although some of their senior grade learners tool alcohol, cigarettes and illegal substances. Adeoye (2019) also indicated that alcohol and Illegal substance abuse were a serious concern for educators and principals in South Africa secondary schools and were a reflection of the South African society. Belle (2018) substantiated that learners in secondary school engaged in illegal substance abuse due to curiosity and immaturity.

Some illegal substances were sold at affordable prices, and this contributed to increase in their usage among learners (Manu & Maluleke, 2017). The above correlate with the findings of this study that selling as well as taking of illegal substances were major disciplinary issues in most South African secondary schools.

5.3.2.6 Violence

Eight (8) educators in this study confirmed that violence was a major challenge that they faced in their respective schools and they were not safe. One of the educators in SCH C reported: “violence is the order of the day in our schools”. Another educator said: “educators are not safe in school and many of them are very careful when disciplining learners”. This educator mentioned that another educators was stabbed at a nearby secondary schools in Thohoyandou in Limpopo province where the study was conducted. This finding correlates with what was reported in Daily Sun of 28 February 2018, that an eighteen-year-old learner shot a sixteen-year-old learner in Denga Tshivhase High School in Phiphidi Village, Limpopo. Adeoye (2019) and Nhambura (2020) confirm that learners come to school with dangerous weapons and turn schools into violence arenas where no one is safe. These study’s findings can be concluded that if educators continue to face violence in their schools, it will be difficult for them to perform their duties with ease.

5.3.2.7 Learners disrespect educators

The findings of the current study revealed that lack of respect for educators was one of the biggest challenges that educators are facing on learner discipline. Thirteen (13) educators from the SCH A, B & C indicated that disrespect of learners to educators was common in most secondary schools. The young educators claimed that they had been disrespected by learners. This finding is in line with Egunlusi’s (2020) report that “learners take advantage of new teachers’ weakness to disrespect them, but as part of the school culture, experienced teachers always come to the rescue of such teachers” (p. 53).

Learners disrespect educators in many ways by calling them names or labelling them, vandalizing their cars, dodging classes, making noise, interrupting educators during

teaching and even attacking them in and outside the school, and some even confronting the educator's authorities in class. An educator in SCH B shared an experience whereby a learner arrogantly confronted her to stop interfering with his life. Another educator in SCH C reported that the learners used their gang members to attack him outside the school premises for disciplining their friends in the school. The above findings resonate with Segalo and Rambuda's (2018) findings that learners have arrogant attitudes towards their educators, lack moral values, and are disrespectful to the educators. The findings of this study also correlate with Mestry and Khumalo's (2012) findings that lack of respect for educators contributes to the erosion of school and education culture. In the author's opinion this might be one of the reasons why young people are avoiding the teaching profession. Educators are indeed teaching in fear!

5.3.2.8 Bullying and fighting

This study identified bullying and fighting as another challenge faced by educators. Eight (8) educators that participated in this study reported that learners bully each other physically, verbally and virtually (internet bulling); and that they bully their educators and mates on social media. The educators indicated that bullying affects the self-esteem and academic progress of the learners that are being bullied (Samara, Da Silva Nascimento, El-Asam, Hammuda, & Khattab, 2021).

The above findings resonate with Makendano's (2016) report that fighting, and bullying are common among secondary school learners. Simuforosa and Rosemary (2014) concur that learners who bully in schools are usually bullied at home and when such learner gets to school, they take out their pains and anger on their innocent schoolmates. This suggests that bullying among learners is influenced by peer pressure, families and society.

5.3.2.9 Sexual Harassment

Eight (8) out of the 15 educators that participated in the current study indicated that sexual harassment and rape were some of the learner disciplinary challenges they were facing. The findings of the current study further showed that young educators and female

learners were sexually harassed by male learners. Adeoye's (2019) confirm this finding that South African secondary schools are now a breeding place for sexual violence and female learners are mostly the victims.

5.3.2.10 Lack of in-service training and support from school leadership

Five (5) educators revealed that some principals were not giving enough support to their educators especially the ones new in the profession. Many new educators were neither given orientation on school policy relating to learner discipline nor were they trained on strategies to discipline learners. Seoka (2019) asserts that many educators lamented that DoE did not give them any booklet nor train them on how to use ATCP to address learner indiscipline. Seoka (2019) claimed that the misconception of educators on alternatives to corporal punishment could be traced to poor or lack of in-service training programmes for educators on the management of learner's discipline. However, this finding is not generic to all schools. One educator from SCH C reported that his school management team organized seminars and workshops for educators to improve teaching and classroom management s, as well as on different strategies of handling learner discipline. Therefore, proper orientation for new educators and regular in-service training and workshop for educators on management of learner discipline would provide more information to educators on difference strategies of applying and maintaining learner discipline in their early years of teaching.

5.3.2.11 Stress and frustration

Four (4) educators in this study revealed some troubling examples of pressure that educators face and feel on their physical, mental and emotional health due to learner indiscipline. Two educators from SCH B & C shared their experiences that in as much as they wanted to correct learner indiscipline, they ended up developing emotional stress. One lost his self-confidence while the other ended up in the hospital bed. This study discovered that many educators are facing the challenge of emotional stress. An educator in SCH C reported: "if I had other means I would resign from teaching; learner indiscipline is really stressing me". Very few wished they could resign from the teaching profession due to stress from learner indiscipline while others complained of stress from parents who

shifted their responsibility of disciplining learners to the educators. It could be concluded from the above findings that stress is an indication that learner discipline has a significant impact on some educators' health.

The above findings are also confirmed by Segalo and Rambuda (2018) who indicate that many educators develop different medical issues because of work pressure and stress load from learner behavioural challenges. Benewaa (2017) concur that most educators in the united states of America attest that dealing with learner ill-discipline was the most challenging and stressful factor experienced in their professional lives, regardless of the school, age and gender. Singh (2014) asserts that learner misbehaviour lowers some educators' morale and put pressure on some educators to leave the teaching profession. Contrary to Singh's (2014) finding, the current study revealed that due to stress and frustration 1 out of the 15 educators that participated in this study contemplated to resign from the teaching profession. The above finding corroborated Segalo and Rambuda's (2018) finding that despite the challenges that educators experienced with regards to learner discipline only 21% of them contemplated to resign from teaching.

5.3.2.12 Lack of support from parents

The findings of the current study showed that one of the main challenges that educators faced with regards to learner discipline was lack of sufficient support from parents. Many parents transferred their parental duties of disciplining their children to educators. This finding buttresses SACE (2013) report that poor parental care boosts learner misbehavior, and that learners continue to misbehave because of poor guidance from home. The current study also revealed that educators felt that parents listened to their children more than they did to the educators and this diminishes the integrity of many educators. For example, a parent who slaps or intimidates an educator in the presence of learners is a poor role model to learners. Segalo and Rambuda (2018) further established that disrespect of learners to educators originated from home since learner did not respect their parents. Roberts (2014) quantitative study found that 77% of the educators agreed and strongly agreed that learner indiscipline was due to lack of parental

discipline (p. 76). The above findings therefore suggest that educators lack sufficient assistance from parents with regards to disciplining learners.

The findings of the current study show that most educators experienced similar disciplinary problems. All the educators from SCH A, B & C mentioned the same types of disciplinary problems that they experienced from learners. This study further affirmed that most of the learners' disciplinary problems do not only emanate from schools but also from different external factors like peer influence, families and societies where learners are raised. All these are discussed below.

5.4 Theme 3: Causes of the challenges that educators are facing

The third objective this study was to examine causes of the challenges that educators experienced while attempting to maintain learner discipline. The findings of this study revealed that the challenges that educators were facing regarding learner discipline in secondary schools originated from many sources which include poor parental care and dysfunctional family, peer influence, society and social media influence, poverty and socio-economic situation of the family, inadequate support from the school leadership, overcrowded classrooms and lack of infrastructure, overemphasis on learner's rights, educator's inefficiency and misconduct, curriculum, as well as lack of extracurricular activities in schools, learner's development stage and peer pressure. This is supported by Masingi (2017) who identified multiple causes of learner disciplinary challenges that emanated from different sources. Some of the causative factors are discussed as problems emanating from the following sub-themes:

5.4.1 Family and parental related-factors

The educators asserted that the causes of the challenges they experienced while attempting to maintain learner discipline were complex. Family and parental-related factors were identified as the second principal causes of the challenges. It has been found that the home environment has an important influence on learner behaviour. For example, certain parenting styles, disciplinary approaches, family background, child abuse and home violence, poor parent-child-relationship, family interaction patterns, poverty and

other socio-economic factors have been found to have impact on learners' behaviours at schools. In the current study ten (10) educators claimed that the learners misbehaved in school when their parents showed little or no interest in their education.

5.4.1.1 Poor parental care and dysfunctional family

A child's behaviour is the representation of his/her family. Learner's behaviour can be traced to the child's family background. The findings of this study revealed poor parental care and dysfunctional families were some of the causes of the learner disciplinary challenges facing educators. This study found that the causes of misbehaviour of some of the learners included the following: child-headed families; poor-parent-child relationship; excessive parental control; fighting among sibling; gender-based-violence; child-abuse; and intoxication of parents with alcohol and illegal substances.

Poor parent-educator relationship was identified in the current study as another source of learner indiscipline. The findings of this study showed that some parents were poor role model to their children. For example, parents who intimidated and disrespected educators in the presence learners set a bad example for learners and taught them that educators can be disrespected. This finding correlates with Belle's (2018) findings that children imitate their parents the parents are their first educators and role models, and they imitate what they see them do or say. For example, learners who had alcoholic parents thought drinking within the school premises was acceptable because their parents did the same at home. This resonates with Grobler (2017) and Seegopaul's (2016) findings that learners exposed to chronic violence and aggressive interaction between family members are likely to misbehave at school. This is also supported by recent findings of Wolhuter and Van der Walt (2020) that parents or families that do not lead, guide, or equip their children with some form of moral teaching contribute to the lack of moral capital in school and society.

The above findings are underpinned by the Social Learning theory which postulates that because learners and their families are social beings, they easily imitate their parents, siblings and family members; behaviour. This therefore makes human beings' products

and producers of their own environments because behaviour can be learned, unlearned and relearned in the society (Bandura, 1985; Benewaa, 2017).

5.4.1.2 Lack of parental involvement in learner discipline

The findings of this study showed that all the three selected schools only few parents were involved in managing learners' discipline. It has been found that unsupportive parents lack interest in school related-activities including learner discipline. Eight (8) educators that participated in this study complained of not getting enough support from parents. It has been found that poor parental care and lack of love lead to poor parent-child relationships, as well as to poor educator-parent relationships and lack of parental support on school and learner discipline. The above types of parents do not have time for their children and are too busy with their secular activities to an extent of forgetting that their children are their pride. Anecdotal evidence also shows that some parents deliberately shy away from their responsibilities and place them on the educators' shoulders.

Many parents show less interest in learner's education and do not even know if their children attend school or not. It goes without saying that when parents have no time to take care of their children at home, they will not have time for them at school. Furthermore, it should not be overemphasised that a parent's failure to respond to the school invitation is a signal to the child that he/she can disobey school authority and do what they like in school. Learners take advantage of their parents' carefree attitude to disobey the school authority. Đurišić and Bunijevac (2017) assert that often, "educators believe parents do not support the school and do not discipline children when there has been a problem at school. When educators do not feel parental support, they often believe it is a waste of their time to contact parents" (p. 144)

Manamela (2015) indicates that lack of parental involvement in learner's education increases learner ill-discipline, poor academic performance and dropout. This corroborates Kambuga's (2017) findings in Tanzanian which that when parents do not respond to the calls of school principal, learners make use of their parents' nonchalant

attitude to continue misbehaving at school. It has been found that the difference between the morals taught at school and the ones taught at home, there will be conflict in the mind of the learner which may result in disciplinary problems. The above findings are supported by the Social Learning theory that learners imitate and model their parents and family members' behaviour at school. In other words, the learners' behaviour depends on how they think their parents will react.

5.4.1.3 Poverty and socio-economic situation of the family

This study also identified poverty as one of the sources of learner misbehavior. Six (6) of these 15 educators that participated in this study confirmed that poverty was one of the problems facing many families and the reason why some learners steal, use illegal substances, and start work at a young age. The findings further revealed that when learner's basic needs are not met at home, some learners seek help from people who take advantage of their weakness and entice them into prostitution, selling of drugs, and stealing. The findings of this study concur with Lukman and Hamadi's (2014) findings that when parents who have below-socio-economic status are unable to meet their children needs, learners from such homes steal from their school mates who are from high-socio-economic status to meet their basic needs or wants.

The study further revealed that some learners started working at a very young age to meet their financial needs, while others absented themselves from school on Fridays to work or queue to collect grants in order to acquire money for their transportation fares and feeding. This finding is in accordance with Seoka's (2019) research that some children from poor families work to help alleviate their family's financial situation. Masingi (2017) reports that most parents work two shifts to meet the needs of their family and have no time to monitor their children. As a result, troublesome learners take advantage of the parents' busy schedule to misbehave

It is worth noting that currently in South Africa, the COVID-19 pandemic has made it difficult for many bread winners who have lost their jobs and are unemployed or living below the poverty datum line to provide for their families. Due to this situation many

learners have gone to school without breakfast. The findings of the current study show that in the Limpopo province most rural secondary schools have started feeding schemes for learners to alleviate their poverty especially those coming from families with low socio-economic situations.

5.4.2 School-related factors

School-related factors can also influence learners' behaviour and increase the learner discipline challenges faced by educators. As previously indicated, the findings of this study identified the following school-related factors that augmented learner indiscipline in schools: overpopulated classrooms, inadequate support from the school leadership, school location, educator-learner relationship, the school climate, and abolishment of corporal punishment which leads to overemphasis on learner rights. The study found that some learners took advantage of the abolishment of corporal punishment to misbehave and hide under the guise of their rights to avoid punishment. The identified factors were discussed below.

5.4.2.1 Inadequate support from the school leadership and DoE

The findings of this study showed that the Department of Basic Education and principals were not giving enough support to educators on learner discipline. However, some educators attested to the fact that their principals were very supportive with learner discipline. The study revealed that most of the time the newly appointed educators were left on the own without proper orientation or proper training on how to discipline learners. The findings further showed that some principals do not give enough support to educators who faced challenges on learner discipline.

Instead of principals organising training to strengthen the educators' weaknesses they blamed and neglected them and made them to suffer in silence. On the other hand, some educators did not cooperate with the principals on learner discipline. Furthermore, some senior educators refused to mentor new educators. Interestingly, some school authorities illegally encouraged their educators to strategically or secretly use corporal punishment to discipline learners who refused to change their bad behavior.

The above findings are similar to those of Njoroge and Nyabuto (2014) who found that autocratic leaders who with poor communication skills ignore learners' and educator's complaints and as a result exacerbate the learner discipline challenges faced by educators. Furthermore, Belle (2018) concurs that principals who have poor leadership skills cannot effectively manage learner discipline. Narain (2015) further argues that many principals use archaic or impromptu disciplinary strategies to deal with learner disciplinary problems, and they also find it difficult to adjust their disciplinary strategy to meet the changing societal needs. As a result, some still encourage corporal punishment in their schools.

The above findings clearly show that some educators ignore learners with disciplinary issues while others out of frustration resort to the use of corporal punishment to discipline the learners. It can therefore be argues that it is important for school leadership to assist their educators to familiarise themselves with government documents and policies on discipline because some educators are ignorant of their school policy on learner discipline. Such educators should be acquainted with ATCP strategies to be able to effectively deal with misconduct. Furthermore, it is imperative for school leadership and provincial DoE to organize workshop to train new and old educators on management of learner discipline and to encourage experienced educators to mentor new educators.

5.4.2.2 Overcrowded classroom and shortage of infrastructures

The findings of this study showed that other sources of learner discipline problem included overcrowded classrooms and shortage of infrastructure. This observation correlates West and Meier's (2020) findings that "the South African education system is characterised by a shortage of educators and inadequate school infrastructure which is contributing to the overcrowded nature of South African classrooms" (p. 1). Similarly, in the current study some educators confirmed that their classes consisted of 60 learners and consequently learners took advantage of this overcrowding to disrupt the class. In some cases, three learners shared a desk and chair designed for two learners. Marais (2016) confirms that the highest approved number of learners in a South African secondary school classroom

is 35 learners per an educator in a classroom. This means a classroom with 60 learners is unnecessarily overpopulated.

Masingi (2017) further states that “overcrowded classrooms are usually noisy, and lead to fighting, bullying, and harassment of smaller and weaker learners, when competing for inadequate classroom space and learning resources” (p. 28). Furthernore, Marais (2016) further indicates that “a lack of effective discipline is related to overcrowded classrooms. Overcrowded classrooms could make it difficult for educators to identify and deal with cases of learners’ problematic behaviour, early enough, before they escalate” (p. 5). In other words, it is difficult to effectively teach, learn, maintain discipline and give each learner the appropriate assistance they need in an overcrowded classroom. Therefore, the schools need assistance from DoE and SGB to provide more infrastructure for them because the school environment and climate dictate how learners behave.

5.4.2.3 Overemphasis on learner’s right

The findings of this study revealed that out of helplessness and overemphasis on learners’ rights some educators directly or indirectly stopped disciplining learners to avoid being accused of violating the learners’ rights or losing their precious jobs. Overemphasis on learners’ rights was reported in all the three schools. Majority of the educators supported the abolishment of corporal punishment because they felt that it violated the learners’ rights. However, other educators were concerned about the fact that learners had more rights than their educators. Interestingly one of the educators suspected that the educators who emphasised the learners’ rights probably did not understand alternatives to corporal punishment. The views of the educators who were concerned about learners being given too much freedom were substantiated by the views of Ali et al. (2014) whose study found that educators felt that their power to deal with learner indiscipline had been withdrawn after the abolishment of corporal punishment.

The above findings show a mixture of feelings between educators about corporal punishment and the overestimated rights of the learners. The findings observed that some of the school authorities did not put enough effort to support or organise training for

educators on learner disciplinary strategies. The educators who supported corporal punishment felt that its abolishing would render them powerless arguably because the ATCP strategies seemed to be ineffective for them to deal with learner discipline. The anti-corporal punishment educators believed that their authority and power were intact, and that no learner will talk or overemphasise on their rights nor intimidate them as long as the educator applied appropriate disciplinary strategies. Belle (2018) substantiated that no one would overemphasises on learner's right when corporal punishment is avoided.

5.4.2.4 Educators inefficiency and misconduct

The findings of this study revealed that educators were sometimes the source of the problems they were experiencing. The findings showed that sometimes educators lost respect from their learners' for the following reasons: neglect of core duties, lack of instructional-efficacy and competency in subject content, lack of preparedness for class, late coming to class, receiving phone calls in the class, lack good communications skills, use of inappropriate or punitive disciplinary strategies to discipline learners, as well as poor educator-learner relationships. These findings suggest that educators with poor professional ethics experienced leadership challenges on top of learner discipline challenges. Seoka (2019) and Belle (2018) confirm that educators who lack positive discipline strategies, and have poor work ethic, poor educator-learners relationship and inappropriate behaviour cannot produce well behaved citizens that can fit into the country's workforce and change society. On the other hand Padayachee and Gcelu (2019) point out that educators who show self-efficacy and instructional-efficacy in presentation of curriculum content have little to no learner discipline challenges and have control over their learners and their classroom.

The findings of this study further showed that educators who behaved in an unethical manner lost their learners' respect. Makoelle and du Plessis, (2019) confirm the notion that educators' misconduct encourages learners' misbehaviour because learners see educators as role models and imitate their behaviours. Other challenges experienced by some educators include stress and frustration, which makes them lose interest in their professional commitment as *loco parentis* and result in the use of corporal punishment.

Hence, it can be argued that educators who have good-educator-learner relationships and apply good disciplinary strategies with good professional ethics are considered to embody a professionally appropriate conduct.

5.4.2.5 Lack of extracurricular activities in schools

This study found that some of the educators (3 educators) identified lack of extracurricular engagement or activities denied hyperactive and poor academic performing learners to explore their energy and talent on other positive things apart from what the curriculum offers them. The findings in this study resonate with Njoroge and Nyabuto (2014) that lack of extracurricular engagement can contributes to bullying and fighting because it increases academic pressure in schools. It can be concluded that the absence of extra-curriculum activities in schools deprives many hyperactive and poor academically performing learners the opportunity to explore, identify and positively utilize their potentials and talents. It could be argues that involving learners in recreational activities alongside their academic work helps them to relax their brains and focus better on their studies.

5.4.3 Learners-related factors

Leaners themselves have been found to be the cause of the challenges experienced by educators when disciplining learners. Extant literature shows that there is relationship between secondary school learner's developmental stage such as teenage and adolescent stage or puberty and their behaviour. The findings of this study revealed that learners' developmental stage and peer pressure influenced deviant behaviour in learners. For example, at the adolescence stage learners explore, experiment, imitate, influence and try to impress their peers to feel they belong and are important among their mates. This mostly leads to what is called peer pressure influence.

5.4.3.1 Learners development stage

The findings of this study further showed that learners' different developmental stages affect their temperament, intelligent level, choices and behaviour. It has been found that most secondary school learners going through puberty become inquisitive, engage in trial

and error, and make a lot of mistakes while trying to understand the physical and psychological changes that they are experiencing in their body. During this stage, most teenagers and adolescents think they are mature and can do anything they like. As a result, out of curiosity, they explore and experiment many things like, taking alcohol, smoking cigarettes, engage in sexual activities, abusing illegal substances and making so many mistakes. This curiosity causes some of them to show negative attitudes towards their parents, educators and other adults around them. Adeoye (2019) and Masingi (2017) similarly found that most learners between the ages of eleven and seventeen experienced more disciplinary problems due to fear and curiosity when they try to figure out the causes of the rapid physical changes their bodies are going through as a result of puberty.

Furthermore, this study revealed that most teenagers and adolescents coming from families with poor parenting, poor communication, and lack of attention from parents did not have good relationships. Poor parent-child relationship pushes most learners to trust their peers more than they would trust their parents. This causes learners to engage in deviant behaviours like teenage pregnancy as commonly found among secondary school learners. Adeoye (2019) indicates that learners with emotional issues build-up inner anger and fear, as well as anxiety and frustration, guilt and confusion, low self-esteem, pride and egocentrism. This normally makes some of them bullies. It can be deduced from the above findings that during teenage and adolescent stage learners need more support from parents and educators to make the right choices that will make them better citizens in this changing world. This is because at these stages the learners desire to make their own identity; hence they crucially require the right or appropriate discipline.

5.4.3.2 Peer pressure

The findings of this study further showed that peer pressure contributed to learner discipline challenges facing educators. It was revealed that learners listen more to their friends than they do to their parents. They copy their friends' misbehaviour to educators to attain recognition among their peers. Majority of the educators (11 educators) mentioned peer influence as the principal factor that impedes learner discipline because peers have great influence on each other's behaviour and self-concept. Learners are so

mindful of their peers' opinions about them, especially the less popular ones. They too want to feel important among their peers. The above findings correspond with Seoka's (2019) statement that even though peer pressure is significant to learner's identity and development, bad peer influence can lead to behavioural problems among learners.

Belle (2018) concurs that learners influence one another to misbehave whenever they are in groups. This is supported by the findings of this study that when learners interact together, they form cliques, learn and copy different deviant behaviours from one another. The findings showed that some learners disrespected educators to demonstrate and impress their peers and to become famous. It has been found that negative peer influence mostly leads to the use of illegal substances and alcohol abuse and violent behaviour among the learners. The flip side of this observation is that undisciplined learners can be influenced by well-disciplined peers to change and imitate good behaviour. The above observations resonate with the Social Learning theory that indiscipline is a product of learning through observation (Odebode, 2019). In other words, learners learn and imitate both bad and good behaviours that they desire by observing their peers, parents and people that they view as powerful and important role models in the society (Bandura, 1986; Benewaa, 2017).

5.4.4 Society-related factors

In addition, to school, family and learner-related factors, the study discovered that society-related factors also impact learner's behaviour in school. This is because learners are social beings who live and interact with different types of people in the society on daily basis, and as a result they tend to imitate and be influenced by them. It therefore goes without saying that the cultural and social organization of learner's community influences the socialisation processes of their schools and families.

5.4.4.1 Society and social media influence

This study found that learners imitate what they see in their community and society. Majority of the educators in this study indicated that learner disciplinary problems are high in schools because of societal influence. Most of the educators emphasised that learners

watched different antisocial and violent programmes on social-media, from families and their communities and imitated the actions of the adults they see in the programmes. Anecdotal evidence shows that the family is a child's first socialising unit followed by their community. Learners see nothing wrong with violence because the society in which they live in, be it their family, community and social media, portrays violence as good and normal way of life. It has been observed that liquor stores close to schools, have become learners meeting joints, and that some of those liquor stores sell liquor and cigarettes to underage learners and this has created a big challenge for the school.

The above observations are supported by Simuforosa and Rosemary (2014) who found that learner's behaviour is actually the reflection of the society because schools are small societies that reside in a larger society, and therefore learners are bound to be affected by everything that happens in and out of the school. Seoka (2019) perceives that the society and community in which a learner lives has great impact on his or her behaviour. Seoka (2019) further indicates a learner, for example, who resides in a neigbourhood where antisocial behaviour like violence is seen as normal, will use violence as a strategy for resolving their problems. Furthermore, Masingi (2017) asserts that exposure of learners to violence on social-media and computer games influences them to perceive violence as a normal way of life. Children look up to adults and imitate bad and good behaviour that they see and desire from adults in schools, homes and society at large (SACE, 2013).

This finding resonates with the social learning theory that learners learn and imitate both bad and good behaviours that they desire by observing social media, television stars, professional sports men and women, people that they view as powerful and important role models to them in the society (Bandura, 1986; Benewaa, 2017). In conclusion the study supports the Social Learning theory that individuals are taught to act violently by watching others and imitate what they see from social media, parents, government, educators and peers.

5.5 Strategies to assist educators with the challenges they face whilst maintaining learner discipline

The fourth objective of this study was to explore strategies that can be used to assist educators to deal with the challenges they face whilst maintaining learner discipline. The findings showed that effective learner discipline cannot be successfully achieved with a single type of strategy because learner discipline strategies are context specific. The findings showed educators could only achieve effective learner discipline if they applied the correct discipline strategies commensurate with the severity of the learner's misconduct.

Interestingly the findings showed that most schools used similar disciplinary strategies but there was no single strategy that was 100% effective to overcome learner discipline challenges. It could therefore be concluded that, based on the above observation, effective and ineffective disciplinary strategies should be combined to achieve effective learner discipline. Furthermore, the educators suggested the following strategies to assist the schools to reduce the learner discipline challenges that they were experiencing.

5.5.1 In-service training and mentoring of educators

This study found that the mentoring of novice educators by senior ones on the management of learner discipline would help the novice educators to build self-confidence and overcome the challenges they are experiencing. This resonates with Bandura's (1977) theory of Social Learning which explains that individuals learn by direct experience. One of the selected schools in this study confirmed that, although disciplining learners is context-specific, training and mentoring of new educators by senior colleagues was one of the most effective strategies used by the school leadership to help the novice educators to cope with the learner discipline challenges.

Furthermore, the findings of this study showed that in-service training and mentoring boosted the self-confidence of the new educators to discipline learners without fear or infringing on their rights. This finding corroborates with Belle (2016) and Tlhapi's (2015) findings that mentoring and regular in-service training programmes assist educators to

understand how they can effectively apply different disciplinary strategies to maintain learner discipline. Seoka (2019) concurs that experienced educators adapt learner discipline to suit the prevailing needs of the learners. Seoka (2019) further argued that observational learning by the novice educators could help them to develop their own disciplinary strategies coupled with consistent practice and good classroom management. Rahimi and Hosseini (2015) and Egunlusi (2020) similarly emphasised that observational training programmes for educators significantly increased new educators' confidence in the management of learner discipline. The above findings confirm the assertion of the Social Learning theory that when two people interact, they imitate and learn from each other (Bandura,1977). Najoli, Runhare and Ouda (2019) support the idea of introducing workshops and training programmes for educators to inform them about different learner discipline strategies.

Taking cognisance of the above findings the author of this study concludes that mentoring of new educators is a good approach if applied well because it can positively improve the learners' behaviour and reduce the learner discipline challenges faced by educators. Mentorship will also help the new educators to differentiate between discipline and punishment and carefully avoid the use of corporal punishment with the understanding that it uses could lead to violation of the learners' rights and disrespect from learners.

5.5.2 Good classroom management skills

The findings of this study revealed that good classroom management helps educators to prepare well before teaching and to use appropriate communication and disciplinary strategies to manage their classes effectively without infringing on the learner's rights. This study further observed that the educators' professional competence and, effective classroom management make it easier for educators to deal with all types of learner disciplinary challenges. As a result, they become good role models and appear to the learners as someone whose behaviour can be copied because of their professional competence and can confidence.

Obadire and Sinthumule (2021) confirm that “educators who command effective and efficient classroom management skills are not liabilities” (p. 3). Makoelle and du Plessis (2019) concur that the professional competence of an educator and effective use of good discipline positively influence the learners’ behaviour and learning. It could therefore be concluded that when learners perceive their educators as caring and supportive, they become more engaged in learning than misbehaving.

5.5.3 Involving the school community

The findings of this study revealed that two of the schools that participated in this study involved members of their communities to motivate learners and train educators and parents on learner discipline strategies. The educators from these schools claimed that members of their community acted as the schools’ watchdogs or informants and alerted management and SGB about their learners’ behaviour outside the school. The above findings suggest that learner discipline requires teamwork and community involvement in the school activities, especially those related to learner discipline. The findings of this study further showed that school-community relationship have a positive improvement on learner behaviour and reduces learners’ misconduct. The above findings further suggest that inviting prominent people like the community chief, pastors, as well as imam social workers from the community to motivate learners on good conduct and academic excellence has positive impact on the learners’ lives.

The above findings confirm Makendano’s (2016) conclusion that management of learner discipline cannot be completed without the involvement of the community in school activities. It is therefore important to consider the norms, culture and the beliefs of the community when drafting the school policy, for peace and tranquility to reign. Nhambura (2020) and Seoka (2019) observe that maintaining a friendly relationship between the school and the communities in which the schools are located creates a positive school atmosphere for all stakeholders.

The findings of this study further support the South Africa Department of Basic Education Minister, Angie Motshekga’s statement that “communities and parents should take

responsibility for what happens in schools. Schools operate within communities and are often a reflection of the community and the social ills that are found in these communities. We need support from all around us. It brings to mind the adage, 'it takes a village to raise a child'. This really speaks to our situation in education as we cannot deal with these issues on our own" (Daya, 2019, p. 2). It could therefore be concluded that schools are a reflection of their communities in that when the community is peaceful the school becomes peaceful and vice-versa. Furthermore, good collaboration between the community and the learner contributes to fewer learner disciplinary problems.

5.5.4 Introduction of social workers and psychologists for counselling

The findings of this study revealed that the counselling of learners with disciplinary problems is an effective strategy for correcting learners' bad behaviour and reducing the learner discipline challenges faced by educators. The findings showed that schools that sought assistance from social workers and psychologists exposed the root causes of the learner's behavioural problems and assisted the learners to reflect on strategies for overcoming persistent disciplinary issues such as late coming and absenteeism as well as drugs and alcohol abuse. The findings further showed that learners should be counselled by the educators too. Professional counselling also assists the educators to overcome the emotional stress and depression they develop because of learner ill-discipline. This finding concurs with the suggestion of Njoroge and Nyabuto (2014) that schools should seek professional support from psychologists and social workers to help learners with persistent behavioural problems.

Consonant with the above statement, Simuforosa and Rosemary (2014) suggested the introduction of professional counsellors to secondary schools to counsel learners with alcohol and drug addiction problems. Likewise, Lukman and Hamadi (2014) advised the school leadership to address learner's disciplinary challenges with compassion because the source of learner misbehaviour might emanate from the learners' experiences at home or school. Obadire and Sinthumule (2021) concur with the above findings and state that "the introduction of competent professional counsellors, who can help learners with disciplinary problems, is one of the strategies that the schools can opt. Responsible and

accountable professional counsellors help to discuss the aftermath of misbehaviour and the advantage of good behaviour with learners" (p. 2). Therefore, the introduction of professional counsellors to schools could assist the educators to identify root cause of learner disciplinary problems and to find appropriate and long-lasting solution to those problems.

5.5.5 Good educator-learner relationship

This study found that there are many strategies to reduce the challenges that educators are facing with regards to learner discipline but not all the strategies are totally effective. The findings further revealed that good educator-learner relationships is a combination of strategies that can effectively correct learners' behaviour and reduce disciplinary challenges. This is supported by a qualitative study conducted by Masingi (2017) which found that 50% of the educators strongly agree and 30% agree that good educator-learner relationships and mentorship effectively tackled learner ill-discipline.

The findings of this study further showed that learners respected educators who showed them parental love, care and support, by treating them as human beings who make mistakes and should be corrected in love. The study also found that good educator-learner relationships can be achieved through a one-on-one friendly counselling, mentorship, motivation and respect for learner's rights. This would encourage the learners to accept that they are important members of their institution and should therefore be disciplined or transformed into responsible citizens and prospective leaders. Seoka (2019) supported the notion that educators who show positive interest in the learner's lives and education gain respect and obedience from such learners.

The findings of this study further revealed that good educator-learner relationships minimized the learner disciplinary challenges faced by the educators. It was observed that educators who showed their learners love and respect their rights were perceived as caring about their success and being their friends. Thlapi (2015) corroborates with this finding that good educator-learner relationships prevent educators from using coercive power over their learners. This is supported by De Atouguia (2014) that coercive power

always increases disruptive behaviour and power competition between learners and their educators, often puts educators in a no–win position and increases loss of credibility.

Good educator-learner relationships characterized by good listening and communication skills, love and care, openness, friendship and a positive teaching atmosphere improves the learners' behaviour and makes them reciprocate love and respect. Thlapi, (2015) states that a "good educator-learner relationship builds self-discipline and self-esteem in learners, it makes learners feel loved and belonged, and creates a non-threatening and pleasant atmosphere for interactive teaching and learning" (p.38). Good educator-learner relationships help educators to study and understand individual learners and identify the root cause of their problems rather than assuming that learners just like to misbehave or disobey school's authority. It is the responsibility of the educator to take care of the learners and treat them like their parents. This role is called *"loco parentis"* in Latin (Joseph, 2013; Segalo, & Rambuda, 2018).

In view of the above findings it could therefore be concluded that a friendly verbal warning coupled with a one-on-one counselling session to correct learner misbehaviour without judging them works better than the use of corporal punishment. Moreover, good educator-learner relationships show that respect is reciprocal. In other words, educators who respect their learners' rights would be respected by the learners in return. The findings of this study showed that good educator-learner relationships effectively reduced the learner discipline challenges faced by educators. The outcome of this strategy would therefore be mentorship and shaping of a learner into a better person that can fit into this changing world.

5.5.6 Parental involvement in learner discipline

The findings of this study revealed that involvement of parents and solicitation of their full cooperation with SMT on matters of learner discipline was the most effective strategy for managing learner discipline. All the educators that were interviewed in this study argued that learner discipline cannot be effective without the support of parents. These educators asserted that the involvement of parents in the management of learner discipline was

effective because it suited most of the learners' preference for school punishment compared to the invitation of parents to school to discuss the learners' misconducts.

All the fifteen (15) educators interviewed in this study emphasised that the involvement of parents in learner discipline helped the school to effectively discipline learners and to put appropriate disciplinary strategies in place. For example, the involvement of educators, learners and their parents in the drafting of learner's code of conduct assisted the parents to know what the school expected from them and their children, and to monitor their children to comply or face the consequences of disobeying the rules. In line with above findings, SACE (2013) suggests "the involvement of parents in the decision-making and strategies which will be used to curb learner misbehaviour" (p. 6). Obadire and Sinthumule (2021) assert that learner discipline is a team effort and can be compared to a three-legged pot which consists of learners, educators and parents, who should work-together to produce successful disciplined learners.

The findings of this study further revealed that good parent-child communication gives parents the opportunity to mentor and monitor their children without the child perceiving it as excessive parental involvement in his/her activities. Good communication between parents, children and their educators were perceived to have great influence in mentoring and monitoring teenagers and adolescents' activities. This is supported by Simuforosa and Rosemary (2014) who argue that good educator-parents-learner working relationships reduce learner discipline challenges (p. 87). This finding also confirms De Atouguia (2014) and Masingi's (2017) findings that parental involvement in learner discipline positively influences learner's behaviours and education. Seoka (2019) concurs that preventive strategies like parental involvement in learner discipline are more effective than zero tolerance in managing school behaviour.

Contrary to the above findings 6 out of 15 educators argued that that the involvement of parents in learner discipline was effective in reducing learner's disciplinary challenges but complained that educators were not getting enough support from most parents. These educators lamented that unsupportive parents showed no interest in their learner's education. They did not have time for their children nor responded to school calls when

invited to report their children's misconduct. As a result, the children of unsupportive parents took advantage of their parents' nonchalant attitude to bring imposters to school when they were asked to bring their parents to discuss their indiscipline at school.

These educators further claimed that some parents defended their children stating that, "my son would not do that". These educators argued that learners took advantage of their parent's carefree attitude towards school authority to continue misbehaving at school. Nevertheless, the educators affirmed the observation that supportive parents who positively responded to school calls immensely contributed to the reduction of learner's misbehaviour in school. However, they lamented the fact that the schools always found it difficult to get full support of parents in school activities. Epstein and Salina (2004) cited in Senthumule (2017) confirmed that "getting support from parents is usually a challenge to educators" (p. 91). Đurišić and Bunijevac (2017) assert that "children whose parents are actively involved in their schooling benefit better than children whose parents are passively involved. For example, learners whose parents attended meetings for parents, accept phone calls from the school, and read and signed messages from school, always benefitted morally and academically than children whose parents do none of the above" (p. 144).

The above findings validate Bandura's (1977) Social Learning theory that learners imitate and model their parents and family members' behaviour at school. Their behaviour is modeled around their parents' reactions. The above observation is buttressed by the South African Council for Educators that poor parenting encourages behaviourial problem among learners (SACE, 2013). Bennett (2015) concludes that "parents should be part of the solution to learner discipline and not a causative factor to the challenges that educators are facing on learner discipline" (p. 8).

5.5.7 School disciplinary committee

The findings of this study showed that the educators sent learners with serious misconduct that they could not handle to the school principals. The school principals referred the disciplinary matters that they could not handle to the disciplinary committee

or a sub-committee of the SGB. The resultant disciplinary action such as suspension or expulsion from the school normally depends on the gravity of the indiscipline. However, the educators from one of the schools that participated in this study confirmed that at the time of conducting this research none of the learners had been expelled from school. Some educators further indicated that the school disciplinary committee in their school organised a workshop to teach parents and educators about different strategies of learner discipline.

Oosthuizen and Botha (2015) support the notion that learners with severe disciplinary problems that the principal cannot handle, such as rape, selling of illegal substances and attacking of educators or learners are referred to the school disciplinary committee. This is confirmed by Ntuli (2012) who states that "the principal involved the disciplinary committee which is the sub-committee of the SGB in cases of serious misconduct among learners. The disciplinary committee can only suspend a learner for five days but does not have the power to expel the learner" (p. 139). Botha, (2013) confirms that "the disciplinary committee or SGB has no power to expel learners with serious disciplinary problems but send the final report on the disciplinary hearing to the Provincial Head of Department (HOD) or the Director General (DG) who has the power to expel a learner from any school" (p.188).

5.5.8 Learners' code of conduct and classroom rules

All fifteen (15) educators interviewed in this study indicated that they had well drafted disciplinary policy books which included learner's code of conduct and strategies for maintaining learner discipline in their schools. These educators indicated that fair and firm rules assisted the learners to know and understand acceptable and unacceptable behaviour, and the consequences for not complying with the school rules. Section 8 of the South African Schools Act (Act 84 of 1996) indicates that to establish a well-disciplined and purposeful school environment, it is important for all schools to design learners' code of conduct dedicated to maintenance and improvement of quality teaching and learning process. This finding corroborates Mestry and Khumalo's (2012) suggestion that all

schools must have their own learners' code of conduct, disciplinary policy book and a disciplinary committee to attend to all learner's disciplinary hearings.

Furthermore, the educators from two of the selected schools claimed that their schools fully involved parents, educators and RCL members in the formation of their learners' code of conduct. These educators emphasised that the involvement of those stakeholders in the formation of school rules enabled their schools to have a well drafted policy on learner discipline. Educators from SCH A affirmed that for school rules to be effective, they should be drafted by both the school, as well as the learners and their parents, and copies of school rules and regulation should be given to the learners and their parent to master and to ensure that their children comply with the rules. The above findings are in line with the SASA (1996a) statement that "nothing shall exempt a learner from not complying with the school rules, and ignorance of school rules is not an acceptable excuse" (p. 7).

One of the educators who participated in this study argued that the involvement of the learners in the formation of the school rules facilitated their acceptance and ownership of the rules debunks the perception that the rules were imposed on them. The findings supported (Ntuli, 2012) that for the learner code of conduct or rules to be effective, their formulation should involve the learners because this will enable them to accept the rules and comply with them. However, the rules must be clear, understandable, achievable and in Line with the policy of the school and the legislation. It has been found that educators' supervision, rewards, setting of clear rules, expectations and consequences for misbehaving are the main approaches to dealing with learner ill-discipline (Semali & Vumilia, 2016, p. 54).

5.5.9 Rewards and praise

This study established that rewards and praise were used as positive reinforcement to prevent indiscipline as indicated by 10 out of the 15 educators. For example, rewards such as valuable gifts, medals, trophies or merit certificates were awarded for good behaviour and academic performance. This gesture motivated learners to maintain their

good behavior and in turn motivate others to do the same. The above findings are similar to Masingi's (2017) in Limpopo where majority of the educators in the study confirmed that praise and rewards inspired their learners to behave well and achieve academic excellence. Seoka (2019) concurs with this study findings that using praise and rewards assists educators to reinforce appropriate behaviour in learners. The current study ranked praise and rewards as some of the most effective disciplinary strategies used in most schools in South Africa, they motivated the learners to work harder. Njoroge and Nyabuto (2014) concurs that giving praise and rewards to learners who behave according to the set standards of the school motivate good behaviour among other learners. It could therefore be concluded that motivation is a recipe for instilling discipline in learners.

5.5.10 Punishment

The findings of this study showed that learners who misbehaved were punished in different ways based on the magnitude of their offence. For example, privileges were revoked from learners who disturbed class. On the other hand, the learners who came late to school were made to clean their classroom or pick litter around the school compound during break, while those who refused to do their homework were given double homework. Seoka (2019) supports the findings that some educators punish learners by asking them to pick litter around the school premises, clean their classroom after school for late-coming or stand in the classroom while the educator is teaching. Interestingly, the findings reported the effectiveness of the above disciplinary measures because the educators indicated that some learners did not like to go home late due to some of the above punishment avoided coming late to school. The above findings are in line with Seoka's (2019) contention that instilling self-control in learners is a better corrective disciplinary approach compared to other punitive approaches. Furthermore, Semali and Vumilia (2016) contend that the use of rewards and proactive punishment for correcting learner's misbehaviour is a prerequisite for developing self-efficacy and self-discipline in learners.

This study further discovered that some educators used corporal punishment to discipline learners. Three (3) educators, one from each of the three selected schools indicated that

they punished learners by beating them. This suggests that some educators misconstrue discipline to mean punishment. Semali and Vumilia (2016) state that “some educators pull learners ears, slap and deprived them of their benefits, spank and beat them to prevent unwanted behaviour from recurring in the school” (p. 54). It is therefore worth noting that punishment contradicts Section 12 of the South African Constitution Act 108 of 1996 which states that “everyone has the right not to be treated or punished in a cruel, inhuman or degrading way”. Likewise, the National Education Policy Act of 1996 (RSA, 1996a: A-47) states that "no person shall administer corporal punishment or subject a student to psychological or physical abuse at any educational institution". It could therefore be concluded that to avoid the use of punishment other disciplinary strategies should be used. To that end in-service training should be introduced to train and remind educators about the difference between punishment and discipline and about the position of the law towards corporal punishment.

5.6 Suggestions regarding the strategies and measures that schools, and educators can apply to reduce learner indiscipline at school

In this changing society, schools must consistently develop new disciplinary strategies to complement the current disciplinary strategies. In that regard, the following disciplinary strategies were suggested by the educators who participated in this study.

5.6.1 Introduction of extracurricular activities

Some educators suggested the engagement of learners in different extracurricular activities to keep them away from misbehaving and to improve their mental health, self-development and self-confidence. These educators believed that the introduction of extracurricular activities would help hyperactive and poor academic performing learners to utilise their talents on other positive activities than fighting and bullying. Ngwokabuenui (2015) supports the introduction of extracurricular activities such as sport facilities in schools to reduce disciplinary problems among learners. Obadire and Sinthumul, (2021) asserts that parents and government should support the schools with the provision of in and out door games facilities to motivate extra-curricular activities among learners in

schools, as well as to help weak academically and hyperactive learners to discover their hidden talents.

5.6.2 Installing surveillance cameras in the classrooms and school premises

In terms of security, the participants of this study suggested that the SGB should install surveillance cameras in different parts of the school. They argued that the educators were no longer safe from some learners who displayed criminal, violent behaviour in schools. They argued that the installation of surveillance cameras around the school premises and in classrooms would prevent and/or reduce criminal behaviour around the school. Their contention was that when learners know they are being monitored with cameras they would be mindful of the behaviour around the school and this would prevent and reduce disciplinary problems in school. According to Kongpanichakul and Boonprakarn (2011) the aim of CCTV camera in a school is to reduce undesirable behaviors like crimes and violence. However, they indicate that some educators feel that the school is invading into their privacy with the presence of CCTV in the school. On the other hand, Kongpanichakul and Boonprakarn, 2011) argues that once the learners and staff discover that surveillance cameras are in the school premises they will behave appropriately.

5.6.3 Decongesting overpopulated classrooms

Some educators who participated in this study suggested that the number of learners in a classroom should be reduced to enable educators to have on average 35 learners per educator. To augment this strategy more classrooms and other infrastructure should be constructed with the aid of parents and DoE. West and Meier (2020) contend that the government, alone, cannot resolve the problem of overcrowding classrooms in South African schools. The current study endorses the above contention suggestion as well as West and Meier's (2020) argument that reducing overpopulated classroom is the responsibility of all educational stakeholder including the SMTs, parents and DoE.

The current study also suggests that decongesting of overpopulated classrooms would create a conducive school atmosphere where learners and educators can have one-on-one interactive learning and learner-centered teaching can be facilitated. According to

West and Meier (2020), decongestion of classrooms requires teamwork that will facilitate the building of more classrooms, employment of more educators, and supply of more infrastructure for a conducive learning environment and more effective schooling.

This study further argues that the reduction of the number of learners to an educator is in classrooms would make it easier for educators to effectively manage the class with little or no stress on learner indiscipline. The above finding agrees with Munje, Khanare and Muthusamy's (2020) finding that "when overcrowding in classrooms is reduced, educators–learner interaction improves, indiscipline is reduced, and learners have access to enough resources" (p. 24). It was discovered that teaching and learning is very effective when there is less disruptive behaviour among learners because that environment does not enable them to hide like they would do in an overcrowded classroom. Munje, Khanare and Muthusamy (2020) stipulate that, "smaller classes like a class size fewer than 20 students, often results in more individual attention, increased participation, better communication between the educator and learners and less disruption and misbehavior among learner" (p. 24). The current study therefore argues that the shortage of classrooms and schools in South African schools should be prioritised and/or handles as a nation-wide crisis. Furthermore, a long-term solution should be reached by providing more conducive classrooms and employing more qualified educators to address the prevalent learner discipline challenges in the country.

5.6.4 Involving all stakeholders in learner discipline

The educators in this study suggested that schools should involve more stakeholders and community members in activities, especially parents' involvement in the drafting of the learner code of conduct because they have direct daily contact with the learners. Likewise, the learners should also be part of drafting of the school rules so that they can own the rules. Parents should be given a copy of the school policy to guide the children on what is acceptable and not acceptable in school. Another suggestion is that the neighbouring school principals should work together, rub minds, and share problems and strategies on learner discipline in their respective schools. Najoli et al. (2019) concurs with the use of bench marking trips for principals and educators to schools where a good disciplinary policy was successfully implemented, and learners are disciplined.

Bandura's (1980) Social Learning theory states that "behaviour that learners learnt in schools can either positively or negatively influence their behaviour" (Najoli et al., 2019, p. 54). Bandura (1980) further emphasises that "schools should mitigate against negative peer pressure and encourage learners to develop self-discipline instead of seeking acceptance from their peers" (Najoli et al., 2019, p. 54). In line with the above observations, the current study therefore argues that team collaboration among the stakeholders can promote effective school discipline, especially when the educators and other stakeholders act as good role model for learners. Đurišić and Bunijevac (2017) assert that "schools' function best when parents and the community are active participants and have a sense of ownership of the school" (p. 142).

5.6.5 The return of corporal punishment

The majority (8 educators) of the educators in this study believed corporal punishment was not a permanent solution to the learner disciplinary challenges they were facing. They believed that corporal punishment made learners seek revenge and rebel against the educators. According to Halu-Halu (2013) "corporal punishment is a one-time occurrence while discipline is an on-going process and not a single act. Good discipline does not happen by chance, but needs to be purposively planned, that is why it is time consuming, effective and permanent solution" (p. 2013). Seven (7) of these 15 educators who participated in the current study suggested that the DoE should return the use of corporal punishment back to school because learners are obedient when they experience pain. Some of these 7 educators believed that the use of alternatives to corporal punishment (ATCP) was not effective enough to deal with undisciplined learners, because ATCP is frustrating and time consuming compared to corporal punishment. Two (2) out of these 7 educators indicated that they preferred corporal punishment although it was not the best disciplinary strategy for learners. They preferred it because it acted faster than alternative strategies, which they believed is a waste of time.

In contrast to the above suggestion, Bandura's (1985) Social Learning theory is against the application of corporal punishment to correct learner's misbehaviour. The theory

propounds the involvement of stakeholders as good role models and creation of a conducive school climate that inspires positive behaviour, as well as the nurturing of self-efficacy and effective teaching and learning. It discourages the use of punitive learner discipline approaches (Najoli et al., 2019). Halu-Halu (2013) asserts that educators and parents should be role models to learners by showing them good behaviour and helping them to develop self-discipline, self-control, empathy, compassion and love. This will motivate the learners to respect, appreciate, admire, imitate and worship the educators as heroes,

5.7 Limitations to dealing with severe misconduct of learners

The findings of this study discovered the existence of many bureaucracies and procedures imposed by Department of Education (DoE) when dealing with severe cases of learners' misconduct such as selling or uses of drugs and robbery in schools. These procedures make it difficult for principals and educators to immediately deal with severe disciplinary issues. Six (6) out of the 15 educators interviewed in this study were of the opinion that they did not have the power to handle cases of severe learner misconduct due to abolishment of corporal punishment. The educators further substantiated that the SGBs were not trained to handle severe learner discipline. They believed that a lot of time was wasted on administrative procedures before the hearings could take place. They further argued that learners undergoing disciplinary hearing would still come to school and misbehave while the hearing was on. To make the matters worse, the DoE would delay or reject the decision of the disciplinary committee sent to them and in the meantime the learners would not care if they are reported to the principal or SGB. In agreement with the above statement, Egunlusi (2020) state that educators ague that ATCP is time wasting and ineffective to eradicate severe misconduct among learners due to many bureaucracies and procedures.

The findings of this study are in line with Seoka's (2019) findings that only the SGB has the power to suspend learners with serious misconducts. Masingi (2017) corroborates that the outcome of disciplinary hearing takes time due to stages of the procedures, whereby the educator reports severe misconduct cases to the principal, and the principal,

opens a case against the learner and refers them to the school disciplinary committee for fair hearing. After the hearing, the disciplinary committee sends the reports to the DoE to justify their recommendation for suspension or expulsion. The provincial DoE finally takes the final decision on the learner's case. All this long winding bureaucracy creates serious limitations for educators and principals in handling severe criminal activities such as selling of drug in school premises or stealing of school property. The DoE also take time to carefully assess the case before they can suspend or expel the learner taking into consideration the national laws on inclusivity and access to education for everyone of school age in South Africa.

5.8 Conclusion

This chapter has extensively discussed the findings of the current study and categorised them into themes and sub-themes. This study has concluded that learner discipline challenges are a global phenomenon that is common in most public secondary schools. Learners discipline problem have many causative factors that emanate from inside and outside the school. These factors include school, family, and society related-factors. This study found that peer pressure was the principal cause of the learner discipline challenges experienced by educators followed by societal, family and parental issues. The study observed that learners grow up watching violence from homes, social media, television programmes and neighbourhood activities as they think it is the normal way to achieve their aspiration. School-related factors like overcrowded classrooms and shortage of infrastructures, overemphasis on learner's rights, poor educator-learner relationship, poor training and capacity building to empower new educators with different disciplinary strategies. All these compounded the learner indiscipline and challenges faced by educators with regards to learner discipline.

The findings of this study also revealed that there is no one-size-fits-all disciplinary approach that can last for a long period of time because society is not static. As a result, schools must come up with various approaches to help educators with maintenance of learner discipline without infringing on their rights. Currently, different approaches have been employed to effectively discipline learners. Such strategies include: reporting

learners to their parents, organising workshops and seminars to teach parents on how to discipline learners with love, parents and other members of the community acting as role models to learners. The use of praises and awards to motivate good behaviour, and the involvement of stakeholders in the drafting of the school rules and regulation also makes learners realize their importance in the education.

Furthermore, this study has found that it is crucial for educators to realise that learners differ from one another, as well as to realise that the family and society in which learners live are continuously changing technologically and have effect on the learners' behaviour. Therefore, to cope with the changing dynamics of society, the school must constantly develop new discipline strategies that suit each situation and the changing society, and not depend on archaic disciplinary approaches. The educators who participated in this study suggested some strategies that can be added to the current ones. This study also concludes that learners learn and imitate both bad and good behaviours that they desire by observing their parents, guardians, siblings, peers, educators, television stars, professional sports men and women, people that they view as powerful and important role models to them in the society. All the above observations are support Bandura's (1977) social learning theory. Finally, this chapter has discussed the findings of this study in conjunction with the literature that has discussed the issue of learner discipline in schools. The next chapter presents an overview of this study, as well as its recommendations, limitations and conclusions.

CHAPTER SIX
OVERVIEW, RECOMMENDATIONS AND LIMITATIONS

6.1 Introduction

In the previous chapter, data for this study was analysed and the findings were discussed and interpreted according to the research questions. The current chapter presents the overview of the whole study by including a brief description of Chapter 1 – 5, followed by a summary of the main findings, as well as the limitations of the study and its recommendations. The implications for further research and the overall conclusion of the study are also presented.

6.2 Overview of Research

This section gives a brief description of the overview of the study from chapter one to six.

6.2.1 Brief description of Chapter one to five

Chapter One laid the background of this study and provided the readers with preliminary knowledge of the topic being investigated within the larger context of scholarly research in this area. Also presented in this chapter was the purpose and specific objectives of this study, as well as the research questions, a brief description of the research design, methodology, the study data analysis, its delimitations, and the breakdown of other chapters.

Chapter Two presented a review of relevant literature relating to learner discipline in secondary schools. The literature review exposed the challenges experienced by educators on learner discipline as a global phenomenon that need urgent attention. The chapter also highlighted different types of learners' disciplinary challenges as well as their causes and different strategies applied to manage learner discipline in schools. The chapter further explained the study's paradigmatic perspective, as well as its philosophical assumptions of the paradigms relating to axiology, epistemology, ontology

and the methodology. Finally, the theoretical framework and definition of key concepts were presented in this study.

Chapter Three explicitly explained the research design and methodology used in this study. The chapter provided detailed a discussion of the qualitative research approach in which semi-structured questionnaires were completed by knowledgeable informants or participants who consisted of educators. Furthermore, the one-on-one interactive interviews conducted with the educators or participants generated a lot of data. Ethical considerations, which included; voluntary participation, informed consent from participants, confidentiality, anonymity of participants and respect for participant autonomy were also discussed in Chapter Three.

Chapter Four presented the findings of this study using descriptive pie-charts, while interview responses were presented verbatim and according to the themes and sub-themes that emerged from the data.

Chapter Five presented an in-depth discussion of the findings according to the themes and sub-themes referred to above. The findings were discussed in the context of relevant literature or studies that were reviewed in Chapter Two.

6.3 Summary of the Major Findings

The following sections present a summary of the educator's responses according to the themes and objectives of this study.

6.3.1 Perceptions of educators on learner discipline

The findings of this study showed that majority of the educators felt that learner discipline was gradually deteriorating in most South African secondary schools, despite the good disciplinary policies gathering dust in the schools. As stated in Appendix L, Line 16, this study further revealed that most of the educators defined learner discipline as a process of teaching and training learners to differentiate between acceptable and unacceptable behaviour to achieve good behaviour (Appendix L, Line 8). Some defined learner

discipline as correcting learner's bad behaviour with love (Figure 4.9), while others defined it as using school rules and code of conduct to control learner's behaviour (Appendix L, Line 12). On the other hand, few educators equated learner discipline to punishing learners for their bad behaviour (Figure 4.2).

6.3.2 Types of challenges that educators experience on learner discipline

This study revealed that most challenges that educators experienced when disciplining learners ranged from minor to severe learner indiscipline and challenges related to poor parental care and support, as well as lack of in-service training for educators on strategies to discipline learners, especially newly appointed educators. This study further revealed that these challenges emanated not only from the school but also from negative influence outside the school (Appendix L, Line 28,32,41,42,45,50,52).

6.3.3 Causes of the challenges educators experience while attempting to maintain learner discipline

This study revealed that the major causes of the challenges that educators were facing on learner discipline did not originate from the school but from the negative influence from the learners' peers, families, societies and communities. Specifically, poor parenting, poverty, child abuse and domestic violence contributed a great deal to learner indiscipline (Figure 4.10).

The findings of this study also showed that society and the media caused learner disciplinary problems. For example, liquor stores close to the schools had become the learners' meeting joints where they were allowed to buy liquor and cigarettes despite the fact that they were underage (Appendix L, Line 84).

The findings further showed that the learners' disciplinary problems did not only emanate from the school, but from the government as well. For example, the educators found it very difficult to discipline the learners due to the overemphasis on the learner rights and to the annulment of corporal punishment by the government. As a result, some learners

took advantage of the abolishment of corporal punishment to misbehave and hide behind the use of their rights to avoid punishment (Appendix L, Line 43).

The professional misconduct of educators in the presence of the learners was also found to increase disciplinary problems. The educators who were expected to be the learners' role models were bad examples. Furthermore, the lack of positive educators-learners relationship was found to negatively influence the learners and to encourage them to dodge lessons and misbehave in class. Specifically, it was found that lack of respect for the learners by the educators reciprocally caused lack of respect for the educators by the learners (Appendix L, Line 79,102,112).

Interestingly, the findings of this study also showed that lack of extracurricular activities denied hyperactive learners the opportunity to complement their academic weaknesses by using their talents and keeping busy instead of misbehaving. Furthermore, the findings showed that overcrowded classrooms, poor ventilation, and insufficient infrastructure contributed to learner disciplinary problems. It was found that it was challenging for an educator to effectively manage an overcrowded classroom (Appendix L, Line 85&91).

6.3.4 Strategies to assist educators with the challenges they face whilst maintaining learner discipline

The findings of this study show that there was no single strategy that could successfully be employed by educators to attain learner discipline. Most of the schools used a combination of strategies to achieve effective learner discipline. It was discovered that the majority of the schools used similar strategies to manage learner discipline. Some schools reported learners to their parents, and organised workshops and seminars for educators and parents to teach them on different loveable and caring learner disciplinary. Some of the valuable strategies included praises and awarding of trophies and certificates to best performing and best-behaved learners to motivate them to behave well. Another suggested strategy was to involve stakeholders such as parents, learners (RCLs), and community members in drafting the leaners' code of conduct because that would make

the learners themselves realize the importance of their contributions in the school (Appendix L, Line 191).

This study further revealed that parent's involvement in management of learner discipline was very effective because learner do not like to be reported to their parents. Unfortunately, busy parents do not have enough time for their children's education. Consequently, undisciplined learners take advantage of their parents' nonchalant attitude to continue to misbehave. This was found to be an area of concern for the educators and school managements because without the full support of parents' effective learner discipline cannot be achieved (Appendix L, Line 72,76,260,265).

6.3.5 Suggested strategies to manage learner's discipline

The participants of this study further suggested the installation of surveillance cameras in the school premises and classrooms to address learner indiscipline. Further suggested was the decongestion of overpopulated classroom and the involvement of members of the community in the disciplining of learners in order to reduce criminal activities around the school.

6.4 Recommendations

The following recommendations made by this study can be considered by principals, educators, parents, learners, as well as the Department of Basic Education:

- All stakeholders involved in the learners' education as a team to promote effective learner discipline.
- Parents should increasingly be involved in their children's education, and should visit their children's school regularly to monitor their performance.
- Trophies and gifts should be awarded to best performing and best-behaved learners to motivate them to work harder.
- Educators should proactively correct learners' mistakes instead of punishing them.
- The schools should invite motivational speakers from the society such as past learners, social workers, imam, pastors, police, and members of the civic society to encourage and motivate the learners on good behaviour.

- The Department of Basic Education, past learners, and parents should support the school with the provision of sport facilities for extracurriclar activities in the school to help hyperactive and academically weak learners to discover their potential and talents.
- Social workers and educational counsellors in all schools should give professional support and counsel to learners.
- The schools should organise in-service training, and workshop to provide the principals and educators with more strategies to manage the learners' misbehaviour.

6.5 Implications for future research

The findings of this study can be extended to the whole of Vhembe district and other provinces in South Africa. Future studies should more participants like learners, principals, parents, and SGBs members for more comprehensive information. Furthermore, the above recommendations can form basis for future studies.

6.6 Limitations of the study

The first limitation of this study is that its population of was limited to educators who were based in Thohoyandou Circuit, Vhembe District. This did not make it possible for a wider generalisation of the study to a bigger society. If all the stakeholders such as educators, principals, learners and parents in the Vhembe District schools were interviewed, there would have been a larger sample size to permit a wider generalisation of the findings. Furthermore, due to time and financial constraints, it was not possible to expand this study to other circuits of the Vhembe district and to include parents and learners in the study. This study was limited to Thohoyandou Circuits alone.above limitations however do not influence the outcome of the study.

The second limitation of this study was the inability of the researcher to access some of the schools due to COVID-19 restrictions. Unfortunately, the researcher was not given access to the schools' policy books in two of the schools, and face to face interviews conducted with some of the educators was not possible in one of the schools. Therefore,

data in the stage two was generated via individual interactive telephone discussion with the educators in one of the schools. Finally, this study cannot assertively claim to have provided answers to all the learner discipline problems faced by the educators.

6.7 Conclusion

Finally, this study revealed that the learner discipline challenges experienced by the educators that participated in this study are not peculiar to South Africa but a worldwide phenomenon. The findings of this study reported multifaceted causes of learner indiscipline that include family and parental related, the society related and learner related factors. The findings further showed that peer pressure influence was the principal cause of learner indiscipline followed by family related factors and overcrowded classrooms. Socially related factors include domestic violence and bullying. It was found that learners copied the violence they saw on social media and in their communities and treated it as a normal way of life.

On the other hand, school related factors included overpopulated classrooms, inadequate infrastructure and resources, overemphasis on learner's rights, as well as lack of training and capacity building and mentoring of new educators on how to apply different learner disciplinary strategies. Finally, this study found that some of the effective learner disciplinary strategies that could be applied in schools include inviting parents to school training them on effective learner discipline strategies at homes, as well as encouraging them to act as role models to their learners, and to monitor and showing care to the learners or their children. Furthermore, praising and rewarding the well-behaved learners and high performers, as well as involving all educational stakeholders in learners' discipline would make them realized the importance of their contributions to the school.

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APPENDICES

Appendix A: Semi-structured questionnaire

Open-ended questionnaire

Topic: Challenges that educators are facing regarding learners' discipline in public secondary school in South Africa

1: Biographical Information

1.1.Gender:

1.2.Age:

1.3.What are your qualifications?

1.4.For how many years have you been teaching for in total?

1.5.How many years have you been at this school?

1.6.What position do you hold in this school?

2. How would you define learner discipline?

3. How would you define learner indiscipline?

4. What are the common types of learner indiscipline experienced in your school?

5. What are the sources of learners' indiscipline?

6. What are the disciplinary strategies put in place at your school to manage learner discipline?

7. Have you faced any challenges regarding learner discipline? If yes mention some of the challenges. If no indicate why you think this has been the case.

8. What is your views on corporal punishment?

9. What are your views on the effectiveness of the alternative methods of maintaining discipline suggested by the Department of Education working? Please elaborate on the positives and negatives of this document with regards to maintaining learner discipline.

Appendix B: Semi-structure interview

Semi-Structured Interview Guide for Educators

1. What is your understanding and perception of learner discipline?
2. What are the examples of the types of challenges faced by educators while maintaining learner discipline?
3. As an educator, can you share some of your personal experiences and challenges you face on learner discipline?
4. What do you think are the causes of those challenges you faced or are currently facing while attempting to maintain learner discipline?
5. What are the strategies that you use to address and overcome those challenges you faced while disciplining learners?
6. What are some of the disciplinary measures put in place to deal with learner indiscipline at this school?
7. How did you come about the strategies you mentioned you used to overcome the challenges that you faced while disciplining learner? (This question can be rephrased to be: Did you consider any factor[s] before mentioning the strategies? If yes, what are some of those factors that you considered? If no, why do you think those strategies will be useful?)
8. Which of these strategies put in place in your school are effective in managing learner discipline? In your opinion what makes them effective?
9. Which of those strategies are not effective in managing learner discipline? In your opinion why are they not effective?
10. What are your limitations in addressing severe ill-discipline in school?
11. What are your suggestions regarding the strategies that educators can use to deal with learner indiscipline at school?

Appendix C: Ethics clearance letter from Wits ethics committee

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

Research Office

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

CLEARANCE CERTIFICATE	**PROTOCOL NUMBER: H21/02/18**
PROJECT TITLE	Exploring learner discipline in selected secondary schools in Vhembe District, Limpopo Province
INVESTIGATOR(S)	Mrs O Obadire
SCHOOL/DEPARTMENT	Education/
DATE CONSIDERED	19 February 2021
DECISION OF THE COMMITTEE	Approved Risk Level: Low
EXPIRY DATE	24 March 2024
DATE 25 March 2021	**CHAIRPERSON** (Professor J Knight)

cc: Supervisor : Dr M Moosa

DECLARATION OF INVESTIGATOR(S)

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

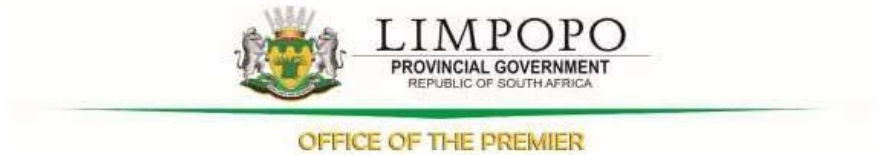
I/We fully understand the conditions under which I am/we are authorized to carry out the abovementioned research and I/we guarantee to ensure compliance with these conditions. Should any departure to be contemplated from the research procedure as approved I/we undertake to submit an amendment of the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

Signature **Date** 01 / 09 / 2021

PLEASE QUOTE THE PROTOCOL NUMBER ON ALL ENQUIRIES

Appendix D: Limpopo Province research ethics committee clearance certificate

CONFIDENTIAL



Office of the Premier

Research and Development Directorate

Private Bag X9483, Polokwane, 0700, South Africa

Tel: (015) 2309910, Email: mokabij@premier.limpopo.gov.za

LIMPOPO PROVINCIAL RESEARCH ETHICS

COMMITTEE CLEARANCE CERTIFICATE

Meeting: 27th May 2021

Project Number: LPREC/36/2021: PG

Subject: Exploring Learner Discipline Challenges in Selected Secondary Schools in Vhembe District, Limpopo Province

Researcher: Obadire O

Dr Thembinkosi Mabila

Chairperson: Limpopo Provincial Research Ethics Committee

The Limpopo Provincial Research Ethics Committee (LPREC) is registered with National Health Research Council (NHREC) Registration Number **REC-111513-038.**

Note:

i. **This study is categorized as a Low Risk Level in accordance with risk level descriptors as enshrined in LPREC Standard Operating Procedures (SOPs)**

ii. **Should there be any amendment to the approved research proposal; the researcher(s) must re-submit the proposal to the ethics committee for review prior data collection.**

iii. **The researcher(s) must provide annual reporting to the committee as well as the relevant department and also provide the department with the final report/thesis.**

iv. **The ethical clearance certificate is valid for 12 months. Should the need to extend the period for data collection arise then the researcher should renew the certificate through LPREC secretariat. PLEASE QUOTE THE PROJECT NUMBER IN ALL ENQUIRIES.**

Appendix E: Approval letter of research proposal from Limpopo Province research ethics committee

CONFIDENTIAL

LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

OFFICE OF THE PREMIER

TO: DR MC MAKOLA

FROM: DR T MABILA

ACTING CHAIRPERSON: LIMPOPO PROVINCIAL RESEARCH COMMITTEE (LPRC)

DATE: 27th MAY 2021

SUBJECT: EXPLORING LEARNER DISCIPLINE CHALLENGES IN SELECTED SECONDARY SCHOOLS IN VHEMBE DISTRICT, LIMPOPO PROVINCE

RESEARCHER: OBADIRE O

Dear Colleague

The above researcher's research proposal served at the Limpopo Provincial Research Committee (LPRC). The committee is satisfied with the methodological soundness of the proposed study.

Decision: The research proposal is granted full research approval.

Regards

Acting Chairperson: Dr T Mabila

Secretariat: Ms J Mokobi

Date: 07/06/2021

Appendix F: Approval letter from Limpopo Department of Education

LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

CONFIDENTIAL

Ref: 2/2/2 Enq: Makola MC Tel No: 015 290 9448 E-mail:MakolaMC@edu.limpopo.gov.za

Obadire OT
91 Celliers Street
Louis Trichardt
0920

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1. The above bears reference.

2. The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal: **"EXPLORING LEARNER DISCIPLINE CHALLENGE IN SELECTED SECONDARY SCHOOLS IN VHEMBE DISTRICT, LIMPOPO PROVINCE "**

3. The following conditions should be considered:

3.1 The research should not have any financial implications for Limpopo Department of Education.

3.2 Arrangements should be made with the Circuit Office and the School concerned.

3.3 The conduct of research should not in anyhow disrupt the academic programs at the schools.

3.4 The research should not be conducted during the time of Examinations especially the fourth term.

3.5 During the study, applicable research ethics should be adhered to; in particular the principle of voluntary participation (the people involved should be respected).

Cnr. 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X9489, POLOKWANE, 0700
Tel: 015 290 7600, Fax: 015 297 6920/4220/4494

The heartland of southern Africa - development is about people!

3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.

4 Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.

5 The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Best wishes.

Dederen KO
Head of Department

30/06/2021
Date

REQUEST FOR PERMISSION TO CONDUCT RESEARCH: OBADIRE OT

Appendix G: Permission letter to principal and consent form

Permission Letter to the Principal



July 2021

The Principal

_____

_____

_____

Dear Sir/Madam,

Re: Permission to Conduct Research

My name is Olufunmilayo Tenidade Obadire. I am studying for a Master of Education by Research degree in the school of Education at the University of the Witwatersrand. I am seeking permission to do research at your school.

I am conducting research on learner discipline challenges in selected secondary schools in Vhembe District, Limpopo Province. The purpose of this study is to investigate the management of learner discipline by **Exploring learner discipline challenges in selected secondary schools in Vhembe District, Limpopo Province, South Africa** by using a participatory action design approach to proffer context specific sustainable policies and strategies. In line with this purpose, the study will suggest what can be considered as permissible discipline strategies at schools. These suggestions will bring to the fore, the root causes of the challenges faced by educators in public secondary schools in Limpopo in relation to disciplining learners, while considering context-specific strategies to solve the challenges faced by the educators.

This research will entail collecting data from educators in secondary schools in Thohoyandou circuits. Due to COVID-19, data will be collected from educators using online communication. Questionnaires would be sent to educators and answer via email or whatsapp and follow-up with individual interactive interview via telephone or zoom at the educators' convenient time.

educator's responses will be audio recorded and stored in a secure location (a locked cupboard or password protected computer) with restricted access to the researcher and the research supervisor.

Participants will be asked to give their written and verbal consent before the research begins. Their responses will be treated confidentially, and identities (their names and the name of their schools) will be anonymous unless otherwise expressly indicated. Individual privacy will be maintained in all published and written data resulting from the study. The results will be communicated in dissertation

The research participants will be reassured that they can withdraw their permission at any time during this study without any penalty. There are no foreseeable risks in participating in this study. The participants will not be paid for this study. All research data will be preserved anonymously for future study.

I therefore request permission in writing to conduct my research at your school. If you have any questions about this research, feel free to contact me on the details listed below. This study will be written up as a research report which will be available online through the university library website. The data collected from this study will be stored in a secure location (a locked cupboard or password protected computer) with restricted access and will be kept for 5 years. If you have any concerns or complaints regarding the ethical procedures of this study, you are welcome to contact the University Human Research Ethics Committee (Non-Medical), telephone +27(0) 11 717 1408, email hrecnon-medical@wits.ac.za
I look forward to your response as soon as is convenient.

Yours sincerely,
Researcher: Olufunmilayo Obadire
Email: 2345760@students.wits.ac.za
Cell phone Number: 0760743379

Supervisor: Dr Moeniera Moosa
Email: moeniera.moosa@wits.ac.za
Telephone Number: +277173085

Principal Consent Form

Researcher: Olufunmilayo T. Obadire

Dear Principal,

Please fill in and return the reply slip below indicating your willingness to support the educators at your school to participate in this research project titled: . "Exploring learner discipline challenges in selected secondary schools in Vhembe District, Limpopo Province".

I, _____principal of _____

support Olufunmilayo Tenidade Obadire request to conduct research at the school.

Informed Consent

I understand that educators:

- name and information will be kept confidential and safe and that my name and the name of my school will not be revealed.
- do not have to answer every question and can withdraw from the study at any time.
- interviews will be audiotaped.

Sign_____ Date_____

Appendix H: Request for permission to conduct research

1 December 2020

The Circuit Manager
Department of Education
Thohoyandou Circuit Office

Dear Sir/Madam,

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I, Olufunmilayo Tenidade Obadire (234760), a masters student at the School of Education at the University of the Witwatersrand, Johannesburg, request for permission to conduct research at Public Secondary schools in Thohoyandou Circuit.

My research topic is, "Exploring learner discipline challenges in selected secondary schools in Vhembe District, Limpopo Province". The main aim of this study is to find out the challenges faced by educators regarding learner's indiscipline in secondary schools in Thohoyandou Circuit, Vhembe District in Limpopo Province.

Participants' information and responses shared during the research will be kept in confidence and the results will be presented in an anonymous manner to protect the identities of the participants. Participants will be informed of their right to withdraw before or during the questionnaire or interview sessions, if they feel uncomfortable.

This study will be significant as it will use a participatory research approach which will involve educational stakeholders in South Africa, namely the educators at schools. More so, this study will draw up and recommend inclusive and sustainable strategies that will be useful in addressing learner discipline problems in secondary schools within South Africa. These strategies will be context specific and implementable by educators, principals, school governing boards, as well as the Department of Basic Education. The strategies put forward will also be inclusive and cognisant of the rights of the educators and learners.

If you require any further information, please do not hesitate to contact me on this number 0760743379 or email eritosventure@yahoo.com.

Thank you for your time and consideration in this matter.

Yours faithfully



O.T. Obadire

Appendix I: Participant's information letters

Participants Information Sheet

Researcher: Olufunmilayo T. Obadire

Title: Exploring learner discipline challenges in selected secondary schools in Vhembe District, Limpopo Province

July 2021

Dear Sir / Madam

My name is Olufunmilayo Obadire and I am a Masters student at the School of Education at the University of the Witwatersrand, Johannesburg. As part of my studies, I am undertaking a research on 'Exploring learner discipline challenges in selected secondary schools in Vhembe District, Limpopo Province' under the guidance of Dr Moeniera Moosa, my supervisor. The aim of this research is to find out about the challenges that educators are facing regarding learners' discipline in public secondary schools in the Thohoyandou Circuit, using a participatory action design approach to proffer context specific sustainable policies and strategies. The study will also make suggestions on how to improve on the strategies and context-based polices that can address the challenges faced by educators regarding learner discipline in public secondary schools.

As part of this research, I would like to invite you to take part in the study that will involve you completing a questionnaire which will be followed-up by a one-on-one interactive telephonic interview session. Each session will take around 30 to 45 minutes each. Due to COVID-19, data will be collected through online communication. questionnaires would be sent to you and answer via email or WhatsApp while individual interactive interview would be done via telephone or zoom at your convenient time. With your permission, I would also like to audio record the interview using a digital device (optional) and stored in a secure location (a locked cupboard or password protected computer) with restricted access to the researcher and the research supervisor.

There will be no personal costs to you if you participate in this project, you will not receive any direct benefits from participation but there are no disadvantages or penalties if you choose not to answer any of the question in the questionnaire or during the interview, you are also free to withdraw from the study at any time. The answering of the questionnaire and interview will be completely confidential and anonymous as I will not be asking for your name or any identifying information, and the information you give to me will be held securely and not disclosed to anyone else. I will be using a pseudonym (false name) to represent your participation in my final research report. If you experience any distress or discomfort at any point in this process, we will stop the interview or resume another time.

If you have any questions about this research, feel free to contact me on the details listed below. This study will be written up as a research report which will be available online through the university library website. The data collected from this study will be stored in a secure location (a locked cupboard or password protected computer) with restricted access and will be kept for 5 years. If you have any concerns or complaints regarding the ethical procedures of this study, you are welcome to contact the University Human Research Ethics Committee (Non-Medical), telephone +27(0) 11 717 1408, email hrecnon-medical@wits.ac.za

Yours sincerely,
Olufunmilayo T. Obadire (Researcher)
Email: 2345760@students.wits.ac.za.
Mobile details: 0760743379

Supervisor: Dr Moeniera Moosa
Email: moeniera.moosa@wits.ac.za
Telephone Number: +277173085

Appendix J: Participant's Consent Form

Participant's Consent Form

Researcher: Olufunmilayo T. Obadire

Dear Participant,

Please fill in and return the reply slip below indicating your willingness to voluntary participate in this research titled, Exploring learner discipline challenges in selected secondary schools in Vhembe District, Limpopo Province".

I, _____ give my consent for the following:

Circle one

Permission for questionnaire

I agree to fill in a question and answer sheet (questionnaire) for this study.
YES/NO

Permission to be audiotaped

I agree to be audiotaped during the interview
YES/NO

I know that the audiotapes will be used for this study only
YES/NO

Permission to be interviewed

I would like to be interviewed for this study.
YES/NO

I know that I can stop the interview at any time and don't have to

answer all the questions asked.
YES/NO

Informed Consent

I understand that:

- my name and information will be kept confidential and safe and that my name and the name of my school will not be revealed.
- I can choose not to answer all the question and can withdraw from the study at any time.
- I can choose not to be audiotaped.
- all the data collected during this study will be destroyed within 5 years after completion of this study.

Sign_____ Date_____

Appendix K: Verbatim response to questionnaire

Verbatim information of the Open-ended questionnaire from Educators

The following are the responses of the participants (educators) to the open-ended questionnaire in the first-stage of the data collection. 10 open-ended questionnaires were given to 10 educators in each of the three selected public secondary schools (SCH A,B,C) in Thohoyandou, that means total of 30 open-ended questionnaires were given to 30 educators in the three selected schools all together. All educators whose questionnaires were not fully completed or gave responses that are not related to the study were eliminated while 15 educators (E1–E15) who completed their questionnaires with rich and relevant information related to the study were selected from the first-stage and invited for interview in the second stage. Therefore, 5 educators were selected from each of the 3 secondary schools for interview in the second-stage. The interview served as a followed-up to the questionnaire responses

Participants' demographic information

The codes below were used to reflect the participants' demographic information.

Coding of participants in the samples

Question 1	Biographical Information				
School Location	Description of the school	Educator	Gender	Age	Years of teaching experience
Thohoyandou Circuit (Vhembe District)	SCH A	E1	F	50	23
		E2	F	48	19
		E3	F	38	10
		E4	M	33	6
		E5	M	49	10
	SCH B	E6	F	41	12
		E7	M	38	8
		E8	F	44	15

		E9	M	56	25
		E10	M	39	13
	SCH C	E11	F	48	18
		E12	F	32	5
		E13	M	55	30
		E14	F	42	13
		E15	M	40	8
Total	3	15	8F and 7M		

Question 2	**How would you define learner discipline?**	1
E1	Teaching learner to differentiate between appropriate and inappropriate	2
E2	Learner discipline is defined as an act of correcting learner wrong behavior	3
E3	Learner discipline a process of correcting and punishing learners with bad behaviour.	4
E4	Teaching learners to obey school rules	5
E5	Ways of correcting learners misbehavior	6
E6	Teaching learners to obey school code of conduct and take responsibility for disobeying it	7
E7	Using rules to control learners	8
E8	Controlling learners with rules.	9
E9	To obey school authority and punish for disobeying	10
E10	Learner discipline is punishing learners for misbehaving	11
E11	Teaching learner self-discipline	12
E12	Learner discipline is a process of teaching learner appropriate behavior and correcting their misbehaviour.	13
E13	Impacting right behavior in learners	14
E14	Teaching learners good conduct	15

E15	Training learners to know behaviour that is acceptable and unacceptable to make them a better person. punishing them or their misbehavior.	16
Question 3	**How would you define learner indiscipline?**	17
E1	Learner's misconduct and bad behavior	18
E2	Learner misbehavior in schools	19
E3	Learner ill-discipline or lack of discipline in a learner	20
E4	Disobedience of learner to school code of conduct	21
E5	Learners indiscipline is misbehaviour of learner to educator	22
E6	Violation of school code of conduct by learner	23
E7	Learner behaviour that contradict the school code of conduct	24
E8	When a learner behaves in a bad manner to school authority	25
E9	When a learner disobeys school or classroom rules	26
E9	Learners misconduct	27
E10	When learner go against the orders of the teachers	28
E11	when learners act in a way that is not accepted by the school	29
E12	Learner indiscipline is a wrong behavior of learners in school	30
E13	Misconduct of learners in school	31
E14	Misbehavior and ill-discipline of learners	32
E15	Learner indiscipline is defined as learner bad behavior	33
Question 4	**What are the common types of learner indiscipline experienced in your school?**	34
E1	Absenteeism, lateness to school, miss classes, smoking, fight and bully, make noise and disrespect educators.	35
E2	lateness, absenteeism, dodge class, lazy to do homework, abuse alcohol and drugs and fight and pregnancy.	36
E3	Sexually harassment fighting, bullying, learners fail to do homework, steal, sleeping in class and rude to teachers.	37

E4	Lack of respect, sexually harass female learners, teenage pregnancy, bulling, and stealing lateness, noise making.	38
E5	Noise making, lateness, sleeping in the class, dodging class, fighting, not doing homework and smoking cigarette.	39
E6	Drug abuse, lateness, absenteeism, disrespect of teachers, noise making, coming to school drunk, smoking of dagga, girls are sexually harassed by boys and sleeping in class	40
E7	Lateness, absenteeism, disrespect of educators, not doing homework, noise making, alcoholism and smoking.	41
E8	Learners come late to school, disturb classes, dodge classes, sexual harassment some don't do their homework teenage pregnancy, fighting and bullying	42
E9	Types of learner indiscipline experience in my school are lateness, absenteeism, disrespect of educators, violence, failure to submit homework	43
E10	Substance abuse, drunk to school, lateness, rape stealing dodging of lesson, intimidation of educators by learners	44
E11	Absenteeism without reason, lack of respect for educators, bullying, teenage pregnancy, they sexual harassment.	45
E12	Absenteeism, lateness, pregnancy, fight, bully, disrespect for school staff, stealing, sleeping in class , home work	46
E13	Bulling, stealing, drinking of liquors, smoking, noise making, not doing homework, teenage pregnancy, labeling educators and truancy sleeping in class	47
E14	Lack of respect for educators, making noise, fail to do homework, fighting bulling, alcohol and drugs, pregnancy	48
E15	Noise making, stealing coming late, disrespect of school authority, smoking, sexual harassment, absent, fighting.	49

Question 5	What are the sources of learners' indiscipline?	50
E1	Poor school management, learner's developmental stage and poverty peer pressure, overcrowded classroom.	51
E2	Poor parenting, domestic violence, overcrowded classroom, and lack of support from parents. Peer pressure, society	52
E3	Some parents fail to take care of their children at home but shift their responsibility to school, peer pressure.	53
E4	Educator misconduct, overemphasis on learner's right, peer pressure, poor parenting, poverty, overcrowded classroom	54
E5	Society, lack of support from parents, peer influence, learners copy violence from social media, television program, computer games and play station, even the school.	55
E6	Lack of parental care, sale of liquor around the school, poverty peer pressure influence, social media, overcrowded classroom	56
E7	Peer influence, lack of infrastructures, poverty	57
E8	Poor parenting, adolescent stage, peer pressure and society	58
E9	Educator misbehavior, abolishment of corporal punishment	59
E10	Poverty, peer pressure, society and lack of parental support to school. Overpopulated classroom	60
E11	Peer influence, child-headed family, poor school leadership and , Government policy, overcrowded classroom and social media.	61
E12	Educator incompetency and poor classroom management.	62
E13	Society, poor educator-leaner relationship and school leadership professionalism, peer pressure, overcrowded classroom	63

E14	Misconduct of educators, poor classroom management skills, child-headed family, poor parents support to school, overcrowded classroom	64
E15	Abolishment of corporal punishment, poor family upbringing and the community in which learner live have great influence on learner's behavior, adolescent educator behaviuor.	65
Question 6	**What are the disciplinary strategies put in place at your school to manage learner discipline?**	66
E1	Learners are asked to clean classroom and report to parents	67
E2	Leaner to do extra work after school hour, clean the school premises, invite parents to school, show learner love	68
E3	Invite pastors, police, SGB to motivate learners on good behaviour, ask ill-discipline learners to clean their classroom Learners that come late to school go home late, suspension	69
E4	Reward, counselling, report to parents and punishment	70
E5	Corrective, supportive and preventive discipline are use in our school. Educator act as role model to learners, send learners out of the class and report to parents	71
E6	School arrange seminar for parents to enlighten them on how to handle their children disciplinary problem starting from home, report to parents, suspension	74
E7	Learners who fail to do their homework were punished with double homework, invite parents to school	75
E8	Reward learners good behaviour, invite parents to school	76
E9	Learner who make noise or misbehave in class stand till the end to lesson, inform parents, suspension and expulsion	77
E10	Learners bring their parents to school for discussion	78

E11	Verbal warning for learners, invite parents to school, reward and withdrawal of privileges, suspension	79
E12	I use verbal warning and ignore them and standing in class	80
E13	We use the school policy on learner discipline	81
E14	Verbal warning, picking litters around the school premises, speak to their parent or ignore them, suspension	82
E15	We follow the policy book, school involve parents in learner discipline, principal refer learners to social-worker for counselling or disciplinary committee for disciplinary hearing	83
Question 7	**Have you faced any challenges regarding learner discipline? If Yes, mention some of the challenges. If No indicate why you think this has been the case.**	84
E1	Yes, Learners attacked me for correcting them of using drugs in the school premises.	85
E2	Yes, Learners disturbing the class while I was teaching, they fail to do homework.	86
E3	Yes, one learner told me to my face that I was infringing on his right for ask him to stand in the class when disturbing.	87
E4	Yes, learners not doing home work	88
E5	Yes learner fail to do homework or complete it	89
E6	Yes, learners drinking liquor in the classroom	90
E7	Yes, Learner smoking in school premises	91
E8	Yes, came to class intoxicated with alcohol	92
E9	No, I did not face any challenges because I deal with problems right from the start, I have good classroom management and always engage learners with tasks.	93
E10	Yes, learners call me names	94
E11	Yes, Learners steal money from my car	95

E12	Yes, a parent slapped me in front of learners for reprimanded her daughter	95
E13	Yes, learner attack me for discipling their friend	97
E14	Yes, lack of support from principal	98
E15	Yes, stressed and frustrated due to learners discipline	99
Question 8	**What are your views on corporal punishment?**	100
E1	Most educators result to the use of corporal punishment out of frustration, after trying other disciplinary method that they think are ineffective. Corporal punishment is the fast but not the best	101
E2	In my opinion, abolishment of corporal punishment promotes a loving and friendly learning environment.	102
E3	I support the careful use of corporal punishment Before the abolishment of corporal punishment learner's behaviour and academic performance was very good. Level of violence in schools and society was low. If the use of corporal punishment is allowed back in schools, I am sure learner indiscipline will reduce.	103
E4	No learner like to be punished. Some learner prefer educator to beat them than to call their parents. Not the best	104
E5	Corporal punishment builds fear of punishment in learners.	105
E6	Most learners' take advantage of the abolishment of corporal punishment to misbehave because they know nothing will be done to them.	106

E7	Corporal punishment inflicts pains on learners', it increases the act of violence and indiscipline in learners, therefore, the use is uncalled for.	107
E8	Abolishment of corporal punishment without proper training of educators on learner discipline causes more indiscipline among learners.	108
E9	Corporal punishment does not correct learner from misbehaving rather it makes them pretend and hide their real self to avoid punishment. Therefore, temporary change is achieved in learners.	109
E10	Abolishment of corporal punishment cause overemphasized on learners right and increase in misbehave of learners.	110
E11	Some educators misinterpret punishment to mean discipline which is not correct. Corporal punishment is pain and pain is not discipline.	112
E12	It is illegal for educators to use corporal punishment, because it is a form of violence, the use of violence to discipline learners is a signal to learners that violence is allowed in the school.	113
E13	I have mixed views when it comes to this, somehow, I think it has worked but the extent in which the teacher punishes these learners might be extreme. I support the return of corporal punishment to school.	114
E14	Corporal punishment is punitive, but learners understand punishment than advise. if an educator cannot control his temper, it is good not to apply it.	115
E15	Although corporal punishment is not the best strategy to discipline learners, but it is still the fastest and easiest method to discipline learners. I sometimes use it when I am push to the wall by learners and it works.	116

	I advocate for the return of corporal punishment in school.	
Question 9	**What are your views on the effectiveness of the alternative methods of maintaining discipline suggested by the Department of Education working? Please elaborate on the positives and negatives of this document with regards to maintaining learner discipline.**	117
E1	Educators need to be trained for it to be effective.	118
E2	Alternative approaches are good, but suspension increase dropout and time wasting.	119
E3	In my own view, most of the alternatives methods to corporal punishment were not effective to discipline learner. It is difficult for educators to choose the right disciplinary approaches and the effect of these methods on learners is very slow compare to corporal punishment.	120
E4	It makes learner thrive if apply well. Educator need more patience to work.	121
E5	Corporal punishment is a positive approach to discipline learners but learners take advantage of it abolishment to disrespect.	122
E6	Learners misbehavior more because they know we cannot beat them	123
E7	For it to be effective, educators need training	124
E8	It is non-violent of disciplining learners, educator who do not want learners to be violence to him/her should not discipline them in a violence way.	125
E9	It is a step by step slow approaches but with permanent result.	126
E10	Most ATCP is a waste time. Learners hide under the cover of rights to misbehave in class.	127

E11	Over my years of teaching I noticed that educators who use good learner-educator strategy were more respected and maintained learner discipline with ease than those who use corporal punishment.	128
E12	Not all ATCP are effective, some are good others are not	129
E13	Alternative methods is a waste time	130
E14	It is effective if apply with understanding	131
E15	Some are effective but corporal punishment will be better	132

Appendix L: Verbatim response to the interview

VERBATIM TRANSCRIPTION OF INTERVIEWS WITH EDUCATORS

Educators (E1, E2, E3 to E15)

Questions (Q1,Q2,Q3,Q4,Q5,Q6,Q7,Q8,Q9,Q10)

Q1	What is your understanding and perception of learner discipline?	1
E1	Dealing with learner indiscipline is tuff, discipline is reducing among learners, but we are doing our best to maintain safety school environment through different disciplinary measures.	2
	My perception of learner discipline is a way of teaching learners' good behaviour and to differentiate between appropriate and unappropriated behaviour and take responsibility for their actions.	3
	Punishing learner for their misconduct.	4
E2	In my own view, learner discipline is deteriorating in our schools most especially in secondary schools.	5
	My understanding of learner discipline is a means of correcting learner's bad behaviour and impacting good behaviour that will assist them to be responsible citizens who can cope with this changing world	6
E3	Learner discipline is a process of correcting and punishing learners of their bad behaviour but I notice that for the past two decades now learner discipline is gradually disappearing from schools, especially in secondary schools. Learners no more respect their educators the school is no more a safer place, due to learner's violence behaviour.	7
E4	Shaping desirable behaviour in learners, teaching learners to comply with school code of conduct and punish them for disobeying school rules. Teaching them to differentiate between acceptable and unacceptable behaviour, building self-control and self-discipline in learners, respect themselves and others. In a nutshell learner discipline is a way of using rules and disciplinary measures to control prevent, correct and punish learners with disciplinary problems in schools	8

	Learners who really come to school to learn are discipline while those that are here to play don't care, they are the one causing problem in school. Discipline is reducing in schools	9
E5	Learner discipline is to prevent and correct learner indiscipline to make them a better person.	10
	Training learners to develop self-control and self-discipline to interact freely with one another without violence, bulling or fighting.	11
E6	My perception of learner discipline is to teach learners what I expected them to do and not to do, for instant, I expected learners to respect me and not to defy my authority, to obey school code of conduct and take responsibility for disobeying the rules or school code of code by punishing them, in order to create a positive and conducive teaching and learning environment.	12
E7	Learner discipline is a way of using school rules to control learners to obey educators, school authority and shape desirable behavior in learners, teaching them to respect people and also respect themselves, build self-discipline and self-control in learners	13
E8	Learner discipline is the control of learners using rules and regulations and it is grdually depreciating from schools.	14
E9	Learner discipline is teaching learners to develop self-discipline, self-control, obey and respect school authority, not disrupting teaching and learning. it is also punishing learners for misbehaving.	15
E10	Learner discipline is supposed to be a prerequisite for good education and training, but today, we see learner discipline greatly deteriorating in schools. Although we have good disciplinary policies in our school but still most leaners are indiscipline. Learner discipline is punishing learners for their bad behaviour.	16
E11	Learner discipline is building self-control and self-discipline in learners and to make them face the consequence of disobeying the school rules. But today discipline is disappearing among learner they want to prove they know it all.	17

E12	Learner discipline is the process of teaching learners appropriate ways of behaving and correcting their wrong behavior.	18
E13	Learner discipline is a practice whereby a learner is trained to obey the school rules and punished if not disobey the rules in order to impact right behavior in learners. Learner discipline is getting worse, it is not as it used to be when I was a student, but the school is doing all she could to bring learners to order.	19
E14	Learner discipline is an act of teaching learner good behavior and correcting them of their wrong behavior to build self-discipline in them. we are doing all we could to help them, but some learners not all are out of control.	20
E15	Learner discipline is training and teaching learners to differentiate between acceptable and unacceptable behaviour in and out the school, punishing them for their bad behaviour to behave well and be a good citizen. Learner discipline is not as good as it used to be when I was in school.	21
Q2	**What are the examples or types of challenges faced by educators while maintaining learner discipline?**	22
E1	Ha ha ha…some of the challenges that educators faced and are facing on a regular basis is learner indiscipline; learners come late to school without reason, they leave school premises without permission, teenage pregnancy absenteeism, graffitiing on toilets and classroom walls is common, they sleep in the class, smoke in school toilets, drink alcohol in school, can you believe some learners come to school drunk, fight with knife, bully, sexually harass fellow learners disrupt class when educators are teaching and disrespect to educators, and even attack.	23
E2	One of the challenges we face as educator is overcrowded classroom. It is difficult for an educator to manage over 50 learners in a class. Remember I indicated the issue of noise making and absenteeism in the questionnaire, learners take advantage of overcrowded class to hide and misbehave. They make noise, move from one seat to another, throw paper at each	24

	another, lazy to do homework and teenage pregnancy is also common. Most of our learners are undisciplined, they do not respect their educators.	
E3	The major challenge that educators are facing when we talk about learner discipline is disciplinary problem. Although not all learners are indiscipline, but many of them disregard educator's authority, they don't respect their educators, they come late to school, some won't even come to school, some fight with knife, lateness, smoke cigarette in school toilet, abuse drugs, drink alcohol, behave violently, male leaners sexually harass the female, steal and bully. It has not been easy because, we teach and also deal with this learners misbehaviour in overcrowded classroom. In fact most of us are stressed.	25
E4	Parents are not supportive, they sometimes make the matter worst, if you call parents to report their children, they won't respond, some that response give different reasons to defend their children. Some learners take advantage of their parents uncared attitude towards school authority to continue misbehaving and continue to disrespect educators.	26
	Some learners come to school late , sexual harassment, bully, fight, and interrupt lessons, gambling.	27
E5	Learner have nonchalant attitude toward education, they make noise in class, come late to school, harass, bully, fight, disrupt class, engage in exam malpractices, rude to their educators and dodge classes, smoke cigarette and sleep in class, gambling, teenage pregnancy and violence behaviour, misbehave to educators most especially new and young ones.	28
E6	Do you know learners come to school with dangerous weapons like knives, some of them take drugs in school premises, lateness, absenteeism, disrespect of teachers, noise making, coming to school drunk, smoking of dagga, girls are sexually harassed by boys, teenage pregnancy ….we see all this things in schools and what is government doing about it? nothing. Educators teach in fear.	29
E7	Late to school, absenteeism, disrespect of educators, not doing homework, noise making, taking alcohol and drugs and smoking of cigarette.	30

E8	Lack of support from parents to help in learner discipline, when principal invite parent to school, some could not come because of work. Few parent attends parent-educators meeting.	31
E9	Different types of bulling physical bulling, verbal bulling, even cyber-bulling is common among learners. I notice that learners that bully or fight in school are victim of domestic violence. Some bully to let out their anger on other learners even on their educators. Violence, teenage pregnancy, lateness, disrespect of educators, absenteeism is common.	32
	Some drink and abuse drugs, they see nothing wrong it, because their parents do the same at home.	33
E10	Learners use their gang member to attack educators and principal outside the school premises for disciplining their friends in the school... although this is not happening in my school. In my school learners abuse alcohol and drugs, lateness, stealing, dodging of lesson is common, intimidation of educators by learners.	34
E11	Types of learner indiscipline include; absenteeism without reason, lack of respect for educators, bullying, rape, teenage pregnancy, they sexual harassment of fellow learners and young female educators. Educators are not getting enough support from the DoE, there was a time the School governing body make a request for expulsion of a learner for attacking educators in school but there was no response from the provisional DoE, it was sad.	35
E12	In this school leaners come late to school, sleep during lesson, absenteeism, steal, fight and bully and do not respect educator.	36
E13	Some learners come to class intoxicated with alcohol and drugs and they interrupt class, make noise steal, disrespect educator, sexually harassed girls, bullying and fighting, truancy and use of vulgar languages. It is very difficult to control intoxicated learner. Another challenge is teenage pregnancy	37

E14	Learners make noise in the class, fight, neglect their homework, some submit late, come late to class, dodge classes, threaten and call educators names, intoxicated with alcohol and abuse drugs and interrupt teaching, teenage pregnancy is another challenge that we face, disobey classroom rules, they use cell phones in class, some bring dangerous weapons like knife to school and cheat in exams.	38
E15	Learners use cell phones in class, bunk classes, steal, absenteeism, come late to school, smoke, bully, rude to educators, some bring dangerous weapons like knife to school and sexual harassed female and teenage pregnancy.	39
Q3	**As an educator, can you share some of your personal experiences and challenges you face with regards to learner discipline?**	40
E1	Learners attacked me for correcting them of using drugs in the school premises. I was young then and lack experience to handle the incidence, When I just started teaching, I lacked training and experienced regarding strategies to discipline learners, so I just grouped learners together not realising each learner is unique and have individual differences which the educator needs to identify and understand. Learners have different development stages which influence their temperament and intelligent level and their overall behaviour.	41
E2	Most parents have shifted their responsibility of disciplining learner to educators just imagine teaching work load pulse dealing with learners' absenteeism, lateness to school, dodging classes, smoking, teenage pregnancy, drunkenness, fighting and bullying, sexual harassment of fellow learners, disrupting of classes and to crown it up learners disrespecting educators. Eeesheee!!! many of us are stressed., I was hospitalised for five days because of stress that I went through because of learners and workload. Learners fail to do their homework, some submit their work late or incomplete.	42

E3	Learners are not afraid of educators to misbehave. Some stay absent most of the time with no valid reason or even fabricate lies.	43
	One of the challenges I noticed many educators are facing concerning learner discipline is insufficient orientation or training regarding learner discipline. Many educators result in using corporal punishment because of incapability to maintain learner discipline, some don't have the tools, some know the tools (strategies) but lack how to apply them, most especially fresh graduate teachers. This mostly leads to learners disrespecting them.	44
E4	One of the challenges is teenage pregnancy I have 3 pregnant learners in my class. Recently one of them fell into labour in the classroom while I was teaching, I was devastated.	45
	Many female learners encountered sexual harassment in schools, some are raped and molested. A learner brought a bottle of alcohol drink to school and was drinking with his friend during break, those learners became intoxicated and interrupted the progress of the class.	46
	The major problem I am facing is learners not doing or completing their classwork and homework. It amazes me how learners copy one another's homework and even classwork, I wonder if they think their educators are fool and won't figure out the similarities in their work. One of them will do the homework or assignment and other learners copy it.	47
E5	Some learners misbehave because they think the curriculum is not adding value to their lives.	48
	Some Grade 10-12 learner absent themselves from school on Thursdays and Fridays, some of them will tell you they went to dig ground for funeral while the girls go to collect social grants, poverty is a big issue.	49
E6	I remember sometimes ago when an educator was stab in this school premises for correcting a learner. In fact, we are all living in fear, no one knows who will be next, anyone can be attack at any time.	50

	Violence is the order of the day in our schools. Yet, educators have to teach and device different strategies to maintain learner discipline without affecting learner's rights. ….Can you see the challenges that schools, and educators are facings. We need help!!!	
E7	Let me share my personal experiences with you I was passing one of the class during break time, while I heard some sounds from the; back of the class, by the time I turn around to see what was happening, two learners were fighting over a bottle of alcohol, one learner was holding a bottle while the other learner was holding a knife.	51
	Many learners are theft, they steal their classmate food and money and we find it difficult to identify the theft. Most learners imitate bad behaviour from their friends, they smoke and take alcohol to feel important in front of other learners	52
E8	Absenteeism is common on Friday, half of the class are present on Friday.	53
	Teenage pregnancy is like fashion, after this last lockdown many learners come to school pregnant. A 13-years-old learner is pregnant in this school.	54
E9	Some of educators find it difficult to balance between learner rights and educators' authority, while trying not to infringe on learners right. That is why some educators use corporal punishment, some educators don't know their limitation when it comes to disciplining learners.	55
E10	There are many challenges that educators face while disciplining learners.… In my school, many learners called me names, come late to school, although the school policy states that learners who come late to school must be send back home to bring their parents, but from my experience most of these learners don't go home but walk up and down the streets with their friends to drink smoke, harass girls even takes drugs.	56
E11	Learners steal from my money educator and even vandalize school property to store. I remember a learner who threw a stone on my car, another use stone to write on the car and stole from it.	57

	We are not getting enough support from the DoE, there was a time, when the School governing body make a request for expulsion of a learner for attacking me in school but there wasn't any response from the provisional DoE, I was sad whenever I see the learner in the class.	58
E12	In fact, I have many unpleasant experiences regarding learner discipline and indiscipline, but I will share one with you. ….Imagine a parent who slapped me in front of learners because I reprimanded her daughter for using cell phone in the classroom while I was teaching… oh! that slap gave me psychological trauma, that I have to go for counselling to overcome it. What did I do wrong? I ask the learner to disconnect the call and when she did not….I collected the phone from the her and gave it to the school authority because learners were not allowed to use cell phone in the school premise. Lack of support from parents.	59
E13	There was a time some learners came to class intoxicated with alcohol and interrupt my class, disrespect me, it is very difficult to control intoxicated learner.	60
	Learners use their gang member to attack me outside the school premises for disciplining their friends in the school.	61
	We are not safe, educators are not safe in school, many of us are very careful when addressing learner indiscipline, educators are teaching in fear because learners come to school with dangerous weapons like knife.	62
	You see boys touching girls bum and breasts and pester them. student educators and young female educators also experience sexual harassment from male learners.	63
E14	I had lot of experience… listen to this…..This incidence happened when I was a young educator with little or no experience. I spent more time dealing with disruptive learners than teaching them. In as much as I wanted to help learners and correct their indiscipline, I end up spending more time dealing with learner indiscipline than of teaching and developing emotional stress	64

	and I was losing my self-confidence as an educator...I complained to the school principal and ask for assistance if the school have written strategies, they use to discipline learners, to my surprise, the principal said and I quote Which disciplinary strategies do you need, were you not taught how to discipline learners in your university, you need to develop your own strategies". I was disappointed and almost cry. Lack of support from school leadership	
E15	Educators are stressed and frustrated with disciplining learner if I have other means I would resign from teaching, learner indiscipline is really stressing me....coping with teaching, marking, other administrative work and learner disciplinary issue is a case to deal with on a daily basis. many of us are stressed.	65
	We see learners cheating in exam (exam malpractices) neglect of homework, not respecting educators, come late to class, noise making, fighting and bulling in the school premises, come to school drunk, substance abuse and teenage pregnancy is common. Majority of this learners who disrupt classes are repeaters who passed with condo from grade to grade.	66
Q4	**What do you think are the causes of those challenges you faced or are currently facing while attempting to maintain learner discipline?**	67
E1	The school management is not doing enough in the training of educators on strategies to effectively discipline learners, most especially those that are new to the profession. We know learners need help but how can we help them when educators themselves needs help in areas of training and support from school leadership and DoE.	68
	Learners have different development stages, most learners misbehave during adolescent stage, due to puberty stage, they think they are mature and can do anything they like and as a result they experiment many things. They try alcohol, cigarette, sex, even drugs.	69

	Majority of our learners are from poor family, eeshhh! poverty is not a good, some come to school with empty stomach waiting for school to feed them.	70
	The curriculum is another reason why learners misbehave in schools, the present curriculum should be review, some of the learners see no value in some of the subjects, a learner once asked me… what is the essence of studying mathematics, how do I apply it to my life, we are just studying it, it is a waste of time, I hate it, I don't even know why I am in school. It is not only mathematics but all the subject that a learner study must be link to learner's passion which can later leads to a career.	71
E2	Learner's disciplinary problems occur because of learner's experiences of violence at home. Learner from family where discipline style is different to that of school find it difficult to cope with school discipline, home where violence is seen as normal, family where siblings fight each other, female are not respected, where husband beat his wife as a punching bag, home where cigarette are smoked, parents drink liquor and get drunk and drugs are abused and sold without restriction, learners from such family see their parents as role model, they imitate what they see at home and violently in school. Dysfunctional family	72
	The reason for disruption of lesson by learner is overcrowded classroom, most school have shortage of resources and infrastructures. Most of the time learners share desk and chair, the numbers of learners in a class is more than the size of the classroom, our classrooms are overpopulated due to shortage of school building.	73
	Another causes of the challenges that educators are facing is poor parent-child relationship and poor educator-parent relationship school are not getting enough support from parents. Many parents don't have time for their children, they are too busy with their circular activates forgetting their children are their pride.	74
	Bad friends, learners who lack parental love seek love from outsider home, some join gangs, imitate their friends to feel belonged.	75

E3	One of the causes of this challenges is lack of parental care and involvement in learners' studies. School are not getting enough support from parents, some parents just send their children to school without monitoring them, some never visit their children school. When learner misbehave and ask to bring their parent some bring imposter as their parents. Some learners are from child-headed family, can you imagine a 15-year-old learner staying alone without guidance, no one monitor the learner on what to do and not to do, parents shift their parental responsibilities on educators.	76
	When it comes to learners' discipline, I can say there is overemphasis on learner's right than that of educators. The South Africa legislation is very lenient with learners and strict with educators, many educators feel they have no right to discipline learner. Learners take advantage of their right to challenge educator's authority, they misbehave because they know the law is on their side. Learners will tell educator "I know my right as a learner.	77
E4	It seems learners have more rights than we educators, most educators try not to cross their boundaries by not using corporal punishment but most of the time learners are not taking responsibility for their actions. Learner keep on misbehave and challenge educator's authority because their rights are legally protected by the legislation and the worst measure an educator can take against them is to send them to the principal's office and the principal will talk to them not to break the obey always obey the school code of conduct, that all.	78
	Misconduct of educators; Can you imagine some educators drink liquor and share girlfriend with learners and expect respect from such learner, it is not possible? Let me tell you, we can't continue to blame leaners, some educators are poor role model, their attitude toward learners are bad. Their teaching style is horrible, some will come late to class without any preparation while learners are waiting for them. Do you know these learners are watching us? They see and imitate what we do.	79

	Peer pressure is another common cause, learners copy their friends to misbehave to educators.	80
E5	Most learners develop nonchalant attitude toward education and misbehave because they think the curriculum is not adding value to their present situation, most are seeking solution to their problems but not getting satisfaction in the curriculum offered to them.... they are just in school to waste time....they deliberately disturb the class to get attention, they have no future plans.	81
	Society and community in which learner lives have great influence on learners bahaviour, if the community is bad there is tendency for learner to be bad. Most learners copy violence from social media, television program, computer games and play station and people they like in the society. even from school environment. Most of what learner watch on television are full of violence and teaches learners how to use dangerous weapons like gun and knife to fight and other form of criminality that make them violent.	82
E6	Some parents just send their children to school without monitoring them, some never visit the children school. When learner misbehave and ask to bring their parent some parents will not respond, while some learners bring imposter as their parents. Many parents are too busy to attend to school meetings, they shift their parental responsibilities to educators.....learners take advantage of their parents' uncared attitude to misbehave and disobey the school authority.	83
	The selling of liquor around the school premises affect the learners behaviour. Some learners buy and drink liquor and smoke cigarette in this place another and this cause great the challenges to the concern schools, because this place act as arena or points where learners meet and watch what adults do. Social media is also not helping the matter, learner practice what they see in their community, friends, television and homes	84
	Low socio-economic situation of so family pushes some learners to steal from their peers, some go into prostitution and seek help from people that	85

	manipulate them and take advantage of their weakness to teach them to sell and abuse illegal substances.	
	Learners copy their peers to smoke, drink and use drugs can you believe a grade 9 learners engaging in substance abused, they take their peers advice than their parents or educators.	86
	Lack of involving leaners with extracurricular activity in schools prevent learners from exploring their potentials but use their energy on useless things like fighting and bulling.	87
E7	Do you know I have over 60 learners in my class, instead of one educator to 25 learners, we have one educator to 60 learners, 3 learners share one seat and one desk? Tell me how to manage such class. Experience show that the more learners the more the challenges experience by educators. This is what educators are facing.	88
	Sometimes, the educators do not cooperate with the principal. Educators consider only their personal interests and ignore their contribution to the progress of school. Most especially in the area of learner discipline.	89
	Absent of extracurricular activities like sports in most of our schools is another reason why hyperactive and poor academic performing learners misbehave, hyperactive learners need positively activities apart from normal classroom work to keep them busy at all times.	90
E8	Most of the causes of learner ill-discipline can be trace to society influence social media and community in which learners live. Learners model people that they see and like, it might be from home, school (educators or peer), television star. Some of the behavior can be good and sometimes bad. Most of the time adolescent want to experiment many things they see and as a result, they misbehave. Effect of the social media is what we are seeing in schools, learners watch different movies and most of them are full of violence, pornographic films, pictures and actually, they practice what they watch.	91

E9	Some school policies are old, they need to be review	92
	Learners disturb the classroom because of mismanagement and inefficient method of teaching of some educator.	93
	Let me tell you, we can't continue to blame leaners, some of our educators are poor role model for the learners, their attitude toward learners are bad. Their teaching style is horrible, some will come late to class without any preparation while learners are waiting for them. Do you know these learners are watching us? They see imitate what we do. When educator's absence themselves from class without engaging learners with tasks, definitely, those learners will disturb the classroom	94
	There is more emphasis on learner's rights on discipline. Educators cannot ask learner to leave the class when disturbing because "learner have the right to learn". Educator cannot beat learner because beating learner is corporal punishment. Learners ill-discipline is on the increase because educators have limited power to punish learners, learner misbehave because they know nothing will be done to them. Learners slogan is "I know my right you cannot just punish me.	95
E10	Community in which learner lives have influence on learners. If the community is bad there is tendency for the learner to be bad and vise-visa.	96
	Poor educator-leaner relationship, some learners dodge class because their educators are not friendly, some disrespect their educators because the educator date learners.	97
	Peer pressure and learner repeating same grade many over and over make them to develop I don't care attitude towards their educators and even education.	98
E11	Sometimes educators invite parent to school to tell them about the children behaviour, most don't honour the school invitation while those who come were always supporting and defending their children, some will tell you my son or daughter will not do that. While some parents are telling you not to spare their children for misbehaviour, you will see some who don't want you to discipline their children, but they forgot discipline is part of good	99

	education, for doing this, parents are teaching learners to disobey the school authority. Learners take advantage of their parents' uncared attitude to disobey the school authority.	
	Other causes of the challenges that educators are facing is deviant friends and peer pressure, most learners that are aggressive or violence learn it form their friends and community, they tried what they see their friends doing, they join them to smoke, drink, abused drugs and become addiction to drugs turn aggressive and started misbehaving to classmates and educators, it later leads to absenteeism from school and poor academic performance.	100
	Sometimes it is not the fault of the principal or disciplinary committee, this people are not getting enough support from the DoE, there was a time the School governing body make a request for expulsion of a learner for attacking educators in school but there was no response from the provisional DoE up till today.	101
E12	Let's call a spade a spade, some educators are terrible, some educators are proud to the extent that they treat learners as good for nothing, disrespected learners. some are lazy and lack classroom management, they are incompetent of the subject content, they come to class late, read textbook to learners and leave the class before their period end. What do you think will be the reaction of learners to these types of educators? ……I am not supporting learners, but this is what is happening. and in return learners call such educators name, disrespect them by dodging class, not completing homework and pretend to be sick. Lack of educator's efficacy and efficiency or competency affect the way learner behave.	102
E13	Some learners are from child-headed family where learner and parents are not living together because they work in different Province from where the child is schooling. Such parents don't have the opportunity to monitor their children activities, therefore, children lack parenting care	103

	Another cause is the community in which learners live and brought up Peer influence, environment in which the school is located also maters. School that is close to shabin will have problem drunkenness.	104
	I do have the full support of the SMT. The principal is very supportive. When We report the learners to the principal, he calls them into his office and by the time the learners come out of the office they are sober and sincerely some of the learners change and behave well while fewer remain indiscipline, this help to create healthy and safe school environment.	105
E14	As a young educator I lacked poor classroom management skills and support from the school leadership. I was not given proper orientation, no assistance or training on learner discipline.	106
	How is the school curriculum relevant or meaningful to learners needs? Most learners see some of the subject meaningless, boring and not relevant to their life and society.	107
	Another reason why learner misbehave is lack of extra-curricular activities in school. When hyperactive learners did not engage in activities to exercise their energy, they disturb other learners in class.	108
	Many learners are from poor family, they misbehave to hide their pains and suffering.... some come to school in an empty stomach waiting for school to feed them while some result in stealing their classmate food and money to meet their needs. learners from poor families who see their classmate with lots of money or expensive phone which their own parents cannot afford to buy for them may out of envy and frustration steal the money or phones.	109
E15	There are so many reasons why educators experience different challenges that pertain to learner discipline…..learners that come from troubled home, I mean dysfunctional family, home where family members don't respect each other practice what they do at home in school.	110

	Most of our learners are teenagers feel they are grown up and want to behave like adult by this they make many mistakes that cause them to misbehave to their educators and fellow learners.	111
	Poor disciplinary style use in schools, inefficiency of the educators and poor classroom management, if an educator use corporal punishment to discipline learner those learners might retaliate by being deviant or attack the educator	112
Q5	**What are the strategies that you use to address and overcome those challenges you faced while disciplining learners?**	113
E1	Report learners with persistent disciplinary problem to their parents.	114
	As an educator I create a conducive teaching and learning environment, and make my teaching lively and interesting to learners,	115
	From my experience as an educator, not all the strategies are effective to discipline all learners, educators need to master the strategies and apply a combination of relevant disciplinary measures that suit the situation for it to be effective…in my school Junior educators are advised to observe how senior colleague discipline learners, read books, attend seminars and workshops on strategies to discipline learners	116
	Reward well behaved learners to motivate good behavior in other learners.	117
	Show learners that you care about their well being	118
E2	Building good educator-learner relationship. Although, the process is slow but for it to be effective, educators need to be patient with learner, and this is what most educators do not have.	119
	Learner who do not do their homework were asked to do extra schoolwork after school hour or pick litters from the school premises	120
	Initially I give verbal warnings to correcting them, later I stop marking the books or give zero for cheating if they refuse to change. But some will still not change. I just leave them it is their problem	121

	Invite the parents of disobedient learner's to school, but most of the parents do not show up while some come with their grandparents.	122
	Reward and praise them	123
	As an educator I befriend them to identifies the root cause of their misbehave while digging into their personal and family history.	124
E3	Suspension and expulsion	125
	At the beginning of every term our school invite people to speak and motivate learners on many things including good behaviour and attitude towards their studies.	126
	I beat learners, they understand that better	127
	Educator can change learners' seats, send them out of the class when disturbing the progress of teaching.	128
	Invite disobedient learner's parents to school, but most of the parents do not show up while some come with their grandparents.	129
E4	Send learner for counselling with social worker and invitation of their parents to talk with them, develop good educator learner relationship	130
	Removal of privilege from learner's with severe ill-discipline	131
	I reward learners with monetary gifts for their performance and good behaviour to inspire others to behave well.	132
	We motivate learner on how to behave well to school authority, educators and fellow learners. When you respect learners, they will respect you, respect their rights.	133
E5	Learners stand in front of class when they are late to class,	134
	Learner clean their classroom, invite their parents to school	135
	The school award to well behave learners in school. Care for them.	136
E6	Educators try to identify with learner's problem and not judge them but allow them to judge themselves by asking them logical questions relating to their behaviour to identify reason for their bad behaviour.	137

	The School Governing Body agreed that educators can ask any learner that disturb the process of teaching and learning to stand in the class while teaching is going on so that they won't be left behind since it is their right to learn. Sometimes, indiscipline learners are sent out of the class although sending learners out of the class is not right but what else can I do. To keep peace and make other learners to concentrate, I have to get rid of those disturbing the peace of the class.	138
	Report learners with severe disciplinary problem to parentss	139
E7	Learners who do not complete their classwork and homework are given two set of homework instead of one.	140
	Well-behaved learners are rewarded for the behaviour to motive good behaviour in school	141
	Parents are occasional invited to school for discussion on their children performance and behaviour.	142
	Indiscipline learners that proof more difficult are send to principal's office or I leave the class	143
E8	I send them to principal's office to handle them and reward good behaviour	144
E9	We teach learners to report bad behavior that they see in the school premises to the school principal If you come late to class, you will stand throughout my period We reward well behaved learners	145
	Learner who make noise or misbehave in class stand till the end to lesson	146
E10	Learners who repeatedly absent themselves from school or class were asked to bring their parents to school for discussion, learners don't like this. Respect learners since respect is reciprocal (mutual respect) Learners that come late to school will be placed in compulsory study classes after school hours as a form of punishment.	147
E11	Verbal warning and individual talk. I call learner on one and one talk to know with them and identify why they behave in the way they did, and it works.	148

	Parents of indiscipline learners are invited to school for discussion about their children misconduct.	149
	Reward good behaviour, privileges withdraw from learners with sever misconduct. Building good educator-learner relationship that is characterized by good listening and communication skills	150
		151
	Learners with persistence misbehaviour are send for counselling.	152
	If all strategies did not work, I use corporal punishment on such learners.	153
E12	In fact, for years, I refused to discipline learners, I went phycologist for counselling, after series of counselling sessions, this really helped me to develop good educator relationship with my learners and report worst cases to school authority principal who send them to disciplinary committee for suspension or expulsion	154
	I ask learners who disturb or come late to class stand up while teaching is going on, invited parents to school.	155
E13	Learners that come late to school, go home late, they serve their punishment after school and go home late. Since learners don't like going home late, some avoid coming to school late, but some still come, late and we beat them and still go home late.	156
E14	I watch how other educators discipline learner and learn from senior colleagues. Praise and reward well behaved learner	157
	I referred learners with indiscipline to principal for proper action.	158
	Involving parent work better if they come	159
	After a lot of effect in trying to deal with learner ill-discipline end no positive changes, it got to a point where I just forget the *loco parentis* position and I do not care whether learners listen, understand the lesson or write notes or not. I decided to just go to class to teach, give all necessary explanation, do my teaching job and leave the class. I told them my business is to teach	160

	and yours is to listen and pass. If learners pass, fail or misbehave, that is their problem, I don't care again, I ignore learners to punish them.	
E15	Learners with persistence misbehaviour are referred to social worker for counselling and assistance.	161
	Learners with severe misconduct are referred to the disciplinary committee for necessary disciplinary action such as suspension or expulsion if need be. But no learner has been expelled from our school.	162
Q6	**What are some of the disciplinary measures or strategies put in place to deal with learner indiscipline in your school?**	163
E1	Parents donate gifts to reward best-behaved learners in the school, they are also involved in the drafting and approving of learner's code of conducts through the SGB, parents are given copies of the code of conducts to teach and remind learners that it is mandatory for them to obey it. Principal invite parents of misbehaved learner to school but most of the time learners appeal to principal and educators to punish them rather than inviting their parents to school for their misconducts.	164
	My school involves the community in the school activities, some prominent members of the community give us gifts to award the best performing educator and learners every year.	165
	Principal referred learners with serious disciplinary problem to social workers for psychological support for counselling to help them	167
	Involvement of learners in the drafting classroom rules and learner's code of conducts makes it more effective because learners view the rules as their rules and not school rules.	168
	Learners are asked to clean their classroom	169

E2	Learner who fail to do homework will be given double homework and pick litters from the school premises, learners clean their classroom after school. Praise and reward are given to learners who persistent and effective in the home and classwork.	170
	We give verbal warning, change learners' seats and sometimes we send them out of the class, build good educator-learner relationship, although, this process is slow but for it to be effective, educators need to be patient with learner, and this is what most educators do not have.	171
	When educators respect learners, learner will respect educator in return since respect is reciprocal. Educator cannot dehumanize a learner and expect respect, it is not done. If such educator think he will get respect it would not be genuine respect because the learners will definitely seek revenge. The best is to develop good relationship with learners, understand the learner's problem, respect their rights, gain their trust to be able to help them then the educator gets their respect. Report learners to parents	172
E3	Regular visiting of parents to school help in dealing with learner indiscipline in as much that learners don't like the school to invite or call their parents to school. SGB encourage parents to cooperate with the SMT in dealing with learner discipline and indiscipline. But we cannot call parent at all time, even some parents do not respond.	173
	Learners who continue to misbehave after applications of different disciplinary measures were referred to social-workers or psychologist for counselling	174
	The school principal invites social workers, religious and community leader, motivational speakers to motivate learners.	175
	Counselling learners with disciplinary problem can help educators to identifies the root cause of learner misbehave but most of this learners are not ready to change.	176

E4	Educators send learners with persistent disciplinary problems for counselling with social worker and invite their parents to school talk with them regarding their children behaviours, SGB invite pastors, police, to school to motivate learners Misbehaved learner clean classroom pick papers in school compound. Firm monitoring of learners by marking of class period and class register for attendance and follow-up, if a learner is absent for more than 20days in a year or tests are missed without good reasons such learner will not be promoted to next class (We also remove of privilege from learners to discipline them).	177
	Educators develop good educator-learners relationship, Give rewards to best behave learners in classes and schools to encourage other learners to behave well Learners with for severe misconduct are sent to the school principal and he referred them to disciplinary committee to handle, disciplinary committee sometimes suspend learners with serious misconduct.	178
	The SGB organised workshop for parents, educators to teach them different strategies for maintaining learner discipline.	179
E5	Learners who disturb class stand in class when teaching is going on, those who come late to school clean, their classroom or pick litters around the school compound during break, while those who refuse to do their homework are given double homework.	180
	To address the challenges, we are facing on learner discipline, educators must be a good example to follow, attend class early and regularly, always prepare well and understand the lesson content without any doubt and keep the learners busy throughout the period of teaching. For any reason	181

	an educator is unable to attend the class to teach, it is very important to delegate someone to stand in and keep learners busy with relevant task.	
	Parents donates gifts and trophies to school to give as prizes to well-behaved learners in school to motivate other learners that good behaviour is profitable	182
E6	School organise workshop for educators and parents to teach them different disciplinary strategies,	183
	School management encourage the educators to create a positive teaching and learning classroom, sometimes, learners behave based on how they passive their environment. A clean, friendly and inspiring class creates a conducive atmosphere for learning.	184
	Learner who abused drugs or alcohol are referred to disciplinary committee	185
	The School Governing Body agreed that educators can ask any learner that disturb the process of teaching and learning to stand in the class while teaching is going on so that they won't be left behind since it is their right to learn. Sometimes, indiscipline learners are sent out of the class, although sending learners out of the class is not right but what else can I do. To keep peace and make other learners to concentrate, I have to get rid of those disturbing the peace of the class.	186
	I secretly beat learners after series of verbal warning, they understand that better.	187
E7	Learner who come to school late, fail to do homework and other school related tasks were punished for their bad behaviour while learners who are persistent and effective in their homework, classwork and well-behaved were praised and rewarded with gifts for their good behaviour to motivate good behaviour in other learners.	188
	Disciplinary committee suspend learners with serious misbehavior.	190

	Some community members also act as the school watchdog, that inform the school principal on how their learners behave outside the school. There was a time a Shabeen was located close to our school, and because of the negative effect it was having on the school, with the intervention of the community leaders the shebeen was relocated to another area far from school.	191
E8	School create a clean and conducive teaching and learning environment, because the school environment also improves good behavior in learners. and give reward to best behaved learners	192
	My school organises workshop to train educators and parents on how to deal with learner's ill-discipline and handle learner discipline at home. Principals also send letters or SMSs or give parents a call, to invite them to school and discuss their children's performances and behaviour to prevent and reduce learner ill-discipline.	193
	We send learners that we cannot handle to principal to deal with them. and principal referred learners with serious disciplinary problems are referred to disciplinary committee for disciplinary hearing which might lead to either suspension and expulsion	194
E9	We teach learners to report bad behavior that they see in the school premises to the school principal, If you come late to class you will stand throughout my period, Learners who repeatedly absent themselves from school, class, or with persistent misbehaviour were asked to bring their parents to school for discussion and learners don't like school calling their parents. We reward good behaviour.	195
E10	The school also referred learners with severe misconduct for counselling and disciplinary committee for disciplinary hearing. sometimes we beat them.	196

	Learners who abused illegal substance and alcohol with little or no improvement were referred to psychologist for assistance with the help of the parents.	197
	School regularly review the school policy, especially relating to learner discipline to meet with the changing world and technology. Years ago learners come to school with cell phone but with the improve in technology where learners used phone to chat in exams and social media for cyber bullying it was prohibited.	198
E11	In my school, learners who come late to school pick papers around the school compound before going into the class, School give gifts to well-behaved learners in all grades to inspire other learner to behave well, Verbal warning and individual talk with learner. Educators with good relationship with learners, can call learner for one-on-one interactive discussion to identify why they misbehave. Educators who use this strategy with good classroom management. Earn learners respect and maintained learner discipline with ease than those who use corporal punishment.	199
	We also call their parents to school to have a round table discussion with them about their children behaviour in school, most learners don't want their parents to come to school, although some don't mind but majority of learners don't like it. Some educators secretly beat learners	200
E12	Learners who are absent from school without genuine reason will be held in detention and ask to come with their parents the second day. Educators keep learners busy with relevant tasks at all time. Learners who misbehave are given punishment of cleaning classroom after school. Learners with serious disciplinary problems were send to disciplinary committee for disciplinary if need be. Learner who need counselling will be send to social worker.	201
	Educators who keep learners busy with relevant tasks at all times will reduce and prevent misbehavior in class. I make the lesson learner-	202

	centered and make sure all learners are involved with class task throughout my period.	
	Befriend learners to identify the root cause of their problem by digging into their personal and family history, start with verbal warning and on-one-one talk with learners to identify and understand why they misbehave.	203
E13	Learners that come late to school, go home late, they serve their punishment after school and go home late. Since learners don't like going home late, some avoid coming to school late, but some still come, late and we beat them and still go home late.	204
	In my school the SMT organize seminars and workshops training for educators to improve their teaching and classroom management skills and different strategies on how to handle learner discipline without stress.	205
	Another strategy to overcome the challenges that educators are facing regarding learner discipline is well formulated learner's code of conducts and fair and firm classroom rules assist learners to know the behaviour the behaviour that is allowed and not allowed in school, with the consequence of not complying with the school rules. It was observed that for school rules to be more effective it is important to include the learners in the formation of the rules. Learners obey rules better when they are part of the formation of the rules.	206
E14	Learner with good behaviour are given prize for behaving well to motivate other learners. Learners who absent themselves from school or come late to school without any reason will be asked to come to school with letters from their parents the following day stating reasons for their absent.	207
	Although my school did not involve learners in drafting of the code of conduct, we have good school policy on learner discipline, but poor implementation of the policy is the problem.	208
	Learners with minor misbehave are given verbally warning, ask to clean their classroom or pick litter in the school premises after closing. while learners with notorious behaviour are asked to call their parents, referred	209

	to disciplinary committee for their discipline and sometime send to social worker for counselling if need be.	
E15	Any learner who arrived school late go home late, Principal ask learner to bring supporting letter from their parents stating reasons why they are late or absent from school.	210
	Learners with sever misconduct are also referred to the disciplinary committee for necessary disciplinary action to be taken against them such as suspension or expulsion if need be. But no learner has been expelled from our school.	211
	Principal referred learners with persistent ill-discipline without positive changes to social-worker for counselling and assistance where needed.	212
	Educators must have sound knowledge of the subject content, have good classroom management skills. Prepare well before teaching, be punctual to class, always keep learners busy with productive tasks, create a conductive learning atmosphere for your learners, present the lesson to learners in an interesting way and prepare to answer all questions from learners.	213
	SGB and SMT ask for the organized workshop for parents go good parent-child relationship and to monitor their children homework, schoolwork and check with school if their children attend school and classes regularly.	214
Q7	**How did you come about the strategies you mentioned you used to overcome the challenges that you faced while disciplining learner? (Did you consider any factor[s] before mentioning the strategies?) If yes, what are some of those factors that you considered? If no, why do you think those strategies will be useful?)**	215
E1	From training and research on learner discipline and school disciplinary policy	216
E2	Through consultation with school authorities and reading policies .	117

	I also study how other educators discipline learners and school disciplinary policy	218
E3	I observe how others are doing it and I tried different disciplinary strategies to know the one that will work	219
E4	Advice from principal, HoD and discipline seminars	220
E5	The SGB advise us to use it	221
E6	From learner discipline workshop and seminar and I read different books on learner discipline. The School Governing Body also advise us.	222
E7	From learner discipline workshops and school disciplinary policy	223
E8	I just thought of a strategy and I see other colleague doing it	224
E9	We learn from one another	225
E10	From school friends and school disciplinary policy	226
E11	Principal advise, school policy	227
E12	I went for counselling and was advised to try, and it works. I also did a lot of reading on how to deal with learner not only discipline of learners.	228
E13	From my school disciplinary policy	229
E14	Just trying different methods	230
E15	School disciplinary policy	231
Q8	**views on the effectiveness of the alternative methods of maintaining learner discipline** **which of those strategies are effective in managing learner discipline? what makes the strategies effective.**	232
E1	Alternative approach of maintaining learner discipline is effective but not all the strategies are effective to discipline all learners, educators need to master the strategies and apply a combination of relevant disciplinary measures that suit the situation for it to be effective.	233
	Taking good care of learners, treat them well, reward them, show to them that they are important part of the school and you are there for them is effective in managing learner discipline. A one-on-one talk with indiscipline	234

	learners to know the root cause of their problem will help educator to know how to assist the learner out of their problem. I realised that there are so many reasons why learner misbehave in school. Use of good educator-learner relationship is a way of mentoring and correcting and gaining learners trust. It is a positive approach to learner discipline. Involving parents on school activities.	
E2	Alternative methods of maintaining learner discipline are effective and better than corporal punishment. It does not dehumanized learners.	235
	Building good educator-learner relationship is effective. Although, the process is slow but for it to be effective, educators need to be patient with learner, and this is what most educators do not have.	236
	Report them to their parents	237
	Good counselling is effective because it exposed why learners misbehave and help them to reflect on their behaviour to build self-confidence, self-discipline and self-esteem . Reward for best behave learner is effective, because the gift, medal and the trophy are very attractive to learners, it reinforces appropriate behaviour and motivate them to behave well	238
E3	In my opinion, non is totally effective to deal with learner ill-discipline. It is best to return the use of corporal punishment back to schools. Learners are not ready to change; learner disciplinary problem is just increasing, for educators and schools to deal with. corporal punishment is the easiest, fastest and most effective, learners don't like pain. Report learners to their parents	239
E4	Alternative to corporal punishment creates good teaching and learning environment that makes learner thrive. But for it to be effective sometimes educator needs to use two or more strategy at the same time with the support of the parents. good educator-learner relationship is effective.	240
	All are effective if apply two or more together with wisdom	241

	For suspension to be effective it must be accompanying with counselling, monitoring and counselling help suspended learners to reflect on their wrong doing and takes responsibility for their actions.	242
E5	Alternative strategy to corporal punishment is a positive approach of disciplining learners, it helps learners to perform better at school, it builds self-control, self-confidence and promote problem-solving skills in learners and finally correct learner misbehaviour if apply well.	243
	I can't say this or that discipline strategy is the most effective, because effective discipline is not one-way it must be combined with other strategies that fit the problem, be good to learner as friend.	244
	Each educator should develop and use the strategy that meet the disciplinary situation apart from using corporal punishment.	245
	Although praise and reward cannot be use in all disciplinary situation but, it is effective as preventive measures in classroom management and against learners coming late to school. It inspires and motivates learners to achieve academic excellent and behave well to get the awards (trophy and medal). Most learner look forward to awards giving day.	246
E6	Different strategies have been used to discipline learner, but none is effective. I prefer corporal punishment even thou it is not the best but work fast and it put learners to order.	247
E7	No one is completely effective except a friendly relationship with learners is a strategy that has been working for me for years. It is a combination of using verbal warning and advice, monitoring and counselling. Giving a friendly counsel help the educator to gain learner's trust and confidence to confined in the educator and open up to discuss the reason for the disciplinary problem, because there is always a reason why learner misbehave, most of the time learners misbehave to hide their pains and sorrows. Show them love and care.and reward for bevaing well.	248
E8	Alternative methods of maintaining discipline is better than corporal punishment. It is non-violent and non punitive approach. Reward and parise work well.	249

	Good educator-learner relationship and counselling are the best alternative methods of maintaining discipline. Educator dig into why learners misbehave and help at apply the correct strategies.	250
	Invite parents school and involve them in learner discipline	251
E9	Alternative to corporal punishment is a step by step process that uses different positive disciplinary approaches (verbal warning, counselling, good educator-learner relationship) to achieve a desirable change in learner's behaviour. Although the process is slow, but the end result is a permanent corrective change. Counselling and advising are effective because it builds self-confidence, self-discipline and self-esteem in learners	252
	In my option, Praise and reward motivate and encourages learners to develop self-control and self-discipline as they aspire for the reward	253
E10	Using ATCP strategy is inadequate, ineffective and a waste of time.	254
	So, many educators strategically use corporal punishment…. Yes, it is not allowed that is why I said strategically. When we invite parents to school some ask us to use corporal punishment on their own children, I remember one of the parents that said don't spear the rod on my son, I give you the right to beat him. We asked misbehaves learners what do you want to invite your parent to school or punishment, most of them choose punishment. We send disturbing learners out of the classroom.	255
	After trying many strategies and non seems working, I ignore them, I don't mark their book except for test and exam.	256
E11	Some alternative strategies are good but time consuming. School involve parents in drafting of learners code of conduct.	257
	Building good educator-learner relationship is effective in dealing with learner's disciplinary challenges. I use verbal warning and counselling to discipline learners, this strategy helped me to develop good educator-learners relationship. over my years of teaching I noticed that educators who use this strategy were more respected and maintained learner	258

	discipline with ease than those who use corporal punishment. Educator-learner relationship is effective but not all educator like it because they think it is time wasting but the end product is permanent corrective solution that will better the life of the learners, because it builds self-discipline in learners. praise and reward learners for behaving well.	
E12	Most of the time we need to use different alternative methods before we get the best one. Different disciplinary approach is use for different indiscipline. ATCP is not violence like corporal punishment that teaches learners to be violence and revenge. ATCP is effective but not totally effective	259
	Since we observed that most learners do not want the school to report them to their parents, especially those from disciplined homes, they preferred punishment than reporting them to their parents. The school request for the assistance of parents in monitoring their children homework, school work and checking regularly with school to know if their children attend school and classes regularly. This strategy is really working with parents that responded to the call. Because, involvement of parents helps to reduce lateness, absenteeism to school, failure to complete homework and many disciplinary challenges. Learners who are absent from school without genuine reason will be held in detention and ask to come with their parents the second day.	260
	Due to the challenges I faced on learner discipline, for years, I refused to discipline learners, I went to phycologist for counselling, after series of counselling sessions, this really helped me to develop good educator relationship with my learners and report worst cases to school authority.	261
E13	Alternative methods of maintaining discipline is frustrating and time wasting Although corporal punishment was abolished, but it is still the most effective strategy.	262
E14	Alternative strategy builds self-confidence and self-esteem in learners.	263

	As mention earlier, as for me the best and most effective strategy to manage learner discipline is a friendly relationship with learners using verbal warning and advice. Reward best behaves	264
	Reporting learners to their parents is more effective. If a learner is indiscipline, I insist on them bringing their parents and they must not make excuse such as my parents are not available. They will start shaking	265
E15	Lead by example, prepare well before coming to class teach, use of rule and regulation are very effective.	266
	I can say calling parents of learners to school is the most effective strategy to combat learner misbehave. When an educator insist that indiscipline learners should bring their parents to school, the learners will start pleading some will tell educator to punish them instead of calling their parents to school but some don't mind if educator report them. Principal ask learner to bring supporting letter from their parents stating reasons why they are late or absent from school.	267
	Another strategy is teaching learners to right and wrong and taking responsibilities as a consequence for their behaviour and use corporal punishment.	268
Q9	**Which of those strategies are not effective in managing learner discipline? In your opinion why are they not effective?**	269
E1	The worst disciplinary measure is suspension, suspension supposed to be a temporary period of absence from normal school activity for learner with serious misconduct to reflect on their behaviour and return to school after a week, but this is not always the case. Some learners never return to school after suspension. It increases learners' dropout.	270
E2	Sending a learner for disciplinary hearing takes a long time to complete while the learner waiting for the outcome of the hearing, they still attend school causing more troubles. Suspension supposed to be a temporary period of absence from school activity for learner to reflect on their behaviour and return to school after a week, but this is not always the case. Some learners never return to school after suspension but dropout.	280

E3	In my opinion, almost all are ineffective.	281
E4	Suspension and expulsion are not effective at all, the disciplinary hearing takes time, learners under hearing still come to class to disturb or misbehave to the educator that reported them. From experience suspension does not correct or change learner's bad behavior but makes them to be rebellious to educators and school authority, some learner will say it is not more than suspension or expulsion	282
E5	Learners do not see suspension as correcting measure, suspension is like cutting the branches of a tree, if the root is still intact, it will grow again. Suspension do not deal with the root cause of learner indiscipline. doesn't allow learners to reflect on their wrong doing nor takes responsibility for their actions. most times we see suspended learners roaming around the streets during school hours, because parents that are supposed to supervise them need to work and not at home with them. E5	283
E6	It depends on the way the strategies are use and the learner in quote, some learners don't care, even when you treat them well, they are like pig they still go into the mod, they don't want to change from their bad behaviour.	284
	Suspension is not working at all, because it takes a lot of processing, first from disciplining committee hearing to permission from provincial department of education to approve the suspension, while the hearing process is going on learners are in class misbehaving some will even tell it to educator's face that is not more than suspension or expulsion.	285
E7	What?... in this school.... no strategy is effective in managing learner discipline	286
E8	Cautioning learners is less effective since they repeat the mistake you cautioned against because they know the worst educator can do is to caution them.	287
E9	The policies are old, they need to be review	288
E10	Suspension and expulsion are not the best; most learners don't change after suspension. A learner even got pregnant when suspended.	289
E11	Non	290

E12	Many learners did not understand the school code of conduct, some don't even know the meaning of code of conduct and we want them to obey it, so how will it work? It is just there most do not follow it.	291
E13	Suspended mostly results in learner's dropout.	292
E14	Inconsistency in the use of disciplinary strategies will make it ineffective If it is not applied well, it is best to treat learners equally by trying to understand each learner.	293
E15	Alternative measures are not effective, government need to replace all alternative measures with corporal punishment because they are not effective to deal with learner ill-discipline. It is best to return the use of corporal punishment back to schools. Learners are not ready to change; learner disciplinary problem is just increasing for educators and schools to deal with.	294
Q10	**What are your limitations in addressing severe ill-discipline in school**	295
E1	Learners with severe disciplinary problem still come to school during disciplinary hearing and continue to misbehave.	296
E2	Educator have no power to discipline learners with serious misconduct than to send them to principal who send the learner to SGB to takes necessary action on the learner and when the learners are undergoing disciplinary hearing still come to school to misbehave. Most of the SGB members who handle the case of severe misconduct of learner were not train on how to handle learner discipline	297
E3	Lack of support from parents, they would not respond to school call, some defend their children wrong doing, thou not many of them.	298
E4	Insufficient classroom and learning support and teaching materials (LSTM) which result in overcrowded classroom	299
E5	Learners whom we are fighting for to be a better person did not care about their own future and some of their parents are not even helping.	300
E6	Location of the school is close to "Shabbin" were learner buy, and drink liquor.	301

E7	Overemphasis on learners right, it seems learners have rights more than educators.	302
	We are not getting enough support from the DoE, Provincial DoE always delay or rejects suspension or expulsion of learners and the learners remain in school.… there was a time, when the School governing body make a request for expulsion of a learner for attacking an educator in school but there wasn't any response from the provisional DoE, it saddens my heart anytime I see the learner in the class.	303
E8	Social media and community in which learners grow up are full of violence. Learners mimic what the see in their commnulty.	304
E9	Using of old disciplinary policy, it needs to be review	305
E10	Consistently use of ineffective disciplinary strategies which educator themselves were not sure it would work	306
E11	School have serious limitations in handling severe ill-discipline like criminal activity like selling drugs in school premises or stealing of school properties, the school would have to hand over such learners to police. DoE always rejects expulsion of learners, because of these learners with serve disciplinary problem remain in school.	307
E12	Some parents and educators are poor role model to learners, most of the times learners hide under their parent unconcerned attitude to continue to misbehave.	308
E13	Disciplining learners must be sound and constructive so that it can build the learner at the end	309
E14	Sometimes when you caution learners some of them end up missing school for days and such act can lead to dropout of learners	310
	When we call the parent of disobedient learner some do not show up	311
E15	Abolishment Corporal punishment is a big limitation because we are bound by the school policy and legislation not to use it but this is what the learners need. The school policy on learner discipline should be reviewed to meet the present situation and what educators are facing.	312

Q11	**What are your suggestions regarding the strategies that educators can use to deal with learner indiscipline at school?**	313
E1	Training and mentoring of novice educators on relevant learner disciplinary measures to reduce their challenges on learner discipline.	314
	Good educator-learner relationship can be use to mentor and correct learners	
	School must allow the full representative of all stakeholders in the disciplinary committees of the school to achieve good results.	315
E2	Counselling and motivating learners will help to prevent and reduce the challenges that educators are facing on learner discipline.	316
	Building more classrooms will reduce the ratio of learner to educator, with adequate infrastructures, educator will also be to monitor each learner in class and will not be able to hide as they do in overcrowded classroom.	317
E3	Involvement of stakeholders, especially parents, learners are important when making decision on learner code of conducts. learners should be part of drafting of the school rules, they know one another and the rules that will work best for learners so, parent should have a copy of the school policy in order to guide the children on what is acceptable and not acceptable in school	318
	Mentoring new educators to observe how other educators discipline learners and try how it works.	319
E4	The introduction of extracurricular activities in all schools will help hyperactive learner to explore and utilised their talents	320
E5	Introduction of surveillance cameras in the classrooms and school premises will prevent and reduce disciplinary problems in school	321
E6	I suggest corporal punishment even thou it is not the best but work fast and it put learners to order	322
	School should organise workshop for educators and parents to teach them how different disciplinary strategies works	323

	Engaging learners with emotional issues in different extracurricular activities will keep them away from fighting and bulling.	324
E7	If the Department of education and principals organise discipline training and workshops for new educators at the beginning of every year to come up with more feasible and explicitly strategies that they can use to discipline learners without infringing on their rights.	325
	Monitoring and counselling of learners will reduce their misbehaviour.	326
E8	Teaching and motivating learners to take responsibilities for their action	327
	Good educator-learner relationship and counselling can work.	328
	Invove parents and government should assist with more school building and infrastructures to reduce overcrowded classroom.	330
E9	Educators should also act as role model, because positive or negative behavior from the educator is translates to positive or negative behaviour in learners. Respect build respect, learners look up to their educators and parents, they copy their behaviours.	331
	Use of counselling and advise will help educator to builds self-confidence, self-discipline and self-esteem in learners	332
E10	Disciplinary committee should give verbal and written warnings to learners and their parents to signatures and while the learner promises to change and improve his/her behaviour.	333
	Involvement of learners with formation of classroom or school rules, this will make them follow the rules and value it, because they are part of those that design the rules, so they are band by it.	334
	Use corporal punishment will bring learners back to their sense.	335
E11	I suggest Installing surveillance cameras in school premises, when learner know they are monitored with camera they will mindful of the behaviour around the school	336

	Schools principals should work with other schools in their neighborhood to rub minds and share problems on learner discipline and learn from one another on how they can effectively manage learner discipline in their respective schools.	337
	If the number of learners to an educator can be reduce in classrooms, it will be easy for educator to effectively manage the class and apply learner-centered teaching skill. It is much easier for educators to manage class with less learner and apply disciplinary measures that suit the learners.	338
	Instead of suspending learners, educators should guide and teach learners problem solving skill, do not judge them but allow them to judge their own behavior and take responsibility for their own action.	339
E13	Most of the alternative measures are not working and waste educator's time. Why not return of corporal punishment to school, learners change when they experience pain.	340
E14	School should work as team with all stakeholders to assist in reducing learner discipline. The school principal should make sure that all stakeholders including learners, and their parents have a copy of the school policies relating to how learner should behaviour in the school.	341
E15	Calling parents via phone can assists to prevent learner's from bringing imposters parents to school and also reduce indiscipline, because most of these learners don't want their parents to be told of their wrong doings.	342
	Return corporal punishment to schools, especially secondary schools	343

Appendix M: Letter of confirmation of language editing

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9 January, 2022

To whom it may concern,

Dear Sir/Madam,

Re: Letter of confirmation of language editing

I hereby confirm that I have proof read and edited Olufunmilayo Tenidade Obadire's (Student Number 2345760) dissertation entitled:

Exploring learner discipline challenges in selected secondary schools in Vhembe District, Limpopo Province

A research Submitted to the Faculty of Humanities, University of the Witwatersrand in fulfillment of the Requirements for the Degree of Master of Education.

Although the greatest care was taken in the editing of this document, the final responsibility for the product rests with the author.

Yours faithfully,

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Tel: 3552421(W)
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Appendix N: Turnitin Report

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