

**Teachers' experiences of learner indiscipline during teaching
and learning in a Johannesburg East Secondary School**

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DECLARATION

I declare that **Teachers' experiences of learner indiscipline during teaching and learning in a Johannesburg East Secondary School** represents original work by the author and has not been submitted in any form to another university. Where use has been made of the work of others, this has been duly acknowledged in the text and a complete, alphabetised reference list has been provided. I fully understand that the University of the Witwatersrand will take disciplinary action against me if evidence suggests that this is not my own unaided work or that I failed to acknowledge the sources of the ideas or words in my writing.

Cyprian Albert Mkandla

Date_____

ABSTRACT

The purpose of this study was to critically explore teachers' experiences of learner indiscipline during teaching and learning in a Johannesburg East Secondary School. The study sought to explore teachers' experience in the midst of the wide spread learner indiscipline in South African schools, especially in secondary schools as discipline seems to have deteriorated over the years. The deterioration is evidenced by various media reports which demonstrated that some learners are misbehaving to the extents of beating up or pointing guns at, throwing objects towards and stabbing teachers and their peers. This study used critical phenomenological qualitative methodology and data was gathered using semi-structured one-to-one individual interviews with teachers. Critical Discourse Analysis (CDA), particularly Fairclough's CDA was used as an analytic framework for the study while Foucault's (1977) panoptic mechanism which uses disciplinary power as a disciplinary system was used a tool to juxtapose with the schooling system. The Panoptic mechanism presents a control mechanism whereby individuals are "inserted in a fixed place which is enclosed, a segmented space and they would be observed at every point and their slightest movements are supervised to instil in them self regulation", which should be the situation in schools.

The dearth of education research on teachers' experience of learner indiscipline in schools has made the indiscipline to continue unabated. This study seeks set a platform for other researchers to start researching teachers' experience with the aim to find lasting solutions to end learner indiscipline, and to help teachers with lasting solutions when dealing with learners. The findings emerging from the study are that teachers experience learner indiscipline during teaching and learning and that the lack of a culture of self regulation and internalising school rules amongst learners leads to disrupted process of teaching and learning. The other finding was that teachers do not have uniform, compliant and positive strategies to combat learner indiscipline. Teachers are more inclined towards using unconventional methods in their desperate efforts to deter learners from indiscipline.

Keywords: experiences, learning, indiscipline, teaching, teachers, secondary schools

ABBREVIATIONS

CDA – Critical Discourse Analysis

CoC- Code of Conduct

DBE – Department of Basic Education (Republic of South Africa)

DoE – Department of Education (Republic of South Africa)

HOD- Head of Department

HSRC – Human Sciences Research Council (Republic of South Africa)

GDE – Gauteng Department of Education

RCL- Representative Learner Council

SASA- South African Schools Act

SGB- School governing body

SMT- School Management team

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DEDICATION

I dedicate this dissertation to my wife, Precious Nomagugu Mkandla (nee Skhosana), my daughter Nomzamo Owami Langa Mkandla.

To my wife, thank you very much for being the source of my strength. Your words of encouragement and support are greatly appreciated.

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Chapter 1

Learner indiscipline: a key hindrance to effective teaching

1.1. Introduction

Discipline is one of the attributes needed to ensure that social organisations achieve their goals, making it important to instil discipline in children as early as possible (Joubert and Squelch 2005; Masitsa 2008). This notion is applicable to educational institutions such as schools; discipline has to be established for effective teaching and learning. According to Serakwane (2007, p. 27) and Masitsa (2008, p. 244) rules and regulations should be followed by learners to guide their behaviour at all times in schools. While it is agreeable that the problem of learners' indiscipline runs across all levels of schooling (Okumbe, 1998; Mbiti, 2007), in 2007, Naong (2007) posited that lack of discipline was prevalent in South African secondary schools due to lack of responsibility and respect amongst learners. The learner indiscipline problem was still continuing seven years later in 2014 as Moyo, Khewu & Bayaga (2014, p. 1) noted that "indiscipline problems in South African schools" were to be described "as a disproportionate and intractable part of every teacher's experience of teaching". It is interesting to imagine how much meaningful learning time has been lost through the years as LeeFon, Jacobs, Le Roux, and De Wet (2013), contended that discipline is a precondition for the promotion of meaningful learning in the classroom.

Joubert, De Waal and Rossouw (2004, p. 85) define discipline as "ways of teaching an individual self-control and acceptable behaviour as well as modelling character ... respect and responsibility are important aspects of discipline". This means that learners' lack self-control, respect and sense of responsibility are inextricably associated with learner indiscipline, which in turn deters the effectiveness of teaching and learning in the classroom (Maphosa & Mammen, 2011). Learner indiscipline, according Magwa & Ngara (2014, p. 80) is "misbehaviour in any or all of the following areas; respect for school authority, obedience of rules and regulations, and maintenance of established standards of behavior". The learner misbehaviour hinders effective learning and teaching. It is of great importance that schools should have highly effective strategies to control and minimise learner indiscipline for successful learning and teaching.

Of concern for the current study is that in South African schools, especially in secondary schools, discipline seems to have deteriorated over the years as evidenced by various media reports which demonstrated that some learners are misbehaving to the extents of beating up or pointing guns at, throwing objects towards and stabbing teachers and their peers. For example, Daniel (2018) reported that the South African Minister of Basic Education, Angie Motshekga “admits that the recent spate of stabbings and attacks at learning institutions across South Africa is cause for major concern”. Daniel (2018) asserts that the Minister’s concern came as a result of learner violence especially the stabbing of Gadimang Mokolobate, a 24-year-old Mathematics teacher, by a 17-year old pupil in a classroom in Zeerust, North West. Some learner violent acts have been recorded and circulated on social media as videos, recorded by peers defying, insulting, or physically attacking their teachers. The use of cell phones in classes or other school premises to record embarrassing incidents is itself a form of misconduct. Porter (2016) asserts that, the cell phones are at times misused by learners in schools for misconducts and most schools are battling with that misconduct in South Africa. She asserts that learners use cell phones to record other learners’ images and then use the images to harass and bully those learners. The images are circulated to ridicule their appearance or used as pornographic material if there is nudity in the images. Thus, this study focuses on teachers’ experiences of learner indiscipline during the processes of teaching and learning.

1.2. Background of the study

Riley (2018, p. 17) highlighted that “there are many instances of social disconnect, hate, disrespect, and lack of compassion in our world today. Our schools are not immune to these outside pressures and influences.” The prevalence of hate crime and violence in South African communities influences the escalation of violence in school going children. Daniel (2018) quoted the South African Minister of Education, Angie Motshekga asserting that “there is a correlation between high levels of criminality in the community which is transported into schools...guns come from communities; the knifing [and] the anger comes from communities”. The Minister acknowledges the linkage between the prevailing learner indiscipline in South African Schools and the prevalence of crime and violence in the South African communities. The high prevalence of crime and violence transferred from society to schools probably creates psychological trauma and fear on teachers and learners as they enter the school premises knowing the possibility of being the next victim of a school violence incident.

However, it should be noted that, South African schools are battling with learner indiscipline, but it is not unique to South Africa. Learner indiscipline is one of the most common challenges that schools face all over the world (see Marias and Meier, 2010; Mohapi, 2014). Maphosa and Mammen (2011, p. 185) postulated that indiscipline has taken centre stage globally, and they exemplified this by stating that “in the United Kingdom, there are many reported cases of classroom disruptions, with the prevalent forms of indiscipline being noisy, rowdiness, disrespect to teachers, and foul language. These are also confirmed to be key forms of indiscipline in the United States of America”. Along similar line of discussion, Okoson (2010) reported that in Nigeria, learner indiscipline includes truancy hooliganism, cheating during examinations, drunkenness and disrespect for school authority. Furthermore, Magwa and Ngara (2014, p. 80) posited that in Botswana, the most frequently committed offenses were stealing, smoking and absenteeism. The above studies’ findings demonstrate that learner indiscipline manifests in different ways across different countries, suggesting the complex nature of the phenomenon. In South Africa, learner indiscipline has escalated to assaulting and killing of teachers, and learners killing each other causing trauma to others. In view of the above discussion, this study sought to gain insight into secondary school teachers’ experiences of indiscipline

1.3. Problem Statement

The above introduction and background addressed a concern in the deterioration of discipline in South African schools, which is a challenge facing teachers and eventually teaching and learning process (see Ndamani; 2008; Marias and Meier; 2010; Mohapi, 2014). Masitsa (2008, p. 234) highlighted that “learners’ indiscipline in South Africa became worse when learners knew that corporal punishment had been abolished, and their misbehaviour escalated to the state of unruliness”. Corporal punishment has been condemned as a violent act on learners as it violates their constitutional right since corporal punishment was outlawed by the democratic South African government. Riley (2018, p.16) asserts that “restorative practices utilise a problem-solving approach to school discipline issues”. He further highlights that “rather than being reactive, it’s a proactive approach that builds community around common infractions through community discussions and exploration.” However, the proactive approaches appear not to have been affective enough in South African schools. Various studies have demonstrated that learner indiscipline gradually transforms itself from unruliness to criminality in the form of learners murdering teachers or attempting to murder them (Marias and Meier; 2010; Ferguson, 2012;

Mohapi, 2014). While this is the current state of affairs, there has been insufficient research into teachers' experiences of learner indiscipline during teaching and learning. Teachers' views of how learner indiscipline shapes the processes of teaching and learning have not been investigated adequately in South Africa. This research aimed to give teachers a voice for them to express their experiences of learner indiscipline. It also opened a platform from which teachers could communicate their personal ideas on how best they think the learner indiscipline problem should be tackled for better classroom management. This is an opportunity not given to teachers who in most cases have policies prescribed to them, while researcher usually observe and write conclusions as they research on learner indiscipline.

1.4. Rationale of the study

The rationale to conduct this study is vested in my informal observations as a teacher in one of the secondary schools at Johannesburg East. As a teacher, I noticed that the levels of indiscipline vary from small talk between learners, to outright defiance of teachers' directives that disrupts and brings teaching and learning to a standstill. Most teachers in the school where I taught faced disciplinary problems and expressed this openly, as they felt disempowered and helpless while others could not acknowledge the disciplinary problems as they see learner indiscipline as the teacher's weakness and failure to be in authority and in charge. Thus, I became interested to conduct a research on this issue, to gain insight into teachers' experiences of working with undisciplined learners during teaching and learning.

Another motivation to conceptualize this study emerged from well-documented findings on the literature related to learner indiscipline in schools (see for example, Ngcukana, 2009, Marias and Meier, 2010, Le Roux and Mokhele, 2011 and Mohapi, 2014). According to Ngcukana (2009), the debate on whether schools and classrooms are still manageable and conducive for effective teaching and learning is current and has taken another dimension, which concerns safety in schools. While I acknowledge that learner indiscipline affects the smooth running of educational activities in schools generally, it is currently assumed that teachers are the most affected since they are the ones tasked with ensuring that discipline is maintained at all times during teaching and at the same time ensure that learners have epistemological access. This is the reason why teachers are the focus of the current study. LeeFon, Jacobs, Le Roux and De Wet (2013, p. 2) suggest that there "is lack of effectiveness in South African schools when it comes to policies

that address learner discipline in schools.” This policy is the South African Schools Act, to be particular Act NO. 84 OF (1996) section 9 which focus on suspension and expulsion from public schools. This study aimed to add to the knowledge that seeks to cover the gap or ineffectiveness that other studies have identified on this Act.

Msani (2007, p. 26) opines that this disciplinary section of the schools’ act policy “offer less guidance on what teachers should do to maintain discipline within the school; particularly within their classrooms during teaching and learning.” Rossouw (2003, p. 413) and Smit (2010, p. 47) contend that many teachers do not enjoy their work, are under pressure, are absent from school and even quit the teaching profession as a result of their inability to maintain discipline in their classes. Rossouw (2003, p. 413) further points out that the South African educational legislation seems to be too strict on teachers and too lenient on learners when it comes to enforcing discipline in schools. While this is the case, of concern for the current study is that the scarcity of research with teachers relating to learner indiscipline has not been able to offer accounts of teachers’ experiences of this phenomenon during the processes of teaching and learning in the classroom, as well as how they perceive learner indiscipline. This study aimed to close this gap of excluding teachers who I believe are better positioned to offer the best solution since they have firsthand experience on learner indiscipline. Their input that has been ignored can better all education stakeholders about teachers’ experiences in the classrooms while teaching; this will reveal how teachers think indiscipline affects learners’ learning and the process of teaching itself. This will help to initiate new ideas on discipline policy formulations in schools.

1.5. The purpose of the study

The purpose of this study is three-fold. Firstly, this study sought to critically explore teachers’ experiences of learner indiscipline within their school and classrooms. Secondly, it aims to understand teachers’ perceptions of how learners’ indiscipline affects the effectiveness of teaching and learning processes in the classrooms. Lastly, it critically examines strategies used by teachers to address learners’ indiscipline within their classrooms during teaching.

1.6. The objectives of the study

The objectives of this research project can be summarised as follows:

- a) To gain insight into teachers’ experiences of working with undisciplined learners during teaching and learning in a secondary school in the East of Johannesburg.
- b) To investigate teachers’ views about how learners’ indiscipline shapes teaching and learning processes within the classrooms.
- c) To gain insight into the strategies teachers use to address indiscipline among learners.

1.7. The research questions

The following research questions helped me to realise the purpose and the objectives of the study:

1.7.1. Main research question

What are teachers’ experiences of learner indiscipline during teaching and learning in a secondary school located in East of Johannesburg?

1.7.2 Sub-research questions

- a) What nature of learner indiscipline do teachers identify as the most prevalent among their learners?
- b) What are teachers’ perceptions of the effects of indiscipline in the process of teaching and learning?
- c) What strategies do teachers use to address learners’ indiscipline during teaching and learning?

1.8. Operational definitions of concepts in the study

Table 1: The operational definitions of concepts in the study

Concept	Operational definition
Experience	Roth and Jornet (2014, p. 106) define experience as “that which, by putting us in play ourselves, modifies us profoundly in a way that after having crossed, endured, traversed it, we will never be the same again.” In the current study, teachers’ experiences are taken to mean those encounters of learner indiscipline that teachers face and it affects them. The use of the word experience in this study should not be viewed as limited to “the common use of the term as referring to participation in

	events or activities and, in the process, having certain feelings. Instead, experience is a category of thinking, a minimal unit of analysis that includes people, their material and social environment, their transactional relations, and affect.” (Roth & Jornet 2014, p. 106).
Indiscipline	In this study learner indiscipline means “misbehaviour in the following areas; respect for school authority, obedience of rules and regulations, and maintenance of established standards of behaviour” (Magwa & Ngara, 2014, p. 80).
Learning	The expectation at the end of teaching is change as Sequeira (2012, p. 1) posits that “learning is about a change: the change brought about by developing a new skill, understanding a scientific law, changing an attitude.” In this study, the concept of learning is taken to mean the change that is expected to come as the learners are exposed to the information in the curriculum, this is expected to be seen in their abilities to perform well in their assessment as well as their behaviour.
Teaching	In this study, the main function of a teacher in a school is viewed as to prepare and facilitate lessons to make the contents of the subject matters to be understandable to learners. I draw primarily from Sequeira (2012, p. 2) who defined teaching as “a set of events, outside the learners which are designed to support internal process of learning”.
Teachers	Sequeira (2012, p. 3) asserts that there are two ways to view teachers. He claims that teachers can be perceived in a modern way or in a traditional way. Sequeira (2012, p. 3) asserts that the modern way views a teacher as “facilitator” of learning, while the traditional way views a teacher as an “instructor” in learning.
Secondary schools	This study was conducted in a secondary school which caters for learners in their adolescent stage. These learners are between Grade 8 and 12. In South Africa, a secondary school is a five year which learners attend after completing primary school and before starting tertiary education. Moye (2015, p. 80) asserts that they exist “for the purpose of teaching and learning” the set objectives in preparation for tertiary education.

1.9. Structure of the research report

This research report comprises of five chapters. **Chapter 1** provides an introduction and background of the study. The background indicates that learner indiscipline has increased in South African schools. It discusses that existing literature has addressed deterioration of discipline that has eventually become criminality as teachers are being violently attacked by learners in schools. It also highlights discussions on existing literature that addresses the ineffectiveness of the education policies which has led to the current learner indiscipline. This chapter also presents the rationale for conducting this study, its purpose, specific objectives and predetermined research questions for the study.

Literature review and theoretical framework are presented in **Chapter 2**. The literature review is an interrogative synthesis of various researches conducted internationally and locally justifying this research endeavour. The literature review begins with a discussion of learner discipline and indiscipline. These two concepts are viewed through the framework of Foucault (1977) who posits that the panoptic mechanism was used to facilitate self regulation on imprisoned people; this concept would be juxtaposed with today's schools who are struggling to instil self regulatory behaviour on learners. Furthermore, it reviews literature on international and South African perspectives on learner indiscipline and the impact it has on teaching and learning. This chapter also details how Critical Discourse Analysis (CDA) was used as theoretical framework for the current study.

Chapter 3 outlines the research methodology espoused for the study and the research processes I underwent to address the study objectives and answer the predetermined research questions presented earlier above. The chapter presents how the data which was generated by using semi-structured interviews was organized and analysed, as well as how issues of trustworthiness, credibility and transferability of findings are addressed in this study. **Chapter 4** presents the findings and discussion of the data. The last chapter which is **Chapter 5** presents the recommendations of the study analysed from the semi-structured interviews, linking the findings with existing literature using CDA as a theoretical framework.

Chapter 2

Global and National trends of learner indiscipline

2.1. Introduction

This chapter presents a detailed account of the literature on learner indiscipline in schools. It entails an interrogative synthesis of various research conducted internationally and locally, justifying this research endeavour. The review of literature begins with a discussion of discipline; followed by the conceptualisation of learner indiscipline. The concept of indiscipline arises from the lack of discipline. The chapter further presents Foucault's (1977) mechanism of the Panoptic focusing on the effectiveness of the Panoptic mechanism, however not as a conceptual framework; but to as a tool to juxtapose the effectiveness of the Panoptic mechanism in instilling self regulation on inmates; against the ineffectiveness of the schooling disciplinary system on learners in schools. This will be followed by a review of literature on international perspectives on learner indiscipline and the impact it has on teaching and learning. To contextualize the study, the review also focuses on the notion of learner indiscipline within the South African context. Later, a brief comprehensive review of the literature related to the South African legislation on learner indiscipline is presented. This chapter concludes with a discussion of how Critical Discourse Analysis (CDA), particularly Fairclough's CDA is used as an analytic framework for the study.

2.2. A need for control of increased levels of ill-discipline in schools

Foucault (1977, p. 199) defines disciplinary power as a disciplinary system whereby individuals are "inserted in a fixed place which is enclosed, a segmented space and they would be observed at every point and their slightest movements are supervised." This description could be linked to the organization of classrooms, as learners are enclosed into classes that are segmented and teachers are mandated to constantly monitor their movements. While such explanation could be perceived as "intensified social control and domination" (Foucault, 1977, p. 199), it was necessary to maintain discipline to ensure undisturbed teaching and learning in schools and classrooms. The nature of schooling is understood to be a space that instils order and discipline to learners. Schools are expected to be as effective as the panoptic mechanism to control and

observe learners' and even teachers' movements and behaviours inside and outside the classrooms.

Interestingly, Foucault (1977, p. 200) notes that “visibility is a trap... and invisibility is a guarantee of order” which increases the expectations that it would be easy for schools to monitor learners' behaviour. Learners would be forced to self regulate as they are constantly monitored by teachers, as inmates constantly felt monitored by a guard in the Panopticon tower. Teachers used to corporally punish learners prior 1994 democratic election in South Africa, visibility was a trap to learners who would self regulate in fear of being observed by the teacher misbehaving. Therefore, learners would self regulate to avoid being punished by the teacher. In post 1994 South Africa, visibility is no longer a trap to undisciplined learners as they defy teachers in their face. Invisibility is not a guarantee for order in most schools as learners are no longer afraid to be observed while misbehaving. This is the result of lack of effective measures of correcting learner misbehaviour which this study links to the ineffectiveness of schools as panoptic mechanisms. The teacher no longer has the power which the guard possessed in the panoptic tower as power seems to have shifted from principals and teachers to learners.

Foucault (1977, p. 202) notes that when the panoptic mechanism is put in place “it is not necessary to use force to constrain the convict to good behaviour, the madman to calm, the worker to work, the schoolboy to application, the patient to the observation of the regulations”. This mechanism has subjected individuals in the modern society to internalise rules and self-regulate in fear of “the moderator supervisor in a central tower” who constantly watches individuals everywhere and becomes their own guardian. Of interest within the context of the current study is that learners do not self-regulate, even with the knowledge of the existing central tower as principals or school management team (SMT), instead they are aware that they are monitored from the Panopticon tower of the principal office or prefect within the classroom. This addresses the issue of ill-discipline in South African schools, where learners have no respect for school rules, teachers and governors despite being under the watch of the whole education system.

Masitsa (2008) posits that learners' indiscipline in South Africa became worse when learners knew that corporal punishment had been abolished after 1994. A reason Gudyanga, Mbengo

Wadesango, (2014, p. 382) advocate for corporal punishment to be “used as a means to achieve some good end, that is good behaviour which is compatible with the process of education.” Gudyanga, Mbengo Wadesango, (2014, p. 382) further attest that corporal punishment should be used “to enable the smooth and successful education process through creating a disturbance free and a conducive environment that benefits learners”. Their support for corporal punishment is possibly influenced by the lack of clear discipline mechanisms for schools and teachers to control undisciplined learners, in particular when it disturbs teaching and learning processes and infringes on other learners’ rights to undisturbed learning process.

2.3. The loophole in monitoring learner indiscipline in schools

Gallagher (2010, p. 262) asserts that “schools are often understood by social researchers as panoptic spaces, where power is exercised through constant surveillance and monitoring.” However, given the intensity and increase of ill-discipline amongst learners after the abolishment of corporal punishment, this study problematises learner ill-discipline and the influence it has on teaching and learning. In particular that Ali, Dada, Isiaka and Salmon (2014) state that indiscipline in schools has been an issue of concern for educators, policy makers and public opinion in general, owing to the outbreak of aggressiveness among peers, violence within teacher – learner relationships, as well as vandalism. Of interest is that, the schooling systems’ discipline mechanism should be like the Panopticon and lead to self-regulation, resulting to restraining learners, instead learner’s violence and aggressiveness instigate fear on teachers and fellow learners who trade softly in fear of being victimized by the ill-disciplined learners. Ali, Dada, Isiaka and Salmon (2014, p. 256) posit that “the problem of indiscipline affects all schools irrespective of gender and school type though the degree and magnitude vary from school to school.”

Without overlooking the above impact, this study engaged with teachers to specifically gain insight on how the participants are affected by learner indiscipline, if at all. This is important especially when it appears like teachers and principals are decapitated by having limited authority on monitoring and administering disciplinary measures in schools. This creates a loophole and leaves undisciplined learners with room to disturb learning which Peter (2015, p. 81) referred to as “the production of useful, acceptable and responsible members of the society, which is the primary responsibility of the school”. I could argue that the introduction of

children's rights to protect children from harm by adults has resulted in teachers needing to account for many things when children misbehave, including reporting bad behaviour of a child that also leads to many questions about the teacher's abilities and effectiveness to monitor learner disciplinary procedures. Smith, Beckmann and Mampane (2015, p. 2367) asserted that "it would appear that educators are not trained to handle the quasi-official aspects of a disciplinary hearing of a learner properly, and therefore frustrate the goals articulated in Section of SASA". Thus, critical conversations with teachers might provide information and insight about the impact of learner indiscipline in schools. It might also shed more light on how ill-discipline manifests itself, and teachers might also give further insight of why misbehaviour happens in their "watch".

2.4 Global research on learner indiscipline

The increasing problem of indiscipline in schools is not just an exclusive challenge faced by teachers in developing countries, but it is also experienced in developed countries as demonstrated by scholarly works (Blandford 1998; Stewart, 2004; Edwards, 2008). Stewart (2004, p. 318) posits that in Australian schools, ill-discipline manifests as "failure to pay attention in class, disrespect for other learners or staff members or their property as well as flagrant breaches of school regulations, including for example, wearing inappropriate clothing or items of jewellery". He posits that maintaining discipline is a major problem and a source of considerable stress to teachers, which consequently make teachers resign from the profession. Other countries such as Britain, Spain and America are also experiencing difficulties in maintaining discipline (see Stewart, 2004; Betoret, 2006 and Edwards, 2008). For example, in Ontario, Canada, school indiscipline got out of hand when secondary learners took weapons and attacked fellow learners, resulting in death of three teenagers in three separate incidents. The carrying of fire-arm might be a serious breach of school rules and regulations, because it is considered as highly dangerous for the school community.

To indicate that learner indiscipline is not only experienced in South African schools, Maphosa & Mammen (2011) quoted Bisetty (2001, Wright & Keetly (2003) who reported that in the United Kingdom, learner indiscipline has taken centre stage as learners are generally noisy, rowdy and disrespectful to teachers, leading to a drop in educational standards in that country. The different countries show the nature of learner behavior in their respective countries, which

shows different experiences that could be conceptualised differently. The acts of indiscipline among learners are a complex challenge that is facing schools in all parts of the world (Charles, 2002; Angus, McDonald, Ormond, Rybarczyk, Taylor and Winterton, 2009, Ali, Dada, Isiaka and Salmon 2014). Thus, western countries are also under increasing pressure to lift the standards or levels of learner achievement, while principals are reporting growing numbers of learners who are difficult to teach, suggesting that the decline in education standards seems to be linked to indiscipline (Bisetty, 2001, Wright & Keetly, 2003).

Other than Europe and North America, this pandemic problem is also reported in continents like Africa, Asia, and South America. Karanja and Bowen (2012, p. 9) observed that “indiscipline in Kenyan schools constrain effective teaching and learning as children are striking against schools, killing other students, performing arson on school property, bullying and taking drugs”. Similarly, Peter (2015, p. 82) asserts that “learner indiscipline is a menace that has been haunting the educational system in Nigeria for many years”. He says that it manifests as “perpetual late coming to school among students, fighting in school, engaging in examination malpractices, illicit affair between students ... raping or gang raping among students, students challenging teachers’ authority in school, use of drugs in or outside school, bullying and loitering during school hours”. Without presuming particular degree of ill-discipline, it seems to be serious in some African countries, due to various challenges they experience. In Southern African countries such as Botswana and Zimbabwe, learner indiscipline has also been a thorn in a flesh. Garegae (2007 p. 2) notes that violence, misbehaviour and lack of discipline interferes with the teaching and learning process in Botswana schools. This concurs with Matsoga’s (2003) and Moswela’s (2004) studies which revealed that learner indiscipline in Botswana schools manifests itself in various ways including bullying, vandalism, alcohol and substance abuse, truancy, inability or unwillingness to do different kinds of school work. In Zimbabwean secondary schools, Gutuza and Mapolisa (2015) also noted that the cases of indiscipline were widespread, ranging from minor cases like, late coming, bullying and stealing to major cases like rape, murder and drug abuse.

The above studies point to the dynamics, complexities and impact of learner indiscipline on the processes of teaching and learning, subsequently on the general educational standards of a nation. They further demonstrate that learner indiscipline in schools is not a problem peculiar to

or only experienced in South Africa, but is a global issue. While the studies above showed a correlation between learner indiscipline and educational standards, other studies demonstrate that in cases where learners are well behaved in schools, the educational standards of a nation are often high. For example, Farrel (2017) contends that Singapore seems to be one country that has managed to control school discipline effectively, subsequently; their educational standards are regarded to be one of the best globally. One of the mechanisms that Singapore uses to discipline their learners is corporal punishment, particularly for wayward schoolboys in the middle teens, and helps to maintain high levels of school discipline and educational achievement on which visitors invariably remark on. Similarly, Bastos (2017, p. 204) posits that “Finland ... takes the first places in the three cognitive domains evaluated by ... tests in Mathematics, Science and Reading”. Just like Singapore, Finland also uses corporal punishment to maintain discipline in schools. This is shown in the document of the Finnish Ministry of Social Affairs and Health, Reports and Memorandum (2011, p.3), which explains that “in 2 March 2009, a working group was set up to draw up a proposal for a national plan of action to prevent and reduce corporal punishment of children.” The proposal to prevent and reduce corporal punishment makes it crystal clear that it has been used all along.

Of interest is that the system of discipline that the Singaporean and Finnish governments uphold was abolished in the post-apartheid democratic South Africa, to address issues of human rights, in particular, children’s rights. Naong (2007 p. 286) highlights that “corporal punishment was an integral part of school life for most teachers and learners during the twentieth century in South African schools. Naong (2007 p. 286) further opines that due to the abolition of corporal punishment “teachers are now being confronted by disruptive behaviour in the daily activities of school life”, making it difficult to engage with teaching and learning and disadvantaging other learners. This could address issues of social injustice, because learners attend school with the intention of learning without fear or disturbance. Kubeka (2004, p. 52) posits that teachers pointed out that “without corporal punishment, discipline could not be maintained”. Kubeka (2004, p. 52) further attests that teachers believe that “children would neither show them respect nor develop the discipline to work hard unless they were beaten or threatened with being beaten”. This is similar to what Naong (2007, p. 283) claims, that teachers felt “their power as educators had been taken away; corporal punishment was quick and easy to administer, while other methods required time, patience and skill, which educators often lacked.” Considering the

lack of complaints about learners' ill-discipline during apartheid era, it seems like the means of maintaining discipline and the panoptic mechanism worked well, even though it does not mean that the means were humane or that there were no complaints about corporal punishment. The following section focuses on learner ill-discipline within the South African context to explicate to the reader the misbehaviours that have become predominant forms and patterns of learner indiscipline in the country.

2.5. Learner ill-discipline in the South African school context

Osborne (2004) and Sebola (2015) posit that learner indiscipline in schools is being considered as a group of adverse behaviours that result in a considerably negative outcome for other learners or the school. Gale and Chris (2004) argue that school safety is more than just the absence of violence.

The meaning of safety needs exploration and application to professional perspectives that are familiar to educators in the schooling process. 'Safety' is defined as freedom from danger, harm, or loss. The close companion term 'security' is defined as freedom from anxiety or apprehension of danger or risk (Gale & Chris, 2004:259).

The above assertion suggests that safety is not only associated with the physical harm resulting from violence, harm is also caused by apprehension about imminent harm, constituting psychological harm. Teachers in schools are familiar with the disturbance, stress and harm caused by learners' ill-discipline on other learners and on teachers. Naong (2007, p. 291) contends that the prevalence and influence of stress leads to the declining morale among teachers, and it has led to increased number of teachers leaving or intending to leave the profession. These further necessitate the focus of the current study. In addition, the South African Human Rights Commission (SAHRC) (2006, p. 6) states that, the South African Human Rights Commission (SAHRC) reported in their investigation of learner indiscipline and violence in South African schools, the following were some forms and pattern were they discovered:

1. Physical violence and fighting.
2. Racially motivated violence.
3. Verbal abuse.
4. Bullying and intimidation.
5. Gang violence.

6. Drug and alcohol abuse related violence.
7. Theft of property and vandalism.
8. Student protests that turn violent.
9. Sexual violence in schools and Gender-based violence.
10. Violence undermining the education of girls by forcing them out of school.

Experiencing the abovementioned manifestations of learner indiscipline, while labouring as a conscientious teacher whose purpose is enabling learners' epistemological access (Lotz-Sisitka, 2009), should be explored as it can possibly offer an essential and unique knowledge about the way in which teachers perceive their own wellbeing and roles as professionals. This study seeks to explore if the interviewees have ever experienced any kind of learner indiscipline mentioned above and how they combat it, if they have any means of combating it.

2.6. The South African schools code of conduct for learners

As part of the transition from the apartheid government to a new democratic government, the Department of Education (DoE) passed The South African Schools Act No.84 of 1996. According to this Act, it is expected that all public schools in the post-apartheid South Africa should have a democratically elected School Governing Bodies (SGBs). The SGBs comprise of learners who are voted into Representative Council of Learners (RCL) (in secondary schools); educators, parents, non-teaching staff and the school principal (see Clarke, 2009). Given the concept of democratisation, the government decentralised power to the school and community, to be responsible of their schools. Of interest to note is that, despite these efforts, discipline further deteriorates in South African democratic schools. This might be a good sign that democracy needs all stakeholders not to benefit from the constitutional rights only, but to be responsible so as to enable everyone to enjoy the rights. The principal duty of the SGBs is, among others, developing a code of conduct for dealing with learner safety and discipline (Mncube, 2007; Nieuwenhuis, Beckmann & Prinsloo, 2007; Joubert & Prinsloo, 2009). Accordingly, Section 8 of the South African Schools Act 84 of (1996) states that a School Governing Body (SGB) of a public school must implement a code of conduct for the learners after consultation with parents, learners and teachers in the school. This Act postulates that learners' code of conduct must be intended to institute a disciplined and purposeful learning and teaching environment, dedicated to the enhancement and maintenance of quality education in schools.

Teachers have however experienced learner indiscipline in the presence of school code of conduct. Kagoiya and Kagema (2018, p. 1) point out that “learner indiscipline results in disrespect for school authority, disobedience of set rules and regulations and non-maintenance of established standards of behavior”. This study focused on finding ways which teachers are using in an effort to enforce compliance and conformity to school code of conduct. According to the South African Schools Act No. 84 Section 8 of 1996, the code of conduct for learners is a premeditated tool designed by the post-apartheid ¹government for SGBs to maintain learner discipline in schools. While this legislation is in place, there is still a call for the state to revisit and revise its disciplinary policies in school since learner indiscipline continues to heighten in schools, negatively impacting on teaching and learning (Maphosa & Shumba, 2010; Jansen, 2011). This further necessitates the need to popularise research with teachers focusing on their experiences of learner indiscipline during teaching and learning. This study examined teachers’ own views on the effectiveness of the utilisation of the code of conduct to reduce learner indiscipline in schools.

In addition to the above discussion, Nieuwenhuis, Beckmann and Prinsloo (2007) state that a school’s code of conduct for learners is based on the principles of human rights and contains the school rules, sanctions, regulations and disciplinary procedures informed by the rules of natural justice and that the SGB must ensure that they are administered fairly. This suggests that, the SGB is tasked with ensuring that the code of conduct includes policies and relevant procedures for addressing disciplinary issues within a school, and that such policies are effectively implemented and are regularly revised (Shaba, 2003; Nieuwenhuise et al., 2007). With the duties of the SGBs stated above, it should also be noted that while it is their primary responsibility to develop learners’ code of conduct and other related policies for the school, the actual implementation of such policies lies on the hands of the principals together with their School Management Team (SMT) as well as other teachers who are physically present at school on a regular daily basis (SASA, 1996). Although the South African Schools Act (1996) explicates that

¹ In a post-apartheid South Africa, the code of conduct for learners is a legal entity aimed at fostering learner discipline in a more democratic way.

some decisions on disciplining learners, such as learner suspension, is the responsibility of the SGB and its sub-committee, Shaba (2003) reported that some overzealous principals and/or teachers suspend learners without following 'due process'. If the above discussion is seriously considered, it is clear teachers and principals, especially those who are part of the teacher component within the SGB, by virtue of being physically in school on a daily basis, appears to be the ones who are at the forefront in addressing learner indiscipline. This further necessitates the need to conduct research with teachers to understand their experiences of learner indiscipline within their communities of practice.

Notwithstanding the legislation stipulated above, Bayaga Khewu and Moyo (2014) postulate that indiscipline remains a serious challenge for education leaders and practitioners in South African schools, in which behaviours such as drug abuse, assault, theft, rape and murder are the predominant forms of learner indiscipline. Oosthuizen (2009) posits that teaching and learning are affected and learners' academic performance is deteriorating drastically, and the current state of indiscipline among learners in schools where his study was located was not conducive for learning. Problems such as drug abuse, cheating, insubordination, truancy and intimidation results in continuous classroom disruptions, which in turn makes it difficult for teachers to enforce classroom rules and policies and to perform their duties effectively. It is also important to note that sections 12 and 24 of the South African Constitution asserts that all individuals must be protected from all forms of violence, and that everyone has a right to an environment that is not unsafe to their health or wellbeing. Thus, discipline is taken to be essential component of effective and successful schools, and consequently, learner's successful academic performance (see Nieuwenhuis et al., 2007). Accordingly, research with teachers, especially within secondary schools (where ill-discipline is reported to be high) should be popularised, as this can offer unique insights about whether teachers consider the existing Code of Conduct for Learners and other school related policies to be effective in addressing learner indiscipline.

2.7. Theoretical framing: CDA and teachers' experiences of indiscipline

Eisenhart (1991) defines a theoretical framework as “a structure that guides research by relying on a formal theory...constructed by using an established, coherent explanation of certain phenomena and relationships” (p. 205). This is a theory that a researcher selects, and subsequently shapes the thinking about the nature of the study as well as the analysis processes. Thus, to develop a detailed critical analysis of teachers' experiences of learner indiscipline during teaching and learning, Fairclough's (1995) Critical Discourse Analysis (CDA) was chosen for this study as a theoretical framework. CDA is viewed to be a comprehensive theory to unearth the unknown experiences of teachers with ill-discipline learners, and understand the meaning of such experiences and the role they play to teaching and learning processes.

2.8. CDA and teachers' experiences of learner indiscipline

According to Lazar (2007, pp. 4-5), CDA “offers a sophisticated theorization of the relationship between social practices and discourse structures, and a wide range of tools and strategies for close analysis of actual, contextualized uses of language”. Critical Discourse Analysis framework moves beyond the central significance of dialogic interaction between an individual and an environment, to explicitly setting out processes of analysing language in use from the participants. This aspect is significant in this study because CDA does not only concentrate on what is said or represented, but also how things are represented through language, as it plays a crucial role in expressing individual perceptions, experiences and assumptions. Hence, this study used CDA to understand the representations of participants' world that is linguistic-discursive, as meanings are historically and culturally specific and knowledge is created through social interaction (Jorgensen and Phillips, 2004, p. 4). If this is the case, it means teachers' responses relating to notion of learner indiscipline cannot be limited to the structures of the system, but are shaped by multifaceted issues that CDA uncovers and interrogates.

2.9. Fairclough's CDA

Fairclough's (1995) CDA model² consists of three processes of analysis which are closely inter-related, and are tied to three dimensions of discourse that are inextricably related. The three dimensions are: the object of analysis, the human processes by which the object is produced, and the socio-historical conditions which shape these processes (Janks, 2010). To Fairclough (1995),

² See Janks (2010) for a clear demonstration of how to use Fairclough's model of CD Analysis.

each of the above-mentioned dimensions require a special kind of analysis: description (text analysis), interpretation (processing analysis), and explanation (social analysis). This is the reason the dimensions are chosen to focus on the “signifiers that make up the text, the specific linguistic selections, their juxtapositions, their sequencing, and their layout” (Janks, 2010, p. 1). In relation to the choice of words that teachers used to describe their experiences of learner indiscipline during interviews, their “choice of language interlocutors reflects their intentions, ideology, and thought” about the subject under scrutiny (Rahimi & Riasati, 2011, p. 107). The dimensions on which this analytic framework is based are depicted in figure 1.

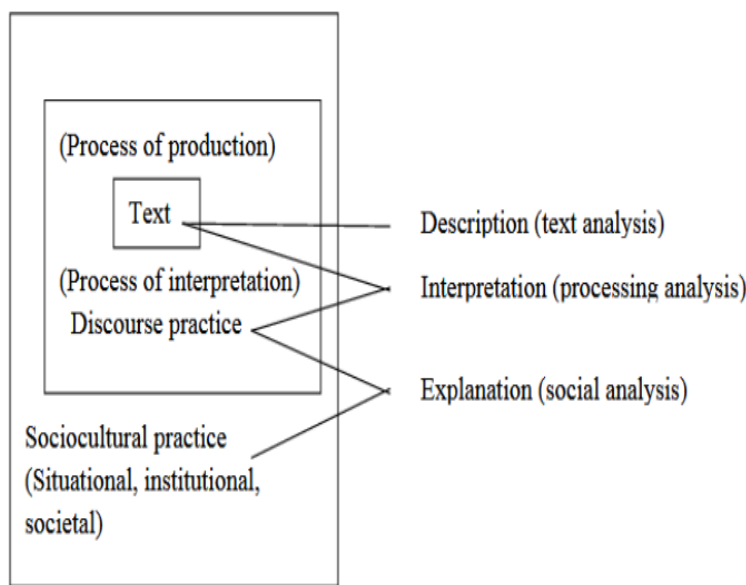


Figure 1: Dimensions of Critical Discourse Analysis (Titscher, Meyer, Wodak, & Vetter, 2000, p.152)

In the current study, this framework informed the findings in the following ways. Firstly, the multi-layered analysis integrates textual, processing and social levels of analysing teachers’ discourses about the experiences of learner indiscipline in school and also concerning the impact it has on the effectiveness of learning and teaching in general. Secondly, the use of multilayered analysis of the comments teachers made during the interviews provided more information than simply conveying what they said at surface value, it enabled this study not only to record what was said during the interview but also to discover the meaning hidden behind the words uttered. Rahimi and Riasati (2011, p. 107) assert that CDA allows the researchers to keep on unearthing

social information from the comments of the interviewees, in this study, they conveyed information inexplicitly about their experiences of working with undisciplined learners during teaching in the classroom as some would not declare that they are frustrated by learner indiscipline but would claim they are happy as they are about to retire. The words that they are happy as they are about to retire express the issue of retirement but are however embedded with a message of frustration. This is illustrating that participants' choice of words and prioritised meanings are never neutral, but owe their meanings "in a particular historical, social, and political condition and the meaning we convey with those words is identified by our immediate social, political, and historical conditions" (Fiske, 1994, p. 11). This means that the participants' words were analysed and all possible hidden meanings behind the uttered words were unearthed.

The foregoing signifies that the aspect of language is important in the construction of knowledge and 'reality', and is argued to be influenced by socio-cultural and political dynamics (Fairclough & Wodak, 1997). Thus, all the semi structured interview transcripts in the form of written texts were analysed by using CDA in order to deconstruct these texts as Rahimi and Riasati (2011, p. 111) assert that this helps "to come up with their intended ideologies" of teachers' experiences of learner indiscipline within their classrooms during teaching. Thus, in order to unearth the linguistic evidence for the claims made from the discourse analytical work, texts were critically analyse by critically investigated as CDA allowed this study to explore the discursive manifestations of teachers' choice of words, since discursive practices are inherent in various social structures, which are mainly constructed, and "legitimized in and through language i.e., discourse" (Rahimi & Riasati, 2011, p. 111). Further, there was a need to de-naturalise assumption that are usually taken for granted during interviews, for example when teachers use words like "reprimand a learner", such words might mean the teachers assume they have a right to "scold learners" but call it reprimand. Such scolding upset learners emotionally and when they react the teachers would label such a learner undisciplined.

Janks (2010) opines that de-neutralising assumptions is necessary when using CDA in order to deconstruct meanings from texts. In this study, the de-neutralisation of such assumptions was necessitated by the need to unearth the grand narratives of the broader social order. These grand narratives give advantage to some individuals over others, in this case; teachers over learners or learners at the expense of teachers. This relates to Stubbs' (1980, p. 6) observations that "if

people and things are repeatedly talked about in certain ways, then there is a good chance that this will affect how they are thought of". The socially constructed nature of learner indiscipline within the South African context, for example, may have dominated the way teachers perceive the phenomenon, in turn; they now view themselves to be powerless in maintaining order in their schools because of the discourse of learners' rights. Hence, it becomes important to deconstruct teachers' experiences and perceptions of learner indiscipline if the project of improving our educational system is seriously considered.

2.10. Chapter summary and conclusion

The chapter reviewed literature related to learner ill-discipline at school. It reviewed the Panoptic mechanism as disciplinary power which ought to be effectively used in school to maintain discipline, as schools are modelled around the Panoptic. However, the panoptic effects of being constantly monitored seem not to have effects on undisciplined learners who have over the years failed to self-regulate. It further highlighted that previous studies illuminated that learner indiscipline is a major attribute to poor levels of learner performance and the educational standards of a country. The Finnish and Singaporean education systems were discussed and used as examples of countries which use corporal punishment to maintain discipline in schools and are both ranked highly globally in educational standards. The review also demonstrated that, although the South African government has put policies in place to address the issue of learner indiscipline, the issue still persists in schools as supported by various research studies. Critical Discourse Analysis, as explained in this chapter, indicates its potential for conceptualising teachers' experiences of learner indiscipline. In this chapter, I also discussed how CDA was used in this study as a point of reference when the experiences of secondary school teachers with regard to learner indiscipline at school are explored. The theory enabled a detailed discussion of the experiences and unearthing hidden meaning from transcribed texts teachers used to describe their experiences of learner indiscipline during teaching and learning. The following chapter is chapter 3 and it discusses the methodology that was used to collect data. This chapter outlines all the research processes I underwent, including how data was generated through analysis of semi-structured interviews; it also addresses how issues of trustworthiness, credibility and transferability of findings are addressed in this study.

Chapter 3

Research Methodology

3.1. Introduction

This chapter discusses research methodology, and presents data collecting method which was used to meet the aims and objectives of the study. The study explored teachers' experiences of undisciplined learners during teaching and learning in a secondary school in Johannesburg East. While Cohen, Manion and Morrison (2005, p. 90) explain that "there is no single blueprint for planning research, however every research design is unique and distinct". This suggests that every researcher follows a research design that is fit for the research purpose and objectives. Thus, this chapter outlines the research design and approach, research methodology, the methods of data generation as well as the sampling techniques used during this study. I conclude this chapter by focusing on ethical consideration that I observed during the course of the study as well as a brief account of how I ensured the trustworthiness of this study.

3.2. Context of the study

According to the South African constitution, all children have a right³ to education regardless of their nationalities. As such, the school where this research was conducted harbours learners with different nationalities. Most foreign learners come from African states like Congo, Angola, Nigeria, Mozambique, and Zimbabwe. Some of these learners are refugees⁴ and asylum seekers from the abovementioned countries. The learners who are South African nationals are residents in the areas around the school, however; others are transported from far-way places such as Soweto which is about 28 kilometres away from the school. The school is a quintile 5⁵ school which makes it to be a fee-paying school and to receive low funding from the government as the quintile system uses the school's location not the fees learners pay. Though the school is located in a low density suburb, categorised as previously white, it not harbours mostly underprivileged learners, some reside in informal settlements and are exempted from fee payment, some are living in poverty and there is a high crime rate, and drug usage is prevalent even in the school.

³ The South African Constitution (1996) everyone has the right to basic education, including adult basic education.

⁴ Basic Education Rights Handbook-Education rights in South Africa explains that everyone means that the right to basic education is not just available to South Africans, but also to refugees and asylum seekers.

⁵Dass and Rinquest (2016) the quintile system is a public education funding system by government which is pro-poor model which enables previously black schools to receive more funding from government.

Some learners have been expelled from school for drug abuse and drug peddling or pushing. Several learners have been victims of robberies in a notorious park near the school. In addition to the above discussion, most learners in the school are affected by the low ⁶socio-economic status and struggle to pay fees, and are vulnerable to be found on the wrong side of the school rules as they would usually come late to school due to hardships of securing reliable transport to school. The low socio-economic status and background of most learners and inadequate funding of the school escalate cases of indiscipline as learners are frustrated by late coming due to poor transport system, failure to afford stationery and uniforms and consequently, some resort to use or drug peddling.

3.3. Research Methodology

Kothari (2004, p. 8) defines research methodology “as a way to systematically solve the research problem” and it reveals “the various steps that are generally adopted by a researcher in studying his research problem along with the logic behind them”. Polit and Hungler (2004, p. 233) further clarify research methodology as “ways of obtaining, organising and analysing data, and the choice of research methodology depends on the nature of the research question”. Considering the research focus, design, and approach for this study, semi-structured interviews allowed depth engagement with participants to gain insight on their experiences. The methodology introduces the research methods of the study, which Cohen, Manion and Morrison (2000, p. 47) posits as “range of approaches used in educational research to gather data, which are to be used as a basis for inference and interpretation for explanation and prediction.” Their definition concurs with Walliman (2011) that research methods are techniques that researchers use in a study to gather information about the subject under scrutiny, and these include questionnaires, interviews, observations, and case studies. This study used semi-structured individual interviews, as Cohen, Manion and Morrison (2007, p. 151) say these kinds of interviews are important because they enable “respondents to demonstrate their unique way of looking at the world – their definition of the situation.” It is because of this that semi-structured individual interviews were chosen as suitable method to gather data on individual teachers’ experiences of undisciplined learners during teaching and learning.

⁶ Perceptions of family economic stress and personal financial constraints affected emotional distress/depression in students and their academic outcomes. (See Mistry, Benner, Tan and Kim, 2009, pg. 283-284)

3.4 Research Design

According to Cohen, Manion and Morrison (2007), a research design refers to the overall framework for selecting the research site, the study participants as well as the data generation techniques to address the purpose of the study. Similarly, Parahoo (1997, p. 142) defined a research design as “a plan that describes how, when and where data are to be collected and analysed”. The proposed research design for the current study is phenomenology, because phenomenological research is concerned with the ‘lived experiences’ as perceived by the participants (Christensen, Johnson, & Turner, 2010; Turner, 2010). Groenewald (2004) also highlights that for a researcher to arrive at certainty about the information provided by the participants anything outside immediate experience must be ignored, suggesting that the external world is reduced to the contents of personal consciousness. With the above discussion in mind, phenomenology is important and relevant for this study, as it enables the researcher to reliably capture the real views, realities and teachers’ experiences of working with undisciplined learners which are “thus treated as pure phenomena and the only absolute data from where to begin” (Groenewald, 2004, p. 43). This means this study only relied on information teachers gave during the interviews to delve into their experiences of teaching undisciplined learners.

3.5. Research approach

There are currently three approaches that predominates social sciences research: qualitative, quantitative and mixed-methods research (Punch, 2017). McMillan and Schumacher (2006 p. 315) posited that “qualitative research describes and analyses individual and collective social actions, beliefs, thoughts, and perceptions”, which is the purpose of this study. Thus, this study used qualitative research approach to explore teachers’ experiences of working with undisciplined learners, a reason for phenomenological research design and for qualitative research words, language and experiences are important. McMillan and Schumacher (2006) suggest that using qualitative approach is the best if a researcher intends to investigate the meaning that people give to events they experience, which is the case in this study. This allowed me to access first-hand information on the experiences of teachers in a natural context, which is the school where this study was conducted. I did not use quantitative and mixed methods research approaches in this study for the following reasons. Quantitative method was not used since the focus was not to quantify teachers’ experiences of learner indiscipline, Burns and Grove (2003, p. 356) state that quantitative research approach uses measurements, statistics and

numerical figures. Mixed methods was not used since Creswell (2012) defines a mixed research approach as a procedure for collecting and analysing data using both the qualitative and quantitative research approach and methods in one study. Mixed methods help to gain insight on the subject under scrutiny using both approaches, which is also not the purpose of this study.

3.6. Research sampling

According to Cohen, Manion and Morrison (2007, p. 49) “in planning research, we need to consider the issues of sampling ... at the very outset”. This puts an emphasis on the significance of choosing the sample of the study, which is purposive for this study. McMillan and Schumacher (2010, p. 326) posits that a researcher must select people they consider as “knowledgeable and informative about the phenomena the researcher is investigating”. Purposive sampling was deemed appropriate for this study as Etikan, Musa, & Alkassim (2016, p. 2) indicate that “it is typically used in qualitative research to identify and select the information-rich cases for the most proper utilization of available resources”. Thus, the rationale for using purposive sampling is that I consider the teachers to be knowledgeable about the phenomenon of learner indiscipline during teaching and learning.

Cohen, Manion and Morrison, (2000, p. 98) highlight that a researcher has to “consider if the sample represents the whole population” and this was done in this study in various ways. The six participants who were selected were considered to be representing the whole population of teachers in terms of their experiences of learner indiscipline, age, gender, years of teaching experience and seniority in the school ranks. The criteria that were considered in the selection were a balance in selecting males and females, different ranges of teaching experience, and senior and junior members of staff as well as different age groups. Accordingly, three female teachers and three male teachers as represented in the Table below were selected purposely. This helped to compare if all teachers interviewed had the same experiences of learner indiscipline, and if they had the same strategies to deal with learner indiscipline. Pseudonyms were used to protect the identity of the participants, the total time taken per interview varied as open-ended interview allows participants to give personal experiences. This causes the duration of interviews to vary, Table 2 below shows all the criteria which were used to select the participants.

3.7. Piloting

Cohen, Manion, & Morrison (2005, p. 151) suggest that “the reliability of interviews can be enhanced by careful piloting of interview schedules” which entails that the data collecting instrument and all the logistics have to be tested before hand. To meet these requirements, I arranged with one of the interviewees and asked her part of the questions that were to be asked during the interviews. I made arrangement to meet her after school, which was the time I was going to conduct all the interviews. This interview was conducted in a secured classroom similar to where all interviews were to be conducted. The piloting helped me to ascertain that the classes were conducive for interviews, the time was convenient for teachers and that the questions were appropriate.

3.8 Data generation using Semi structured interviews

Ragin & Amoroso (2011) posits that a researcher conducts interviews to hear how the interviewees make sense of their lives, work, and relationships. For this to occur, I interviewed teachers in secure offices and classrooms where they felt comfortable and secured and where there was no noise. This enabled me to listen attentively to them giving detailed explanations of their experiences of learner indiscipline in their daily duties of teaching. All the interviews were recorded by a voice recorder on my cellular phone. Turner (2010, p. 754) posits that “when we interview, we ask people to share their stories, and interview skills helps us nurture people through the storytelling process and gain insight into lived experiences, learn the perspectives of individuals participating in a study, and discover the nuances in stories.” The use of semi-structured interviews in this study allowed flexibility as I probed for more details from individual interviewees, who were telling unique important stories. Semi structured interviews allowed me to alter the sequencing of questions as each interviewee’s story was unique, and the peculiar experiences of each interviewee’s story could not allow a uniform sequence of interview questions. Though the interviewees gave different responses which altered the sequence of the questioning, eventually all the responses were satisfactorily captured and recorded through the audiotape. Percy (2004, p. 1) postulates that in semi-structured interviews, “the researcher asks a series of open-ended questions, with accompanying queries that probe for more detailed and contextual data.” The open-ended interviews allowed interviewees to probe for clarity on questions they did not fully understand, and this helped as I gave clarity on unclear questions.

Interviewees responded with more precision after fully understanding the question, and this assisted in collecting accurate information from the interviewees. The data were generated using the using the responses of the interview, data collection took 3 weeks as they were scheduled according to the availability of interviewees.

Table 2. Time taken to complete each individual interview

Participants' pseudonym	Times taken during the interview	Years of teaching experience	Gender
Sam	33 Minutes 57 seconds	3 years Subject teacher	Male
Marry	23 minutes 42 seconds	13 years Subject teacher	Female
Mike	57 minutes	3 years Subject teacher	Male
Tarry	59 minutes 28 seconds	25 years Senior Management	Female
Letty	38 minutes 12 seconds	23 years	Female
John	35 minutes 28 seconds	21 years	Male

3.9. Data organisation and analysis

According to Sargeant (2012, p. 4), “the purpose of qualitative analysis is to interpret the data and the resulting themes, to facilitate understanding of the phenomenon being studied”. This study used inductive thematic analysis technique as the first level of data analysis after the transcription of the semi-structured interviews. This entails searching for relationships “...among domains as well as a search for how these relationships are linked to the overall cultural context” (Onwuegbuzie, Leech & Collins, 2012, p. 13). According to Alhojailan (2012), when conducting thematic analysis, the purpose of coding raw data is to create connections between various parts of the data. To achieve this, I followed the steps suggested by Creswell (2014, p. 197) which are reading through all data, coding the data, coming up with themes and then interrelating the themes followed by interpreting the meaning of themes.

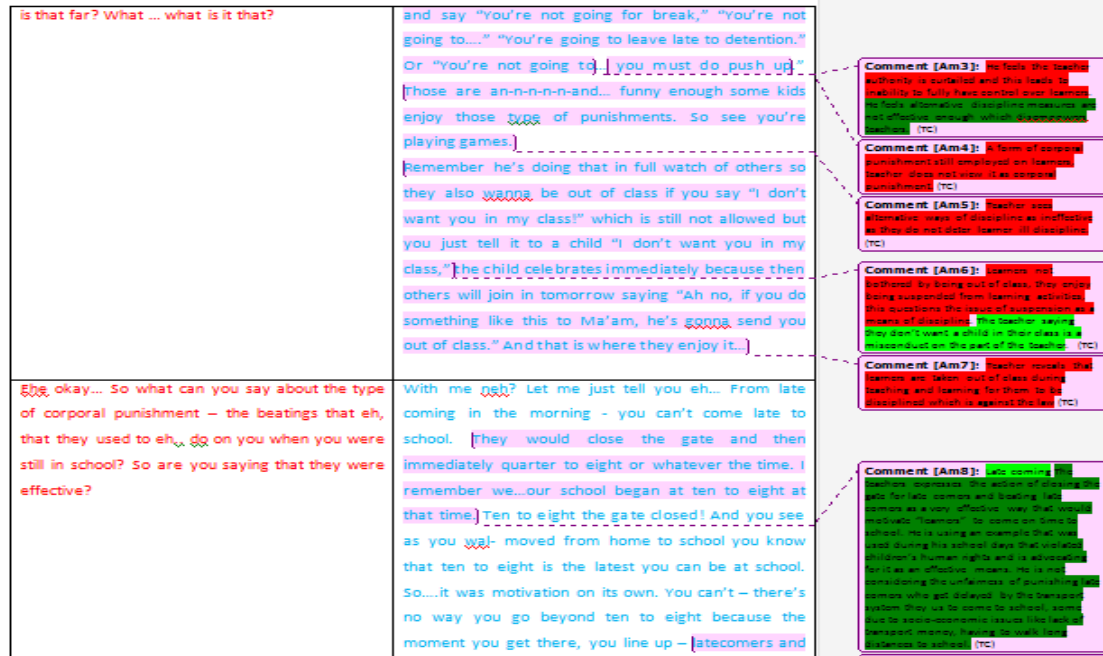
In this study, the first step for data analysis was transcription of the six recorded interviews. I tabulated the six interviews on Microsoft word documents; each interview is on a Microsoft word document which is divided into two columns which are the question and answers sides as indicated below.

Interviewer	Interviewee (Teacher Mike)
So, you're saying that teachers need to be in authority, n-not run to the... not always report to the office?	Yeah... some of these errr disciplinary issues.
If you were to su - report each and every disciplinary issue.... Yeah...	Exactly! When-when are we going to learn, when I'm now taking these two kids to the staffroom? What do I say about the errr about the education of the rest of the class? Now they also get into that mood of excitement and start making noise. When I come back and say "let's start working," they not gonna sit properly and-and-and continue with lesson.
I just want to know, what is the best strategy, or what is your strategy of dealing with learners who misbehave to get immediate compliance? You find that they're disruptive, you can't run to the office every... What do you do as a teacher, to say "I'm in class now , everyone needs to do what I'm gonna say."? Without errr maybe infringing on their rights because SACE will always emphasize of rights the learner.	Yeah. I'm going to tell you like I sa - I'm going to give an example with the strategy that was used by my maths teacher in pri - in the high school: He beat us once in the beginning of the year and make it last the whole year. Now What I used to do at the beginning of the year, I made them realize that if they misbehave in my class, I'll say "Get out of my class," and of course I know that is an infringement to their rights of learning. Now, they don't like that, because I'm now teaching the FET. If it was the grade 8, they would enjoy

Photograph 1: A sample of how all interviews were transcribed

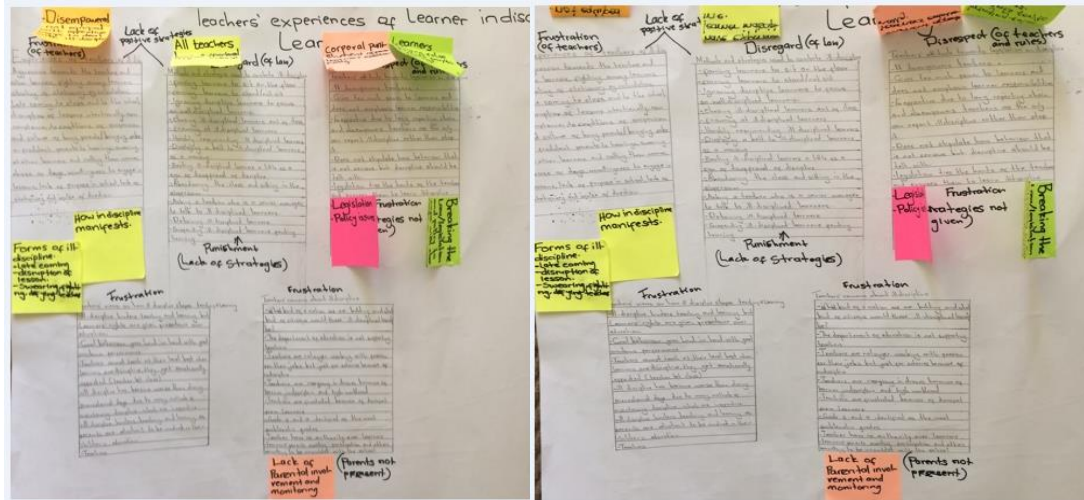
Creswell (2014, p.197) posits that the second stage to be followed is to read through all the data which “provides a general sense of the information and an opportunity to reflect on its overall meaning.” I read through the transcripts while writing on the margins of the transcripts, recording the general thoughts such as how teachers deal with undisciplined learners and behavior teachers consider as misbehavior. I used different colour coding (see below photograph 2) to highlight thoughts that were similar to each other. The red colour was used to highlight issues that participants discussed which are associated with South African Schools policies and legislation. The green colour was used to highlight cases where teachers used or advocated for

the use of outlawed strategies of controlling learners like corporal punishment or forcing them to sit on the floor. The light green colour was used to show the forms of learner ill-discipline that teachers claimed they have experienced. Purple colour was used to highlight issues participants raised patterning lack of parental involvement in their children’s education. An example of this colour coded writing on the margins of the transcripts is shown on picture below.



Photograph 2: Showing how comments were made on transcripts

The next step I took was coding and I followed the process posited by Creswell (2014) that coding is done through organising data by bracketing chunks and writing a word representing a category in the margins, this word is called *in vivo*. Creswell (2014, p.198) defines term *in vivo* as a word that “usually comes from the actual language of the participants” which is used to represent a selected chunk of data. As I coded, I came up with the following *in vivo* terms: disrespect (of rules and authority), disregard (of legislation), frustration (participants are frustrated), punishment (of learners who break school rules), parental involvement (lack of parental involvement) and strategies (lack of classroom management strategies). The data chunks were categorized and *in vivo* terms were recorded as shown in photograph 3 below.



Photograph 3: Showing chunks of data that was coded.

Creswell (2014, p. 199) suggests that codes can be developed only on the basis of the emerging information collected from participants or can be predetermined. The code in this study developed from the emerging data collected from participants. The codes that emerged were then used to generate a small number of themes which appeared as major findings of the study (Creswell, 2014). The themes that were generated are shown on the table below.

Table 3: Themes

Themes
“You have rules in place, they are just not followed”
Manifestation of vestiges of being ill-treated at school
Suspension is ineffective.
Violation of the law

The fifth step of data analysis gives a detailed narrative and discussion of findings of the analysis through the themes and sub-themes in Table 2 above. In this step, a detailed narrative and discussion of findings is done through deep analysis of the perspectives of participants and quotations. This study critically interrogates the information that the participants provided using

Critical Discourse Analysis (CDA). This theory helped to interrogate and to problematise the participants' responses so as to unearth hidden meanings, and not overlook participants' choice of words as they are not value free. Fiske (1994, p. 11) highlights that "the meaning we convey with...words is identified by our immediate social, political, and historical conditions". This means that the way participants express themselves, the words they use and their ideas are laden with social, political and historical influences. This concurs with the idea that the aspect of language is very important in the construction of 'knowledge and reality', as Fairclough and Wodak (1997) argued that construction of knowledge and reality are informed by socio-cultural and political dynamics. This entails that the language that the participants used as they were interviewed in this study had socio-cultural and political influence. Hence, Fairclough's CDA approach was to analyse the data because it provides a comprehensive framework to analyse the language used. The sixth stage involved the interpretation of the findings as Creswell (2014) posits that it is in this stage the researcher gives the lessons learned from the study.

3.10. Ensuring the trustworthiness of findings

According to Elo, Kääriäinen, Kanste, Pölkki, Utriainen, and Kyngäs (2014) researchers often struggle with problems that compromise the trustworthiness of qualitative research findings. To avoid compromising trustworthiness of a study, Shenton (2004) proposes that a researcher should consider four criteria to maximise the trustworthiness of a study: credibility, transferability, dependability and confirmability.

3.10.1. Credibility

To ensure credibility, Shenton (2004) highlights the importance of the researcher consulting with the interviews to conduct checks with the participants. After the transcription of the interviews, I conducted member checks with the participants. This was done to check if the participants considered the words they uttered during the interviews as what they meant to utter and to check if their points of view about learner indiscipline match what they actually meant to express.

3.10.2. Transferability

According to Babbie and Mouton (2007, p. 277) transferability "... refers to the extent to which the findings can be applied in other contexts or with other respondents". To address this in the current study, I have provided descriptions of the information provided by the participants on the

interview transcripts, in relation to the detailed explanation of the research design and methods of the study (Shenton, 2004; Anney, 2014).

3.10.3. Dependability

To address issues of dependability, my supervisors acted as inquiry auditors. This process entails that they examined the raw data, the analysis process, the organisation of the findings, interpretations of the findings, and the recommendations of the study (Shenton, 2004). The supervisors also checked and ensured that there is coherence in the final research report.

3.10.4. Confirmability

To ensure confirmability in this study, my supervisors looked at the raw data, summaries of the analysed data, the identified themes to evaluate whether the interpretations, recommendations, and the conclusion of the study are well written.

3.11. Ethical considerations

Before this study could commence, I sent a letter seeking access to the school from the Gauteng Department of Education as well as to the school principals (see appendix 6). The letter detailed the nature of the study and explained that it was not going to disrupt the teaching programs at the school during the study period. I also submitted an ethical application to the Ethical Committee of the University of the Witwatersrand before the study commenced. In what follows, I detail how I ensured the protection of the participants' identities and their wellbeing.

3.11.1. Informed consent

Before any research activities could commence, a preamble letter was sent to the teachers detailing the nature and objectives of the study (see appendix 7). The teachers were asked to give their consent that they would be interviewed and audio-taped, so that it can be easier for the researcher to analyse the responses and configure patterns and emphasis in their responses given that the data analysis process is not linear.

3.11.2. Anonymity and confidentiality

According to Babbie and Mouton (2007, p. 523), "the clearest concern in the protection of the subject's interest and wellbeing is the protection of their identity ...". The true identities of the teachers were only be known to me throughout the writing of this study, their true names were concealed at all times. I used pseudonyms to protect participants and ensured that their identities

were protected. Furthermore, the name of the school from which the teachers are from was not given (Scott & Morrison, 2005; Anney, 2014).

3.11.3 Right to withdraw

Before we started each interview, the participants were informed that they had a choice not to take part in the study, and clear assurance was made to them that taking part in the study was purely voluntary. That meant they could withdraw their participation in this study at any time for any particular reason, and could not face any consequences (Babbie & Mouton, 2007).

3.12. Chapter summary and conclusion

This chapter detailed how the data was collected, was analysed and pointed how the problems that could have compromised the trustworthiness of qualitative research findings were addressed. It also highlighted the measures that were taken to ensure the quality of the findings. The ethical issues which were taken into consideration were clarified indicating how the identities and the wellbeing of the participants were protected. The next chapter is chapter 4 and it discusses the findings of the study on teachers' experiences of learner indiscipline. The themes that came out of the study through semi-structured interviews are presented discussed in depth.

Chapter 4

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1. Introduction

This chapter critically discusses the findings of the study after it explored the teachers' experiences of learner indiscipline through semi-structured interviews. As indicated in chapter 1, experience is any event "that which, by putting us in play ourselves, modifies us profoundly in a way that after having crossed, endured, traversed it, we will never be the same again" as defined by Roth and Jornet (2014, p. 106). The findings that emerged out of the experiences of teachers who teach learners who are between Grade 8 and 12 are presented under major themes which emanated from the raw data. The responses of the interviewees were analysed using CDA as a framework to understand their perceptions as Rahimi & Riasati, (2011, p. 111) recommend CDA "in order to unearth the linguistic evidence for the claims made from the discourse analytical work".

The first major theme is "**You have rules in place, they are just not followed**" which was derived from the learners' disregard of schools' rules which are in the code of conduct. This worries the teachers as they are concerned about the unchanging behaviour of the undisciplined learners despite the efforts towards exposing the learners to the rules. Sequeira (2017, p. 1) assert that "learning is about a change: the change brought about by developing a new skill, understanding a scientific law, changing an attitude." The teachers are not observing the desired and envisaged change from the learners, and this reveals that they are not learning as their attitude is not changing. The second major theme is **manifestation of vestiges of being ill-treated at school**. This theme emanated from the data that indicated that teachers who were ill-treated by their teachers when they were still learners tend to treat their learners the same way. Their experience of teacher-learner relationship was not seen as that embedded with mutual respect, but teachers had the power to corporally punish the learners and reprimand them at will and the learners was expected to comply without questioning or protesting the ill-treatment. A similar teacher-learner relationship appears to be manifesting on the teachers despite that corporal punishment and any other action that undermines the dignity of learners was banned,

teachers have the way they were treated by their teacher embedded in them and tend to treat their learners as such. The next theme is **Suspension is ineffective**. This theme addresses the fact that undisciplined learners are removed from the school rather than being helped to change their behavior in the school. Suspension of such is regarded by existing research as not helpful towards changing the behaviour of such learners, it alienates them and they end up being rebellious and problematic. Further, teachers cried foul of suspension as a disciplinary measure due to long chains of reporting and sitting for hearings. The last theme is **violation of the law** which focuses on teachers using banned means to discipline their learners.

4.2 “You have rules in place, they are just not followed”

The Department of Education (2008, p.1) stipulate that all schools should have a Code of Conduct to ensure that learners take “responsibility for their own actions and behaviours, and eliminating disruptive and offensive conduct.” Along similar lines, the South African Schools Act No. 84 of (1996, p. 12) section 8(4) iterate that “all learners attending a school are bound by the Code of Conduct of that School”. Participants acknowledged that their school has a Code of Conduct (CoC) in place; however, learners disregard the rules in the CoC. For example, John stated that the rules enshrined in the school CoC “*are placed on walls in each and every classroom, learners know when they get here they must be quiet and listen to the teacher’s instruction. But very few do that. You’ve got rules in place, they are just not followed.*” John’s statement suggests that the placement of rules in each and every class is aimed at ensuring that learners are always cognisant of them, considering that they are always at their disposal. Of concern is that rules are not reflective in their behaviour, as learners misbehave with the rules around them. Similarly, Sam stated that learners do not follow school rules as they engage in activities which are deemed impermissible in the CoC. He said: “*some learners beat others while I am teaching ... smoke dagga and gamble during break and then there are unresolved issues between them and they take that to classes*” Both teachers’ responses demonstrate that they are frustrated as learners wilfully break the CoC rules.

The wilful breaking of the CoC rules frustrates the teachers, as it becomes difficult to manage discipline. In such instances, teachers might struggle to negotiate or force immediate compliance as the only means for disciplining learners is suspension which is a long process. John’s choice of words such as “*rules are placed in each and every classroom*” demystify that the school has

established rules and the rules are accessible to all learners. While this is the case, teachers seem frustrated with learners who do not abide by such rules, especially considering John's assertion that very few learners follow the rules even though rules are in place. It can be said that the placing of the rules in every classroom wall is to ensure that they are easily accessible and can be referred to in situations where learners act against the rules, or when they are not sure on how to act during teaching and learning. The disregard of school rules by learners experienced by the teachers in the current study occurs in a similar pattern to the disregard of rules mentioned by Peter (2015, p. 81) which leads learners to "lack of respect and lack of consideration for elders and those in authority, and rudeness". Furthermore, Peter (2015, p. 80) asserts that learners who disregard school rules make "interruptions in the classroom which disrupt students' concentration and their engagement in their lessons" which compromises the process of teaching and learning.

Tarry alleged that she has experienced disruptions in her classes as a learner who was a drug addict "*started bunking, disrupting classes knocking on doors as the teacher opens, he would run away, stopping her from teaching, stopping other kids from learning*". Such learner misconducts take place despite the fact that SASA NO. 84 OF (1996, p. 7) Section 3 emphasizes compulsory attendance of school by all learners, it asserts all learners should "attend a school from the first school day of the year ...". This shows how important learner attendance is and all learners are by law expected to attend classes and there should be nothing that disturbs class attendance. The discussions above indicated that a learner would intentionally bunk and disrupt classes; wilfully disregarding the rules in the code of conduct; this might be because they know that no effective consequences can follow their misbehaviour, if there is a consequence it would be suspension which will enable them to stay out of school, this leads to disruption of teaching and learning which get interrupted at two levels. Firstly, the whole class is disturbed by the disruptive learner, secondly, the individual learner who is running around knocking classes is losing contact time with teachers, and such can lead to poor academic results of learners. Marry confirms that she has also experienced the interruptions as her learners at times do not follow the established rules, this might be because of lack of effective disciplinary measures that should follow after learners break the rules.

Marry mentioned that despite the fact that respect of teachers is one of the rules that are placed on the walls and in the school's code of conduct, learners still "*swear to each other in my presence*". When learners swear at each other in the presence of their teacher, according to Peter (2015, p. 81) it can be considered as "lack of respect and lack of consideration for elders and those in authority or rudeness" While this might be the case, learners' misbehaviour does not emerge from the vacuum as they are part of the society. For the learners to learn good morals they should internalise them from their society as Moyo, Khewu and Bayaga (2014) assert that individuals undergo moral internalisation. They define moral internalisation as "the taking over of the values and attitudes of society as one's own so that socially acceptable behaviour is motivated by intrinsic factors rather than by fear of external consequences." This reveals that society has to provide all learners with morals for them to internalise; this appears to be lack nowadays in today's society. Learners have no one who takes full responsibility to mould as teachers no longer command the respect they use to have in the past. Along the same line of discussion, Zubaida (2009, p. 7) confirms that "gone are those good days when parents would threaten to report to teachers whenever students were acting against the wishes of their parents", meaning that teachers used to be respected and command respect, which is no longer the case.

Generally, in some African cultures, it is considered highly disrespectful for children to swear at others, especially in the presence of the adults. Marry state that "*others try to disrupt the lesson by discussing things that are off topic*". The use of the word "try" suggest that sometimes learners are usually unsuccessful, possibly suggesting the use of authority to disruptive behaviours. However, the intentional disruption of a lesson results on the teacher feeling undermined and disrespected, because learners are expected to respect adults unconditionally. Shantone and Nunan (2018, p. 1) posit that "challenging behaviour by nature is harmful to oneself and others, including adults, and perpetuates chaos, and disrupts learning." Mike expressed the harmfulness of the challenging learner behaviour by highlighting that the learners "*made it difficult for me to teach...when I get in, they would have their own meetings and would act like they don't see me.*" He said this stressed him to the point of "*leaving the class unattended and sat in the staffroom because I could not stand the learner indiscipline*". Considering that schools are supposed to teach learners to be disciplined and that learners are expected to behave in a particular way when the teacher is in class, it is understandable that Mike felt belittled by learners' manner of conduct. Classroom disruption is a major challenge faced by

teachers and a reason for teachers' emotional exhaustion (Simón & Alonso-Tapia, 2016). This makes it clear that the department of education has to provide schools with a policy that would establish stringent but non violent consequences to enable teacher to control learners in classrooms. The display of school rules is not enough if learners can ignore them and there are no immediate consequences, this grooms a culture of non compliance amongst learners.

4.3. Manifestation of vestiges of being ill-treated at school

Makhasane and Chikoko (2016, p. 4) suggest that teachers use corporal punishment for various reasons. They assert that some of the reasons are that teachers view it as a “cultural way of disciplining learners...it has to do with culture and it is how they we were raised.” This suggests that teachers tend to treat learners the way they were treated themselves as learners, especially when one teacher noted that he uses corporal punishment because “as an African, I know that corporal punishment was used when I was in school. But I did not leave school. In a way, it helped me in my education” (Makhasane and Chikoko, 2016, p.5). This might be some of the reasons why teachers use punitive measures on their learners, because they think since “it worked on them” it has to work for their learners. All teachers who were interviewed expressed that their teachers used punitive measures on them during their school days. Moyo, Khewu and Bayaga (2014, p. 10) opine that the “use of violence seems to be a power issue”. They assert that when teachers use violence on learners, they send a message to their learners that violence “can be used to control those weaker than others ... this could socialise learners that “having power” (being older and stronger) justifies the marginalisation and oppression of the younger and weaker”. This can have a negative impact on learners as they might learn to use violence on others.

Moyo, Khewu and Bayaga (2014 p. 10) postulate that ill-treatment of learners by their teachers “could also have a bearing on the way they (the learners) live and solve problems as adults”. This might be applicable to the teachers who participated in this study, of the six teachers who were interviewed; four teachers indicated that they ill-treat their undisciplined learners to deter them from indiscipline; they shout, force them to seat on the floor or to stand for long periods of time and hit them. The teachers also revealed that when they were learners, they were ill-treated (beaten) by their teachers when they misbehaved. As adults, the teachers ill-treat their learners irrespective of being aware that their ill-treatment is against the legislation. However, two

teachers asserted that they took a conscious decision not to use punitive measures against their learners so as to comply with the South African Schools Act. Interestingly, all teachers who participated in this study have been subjected to corporal punishment by their teachers; those who attended school before and after corporal punishment was abolished in South Africa.

Tarry said *“we used to be corporally punished ... with a plank, they would make us bend over the desk and they would give it to us “boom-boom-boom.”* Sam stated that *“mostly they used punishment; corporal punishment, they used to beat us on our hands, on our bottoms”* and Mike reiterated *“in my time...they were using corporal punishment. So they used to beat us.* The four teachers might be ill treating learners as this is a vestige of how they were treated as learners despite the fact that the democratic government recommended a more restorative approach to discipline in schools. Riley (2018, p. 1) recommends an approach that utilises *“a problem-solving approach to school discipline issues.”* He highlights that *“rather than being reactive, it’s a proactive approach that builds community around common infractions through community discussions and exploration.”* It is clear that the change to more restorative approach to discipline did not automatically transform or work for all teachers on how learners should be disciplined; some are still more inclined towards punitive means of discipline as they still yearn to use or are using them on their learners, as it was used on them.

This study also identified two teachers who, despite being subjected to being subjected to physical punishment at school, choose not to use it on their learners. Tarry only talks to them verbally and tries to convince them and to reason with them by saying: *“Look if you don’t do this you’re not going to pass”* or *“you’re not gonna know the work and then people are going to laugh at you.”* Letty motivates learners rather than being harsh on them and she said *“Learners need to be motivated because some of these learners they might not have a goal and they might be undisciplined...because of their background or there are social problems in their lives which affect them.”* Tarry and Letty approach undisciplined learners in a similar way that seeks to support and bring positive changes. As a way of addressing ‘harsh’ corporal punishment, some teachers use alternative activities, for example, Mike highlighted that *“I make them stand up. It’s either they do push-ups or they kneel on the floor or I take off their shoes.”* This is harsh and compromises the health of the learners but the teacher uses it as punishment despite it being unlawful.

Teachers seem to turn a blind eye to the Employment of Educators Act 76 of (1998) which addresses issues around teachers' incapacity and misconduct. Under clause (1)(k) it would be misconduct if a teacher would discriminate against disruptive learners by asking them to sit on the floor; or if disruptive learners are constantly reminded of their misdemeanours, which is seen when John says *"Yes...and I always tell them...how can you wake up in the morning and come and disrupt?"*. In clause 18 (1) (u) it is considered to be misconduct if a teacher attempts to slap a learner or threatens to slap a learner. Despite the laws stipulating that if a teacher does not comply with the laws on treating learners, the practice of doing that which the law prohibits seems to be continuing amongst teachers, Marry highlighted that in her class learners are made to *"stand the whole period or they kneel the whole period. Those are the two ways that I normally use in the form of correcting the mistake"* Furthermore, she advocated for corporal punishment as she was subjected to it herself as a learner as she said *"...well, I would say we need corporal punishment, it seems to be the correct"*. The vestiges of their own experiences of teacher-learner relationship affect the way teachers view their learners. They are inclined towards administering and subjecting their learners to that which their teachers administered to them and treated their learners the way they were treated as learners.

4.4 Suspension is not working

Riley (2018, p. 1) opines that "quite often, students who have behavioural issues are removed from class. Sometimes this removal is necessary for the safety of the classroom community. But students who present with social-emotional deficiencies need connectedness and belonging, not exclusion". This is in consensus with Kagoiya and Kagem (2018, p.2) who asserted that "out-of-school suspension is ineffective in remediating discipline problems because many learners do not view it as punishment". In the current study, teachers' responses suggest that suspending learners is not helpful. For example, Sam pointed out suspension is not good enough to use as a tool to maintain discipline. He stated that it is of great importance to trace the root cause of indiscipline rather than dealing with the end results by suspending learners, as it is *"not enough, when you are to instil discipline you need to find the root cause, as to why are they so problematic, do you understand, try and understand them as I was saying, then you can start telling them about discipline"*. This suggests that the education department would rather increase the presence and

availability of social workers in schools, equip teachers with counselling skills⁷, rather than prescription of suspension for learners committing serious offences. This would help undisciplined learners to get counselling which might help them change their behavior and be able to self regulate.

Similarly, Tarry opined that rather than suspending learners, it is better to provide support and counselling for the offending learners by both teachers and parents. She asserted that *“calling parents, you know, I think that is very important, you must have adults working together to control the child. Here we have a lot of dagga problems. The parents don’t even know that their kids are smoking dagga.”* This indicates that those learners who usually get suspended are learners who are struggling to regulate their behaviour or with drug addictions, this might imply that drug usage is the root cause of behavioural problems. Suspending them would not help them, they rather need to be embraced and supported to create connectedness and belonging rather than being suspended. This indicates that Tarry recognises that suspending offending learners will not be as much effective as suspension which ostracizes them further. This is in consensus with Kagoiya and Kagem (2018, p. 2) who state that “suspensions, expulsions and corporal punishment do little to help learners acquire new and responsible behaviour to replace the ones that are not working for them or for the school as a whole.” They further elucidate that “what is even worse is that such punitive measures ultimately have the effect of taking responsibility away from the learner, because they are never asked to reflect on what they did, to fix any damage that was done or to plan to do better.”

The above assertion shows that there is need to support undisciplined learners rather than ostracizing them through suspension. Maphosa and Mammen (2011, p.186) highlighted that previous research indicated that “the reasons that led to suspensions and expulsions ranged from physical confrontation, verbal confrontation, theft, substance abuse and pornography”, which makes it clear that such learners would need help from their school community rather than suspension as some of these actions are a sign of a troubled background. Regarding helping such learners, Letty pointed out that *“when the child comes here, they might already be hopeless because of the situation at home. We find that with that background it makes them*

⁷ South African Council of Educators (SACE) (2011) section 3.2 an educator: acknowledge the uniqueness, individuality, and specific needs of each learner, guiding and encouraging each to realise his or her potentialities.

misbehave...because they are hopeless, they ask themselves “what am I going to do with this life?” This shows the importance of teacher support that must be the first point of reference before suspension as Letty reiterates that “it’s very much important again as a teacher to intervene and find out what is really happening at the background”.

Sam pointed out that the prescribed legislation is the main cause for deterioration of learner indiscipline as schools *“are guided, highly guided by the policies of the department, I think it’s directly the policies of the department that are not doing justice when it comes to discipline. It doesn’t empower schools with disciplinary tools”*. This suggests that the teacher considers suspension to be failing when it comes to discipline and there is need for better alternative than suspension. Sam condemns the disciplinary procedure of suspension as the one that is ineffective and unable to solicit for learner compliance, which leads to high levels of indiscipline amongst learners.

Another point of view that was made which further demerits suspension and expulsion as disciplinary measures is that, the processes take a long time to be concluded; furthermore teachers and the principal do not have the powers to suspend⁸ or expel⁹ undisciplined learners. Teachers only have to report the undisciplined learners to the members of the school management team, who then report to the SGB committee. The SGB committee can only recommend expulsion to the Head of Department of education at district level. John strongly feels the process that is followed to suspend and expel undisciplined learners is too long and this renders the process ineffective. John asserted that rather than relying on suspension and expulsion:

“there should be another way of disciplining them. Unlike going...through this process of you reporting to the H.O.D who will take it to the Grade Head, to the Principal then the Principal to the SGB, then SGB to the Head of department for recommendation... it’s just a long queue. You don’t have time for that”.

⁸ South African Schools Act 84 of (1996) section 9 asserts that the governing body may, on reasonable grounds and as a precautionary measure, suspend a learner who is suspected of serious misconduct from attending school.

⁹ South African Schools Act 84 of (1996) section 9: a learner at a public school may be expelled only— (a) by the Head of Department

John's words indicate that learners get away with a lot of misconduct, as teachers are not willing to spend long hours reporting or sitting for disciplinary hearings for all the issues patterning learner indiscipline. This is in consensus with Smith, Beckmann and Mampane (2015, p. 2367) as they assert that "disciplinary hearings are complicated and time-consuming, but they do convey the message that discipline in schools is a very important matter."

Similarly, Mike pointed out that the legislation that prescribes expulsion and suspension for all offences is not feasible, as some issues are too trivial to fit suspension and or expulsion yet they disturb teaching and learning. He queried the feasibility of a teacher reporting to senior management all matters relating to learner indiscipline: "*Am I going to be taking kids there that they are fighting for a pen, I feel like I'm wasting my time and I'm also going to waste their time, you see?*" These views indicate that there is a loophole in the South African school disciplinary as teachers find the prescribed measure not to be user friendly; this obviously renders the process ineffective.

4.5 Violation of the law

The use of punitive means to discipline learners is not new in the South African education system. Previous research by Morrel (2001, p. 292) revealed that the South African education system historically has used corporal punishment to maintain discipline. He then posed a question "why does corporal punishment persist in schools when law has specifically prohibited it?" Morrel (2001, p. 292) answers his own question by asserting that "corporal punishment was much used and favoured by teachers who felt it to be indispensable to their work as they ... considered it their only means of keeping order in class". Some of the teachers who were interviewed in this study often resort to the use of punishment of which is prohibited by the legislation, for example Mike indicated that he sometimes uses punitive measures including hitting learners who violate the school's CoC and engage in impermissible actions such as fighting. He said he does not report the learners who fight, he asserted that "*you know at school they say when children fight you must report them, those ones I never report them, I'll always deal with them in the class, yeah I'll ask: what happened? Why did you beat him? I'll take my belt give him one slash in the hand. Don't do that again. Sit down!*" The reason why he would not report them but hit them might be that he knows that learners clearly know that they are guilty of

fighting at school, if he hits them, they will not feel violated but rather, they will feel punished for their wrong doing.

There is also a sense of not being afraid to violate the SACE code of conduct and the law, as Mike said he is not afraid because no one will see him beating the child. The reason is because the beating will not be severe, but an act of discouraging fighting. He said *“it is not even gonna be seen anywhere like... even if it may go out, it’s not the punishment that I’m saying: I want to moer this child, ... I’m simply trying to show them, we must not fight – we must communicate.”* The teacher alleges corporal punishment weighs less when you hit a child a little; he assumes that it cannot be taken seriously as you would have not violated the child’s rights. He feels a teacher can only violate learner’s right when you “moer” them, which is an Afrikaans word for beating; it carries sentiments of giving a thorough beating, this is not how the law interprets corporal punishment, it prohibits it in its all forms and degrees. Marry uses other prohibited practices such as making learners stand and kneel for lengthy periods, as punishment which subject learners to humiliation and might make them inferior to those seated down. Kneeling down for lengthy periods might endanger their physical health. She said she does not allow the undisciplined learners to:

“sit on the chair for the whole period. They can stand the whole period or they kneel the whole period. Those are the two ways that I normally use in the form of correcting the mistake” that she reprimands *“them...harshly. Sometimes I need to be very harsh on them and then make them kneel”*.

She also claims that she reprimands them “harshly”, which suggests that acts in an unkind, insulting, humiliating manner so as to embarrass the learners to stop their misbehavior.

These actions are in contravention of the SASA legislation as making learners stand for lengthy periods as punishment and talking harshly to them might endangers the mental or physical health. Similarly, John alleged that he punishes learners physically as *“nobody will be hurt from kneeling, nobody will be hurt from push-ups and stuff”*. John’s responses illustrate that he contravenes the legislation as he knows that the learners will not be hurt to the extents that of those who are corporally punished. This shows that teachers wilfully violate the laws in the legislation and back themselves up with various reasons. He also indicated the making learners

kneel and do push-ups is that they use kneeling and push-ups to avoid beating learners as you can be in trouble *“if you can slap them...remember you’re not even allowed to touch them”* The teacher feels it is better to punish learners in other ways which avoids physical contact with the learner.

4.6. Chapter Summary

The findings revealed that the participants are frustrated in their jobs as teachers, because of the learner indiscipline that continues unabated. The teacher frustration was revealed as teachers highlighted that they are interrupted by learners as they teach, which disrupts teaching and learning. The most unfortunate part is that there are no legal strategies they are given, to ensure immediate learner compliance in class. This leads to teachers failing to satisfactorily meet lesson objectives due to disturbances caused by learner indiscipline. The learner indiscipline is a result of learners’ disregard of school rules and teachers, as participants highlighted that learners blatantly disrespect school rules as well as teachers.

Due to the learners’ disregard of school rules and teachers, the findings shows that some interviewees resort the use of unconventional ways to maintain discipline. They revealed that they frown at learners, force learners to kneel on the floor, beat them up, chase them out of class, ignore them while they teach others or force them to do push-ups. These ways of punishing learners contravene the SASA NO. 84 OF (1996) which prohibits all individuals from any punitive and dehumanising practices as SASA NO. 84 OF (1996) stipulates that beating learners, forcing them to kneel on the floor or to do push-ups endangers their physical health, undermines their intrinsic value and might make them feel inferior to others. Teachers contravene these laws because they feel decapitated to engage with the learners they claim are not compliant in class. This study showed that there is lack of effective legislation on classroom management in the SASA disciplinary section as some teachers asserted that suspension is not useful when it comes to controlling undisciplined learners for various reasons. They opined that the process of suspending and expelling undisciplined learners seems to take a very long period and reporting issues such as classroom disruption is not even taken as a serious misconduct. They asserted that learners commit serious cases but the GDE does not accept the SGB recommendations of expulsion, the GDE usually recommends that the school should monitor the offending learners closely and it recommends that teachers should write daily reports on such a learner. Teachers

feel that it is futile to report cases like learners' disruption of teaching and learning in classes as it could not be recognized or attended to as a serious matter.

The study also uncovered that teachers are of the opinion that disciplinary procedures took too long at GDE. They indicated that it takes about four months to get a decision for one case. This clearly cannot aid in managing classroom management, as it needs a strategy that works instantly. Furthermore, this study uncovered that teachers lack positive strategies of maintaining discipline in their classrooms, because the rules and laws come from the top management possibly without teachers' input, then they find the prescribed rules and laws difficult to implement or ineffective. Only two teachers highlighted that they try to negotiate with the learners who show indiscipline. They do not use force or punish the learners; rather they try to motivate them to display good behaviour. Other teachers claim that they employ unconventional methods to control learner indiscipline. This is caused by the fact that they feel no proper strategies are provided to help them with classroom management. The next chapter is chapter 5 and it presents the recommendations, the significance and implications of the study as well as the recommendations for future research. The chapter also presents the limitations of the study.

Chapter 5

Conclusions and recommendations

5.1. Introduction

The focal purpose of this study was to critically explore teachers' experiences of learner indiscipline within their school and classrooms with the aim to understand teachers' perceptions of how learners' indiscipline affects the effectiveness of teaching and learning processes in the classrooms. Teachers who experience learner indiscipline need strategies to combat the learner indiscipline; hence the study critically examined strategies used by teachers to address learners' indiscipline within their classrooms during teaching. To achieve the purpose of the study, the following questions were formulated:

1. What are the teachers' experiences of learner indiscipline during teaching and learning in a secondary school located in East of Johannesburg?
2. What kind of learners' undisciplined behaviour do teachers identify to be prevalent among their learners?
3. What are teachers' perceptions of the effects of indiscipline in the process of teaching and learning?
4. What strategies do teachers use to address learners' indiscipline during teaching and learning?

The study presented that there is a dearth of research focusing on teachers' experiences of learner indiscipline, as the focus of previous studies has been on the nature of learner indiscipline and how this learner indiscipline manifests itself in schools. They overlooked teachers' perspectives on how indiscipline affects the productivity of processes of teaching and learning within the classrooms. This study highlighted the importance of considering that teachers are the ones who interact with learners most on daily basis, thus, it is of paramount importance that more researchers focus on addressing this research gap and understand the learner indiscipline phenomenon from teachers' perspectives. This research aimed to contribute towards the existing knowledge on learner indiscipline, giving the teacher perspective.

The study juxtaposed Foucault's (1977) panoptic mechanism with the schooling system, both arranged to instil disciplinary power. The Panopticon according to Foucault (1977, p. 199) uses disciplinary power, whereby individuals are "inserted in a fixed place which is enclosed, a segmented space and they would be observed at every point and their slightest movements are supervised" it is assumed that observation of individuals would bring self regulation, however, such arrangements in most South African schools' classrooms does not yield the "intensified social control and domination" (p. 199) hoped for. Critical Discourse Analysis (CDA), in particularly Fairclough's CDA was used as the analytic framework for the study. Fairclough's (1995) critical Discourse Analysis framework moves beyond the central significance of dialogic interaction between an individual and an environment to explicitly setting out processes of analysis of language in use from the participants. This aspect was considered to be significant in this study because CDA does not only concentrate on what is said or represented, but also how things are represented through language. This was taken as a crucial role in analyzing participants' perceptions, experiences and assumptions.

In the last chapter of this study which is chapter 5, I present a summary of the findings of the study, in relation to the research questions. The chapter also presents a discussion on the significance of this study, relating it to other studies on learner indiscipline internationally and in South Africa. The chapter will also present the limitations of this study and the recommendations for future research on teachers' experiences of learner indiscipline during teaching and learning.

5.2. Summary of the findings

One of the major findings of this study was that teachers who were interviewed have experienced learner indiscipline during teaching and learning. Learners do not follow rules even when the rules are given to them and put on the walls of the classrooms. The school rules are not followed and teachers explained the learner indiscipline as terrible. The school code of conduct and the presence of teachers are expected to be adequate to facilitated learner self-regulation. Having teachers monitoring learners and having a code of conduct in the school is expected to have the Panoptic mechanism effect. The learners are expected in schools to internalise rules and self-regulate in fear of "the moderator supervisor in a central tower" as Foucault (1977, p. 199) explains. The teachers in schools should have the power to constantly watch learners anywhere at school and the learners should regulate their own behaviour, unfortunately; the school system

does not have means to propagate the culture of self regulation and internalising school rules. Therefore, teachers perceive indiscipline to be very detrimental to the effectiveness of teaching and learning processes in the classrooms as these processes are disrupted by undisciplined learners in classes.

Hence, the second finding is that the lack of a culture of self regulation and internalising school rules amongst learners leads to disrupted process of teaching and learning. Teachers struggle to teach because of the uncontrollable learner disruption. Learners display various actions that directly and indirectly lead to disruption of teaching and learning in class. Teachers revealed that the actions that directly lead to disruption of the teaching and learning are fighting in class, intentionally starting irrelevant discussions, swearing at others and late coming. The action that indirectly leads to classroom disruption is drug usage during break time. It was indicated that it makes the students who take drugs to be high; this influences them to be uncontrollable, disrespectful and aggressive towards teachers and other learners in class. All these actions disrupt the teaching and learning process. Teachers feel they have no legitimate means provided by legislation by the government to control learners for immediate compliance and self regulation in class. This highlights that great efforts should be made to fight against the scourge of drug addiction amongst learners.

The third finding was that teachers do not have uniform, compliant and positive strategies to combat learner indiscipline. The study revealed that teachers are more inclined towards using unconventional methods in their desperate efforts to deter learners from indiscipline. The unconventional ways which are used by teachers are degrading acts like forcing learners to sit on the floor, chasing them out of class, frowning at learners, threatening to beat learners, and even beating them with a belt. Teachers claim to use such unconventional ways because they have no other strategies which can be used to stop learner indiscipline. The study found that teachers are of the idea that the current procedure of discipline which is suspension and expulsion does not help achieve self regulation.

5.3. Significance and implications of the study

This study is significant as it contributes to the dearth of teachers' experiences of working with undisciplined learners in Johannesburg East, South Africa. It contributes toward closing the existing gap in literature addressing legislation on learner indiscipline in South African schools

as most researchers usually focus on learner indiscipline without focusing on legislation and the experiences of teachers. The study is significant as it addresses such a pivotal matter because indiscipline affects teachers and learners' academic performance, if such a crucial matter is not addressed and indiscipline continues, it undermines the efforts put towards improving academic results as teaching and learning would be perpetually hindered by learner indiscipline. The contribution to the current knowledge made by this study is the elucidation of problems teachers face as they deal with learner indiscipline in relation to the procedures followed and the time spent on solving the disciplinary issues. Due to the difficulty they encounter in dealing with learner indiscipline, teachers resort to use of unconventional means to deter learners from indiscipline.

5.4. Limitations of the study

As I collected data, I managed to interview only six teachers, I could not be able to interview all the teachers in the school, hence; the experiences of the teachers that I could not interview were not captured and they could have added more weight and shaded more light in this study. The findings of this study cannot be claimed to be applicable to all the teachers in the school or to teachers in the whole of Johannesburg as only focused on the experiences of a few teachers, however; the views of the interviewed teachers was adequate for a masters' study. I believe interviewing more teachers or teachers from other schools would have provided more information about teachers' experiences of learner indiscipline. To minimise the negative impact of this limitation of findings, I purposefully sampled different groupings of teachers: females, males, young and old, experience and inexperienced, senior members and junior members to ensure that the experiences reflect and represent those of most teachers.

5.5. Recommendations for future research

In the future, any researcher who might desire to further explore this topic can explore teachers' experiences of learner indiscipline in both private and public schools in other regions around South Africa. Private schools are managed and governed differently from government schools, which might be a factor on how private schools govern matters on learner indiscipline. Learners in other regions around South Africa might be behaving differently from those in the school where the study was conducted. This might make the teachers from those schools to have

different experiences from the participants of this study. This would be done to investigate and establish if teachers in private schools are experiencing difficulties that teachers in this school in Johannesburg East experience. It will also establish the strategies and policies that private schools use to deter learner indiscipline. Another recommendation to future researchers on this topic is that they can examine both the experiences of undisciplined and disciplined learners to determine how their learning is affected by indiscipline and disruptions during teaching and learning.

5.6. Breaking the deficit of understanding teachers' experiences and learner indiscipline.

The difficulties of maintaining discipline among learners in a public school were discussed and have been made clear from the above discussion and throughout the study. This study provided insights into the experiences of teachers who teach undisciplined learners and the unconventional strategies they intentionally use to deter learners from indiscipline. This necessitated a discussion of legislation that governs public schools on how to discipline learners. The legislation prescribes that undisciplined learners should be suspended then expelled; the suspension procedure was pointed to as a loophole by teachers who feel it is not helpful to get immediate compliance during teaching and learning. To help teachers from being disrupted and frustrated by non compliance of learners in class, further research is necessary to unearth best strategies which teachers can employ to get compliance in class.

5.7 Summary of the study

Chapter 1 provides an introduction and background of the study focusing on what influenced the researcher to undertake this study. **Chapter 2** presented literature review and theoretical framework of the study. The literature review is an interrogative synthesis of various researches conducted internationally and locally addressing learner indiscipline in schools globally. **Chapter 3** outlines the research methodology and presents how the data which was generated by using semi-structured interviews was organized and analysed, as well as how issues of trustworthiness, credibility and transferability of findings are addressed in this study. **Chapter 4** critically discusses the findings of the study after it explored the teachers' experiences of learner indiscipline through semi-structured interviews. **Chapter 5** presents the recommendations of the

study. Recommendations were made after the findings which resulted from the analysis of the semi-structured interviews. The chapter briefly presents the findings and links them with existing literature using CDA as a theoretical framework and the limitations of the study.

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Appendices

Appendix 1 Interview transcript (Sam)

Interviewer	Interviewee (Sam)
As I explained to you yesterday that my study is about teachers' experiences of undisciplined learners during teaching and learning, are you ready to answer the questions and do you feel free to answer?	Yes
My first question is: If you still remember, what kind of discipline approach did teachers use while you were at school? So they used to beat you up?	Mostly they used punishment; corporal punishment; They used to beat us on our hands, on our bottoms.
What can you say about the types of discipline teachers used during those years? By discipline you mean Corporal punishment? Damages meaning you got injured? So they were canning you extremely? But can you say that if eeeh, do you think that if corporal punishment was administered	Sometimes the discipline used to really get us disciplined. Yes, but sometimes it was too much and it led to some damages We sometimes got injured and it would disturb us at school in our performance. To extreme levels. Sometimes teachers didn't know when to stop It can work, in fact we need it. The kind of children we have, in our setting I think we need

<p>moderately where teachers used it just to discipline, not in anger, do you think it can work to maintain discipline?</p> <p>.....</p> <p>Like in this school or in South Africa?</p>	<p>it.</p> <p>.....</p> <p>In South Africa</p>
<p>Where did you train to be a teacher?</p>	<p>I trained at Wits</p>
<p>How long have you been teaching?</p> <p>.....</p> <p>2 years?</p>	<p>I have been teaching for about 2 years now.</p> <p>.....</p> <p>(Yeah.</p>
<p>What does (1) Discipline and (2) indiscipline mean for you?</p> <p>.....</p> <p>So when someone is behaving well and when they are performing well, that's how you can see discipline?</p> <p>.....</p> <p>How about indiscipline?</p>	<p>For me discipline means being able to conduct yourself as a child. That's what we observe before we even get to class. Secondly, discipline doesn't end there. Discipline should be seen also in class, in your school books, we must see discipline as well there. So discipline is what I can observe and also discipline is what I can extract out of a learner's mind and out of how they performed in their books, what they have written in their books. That's discipline.</p> <p>.....</p> <p>Yeah.</p> <p>.....</p> <p>Indiscipline is when they don't perform in class as well. That's indiscipline.</p>

Interviewer	Interviewee
<p>What can you generally say about learners' indiscipline in your classes?</p> <p>.....</p> <p>Yeah. What can you generally say about learners' indiscipline in your class? Learners' indiscipline).</p> <p>.....</p> <p>Is it every learner in the class or there are particular ...</p>	<p>Learners that are ill disciplined?</p> <p>.....</p> <p>Now, it en... they disturb the entire learning and teaching process.learners that indisciplined.</p> <p>.....</p> <p>There are particular learners but sometimes leads to the class into being ill disciplined all of them because they disrupt one another. They are learners, they are young.</p>
<p>What kind of discipline problems have you experienced since you have been a teacher?</p> <p>.....</p> <p>Do you have learners who talk when they are not supposed to talk and disrupt teaching in their talking?</p>	<p>Aaah! Having to deal with learners who come late. Who don't do their school work, most importantly learners who don't have books or pen, those kind of things.</p> <p>.....</p> <p>Yes, yes learners who disrupt teaching by talking we have that as well.</p>
<p>What has been your experience of learners' indiscipline while teaching in class?</p> <p>.....</p> <p>Yes?</p> <p>.....</p> <p>Mhhh!</p> <p>So how did you handle that? What do you do in such a case?</p> <p>.....</p>	<p>My experience of indiscipline learners while teaching?</p> <p>.....</p> <p>Bad experience was eeh; I once had a learner who beat the others one while I was teaching.</p> <p>.....</p> <p>Yeah. That was the worst situation.</p> <p>I stopped teaching. Then attend to them, give my attention to them until then all that settled down.</p> <p>.....</p> <p>They were fighting, seemingly. It seemed as if</p>

<p>Were they fighting or the other one was just beating the other?</p> <p>.....</p> <p>The boy was beating a girl?</p> <p>.....</p> <p>What had started that?</p> <p>.....</p> <p>On the board?</p>	<p>they were fighting. It was a boy and a girl.</p> <p>.....</p> <p>Yeah, the girl was fighting back.</p> <p>.....</p> <p>They were arguing. Ok. They were arguing, ok and again its disruption in class meaning they were talking while I was busy with something else. (as if writing on the board)</p> <p>.....</p> <p>Yeah, on the board. And then, all of a sudden there was noise and all that.</p>
<p>What do you do when a particular learner or learners behave badly while you are teaching?</p> <p>.....</p> <p>This disrupts the teaching process?</p>	<p>I usually stop teaching. I STOP TEACHING AND then attend to them, try and settle them down. If the situation is extreme, then I take them out to the office or something. But if it's something I can handle well my teaching stops because I have to attend that.</p> <p>.....</p> <p>This disrupts the teaching process!</p>
<p>What do you think are some of the reasons some learners are indiscipline in class?</p> <p>.....</p> <p>Adolescence?</p> <p>.....</p> <p>Substance abuse?</p>	<p>Mostly it's because they are going through stages most of them. You know.</p> <p>.....</p> <p>Yeah, adolescent stage. That's the most thing that I have observed that we in Grade 8 and 9 learners. Eeeh, even 12 we still have people who are going through stages. Eeeh also, it substance... (<i>Trying to remember</i>). Yeah, substance abuse. Dagga, the things they smoke out there during break. They are the ones that affects (<i>sic</i>) our teaching and learning most of the</p>

<p>.....</p> <p>Ok.</p> <p>.....</p> <p>Ok.</p>	<p>time.</p> <p>.....</p> <p>And also they gamble. Gambling. You find out they were gambling during break and then there are unresolved issues between them and they take that to classes. They come with these stories in classes. Yeah.</p> <p>.....</p>
<p>How do you control undisciplined learners during teaching and learning?</p>	<p>Aaah, I, without taking them to office, because you cannot keep taking learners to office. I punish them in class. I make them stand up. Its either they do push-ups or they kneel on the floor or I take of their shoes. Those things. At the back of my classroom.</p>
<p>Not sitting on a chair means that they will be standing?</p>	<p>Yes.</p>
<p>These two forms work for you?</p> <p>.....</p> <p>Ok, let me ask you a question, had it been allowed that you corporally punish them, as in beating them up to discipline them, were you going to do that instead of making them sit down? If the South African laws allowed?</p>	<p>Mhhh! Not really.</p> <p>.....</p> <p>I mmmm, beating up learners doesn't work, cannot be done by everyone and works for everyone. It works for certain people, for certain individuals but if it was something that was practiced openly, yes, I would use it there and there but not really. It's not the first disciplinary strategy I can opt for. Yeah.</p>
<p>How best do you think learners should be dealt with to maintain discipline in South African secondary school?</p>	<p>Wuuuu! Hahaha! This one is quite strong. Mhhhh! I think we can create committees among themselves. That committee is..., among learners, we can create committees. Eeeh, and and among</p>

	<p>learners leadership should be encouraged and enforced because the more you have leaders among them the lesser the problems we would have.</p> <p>.....</p>
<p>.....</p> <p>But we have RLC system, class monitors?</p>	<p>Yes, we do have those structures they are not encouraged of course. Like in my school right now those things, they are only done for compliance but otherwise it's not effective and they are not that active at school. If we can start making them active, if we can start enforcing them to learners to practice.</p> <p>.....</p>
<p>.....</p> <p>But what would learners do to discipline others if teachers cannot discipline them?</p>	<p>What can learners do to discipline others? It's a number of things like when learners are out there smoking; learners can report all those incidences to teachers because teachers cannot. Learners have, they know where to hide.</p> <p>.....</p> <p>We have disciplinary structures. We take them to them. So I don't know after that but that is what we do about it.</p>
<p>.....</p> <p>So now, as teachers I am sure you know that here there are boys who smoke and you have caught a number of them smoking. What do you do to those learners who are caught smoking?</p>	<p>.....</p> <p>Yeah, to the office, there is a certain office which disciplines them. Yeah.</p> <p>.....</p>
<p>.....</p> <p>You take them to the office?</p>	<p>I don't think because it's the same events happening over and over.</p> <p>.....</p>

<p>Do you think what the office does is effective to deter learners?</p> <p>.....</p> <p>They recur?</p> <p>.....</p> <p>So if you find that a learner is taken to the office for a particular offence, and then next time they repeat that particular offence? Meaning that discipline has not been instilled in that particular learner?</p>	<p>They repeat themselves. I don't think they are doing enough. They repeat particular thing again.</p> <p>.....</p> <p>Yes</p> <p>.....</p> <p>Yes.</p>
<p>What do you think the department (provincially and nationally) should do to address learners' indiscipline in school and classroom?</p> <p>.....</p> <p>So, what is it that they are afraid of?</p> <p>.....</p> <p>No, no no, not in that sense, I am saying: "what is it that they are afraid of doing on those learners?" "What is it that they can't do on those learners?"</p> <p>.....</p> <p>So do u think expulsion is good a measure of</p>	<p>The department, nationally, can give teachers some sort of authority because I feel like teachers' hands are tied. Like we we we get learners caught all the time, doing bad things, we try and take them up for disciplinary actions but nothing happens because even the people in the disciplinary eeeeh, structure or in the disciplinary committee, they are scared to act on those learners. They fear. So teachers' hands are tied in terms of discipline in South Africa. Yeah.</p> <p>.....</p> <p>Losing their jobs</p> <p>.....</p> <p>They are afraid of..., and also the society where we are, they are afraid of expelling some kids because they know that their parents are well known out there. So they might act against that.</p> <p>.....</p> <p>No, it's not the final thing you can do but there are learners that deserve that at some point.</p>

<p>disciplining a learner?</p> <p>.....</p> <p>But what do you do with them? Do you have them here? Do they still attend classes here?</p> <p>.....</p> <p>And they were expelled before?</p> <p>.....</p> <p>So you kept them in the system while it was difficult to keep them in class?</p> <p>.....</p> <p>Do you think those learners are afraid of being expelled or suspended for a week?</p> <p>.....</p> <p>They don't care?</p>	<p>There are learners that you can really not keep at a normal school set up. They, they, (chuckles), you just can't keep them. (Further chuckles).</p> <p>.....</p> <p>We have had them</p> <p>.....</p> <p>Some just decided to leave. They were not expelled. Yeah. It's that confusion.</p> <p>.....</p> <p>They don't care.</p> <p>.....</p> <p>Eeeh, they are not afraid and even if you suspend them for a week they don't care. You would have done them a favor. Yeah. Some of them.</p>
<p>If you were a principal or deputy-principal, how would you address learners' indiscipline in your school?</p> <p>.....</p> <p>Eeeh, since some of the learners, I like you said, are not afraid of anything, if they are not afraid of teachers; will they recognize the structures like the RCL structure?)</p>	<p>Like I said, I would create structures and stand behind that structure to make sure that they function. Like create RCL committee, make sure they function, they perform their duties.</p> <p>.....</p> <p>No they wouldn't. I think also, I think the issue of discipline is...is too much for a teacher even if teachers' hands were not tied but the department nationally it's too much. You can't be teaching this side and then on the other hand you have to perform because learners are out of hand in a way. They know you can't mess with them you can't touch them you cannot. You you need</p>

<p>.....</p> <p>So you are saying teachers cannot even, you are not even free to address..?</p> <p>.....</p> <p>So what should be done? Change the legislation and allow teachers to address it or there has to be some government personnel that are going to come to schools and address the situation?</p>	<p>to be selective in terms of words when you speak to them. Right? It is too much. I don't know.</p> <p>.....</p> <p>Teachers alone cannot execute the task of discipline.</p> <p>.....</p> <p>May be we can collaborate with other professionals like social workers. Because the learners are indisciplined not because they are undisciplined but because some of them have issues back at home. They have issues. So these issues, you find that they are the ones that drive them to come and behave otherwise at school. Yeah. Collaboration with other professionals could help as well.</p>
<p>Ok Thank you very much, eeh Mr. I think, unless if you have something to say, to add. You are fine? Ok. Thank you very much.</p>	<p>Yeah. Arghhh! No. I am fine.</p>

Appendix 2

Summary of the interview John

John does not view learner discipline only from classroom conduct of the learner; he considers late coming, behaviour during break, taking of drugs and attitude towards education and the school as part of behaviour. This is probably influenced by his management position in the school; he deals with all disciplinary issues unlike junior teachers who only deal with learner discipline in a classroom context. John reveals that the School Governing Body has agreed upon use of illegal punishment techniques like asking learners to do push ups, and to sit on the floor. Furthermore, undisciplined learners are chased out of class when they irritate their teacher, chasing the learners is also illegal but John reveals that teachers do it anywhere out of irritation, lack of any other useful technique and in order to concentrate teaching the non problematic learners.

Attitude towards teaching and learner discipline

Teacher TC has developed a negative attitude towards teaching as a result of learner indiscipline. He is of the view that the legislation in South African Schools Act favours learners and exposes teachers to be victimized by undisciplined learners and the disciplinary procedures in place are ineffective as he claims that “It’s tough there’s no discipline system that will work as long as all these “rights” are not protecting the teacher” and it is “so difficult. That’s why I’m saying all the policies aligned to discipline...are dealing with the teacher, not the learner.” His is of the view that when it comes to learner discipline, the reporting chain is too long and this is where there is a loophole in the disciplinary procedures, “...that’s why in a private school it’s very easy for them. They don’t have this whole chain of reporting, no”.

Discipline or punishment

John is more inclined to use of punitive measures rather than use of positive disciplinary measures as he asserts that learners are non compliant because “... it’s very simple...I think they know the teacher can’t do anything. The teacher is ...harmless and can’t do anything.” Despite his management position in the school, John surprisingly feels his authority to deal with learner indiscipline is very limited, he reveals that the learners have become noncompliant since corporal punishment was banned and they disregard all other disciplinary alternatives that are prescribed by the legislation.

Appendix 3

Gauteng Department of Education Approval Letter



GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	12 July 2018
Validity of Research Approval:	05 February 2018 – 28 September 2018 2018/165
Name of Researcher:	Mkandla C.A
Address of Researcher:	30 Montaque Gardens 1 Judd Street Horison Roodepoort, 1724
Telephone Number:	079 407 7300
Email address:	cam.khabo@gmail.com
Research Topic:	Teachers' experiences of learner indiscipline during teaching and learning in a Johannesburg East Secondary School.
Type of qualification	Masters
Number and type of schools:	One Secondary School
District/s/HO	Johannesburg East

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

 12/07/2018 1
Making education a societal priority

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0488

Email: Faith.Tshabalala@gauteng.gov.za

Website: www.education.gpg.gov.za

1. The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.
4. A letter / document that outline the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
9. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
12. On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
14. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards



Mr Gumani Mukatuni
Acting CES: Education Research and Knowledge Management

DATE: 12/07/2018

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001
Tel: (011) 355 0488
Email: Faith.Tshabalala@gauteng.gov.za
Website: www.education.gpg.gov.za

Appendix 4

Information sheet for principal

11 July 2018

Dear Principal

I am Cyprian Albert Mkandla, a Masters student at the University of the Witwatersrand School of Education. I am doing research on Teachers' experiences of learner indiscipline during teaching and learning in a Johannesburg East Secondary School. The purpose of my study is three-fold. Firstly, this study seeks to critically explore teachers' experiences of learner indiscipline within their school and classrooms. Secondly, to understand teachers' perceptions of how learners' indiscipline affects the effectiveness of teaching and learning processes in the classrooms. Lastly, to critically examine strategies used by teachers to address learners' indiscipline within their classrooms during teaching.

I have chosen your school because I am a former teacher in the school and my relationship with the teachers in the school will enable rich and relevant information to emerge from this study. Through informal observations during the time I worked in the school, I noticed that the levels of indiscipline vary from small talk between learners, to outright defiance of teachers' directives that disrupt teaching and learning. Thus, I became interested to conduct a research on this issue, to gain insight into teachers' experiences of working with undisciplined learners and discover strategies used to maintain discipline. The interviews will take approximately 45 minutes to 1 hour.

The research participants will not be advantaged or disadvantaged in any way. They will be reassured that they can withdraw their permission at any time during this project without any penalty. There are no foreseeable risks in participating in this study. The participants will not be paid for this study. The names of the research participants and identity of the school will be kept confidential at all times and in all academic writing about the study. Your individual privacy will be maintained in all published and written data resulting from the study. All research data will be destroyed between 3-5 years after completion of the project.

Please let me know if you require any further information. I look forward to your response as soon as is convenient.

Yours sincerely,

AAA and Co

Mobile: 0794077300

Email: cam.khabo@gmail.com

Principal's Consent Form

Please fill in and return the reply slip below indicating your willingness to allow your staff members to participate in the research project called: Teachers' experiences of learner indiscipline during teaching and learning in a Johannesburg East Secondary School

I, _____ the principal of _____

Permission to conduct interviews

Circle one

I agree that staff members be interviewed for the purpose of the study.

YES/NO

Informed Consent

I understand that:

- My school, teachers and learners names and information will be kept confidential and safe and that my name and the name of my school will not be revealed.
- All participants can withdraw from the study at any time.
- All the data collected during this study will be destroyed within 3-5 years after completion of my project.

Sign _____ Date _____

Appendix 5

Information sheet for participants and consent form

11 July 2018

Dear teacher/staff member

My name is Cyprian Albert Mkandla and I am a Masters student in the School of Education at the University of the Witwatersrand (student number 401071). I am doing research on: Teachers' experiences of learner indiscipline during teaching and learning in a Johannesburg East Secondary School. My research involves conducting open ended interviewing of teachers who will participate. The interviews will be audio taped so as to properly and precisely collect the interaction of the interview. I was wondering if you can give your consent to participate in this study.

Your name and identity, and the identity of any teachers and learners involved in the interview process will be kept confidential at all times and in the all academic writing of the study. Your individual privacy will be maintained in all published and written data resulting from the study. All research data will be destroyed between 3-5 years after completion of the project.

You will not be advantaged or disadvantaged in any way. Your participation is voluntary, so you can withdraw your permission at any time during this project without any penalty. There are no foreseeable risks in participating and you will not be paid for this study.

Please let me know if you require any further information.

Thank you very much for your help.

Yours sincerely,



Mobile: 0794077300

Email: cam.khabo@gmail.com

Teacher's Consent Form

Please fill in and return the reply slip below indicating your willingness to be a participant in my voluntary research project called: The influence of perceptions on aspects of pedagogy amongst primary school art teachers

I, _____ give my consent for the following:

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

Permission to be audio taped

I agree to be audio taped during the interview YES/NO

I know the audiotapes will be used for this project only 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 do not have to answer every question and can withdraw from the study at any time.
- All the data collected during this study will be destroyed within 3-5 years after completion of the project.

Sign _____ Date _____

Appendix 6

Interview Schedule

Instrument of data collection: Open ended interview questions

Introductory questions:

1. If you still remember, what kind of discipline approach did teachers use while you were at school?
2. What can you say about the types of discipline teachers used during those years?
3. Where did you train to be a teacher?
4. How long have you been teaching?
5. What does (1) Discipline and (2) indiscipline mean for you?

Research questions:

- 1) What can you generally say about learner's indiscipline in your classes?
- 2) What kind of discipline problems have you experienced since you have been a teacher?
- 3) What has been your experience of learner's indiscipline while teaching in class?
- 4) What do you do when a particular learner or learners behave badly while you are teaching?
6. What do you think are some of the reasons some learners are indiscipline in class?
7. How do you control undisciplined learners during teaching and learning?
8. How best do you think learners should be dealt with to maintain discipline in South African secondary school?
9. What do you think the department (provincially and nationally) should do to address learners' indiscipline in school and classroom?
10. If you were a principal or deputy-principal, how would you address learners' indiscipline in your school?

Appendix 7

Interview Schedule

Instrument of data collection: Open ended interview questions

Follow up questions

1. How was corporal punishment that was used during your school days administered?
2. Was the corporal punishment effective in maintaining discipline and immediate compliance?
3. Do you consider shouting at learners, making them sit on the floor or kneeling as necessary and effective means of maintaining discipline?
4. If learners don't comply or cooperate during teaching and learning, how do you deal with them as the teacher in authority?
5. How do you as a teacher instil some sense of responsibility and respect on learners?

Appendix 8

Letter of Candidature

Faculty of Humanities: Education Campus

Room 208/9, Administration Block, 27 St. Andrews Road, Parktown • Tel: +27 11 717-3018 • Fax: 0865532464
E-mail: Thabo.Makuru@wits.ac.za



PERSON NUMBER: 401071

30 May 2018

Mr Cyprian Albert Mkandla
Cc: Dr T Nkambule & Mr H Mbhiza

Dear Mr Mkandla

Results for the Masters Research in Education

I am writing to inform you that the Graduate Studies Committee of the Faculty of Humanities, acting on behalf of the Senate has considered your proposal entitled *"Teachers' experiences of learner indiscipline during teaching and learning in a Johannesburg East Secondary School"* and recommended that you should be admitted to candidature.

The reader's comments are only for noting by the student and the supervisor.

Kindly liaise with your supervisor regarding the contents of the reader's report, the readers report was emailed to your supervisor.

I confirm that Dr T Nkambule & Mr H Mbhiza have been appointed as your supervisors.

Your attention is drawn to the Senate's requirement that all higher degree candidates submit brief written reports on their progress to the Faculty Office once a year.

Please note that higher degree candidates are required to renew their registration in January each year.

Please keep us informed of any changes of address during the year.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Thabo Makuru', enclosed in a rectangular box.

Thabo Makuru
Faculty Officer
Faculty of Humanities
Education Campus
Tell: 011 717 3018

Appendix 9

Ethics clearance letter

Wits School of Education



27 St Andrews Road, Parktown, Johannesburg, 2193 • Private Bag 3, Wits 2050, South Africa
Tel: +27 11 717-3221 • Fax: +27 11 717-3009 • E-mail: enquiries@educ.wits.ac.za • Website: www.wits.ac.za

15 August 2018

Student Number: 401071

Protocol Number: 2018ECE031M

Dear Cyprian Mkandla

Application for Ethics Clearance: Master of Education

Thank you very much for your ethics application. The Ethics Committee in Education of the Faculty of Humanities, acting on behalf of the Senate, has considered your application for ethics clearance for your proposal entitled:

Teachers' experiences of learners' indiscipline during teaching and learning in a Johannesburg East Secondary School.

The committee recently met and I am pleased to inform you that **clearance was granted**. Please use the above protocol number in all correspondence to the relevant research parties (schools, parents, learners etc.) and include it in your research report or project on the title page.

The Protocol Number above should be submitted to the Graduate Studies in Education Committee upon submission of your final research report.

All the best with your research project.

Yours sincerely,

A handwritten signature in black ink that reads "M. Maseti".

Wits School of Education
011 717-3416

cc Supervisor - Dr. Thabisile Nkambule and Mr Wiseman Mbhiza