

ABSTRACT

The increase of problem behaviours experienced in South African schools have become an immense concern for teachers. Effective and appropriate strategies need to be implemented to address the concerns of South African teachers to manage the problem behaviours they experience in the classroom. This study sought to address the following research questions: (a) How do teachers define problematic behaviours of learners in the classroom? (b) What, according to the teachers, are the causes of these problematic behaviours of learners? (c) What, in the opinion of the teachers are the consequences of problem behaviours on the teaching/learning environment? and (d) Which strategies do teachers use to manage the problem behaviours of learners in inclusive classrooms?

The study adopted a qualitative approach. A multiple case study of three private primary schools in Midrand, Gauteng, South Africa were conducted. Data were collected from fifteen participants through semi-structured interviews. Trustworthiness of qualitative data was ensured by the four criteria; credibility, dependability, confirmability and transferability. Data was analysed by using the thematic framework.

The study found that teachers are able to identify learners who display problematic behaviours. They implemented various strategies to manage problem behaviours, however, these strategies were only temporary. Teachers revealed that in addition to the increase of problem behaviours experienced in the classroom, they are aware that many strategies used do not work and problem behaviour is seen as time consuming, ineffective and greatly affects the teaching and learning process.

The study concludes that problem behaviour experienced in the classroom remains a major concern for many South African teachers. Although there are various strategies implemented by teachers to help manage the problem behaviour experienced, these strategies only temporarily manage problem behaviour. A long-term solution needs to be enforced to adequately manage problem behaviours in schools.

Key words: *Problem behaviour; classroom; teachers' explanations; interventions; discipline, primary schools, Inclusive education, Inclusive classroom, Management strategies, disruptive behaviour*

