

**An exploration of strategies used by schools to cope with indiscipline:
A case of rural secondary schools in Limpopo Province, South Africa**

by

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DECLARATION BY CANDIDATE

I declare that (An exploration of strategies used by schools to cope with indiscipline:

A case of rural secondary schools in Limpopo Province, South Africa) hereby submitted to the University of Limpopo, for the degree of Masters of Education in Curriculum Studies has not previously been submitted by me for a degree at this or any other university, that it is my own work in design and in execution, and that all material contained herein has been duly acknowledged.

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DEDICATION

This study is dedicated to my mom, MS Winnie Joyce Moele,
my beloved husband M.J Tebeila

My sister, Daphney as well as my siblings
for their love, support and understanding.

I'd like to thank the Almighty God for giving me the strength to write
this dissertation because it was not easy.

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Summary of the study

The purpose of this study was to explore strategies used by schools to cope with indiscipline in rural secondary schools in Limpopo Province, South Africa.

Indiscipline in secondary schools of Limpopo Province in Sekhukhune District has become an evil and dangerous influence that spreads and affects learners' behaviour and their moral upbringing. The Department of Basic Education brought alternatives to indiscipline but these measures seem not to be working as learners continue to challenge teachers. Since corporal punishment was abolished in 1994, schools are expected to come up with strategies to deal with indiscipline. The high prevalence of indiscipline in schools in Limpopo Province has propelled the researcher to explore strategies used in South African rural schools in Sekhukhune District of Limpopo Province to cope with indiscipline as it affects teaching and learning.

The research question was: What are strategies used by schools in Moutse Cluster to cope with indiscipline? The sub questions were: What does the policy say about addressing indiscipline? What forms of indiscipline prevail in schools? What strategies do schools use to cope with indiscipline?

The study will be beneficial to policy makers, curriculum implementers, curriculum developers and advisors, the Department of Education and schools. The study was conducted in Limpopo Province, in Moteti area and Elandsrooring at Groblersdal. It was limited to senior phase teachers, teachers in disciplinary committees and class teachers.

The study used qualitative research since the title sets out to develop understanding of individuals and events in their natural setting. The study used semi-structured interviews as a method of data collection. It also used purposive sampling, hence the research question sought responses from teachers and learners who had more knowledge and experience in indiscipline.

The study found that there exist strategies used by schools in order to cope with indiscipline although the phenomenon is out of control. There are internal strategies such

as detention and the use of period registers that are applied in order to cope with indiscipline. There are strategies beyond the school which can be applied such as the police and involving parents. This study also made additional findings with regard to forms of indiscipline experienced by schools under this study, the effects of indiscipline on teaching and learning and how education policies influence the behaviour of learners.

Key concepts: Indiscipline, disruptive behaviour, learners, coping strategies, teachers, secondary schools.

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CHAPTER 1

BACKGROUND AND MOTIVATION OF THE STUDY

1.1. INTRODUCTION

Education remains a tool for the all-round development of a human being. Globally, therefore, the school becomes a place where the behaviour of children is shaped in preparation for both their careers and social being. However, it becomes difficult for schools to carry out their teaching and learning mandate when they experience problems of indiscipline. Schools are environments where learners are developed in a gestalt manner (academically, socially and emotionally) (Kourkoutas, 2012:329). Schools play a role in shaping and reinforcing learners' behaviour because it involves parents, teachers and learners; therefore, learners' behaviour can worsen or improve (Kourkoutas, 2012:329; Karanja & Bowen, 2012: 16).

Indiscipline has been reported as one of the major challenges that affect schools globally. Indiscipline, according to Timothy (2008:110), is "the straight contradictory of regulation, i.e., loss of discipline". He additionally quotes Dittinuiya (1995), who describes it as "every accomplishment that does not conform to the public worth and norms". In a nutshell, indiscipline is any type of misbehaviour which learners may depict by a way of not obeying the given authority. Examples are vandalism; negative attitude to schooling; lack of manners; substance use; late coming; stealing; being truant; bullying; gangsterism; disruptive behaviour; making noise during lessons; violence; rape; quarrelsome, among others (UNESCO, 2014:2). The researcher's umbrella term in this proposed study is indiscipline, which incorporates the above-mentioned examples. The terms 'indiscipline' and 'disruptive behaviour' will be used together in this study.

Internationally, there is a concern regarding escalation in disruptive behaviour in learning institutions. This constitutes a major problem (Pšunder, 2005:335). In the American society, violent crimes among young people rose at a shocking rate with juvenile arrests for Violent Crime Index (VCI) offences such as rape, murder, robbery or assault increasing to more than 150 000 in 2007 (Carney, 2008:213). Teachers spend most of

their times disciplining learners and solving violent cases instead of teaching and learning (Conroy, Sutherland, Snyder & Marsh, 2008:25). In American schools, learners have access to resources such as the internet which enables them to have access to unethical information such as drug use and gangsters (Carney, 2008:215). Consequently, as Carney (2008:215) alluded in his study, most of the crimes end up taking place in the school. Therefore, educators are expected to fulfil their parental role in ensuring that they discipline learners. However, most educators find it difficult to manage learners' behaviour (Raver & Knitzer, 2002:95).

In countries such as Thailand, educators are unable to address learners' behaviour effectively; disruptive behavioural problems in some way represents a worldwide phenomenon that can lead to everlasting barriers (Raver & Knitzer, 2002:95). Teachers might not be able to manage learners' behaviour effectively because of their level of knowledge of the psychological being of the learners (Truscott et al, 2012:65). The problem of indiscipline of learners is experienced by many countries (*Khaleej Times*, 2006:6). On the other hand, the United Kingdom as one of the countries and Europe at large have taken initiatives to pact with learners who misuse drugs and smoke in schools, by introducing smoking deterrence programmes (Health Education Research, 2008:118). Smoking is an example of substance abuse.

There are growing concerns regarding factors contributing to disruptive behaviour in learning institutions within the United Arab Emirates (*Khaleej Times*, 2006:6), where it is assumed that methods of teaching are factors contributing to learners' disruptive behaviour. Cases of disruptive behaviour have also been recognised in England where the state even planned a sledgehammer on school indiscipline by giving them mandate to search pupils for weapons (BBC, UK version, 2007). This strategy, in my view, if implemented correctly, may reduce problems of indiscipline related to violence that affects safety and security in schools, although there are other sources of indiscipline far from weapons.

A quantitative study was conducted in Cameroon secondary schools, which found that common types of learners' indiscipline include collective misconduct and unacceptable habits (Ngwokabuenui, 2015:64). Disruptive behaviour in schools hugely impacts the standard and quality of teaching and learning, and contributes to incomplete school syllabus (Kabiru, 2007:7; Mariene, 2012:54; Onyango, 2008:10; Munyasya, 2008:7), thus leading to poor learner performance, dropouts and poor utilisation of government tools. In Cameroon, they use moral leadership, behaviour-accountability and moral education as strategies of coping with indiscipline problems. The question still remains, namely, in South African rural secondary schools, what are teachers doing to cope with indiscipline problems?

South African schools, like schools in other countries, are facing challenges that come with young emerging democracy, just as its constitution, societies and communities (Bester & Du Plessis, 2010:209; Bushman & Huesman, 2010:230; Muthukrishna, 2011:67). Violence has been used as a way of attaining freedom through strikes and demonstrations, among others (Bester & Du Plessis, 2010:209, Bushman & Huesman, 2010:230; Muthukrishna, 2011:67). The communities and societies in the predominant township areas and rural areas where Black Africans live are still shaped by violence; hence the indiscipline of learners in schools in those areas. To erase the memories of the violent acts from apartheid in the minds of the people as well as respecting human rights, the Department of Basic Education has abolished corporal punishment as a way to manage indiscipline in school settings (*The Constitution*, Act 108 of 1996).

Currently in South Africa, anything that causes physical pain, emotional pain and any form of punishment that reduces the dignity of a learner from being a human is illegal. South African teachers are always distressed about indiscipline in schools, as corporal punishment has been faced out by the law, such as *The Constitution of the Republic of South Africa*, 1996a, the South African Schools Act (SASA, 1996b) and The National Education Act 84 of 1996 (NEC,1996c). A conclusion can therefore be that teachers are aware that corporal punishment is a misconduct that may end up driving them away from their jobs for good, but they keep on doing it. Perhaps they feel helpless as Mtshweni

(2008:8) concurs that teachers feel that they were not sufficiently trained to deal with learner indiscipline. As a result, learners challenge teachers in whatever way they can because they know that corporal punishment is banned in schools, and if a teacher does it to them, such a teacher will lose his/her job, as it has been seen on social media where a learner in Free State Province goes directly to a teacher in front of the classroom and literally slaps her with a notebook. This shows that teachers' powers are being challenged (Masitsa, 2008:235). This, therefore will take us to the next issue, which is substance use.

Substance use by learners, especially alcohol, is a major source of behavioural, social, and health problems in the universe. The World Health Organization (WHO, 2014:1), as quoted by Chauke, Van der Heverver and Hogue (2015:2), bring the issue of families whereby a parent or both drink alcohol. Indirectly, the parents give permission to their kids to do whatever they want. Moreover, poverty-stricken families and peer pressure may serve as fuel to alcohol use by most learners in secondary schools. This study shows that learners who use alcohol are at risk of committing crimes and being violent, engaging in risky sexual behaviour, being involved in accidents and getting injured as well as having problems with their school tasks. The study by Chauke et al. was based on alcohol in rural schools in South Africa. In this study, I intend to find out strategies used by schools to deal with indiscipline problems such as substance abuse. Chauke et al. (2015:4) concluded that when learners start using alcohol and drugs at an early age, it will impact negatively on their mind and how they manage themselves.

A study conducted in four schools in the city of Johannesburg shows that a high percentage of thirty-six of male learners reported that they had kicked, punched or beaten another learner in the previous year because of alcohol (Bennet & Sacco, 2001:3). This study was conducted in South Africa but only on male learners in high schools; it did not touch on indiscipline broadly. Research studies have depicted the negative impact that indiscipline brings to teachers and learners since it hampers effective teaching and learning, and exacerbates disciplinary problems; putting the safety of teachers and learners at risk; does not promote human rights; and has a negative impact on their mental and social well-being (Botha, 2012:413; SACE, 2011:1).

Research studies also show a high increase of learner indiscipline in South African schools; and in some cases, learners are alleged to have killed others in learning institutions (Harber, 2001:262; Zulu, Urbani, Van der Merwe & Van der Walt, 2004:173). Given that a lot of learner indiscipline cases have been brought to the attention of schools, this has raised concerns of whether classroom environments and schools satisfy the element of safety to learners and teachers. A study conducted by Zulu *et al.* (2004:173) reported a number of cases of learner indiscipline in KwaMashu secondary schools in Northern Durban. In a resembling study, Aziza (2001:2) reported an escalation of cases of learners who have been suspended and expelled in Western Cape schools. According to him, causes leading to such suspensions and expulsions are for safety and security reasons in schools, which amongst others, include confronting teachers and other learners verbally and physically, stealing, using dangerous substances such as drugs and alcohol, and watching pornographic videos in schools (Aziza, 2001:2). These reports prove that cases of learner indiscipline have a negative impact on teaching and learning in schools (Zulu *et al.*, 2004:173). It is reported in radio, newspapers, television and social media that nowadays people communicate in a hostile and aggressive way, including learners. There exist reports of assault, fights involving guns, violent threats and other forms of attack which never cease to be on the headlines (Gasa, 2005:3). Perhaps the existence of such reports is because adolescents are raised in an atmosphere where people are fighting politically and socially. This therefore raises concerns to teachers because it appears that adolescents (secondary school learners) are angry, and teachers wonder what contributes to the anger.

Studies have been done on secondary school learners' changing behaviour and causes of discipline, but no particular study has been conducted on strategies that South African rural schools in Limpopo, Moutse Cluster under Sekhukhune district use to cope with indiscipline. Some schools have incorporated the South African Schools Act in their school policies. However, learners continue with indiscipline. Therefore, the envisaged study is aimed to explore coping strategies that South African rural schools in Sekhukhune District, Limpopo Province use to deal with indiscipline in schools.

1.2. RESEARCH PROBLEM

In an ideal school environment, there need to be order and discipline (Mauricien, 2016: 1). However, this is not happening, instead research studies show the unravelling of learner indiscipline in South African learning institutions (Harber, 2001:261). The researcher has observed that indiscipline in secondary schools of Limpopo Province in Sekhukhune District has become an evil and dangerous influence that spreads and affects learners' behaviour and their moral upbringing. Learners have become directionless, highly disrespectful and evil to themselves, teachers, parents and the general society (Ngwokabuenui, 2015:65). Learners portray various types of indiscipline such as watching and practising pornography; chasing teachers with school brooms; violence; disobedience to teachers; alcohol consumption; drug abuse; confronting and stabbing teachers and other learners in schools; vandalism; stealing; insulting; among others.

These acts have placed the safety of teachers at risk as teaching and learning in schools takes place in a formal communication between teachers and learners. Both learners and teachers are expected to respect one another for successful and quality teaching and learning (Onyango, 2008:10; Mariene 2012:54; Kabiru, 2007:7 Munyasya, 2008:7). The Department of Basic Education brought alternatives to indiscipline but they seem not to be working as learners continue to challenge teachers (Mtshweni, 2008:8). Indiscipline negatively impacts the teaching and learning process in schools, and many research studies do not focus on how schools address and cope with indiscipline, instead on other elements, therefore, the gap that this study brings is to explore how South African rural secondary schools in the Sekhukhune District address and cope with indiscipline. Since corporal punishment was abolished in 1994, schools are expected to come up with strategies to deal with indiscipline. The high prevalence of indiscipline in schools in Limpopo Province has propelled the researcher to explore strategies used by South African rural secondary schools in Sekhukhune District of Limpopo Province to cope with indiscipline as it affects teaching and learning.

1.3. RATIONALE FOR THE STUDY

It is crucial to conduct this study because there exists high prevalence of indiscipline in schools in Limpopo Province. The researcher wants to explore the strategies used by South African rural secondary schools in Sekhukhune District of Limpopo Province to cope with indiscipline as it affects teaching and learning. The study will benefit teachers in schools, the Department of Education and policy developers.

1.4. THE PURPOSE OF THE STUDY

The purpose of this study is to explore coping strategies used by rural secondary schools in Moutse Cluster of Sekhukhune District to cope with indiscipline.

1.5. RESEARCH QUESTION

1.5.1. Main research question

- What are strategies used by schools in Moutse cluster to cope with indiscipline?

1.5.2. Sub questions

- What is the policy on addressing indiscipline?
- What forms of indiscipline prevail in schools?
- What strategies do schools use to cope with indiscipline?

1.6. SIGNIFICANCE OF THE STUDY

The study may benefit stakeholders who have interest in one of the factors contributing to learner performance and indiscipline in schools, the Department of Education and policy makers. This study may also add to theory building as it will explore strategies that Moutse schools use to deal with indiscipline. This will be of great benefit to schools as a whole.

The study will benefit teachers in schools, the Department of Education and policy developers. The risks/harm associated with the study may be that learners who have disciplinary problems may refuse to participate thinking that they will be exposed.

1.7. SUMMARY OF THE CHAPTER

Chapter 1 has covered the background and motivation, the statement of the problem, the research questions as well as the significance of the study. The next chapter covers the various meanings of indiscipline, the forms of indiscipline in schools, factors contributing to indiscipline in schools, strategies, methods and approaches of coping with indiscipline.

CHAPTER 2

LITERATURE REVIEW

2.1. INTRODUCTION

The previous chapter was about the background and motivation of the study. It elaborated more on the statement of the problem, the purpose of the study, as well as the research questions. The aim of this chapter is to provide an account of the literature review on strategies that schools use to cope with indiscipline. Information from related literature was obtained from secondary sources such as journal articles, newspaper articles and books. The literature review addresses issues such as meanings of indiscipline, factors contributing to indiscipline, forms of indiscipline, strategies of coping with indiscipline, as well as the social learning theory and behavioural theory as theoretical frameworks. The term 'schools' as used in the topic refers to teachers. What is unique and extraordinary about rural schools in Limpopo province is that, people grow up knowing that in rural settings, the learners show high respect for the teachers, their parents and the society at large, of which is not the case nowadays. There exists high prevalence of indiscipline in the rural secondary schools of Limpopo province. Most studies were conducted about the very same topic in other provinces. None was conducted in Sekhukhune district of Limpopo Province, as such it is crucial that we explore how schools in Sekhukhune district address and cope with indiscipline.

In the previous chapter, the researcher has discussed that learner indiscipline is escalating in South African schools. It has been observed that indiscipline in secondary schools in Limpopo Province has become an evil and dangerous influence that spreads and affects learners' behaviour and their moral upbringing. Much has been written and said on the subject of indiscipline. However, the review of the literature on this topic was about specific strategies used by secondary schools in the rural areas of Moutse, under Sekhukhune District to cope with indiscipline. The literature was carried out under the following sub-headings: 1) meanings of indiscipline; 2) forms of indiscipline in schools; 3) factors contributing to indiscipline in schools; 4) strategies/ methods/ approaches to cope

with indiscipline; 5) policy and legislation on indiscipline; and 6) effects of indiscipline on learners and teachers.

2.2. MEANING OF INDISCIPLINE

The concept of discipline, according to the researcher, refers to punishment. When the learner violates the rules and regulations that teachers and their parents at home have set, it is referred to as indiscipline. To discipline a learner is a society's way of teaching them morals and values acceptable in schools and in the society. Indiscipline is as such, a result of ongoing decrease in ethics, morals and lack of instilling discipline at home and in schools.

Indiscipline has been reported as one of the major challenges that negatively impact schools globally (Moyo, Khewu & Bayaga, 2014:1). Indiscipline, according to Timothy (2008:110), is “the straight contradictory of regulation, i.e., loss of discipline”. He additionally quotes Dittinuiya (1995), who describes it as “every accomplishment that does not conform to the public worth and norms”. Additionally, Blegur, Wasak, Tlonaen and Manggoa (2017:37) view indiscipline as deviation from normal behaviour on the side of the learner, which contradicts formal or informal regulations in the society or school. Johnson, Claus, Goldman and Sollito (2017:55) state that to misbehave is to disrupt the learning process. Learner misbehaviour has proven to be detrimental in almost every school and level. It can therefore be concluded that indiscipline is any type of misbehaviour which learners can show in a way of not obeying the authorities. Examples are vandalism; disliking school; lacking morals; the use of drugs and alcohol; stealing; late coming; being truant; bullying; gangsterism; disruptive behaviour; making noise during lessons; violence; rape and quarrelsome, among others (UNESCO, 2014:2).

Indiscipline is described by Akindiji (1995:5) adopted from Nwakoby (2001:12) as “an act of misconduct which is not only physical but also cognitive”. In this study, when a person is not able to live according to the set of rules and regulations, it is referred to as indiscipline. The researcher's umbrella term in this study is indiscipline, which

incorporates the above-mentioned examples. The terms 'indiscipline' and 'disruptive behaviour' will be used interchangeably in this study.

2.3. FORMS OF INDISCIPLINE IN SCHOOLS

2.3.1. In-classroom and outside the premises of the school indiscipline

Indiscipline is explored through several forms within the classroom, some within the school surroundings and others outside the gates of the school. Amado and Freire (2009:85) believe that major situations can be classified in stages. The first class being those situations that are disturbing in nature and whose disturbance affects good classroom functioning. The incidents that may fall in the second and third stages are fights among people of the same age and conflicts within the teacher-learner relationships, which might result in violence and delinquency. It is an international study, hence we need to understand South African studies as well, and we need to be in the know of these forms so that we learn coping strategies.

2.3.2. Vandalism and disrespect

Donnelly (2000:2) mentioned common forms of indiscipline in American schools, which include among others, fighting, insubordination and disrespect. In some parts of the United Kingdom, the rates of absenteeism, vandalism and delinquency are taking the lead whereas cases of drug-related crimes by secondary school learners in some parts of Britain are escalating (Reid, 2006:210). Furthermore, he reported the ever-increasing rate of violence by pupils, such as school-based robberies, vandalism, extortion and disrespect to staff in Chicago, New York, Washington D.C. and Detroit. As a result, indiscipline is a global issue, hence this study looks at how this form of behaviour can be managed or how teachers can cope in the rural South African schools.

Commonly, fights in schools that involve knives, sport bats, drugs, weapons and even bombs have become overfamiliar/regular in Mexico, Italy, Germany, India, Comoros and Spain (UNESCO, 1998). In Kobe, Japan, a secondary school learner was beheaded by a fourteen-year old because of marijuana. Then again, in Pakistan, vandalism, ignoring

teachers' authority and initiating fights are some of the common forms of indiscipline. This was revealed by Ghazi et al. (2013:353).

Fewer studies were conducted on vandalism and respect under the forms of indiscipline. Whilst in South Africa, a 16-year old was left unconscious after being stabbed by a fellow learner at a secondary school in Ga-Mamabolo outside Polokwane early in June 2019, according to Patrick Burton for Centre for Justice and Crime Prevention (CJCP), news24's Grobler Riaan reported (Grobler, 2019:2). This is all because of gangsters and violence in schools. Similarly, Foncha, Kepe and Abongdia (2014:1160) attest that vandalism, truancy, smoking, disobeying the rules, delinquency, assault, murder, rape and theft in schools show that the phenomenon of indiscipline is on the rise in secondary learning institutions. The problem is that violence can escalate, and that is where its danger lies. It starts with a disruptive behaviour in a classroom. If it is ignored by teachers and not dealt with by the school, without any interventions provided to learners, then the behaviour can escalate into a very serious violence that is contagious. When parents use corporal punishment to discipline their children, it conveys the message to say that violence is okay and it is how we solve our problems.

2.3.3. Students-based, society-based and school-based indiscipline

There is a dearth of studies in Africa on the forms of indiscipline. However, there is this one which is a quantitative study, which was done in Cameroon secondary schools. The study found common forms of indiscipline which include collective misconduct and unacceptable habits. Ngwokabuenui (2015:68), on the other hand, highlights forms of indiscipline which, according to him, are categorised as student-based; society-based and school-based. In a Nigerian study, Denga (1999:10) views indiscipline forms such as stealing, truancy, sexual offence, vandalism and cheating in examination rooms as destructive practices. In a true sense, an undisciplined learner is an uncontrollable learner who can therefore do anything brutal and dangerous in a school setting when he does not get what he wants (Asiyai, 2012:15). Based on this idea, normally these kinds of learners are spoilt as they are used to getting what they want. In Ghana, Ngwokabuenui (2015:70) argues that there are high rates of indiscipline and lawlessness in schools, and further observed that every day there are reports of cases of armed robbery by learners

in secondary schools. Foundational to this is drug abuse, rape, abortion and murder in schools.

2.3.4. Learners carrying dangerous weapons

Considering categories confirmed by Ngwokabuenui and Denga, it can be concluded that forms of indiscipline are applicable in South African rural schools. In Limpopo Province of South Africa, a study was conducted by Alidzulevi (2000:6). The study found forms of indiscipline and emphasised the turning of learning institutions into war fields because learners carry weapons such as guns and knives to schools. He further lamented cases that have been reported of learners stabbing their teachers and principals with large heavy knives for cutting plants that are found mostly in forests. These learners also fight with each other. It is therefore worth noting to show at this stage that no country is immune to learner indiscipline in schools.

2.3.5. Misbehaviour disrupting own learning and other learners

It is apparent that indiscipline is a cankerworm phenomenon as has been seen by Lewis (1997) as quoted by Morongwa (2010:11), who reviewed three forms of disruptive behaviours as follows: misbehaviour that disrupts the learner's own learning. To elaborate on this, the researcher believes Lewis was trying to bring forth the form of behaviour where a learner, for instance, does not write home works and class works. This kind of misbehaviour disrupts his own learning. The second one is a misbehaviour by one learner which disrupts the learning of another- in this case, a learner who makes noise, and when the teacher tries to call the learner to order, he continues. This interrupts other learners. The last one is a misbehaviour which is disrespectful – in this case, the learner makes noise and is rebellious when he is rebuked. Even when the teacher excuses the learner, he/she still comes back in the class and makes noise. Such a learner displays misbehaviour which is disrespectful to the extent that he/she is ready to fight his teacher physically.

In brief, forms of indiscipline may range from indiscipline that disrupts learners' own learning; another one that disrupts other learners; and the last one being the one that

affects teacher-learner relationship. This will then lead us to factors that contribute to indiscipline.

2.4. FACTORS CONTRIBUTING TO INDISCIPLINE IN SCHOOLS

Indiscipline is explained and illustrated by contributing factors in schools. When learners display disruptive behaviour, there is a contributing factor. Globally, in accordance with the study conducted by Ghazi et al. (2013:353), unstable parenting, unaffectionate parents, over-defensive parents, poverty, teaching that is of poor quality, bad influence on a learner's local community, teachers' negative attitude towards learners, learner repeating a similar class, repeating change in subject teacher, lack of motivation from teachers, class poor conditions and psychological problems of learners; all contribute to disruptive behaviour. These contributing factors relate to findings in other research studies. However, the study narrowly looked at the context of managing a classroom in secondary schools of Pakistan, while my study focuses on indiscipline in and outside the classroom in South African rural secondary schools. This study examines coping strategies.

2.4.1. School atmosphere and the society

Pearson (2006:4), in his study which was conducted in North Carolina through middle school students, itemised factors contributing to indiscipline. These include the school – which takes us back to the issue that the researcher has discussed whereby in a school, if the principal and teachers do not set good examples of good behaviour, learners will display disruptive behaviour as well; the society – whereby a society which is violent and always engages in violent strikes, then learners are likely to imitate such violent behaviour. She also mentions unreasonable goals; groundlessness; shortage of leadership skills; iniquity; imagination rules; and being poorly raised at home with lack of manners. Additionally, a study conducted in Brazil by Lira and Gomes (2018:762) has revealed that teachers are factors contributing to violence and disruptive behaviour because learners report that they (teachers) use offensive language, oppression and violence towards them because they have not been prepared to handle various situations in schools. As such they use power badly and react abusively. This shows teacher unprofessionalism.

To add to this utterance, Mncube and Dube (2019:93) found that romantic relationships between learners and teachers lead to a lack of teacher professionalism, which causes school violence and creates an unhealthy competition between learners and teachers. Evident to this, a male teacher in a secondary school had a romantic relationship with a female learner who has a romantic relationship with a fellow learner. The male learners attacked the poor teacher during a school trip with knives. So this shows unprofessionalism on the side of teachers. This will take us to our next factor.

2.4.2. Unpreparedness of learners to co-operate

In the United States, secondary schools are commonly factories for failure. An estimated 40 percent of urban learners repeat classes, and in many areas, 50 percent or more drop out of school without graduating (Barlowe, 2004). Jinot (2018) pointed it clearly to say that the learners display disinterest to learn. Teachers complain that many adolescents enter secondary school not ready to act and behave like learners – to concentrate in class, write notes, give themselves time to read on their own, participate in class works, and complete home works. This is a problem that many secondary school learners have in South Africa as well.

2.4.3. Overcrowded classrooms and home conditions

Studies have been conducted in New York City and Boston, Massachusetts, on the problem of finding out why students do not have time for their books (Barlowe & Mack, 2004:5). Results ranged from learners not having time, difficult home circumstances such as overcrowded classrooms, inadequate housing or staying in shelters for the homeless, lack of healthy food and health care, or living with older people or guardians who are under extreme stress, difficult school situations and overburdened teachers (Neild et al., 2001). Perhaps if teachers can assign work that is worthy of effort and find out what learners need, among others, it may help. However, at times, even if teachers can take an initiative to find out what these learners need, learners may appear withdrawn and not talk. This leads to the conclusion that in most cases, there are forces behind learners' indiscipline. In this study, the researcher therefore seeks to explore how schools in rural secondary South African schools cope with indiscipline, given the circumstances.

Similar to these factors, a Nigerian study revealed school based causes to indiscipline. This includes teachers' lateness and absenteeism, overcrowded classrooms, unconducive school learning environment, unenforceable school rules and regulations and a lack of support (Asiyai, 2005:7). In my view, these causes can contribute immensely to indiscipline, especially in a classroom where learners are overcrowded. A teacher who teaches such a class will not be able to move around the classroom and therefore fails to manage indiscipline. Complementary to this, Abdulamid and Yarduma (2007:12) debate the society based causes which include parental overprotection of children, poor value system, nepotism and corruption, mass media and home conditions. This will then lead us to the next factor, which entails the rights and freedom of learners.

2.4.4. The rights and freedom of learners

Ozigi and Canlan (1979) as cited by Oyetubo and Olaiya (2009:134) presented seven likely contributory factors which include the idea of democracy with its emphasis on the rights and freedom of the individual; the ideas that exist amongst generation gaps; beliefs and values about the nature of a human being; life and society (Pearson, 2006:4); that there exist different opinions between the young and old; high class level of young men and women; media influence – newspapers and television which carry regular reports about learners' power over teachers' authority; failure of parents in the society and in schools to set standards of good behaviours, which is elaborated by the social learning theory by Pavlov. Morongwa (2010:5) attests to the issue of failure of many households to provide basic and essential moral training of bringing up children; failure of parents to set good examples; and failure of communication between young men and women insisting on their rights and authorities, the issue arising from the fact that every human being has rights.

2.4.5. Parental influence

Almost all studies present parental influence as one of the common factors contributing to indiscipline. To elaborate, Jinot (2018:39) conducted a study in Mauritius where he points out that parents who use authoritative parenting style at home, their kids will manifest misbehaviour at school. This argument is supported by Morongwa, who

conducted a study in secondary schools of South Africa. However, she did not specify the setting of her study, hence in this study, the setting is rural. Morongwa (2010:6) discusses eight factors which she refers to as causes of indiscipline in schools, which are parental/home influence, whereby parents fail to set standards for good behaviour, as the researcher has elucidated earlier. She further identifies teachers as the cause of indiscipline. The researcher agrees with the author, that she is referring to those schools where teachers see learners as adults and establish love relationships with them.

To justify this issue, in September 2017, it was reported in the news that a male teacher in Kwa-Zulu Natal was arrested for dating and impregnating female learners in a rural secondary school where he was working. So the researcher understands what Morongwa means when she mentions teachers as the cause of indiscipline because in this case, there is no way that a learner cannot display disruptive behaviour when he/she realises that teachers see him/her as a wife/husband. Learners will always display indiscipline behaviours when this kind of behaviour by teachers takes place in their schools. Morongwa (2010:6) further identifies learners with emotional problems arising from abuse at home or the society. She also thinks that gender and race influence and cause indiscipline in schools. The issue of public schools versus private schools, where some learners wonder why they are in these schools whereas their whereabouts are in private schools, may cause identity crisis and confusion to them, and may ultimately develop into anger. The next issue will be the curriculum.

2.4.6. The curriculum

Teaching strategies used in the classroom and how they are used can also contribute to indiscipline. Mauricien (2016:1) attests to this when he explains that the talk and chalk method of teaching, learning by heart method of teaching and spoonfeeding method of teaching deprive learners of their autonomy and ability to take decisions, to make choices and to solve problems independently, subsequently boring learners, resulting in indiscipline. He emphasises that learners should enjoy the pleasure of discovering, exploring from acting in class, experimenting, reading, sharing, debating, role playing, giving speeches in public, project work and mind mapping, as these teaching strategies are rarely on the lesson plans and are rarely used by teachers, leading to boring school

for the learners and the creeping in of indiscipline. It is therefore not advisable for learners to be spoonfed.

Furthermore, Meres (2018:570) states that the national policy can contribute to learners' disruptive behaviour. To elaborate on this, learners who are dissatisfied with the national education policy, for instance, a school that uses penalty points to suspend learners or a school that only takes into cognisance the written form of assessments rather than also using the practical part; in such a school, learners can express their dissatisfaction through indiscipline. Additionally, Dhamini (2016:481) points out that there are still teachers who come to work and go to classes without having prepared their lessons, or they come late at work intentionally because they know that amongst others they are unable to instill discipline in schools.

Teachers have to confirm that learners are engaged in learning because if they are not, learners will eventually show disruptive behaviour. Some learners are victims of rape; they are malnourished, and stricken by poverty at home; among other conditions that a teacher cannot control. Nonetheless, they can make the situation better if they take action to awaken learners' interest and attention. For instance, by using random questioning. Still on this issue, sports is part of the curricula. According to Mauricien (2016:2), sports is effective for character formation and acceptable norms of behaviour. The point driven is that the absence of sports in the lives of learners contributes to indiscipline, thus depriving them to learn how to solve day to day problems, how to control their emotions and how to react intelligently in the face of adversity. Contrarily, they tend to copy from adults, who themselves behave badly in most cases.

2.4.7. Psychological, professional and environmental factors

Human development theories (Bronfenbrenner, 1999), as quoted by Mrug, Gaines, Su and Windle (2010:489) give suggestion on how a secondary school learner's behaviour is affected by social and environmental factors such as family, friends and peers, schools and the society. Additionally, Dhlamini (2016:477) mentions that the violence within the society, the family and the socio-economic status contributes to the disruptive behaviour of learners in schools. These theories explain that these contexts not only affect the

behaviour, but they combine together in a learner to produce special effects. A study by Mrug et al. (2010:489) focuses on school-level substance abuse in Alabama in America. In contrast, little is known about strategies that South African rural schools in Sekhukhune District of Limpopo Province use to cope with indiscipline caused by substance use, amongst others.

In Africa, Upindi, Mushanaadja and Likando (2016:7) classify factors contributing to indiscipline in terms of psychological, professional and environmental factors. This study was conducted in Namibia, and its setting is contrary to the one in this study – which focuses on South African rural schools. Upindi et al. (2016:8) reveal psychological factors such as stressors; losing parents and close friends, problems at home, abuse, alcohol, negative experiences at school like poor teaching, bullying, corporal punishment and non-conducive learning environment. Upindi, Mushanaadja and Likando (2016:7) further classify professional factors such as the ability by teachers to help improve the learner' behaviour and learning abilities; weak discipline measures; learner performance; and under environmental factors. They make use of peer pressure, cultural and home environment, taverns in the vicinity of schools and homes as well as parental support as examples. The implication is that when teachers are unable to help learners to behave and learn, we therefore need to devise strategies that can help these teachers to cope under these circumstances. This is the gap that this study is trying to close.

2.4.8. Alcohol and substance abuse

High-risk behaviour by secondary school learners such as alcohol and abusing substances such as drugs and alcohol (Masilo, 2018:3), unexpected pregnancies and risky sexual activities are a major concern in South Africa today. Studies indicate the high rate of marijuana use among Australian high school learners (Coffey, Lynskey, Wolfe & Patton, 2000:1686). In Switzerland, teachers reported that learners come to school having used a type of drug called marijuana (Kuntsche & Jordan, 2006:169). These reports show that substance abuse is regarded as one of the greatest social and health problems in the universe. Learners in secondary schools start using substances such as alcohol and drugs at an early age (Mrug, Gaines, Su & Windle 2010:489). This kind of behaviour puts them at a high risk of encountering unpleasing outcomes such as

performing poorly at school, engaging in risky sexual behaviour at an early age and becoming undisciplined, causing a lot of stress for South African teachers, leaving them requiring strategies that can work for them in managing these learners.

Drinking alcohol and drug-taking popularities are frequently used as a general indicator of the quality of life in communities (Rocha-Silva, 1992). Statistics show that 5.8 percent of South African learners over the age of 15 years depend on alcohol, and that there is an ongoing increase in the general level of drug abuse, especially alcohol intake among adults, according to the report on mental health and substance abuse (WHO, 2008). Substance abuse is regarded as one of the greatest social and health problems in South Africa (Hingson, Heeren, Winter & Wechsler, 2005). This is also attested by Chauke, Van der Heveever and Hoque (2015:4), who state that recent studies reported high levels of alcohol use amongst adolescents and secondary school learners in South Africa. Learners who use substances such as drugs and alcohol are not easy to be disciplined, hence this study looks at how teachers in South Africa deal with such learners.

Perhaps we should not deviate from the thought that even secondary school learners who are regarded as well-behaved, once they start using alcohol and drugs at an early age, this doubles the risk of future substance use and dependence on substances, which may result in them being convicted of crimes, early pregnancy in female learners, acquiring Sexually Transmitted Infections (STIs and HIV) and later having difficulty in quitting these substances (Odgers, Caspi, Nagin, Piquero, Slutske, Milne & Moffitt, 2008:1039). STIs and HIV are main health dangers facing South African youth because studies indicate high sexual activity by secondary school learners who do not protect themselves, and are therefore at risk of becoming HIV infected (Department of Education: care for our youth 2007 (DBE, 2007). To support this, it was reported in the news that in a school in Vhembe District of Limpopo Province, secondary female learners were competing to see who had many children. Although these learners have foundational knowledge about HIV/AIDS, they do not see HIV/AIDS posing any danger and do not understand the virus transmission. This therefore leads us to the next factor which is aggression.

2.4.9. Adolescence aggression

When acts of aggression come into action, peer groups become an important part (Jinot, 2018:42), as peer groups act as the means of reaching the target (Garandean & Cillessen, 2006:102; Mares, 2018:565). Aggressive behaviours include withdrawal of friendships, peer rejection, being excluded, victimisation, ignoring a peer, gossiping and spreading malevolent gossips. These behaviours are mostly hidden and a secret, making it hard for superiors such as teachers and parents to be aware of or to intervene (Murray-Close, Crick & Galotti, 2006:78).

Gender volume of aggression offers a perspective that young females tend to be more relationally aggressive, and young males more physically aggressive (Bushman & Huesmann, 2010:110; Fiske, 2010:12), yet both sexes are socialised in society to fulfil their gender roles, and adjust their behavioural patterns and attitudes according to what a particular society view as appropriate gender roles, being either male or female (Louw & Louw, 2007:54).

For teachers and parents who were raised by corporal punishment and fright-based power, the culture of schools is planless and difficult juncture because they believe there is not enough discipline, not enough respect, and little consequences for learners who do not obey the rules (Barnwell, 2013:43). Learners are out of control and perhaps social bonding is not the only connector of problem behaviour; learner-school bonding can also be utilised from loss of learner academic ambition and the tendency for misconduct.

Adolescent problem behaviours lead to a number of unpleasing health and social results and consequences, including not progressing in school, being arrested by the police, addiction, STIs, pregnancy, injury and death (Dryfoos, 1990:120). Psychologically, adolescents continue to deal with life-long issues of achievements and competence, while identity, autonomy, intimacy, sexuality and social status arise as other powerful concerns (Steinberg, 1993). Clearly, educating early adolescents is a difficult task because it results in a lack of interest for learning of an adolescent, which can be all hard when learners dislike school.

Evidence (Harris, 2006:98) suggests that the complicated web of social relationships that learners experience with peers, adults in the school, and family members contribute a much greater influence on their behaviour than research studies had previously assumed. This process starts with learners' core relationships with parents in their lives, which form a personality that is either secure and attached or insecure and unattached. Securely attached children typically behave better in school (Blair et al., 2008:234). Once learners are in school, the dual factors of socialisation and social status contribute immensely to the behaviour. The school socialisation process pressurises them to be like their peers or risk social rejection, whereas the quest for high social status drives them to attempt to differentiate themselves in some areas, for instance, in sports and a sense of humour.

2.4.10. Poverty

There are challenges for learners whose upbringing was influenced by poverty such as emotional and social challenges, and acute and chronic stressors. Weak and anxious attachments formed by toddlers in poverty become the basis for the biggest insecurity during early childhood years. When children are very young, they need healthy learning and exploration for the healthy development of the brain. In families where poverty is high, there tends to be a higher prevalence of such adverse factors as teen motherhood, depression, and inadequate health care, all of which lead to decreased sensitivity towards the toddler (Van Iizendoorn et al., 2004:45) and later, poor school performance and behaviour on the part of the child. Emotional and social challenges have effects on learners' school behaviour and their performance.

Strong and secure relationships help stabilise children's behaviour and provide the core guidance needed to build lifelong social skills (Blair et al., 2008:234). Children who grow up with such relationships learn healthy and respond appropriately to daily situations. However, children raised in poverty often fail to learn these responses, to the detriment of their school performance. For instance, learners with emotional instability may get so easily frustrated that they give up on a task when they are so close to their success. Poverty leads to stress on the part of learners.

Stress can be defined as the “physiological response to the perception of loss of control resulting from an adverse situation or person” (Evans et al., 2007:345). Occasional stress is healthy for all of us because it supports our immune functioning and helps develop resilience. However, acute and chronic stress that children raised in poverty experience leaves a devastating imprint on their lives.

Acute stress refers to severe stress resulting from exposure to trauma such as abuse or violence, whereas chronic stress is stress which leaves a devastating, insidious influence on the children’s physical, psychological, emotional and cognitive functioning - areas that affect brain development, academic success and social competence, which lead to problems in school performance and behaviour in schools. These stressors have effects on learners’ behaviour at school and their performance, in the sense that stress is linked to 50 percent of all absences (Harris, 2006:51), causes harm to the attention and concentration, and reduces cognition, creativity and memory.

A learner who comes from a home environment that is stressful tends to channel that stress into uncontrollable behaviour at school by, for instance, taking lunch boxes because at home poverty has stricken (Masilo, 2018:3) and is less able to develop a healthy social and academic life (Bradley & Corwin, 2002:78). For example, impulsivity is a common disruptive classroom behaviour. Poverty also has an unpleasing effect on the behaviour of learners in the sense that learners raised in poverty rarely choose to behave differently, but they are faced daily with overwhelming challenges that affluent children never have to confront.

2.4.11. Secondary school learning environment

The researcher concurs with the argument that if a teacher is unmotivated or negative, this will have a direct impact on learners’ behaviour (Ryan, 2013:113; Mares, 2018: 566). Johnson, Crosnoe and Elder (2001:44) are also of the view that engagement in the schoolwork involves a learning environment that is stimulating and conducive, and that behaviours such as constant and steadiness, effort and attention; and attitudes such as motivation, valuing learning, exuberance, interest, and ego in class are nurtured in a learning environment that is conducive. Store line or supply facilities concerns such as

overcrowded classrooms, not having enough teaching materials and poor infrastructure are obstacles for conducive learning environments (Paqueo and Lopez-Acevedo, 2003:99; Bjorkman, 2004:21; Barreva- Osorio, 2007:771).

There are many authors who stress the above mentioned causes. Some causes are different but the same in a particular way, and are summarily presented as follows: home influence/parental factor; principal factor; school staff factor; mass media factor; the society, peer group, curriculum factor, poverty and adolescence.

2.5. STRATEGIES FOR COPING WITH INDISCIPLINE

In the perspective of Gaustard (2005:1), school discipline has two major aims. The first one is to activate the protection of staff and learners; and the second one is to create an environment good for learning. Although much has been done to establish factors contributing to indiscipline and possible remedies, very little has been done on coping strategies used by Limpopo teachers in rural schools to deal with indiscipline. This is where this study fits in.

2.5.1. Spontaneous police searches

In England, indiscipline has also been experienced and the state has planned to give schools authority to search learners for weapons (BBC, UK version, 2004, Nov, 18). Schools were therefore encouraged to arrange for spontaneous police searches of school premises to reduce the problem of indiscipline in schools. Contrary to this, Ghazi et al. (2013:354) recommend that teaching methods should be motivational and revised; seminars for parents should be held; and arrangement for teachers and learners on the theme of indiscipline and disruptive behaviour should be held and discussed in Pakistan.

In South Africa, Seleka (2019:1), a News24 reporter has reported that SADTU (South African Democratic Teachers' Union) has made a call to DBE to partner with the South African Police Services in enforcing the searching of weapons that learners bring to schools. It seems that the above mentioned strategies are working in England and

Pakistan. The question therefore remains that in the rural South African schools in Limpopo, what strategies do teachers use to curb indiscipline?

2.5.2. Community prevention initiatives

According to the Health Education Research (2008), in the UK and Europe there were community-based smoking prevention initiatives for young children and adolescents, which aimed to prevent them from starting to smoke. Unfortunately, they have started to smoke. In the researcher's view, this community-based smoking prevention initiative strategy is not working because already adolescents have started smoking, and perhaps even using substances such as drugs and alcohol. Masilo (2018:6) emphasises that crime prevention programmes that address gender-based violence and bullying in schools should be introduced. The problem of behaviour by secondary school learners, including substance abuse, school misconduct and delinquency, is a nationwide concern that needs immediate intervention and strategies that can work.

On the other hand, according to News24 report, Seleka (2019:1), South African Democratic Teachers' Union (SADTU) Secretary, Mugwena Maluleke, has called on parents and societies to hold and lead summits to address violence and gangsterism in schools, and to address the issue of the availability of drugs, and the prevention of learners coming to school under the influence of alcohol. This call was made after an incident where a Grade 8 secondary school learner stabbed a Grade 10 learner to death in Turffontein, Johannesburg. Similarly, Nunan (2018:6) concludes that the violence in schools by learners warrants immediate intervention from the Department of Education by introducing guidance counsellors in schools, and by holding workshops for parents to perform better guidance to their kids so that their psychological skills can be improved.

2.5.3. Availability of disciplinary committee in schools

In Africa a study done in Lagos, Nigeria found that different acts of indiscipline were prevalent among secondary school learners. It was gathered that several factors like schools, learners and the society contributed to the acts of indiscipline (Ali, Dada, Isiaka & Salmon, 2014:254) and therefore, reduction strategies employed by various schools such as corporal punishment and expulsion are not effective. As a result, the study

recommended the approach to manage learners' indiscipline by electing a disciplinary committee to work as a coping strategy. However, the committee should have very corrective measures instead of punitive ones. In addition, Abdulamid and Yarduma (2007:18) conducted their study in Nigeria, in which they recommended that when making school policies that affect learners, involving them may be fruitful to reduce the class size, and not forgetting high parental and school supervision and involvement, which can do wonders in coping with indiscipline. They think positive teacher-learner relationships can also reduce indiscipline. This strategy can work, especially if there are teachers in schools to whom indiscipline learners listen to and understand. They can then form Adopt-a-learner programme.

A study conducted in South Africa by Foncha et al. (2014:1164) suggest that when maintaining discipline, learner-centred disciplinary strategies should be used, wherein the learners are involved in the formulation and implementation of offences. They should also be taught conflict-handling strategies so that they are be able to help offenders to understand the wrongs committed. Foncha et al. (2014:1164) further claim that the disciplinary measures which are punitive in nature are ineffective, as such self-discipline should be promoted. Jafeth, Usinger and Thornton (2019: 29) call it a discipline plan which is progressive so as to reduce suspensions. For example, by taking a disruptive learner to an empty classroom where he/she will be alone. At this juncture, we still want to find out how South African rural secondary schools cope with indiscipline because in Nigeria they believe positive teacher-learner relationships can reduce indiscipline. The question becomes: how do you maintain positive teacher-learner relationships when teachers see learners as husbands and wives and want to establish love relationships? How do you maintain positive teacher-learner relationships when learners are brutal and dangerous since they use drugs, and when they see teachers as their peers, and even want to kill them? You be the judge.

2.5.4. The pointing system

According to a study conducted in Namibia, Upindi et al. (2016:8) reckon that the pointing system can help to address indiscipline in such a way that points are allocated from 1-20. Based on this, the pointing system will determine if a learner needs to see a counsellor, if parents should be called or if he/she should be suspended. They further depicted that involving parents may help in such a way that the principal and parents of the disruptive learner decide on what actions to be taken against such learner; actions such as counselling, suspension and expulsion. Well, the researcher's view on this is that currently there are no professional counsellors and psychologists in South African rural schools. As such, it may not work in these schools. As for calling parents, in some instances it does not work because the researcher has seen many learners in school whose parents were called several times and are even tired of being called to schools, but these learners are still without discipline. We will discuss counselling and reconciliation below.

2.5.5. Counselling and reconciliation

Karanja and Bowen (2012:16) suggest that one of the solutions of dealing with indiscipline and unrests in public schools is to encourage counselling, which can help to escalate learners' self-awareness, and foster learners' emotional growth and maturity. This working paper was conducted in public secondary schools in Kenya. Hence, this study is based on rural secondary schools of South Africa. They further added that schools should establish structures which deal specifically with reconciliation, trauma and healing for peace building, while identifying impartial mediators to avoid violence in schools. Masilo (2018:6) also recommends that the Department of Education should appoint social workers in schools to deal with psychological problems experienced by learners and teachers.

In the researcher's view, particularly in rural schools of South Africa, the Department of Education may find it very expensive to establish reconciliation structures since they are unable to even appoint a temporary teacher in a case where a teacher goes to maternity leave; or to build proper toilets for learners. Still on this issue of the Department of Education (DBE), South African Democratic Teachers' Union (SADTU) secretary,

Mugwena Maluleke recommended that the Department of Education must introduce psycho-social professionals to detect and identify learners' disruptive behaviour in the name of helping affected learners and social workers to visit schools to curb symptoms of aggression and other related behaviours. The secretary made an interesting comment with regard to parents, that they are also part of the children in a way that they should always be on the lookout for signs of aggression in their children to avoid tragedies such as the stabbing to death of a learner by a fellow learner in Johannesburg. Conclusively, if such structures are developed, they may contribute positively in dealing with indiscipline, especially since teachers will strictly focus on teaching learners and not spending their teaching time disciplining them. In the same vein, Moyo et al. (2014:12) recommend that the DBE should re-work the document which was released in 2000 entitled 'Alternatives to Corporal Punishment', that it should promote self-discipline and intrinsic control and not punishment. The next strategy will be to enrich Life Orientation as a subject.

2.5.6. The enrichment of Life Orientation as a subject

In South Africa, the South African Democratic Teachers' Union has made a call to the Department of Education, according to news24's Seleka (2019:1), that Life Orientation, which addresses human beings and their lives, should be re-curriculated so that it assists in building learners' resilience when it comes to issues of violence, bullying, aggression and good mannered human beings. The researcher concurs with this move, and thinks it may unearth the roots of disruptive behaviour. If Life Orientation can be enhanced to change certain behavioural patterns and to address inequality in our communities so that everyone sees themselves as human beings, with dignity being honoured and protected, indiscipline can be reduced. Even if this violence can be unearthed starting from the community because learners take what is happening in the community and practise it in schools. This will take us to the next issue which is traditional methods.

2.5.7. Traditional methods

There are traditional methods on strategies for coping with indiscipline such as positive teacher-learner relationships which create a conducive learning environment (Oosthuizen, Wolhuter & du Toit, 2003:463). The researcher agrees with these authors because if there is a lack of trust between the teacher and the learner, then the teacher will be in a position of power instead of authority; and secondary school learners respond negatively to power. Another traditional method is setting clear guidelines and rules, which is the most powerful and the foundation for school conduct behaviour. With this one, learners always break rules; so one may not be sure if the rule is implementable. Levin and Nolan (1996) as cited by Deauke (2010:2) lament that developing a behaviour contract whereby a learner swears and signs it for the purposes of controlling their unacceptable behaviour as a strategy can work. However, it is grounded by the operant conditioning theory, which emphasises that behaviour which is reinforced positively is likely to be repeated, and that which is negatively reinforced will be extinguished. This links with the theoretical framework guiding this study.

Well, coping strategies vary from authoritarian, supported by Deauke (2010:2), in which adults make all the rules and punish any deviation, to the very permissive, supported by Field and Boesser (2002:221), in which the learner makes all the decisions. The authoritarian methods, according to Paul (2006:148), can be aligned with the behaviourist philosophy, which emphasises the shaping of behaviour through the use of rewards and punishment. Kohn (1993) as cited by Paul (2006:148) further explains that the authoritarian strategy is associated with anger, and may result in depression and low self-esteem on the side of the learner. Perhaps the reason why learners in secondary schools are rebellious that even when their parents are called, they do not refrain from their disruptive behaviour is because of too much authoritarian style is used in schools. It is therefore noteworthy at this juncture that we have not found strategies that the South African rural schools in Limpopo Province can use to curb indiscipline.

On the other hand, learners are encouraged by an authoritative teaching style that is demanding, supportive and fair (Olweus, 1993:43). Learners who like schooling believe that their teachers are encouraging and lack bias; have good relations with the learners

and accept school's vision, values and standards, and are more likely to relate well with the school. The researcher has practised it before to reward the desired behaviour with praise and enjoyable prizes. For instance, clapping hands, saying good when the learner has given the correct answer or has attempted to answer; and punishing undesirable behaviour by withholding all rewards and ignoring the learner who shows bad behaviour. Then again, if a teacher gives learners class activities, he or she may feel that his/her freedom is being taken away by the teacher; thereafter he will escape from the confinement of this situation by being absent from school or class or by defying instruction, which is a type of indiscipline on its own. Hence, we need to understand strategies used by South African schools to cope and manage such indiscipline. In this case, the teacher is the controller and the learner is the controlee (Simpson, 2015:9).

2.5.8. Teacher-learner relationship improvement

Learners turn to place their value on their behavioural and academic performance at school that is similar to the interest and concern demonstrated by their guardians and parents (Steinberg, 1993). Curwin and Mendler (2008:51) claim that teachers are not always modelling positive behaviours, and that learners learn both morals and immortals based on what they see on other people than what they hear, which is where the role of social or modelling theory by Pavlov comes in. Perhaps the solution may be to let learners know what a teacher needs, give instructions that correspond with their ability, use humour, offer choice and listen to what they are thinking and feeling - which takes us back to the issue that the researcher has discussed earlier about developing rules together with the learners; and finally refuse to accept excuses from them after developing the rules.

Apart from developing rules, when teachers become friends on Instagram or other social media sites with learners, it generates a problem. As such teachers should treat every single learner equally. Learners are perceptive as to how a teacher reacts to each and every learner in the classroom (Barnwell, 2013:14). As soon as learners realise that a teacher cares about them as human beings, most of them instinctively come to the teacher's side and not want to disappoint him/her behaviourally or academically.

2.5.9. Learner support

Multitude of meanings are directed to the concept 'support' (Bojuwoye & Sylvester, 2012: 67). Within the education context, support may be regarded as something additional to what is already there, such as the provision of extra money from the Department of Basic Education (DBE) to deploy teachers to help learners when schools are closed, extra learning materials or additional teachers at schools (Mittler, 2006:7). Support comprises specialised roles aimed at improving teaching and learning. Education support services comprise of educational services of improving the quality and effectiveness of teaching and learning (Steyn & Wolhuter, 2008:14). These services are purposed at preventing, minimising and dealing with learning barriers and developing conducive and supportive learning environments (Mashau, Steyn, Van der Walt & Wolhuter, 2008:14).

Education support may be human, material or other resources (DBE, 1997) and may be directed at learners, teachers or teaching activities and structures within the school (Steyn & Wolhuter, 2008:15). Therefore, education support services directed at learners are referred to as learning support. According to Mashau et al. (2008:15), learning support includes supplementary, remedial or extra class lessons, curriculum advice, academic mentoring, assisting learners to work in groups, developing study and note-taking skills, school psychological services, medical and social work services, feeding schemes and other services of preventing learning difficulties.

For the school to be successful in terms of educational services, Smith (2010:12) contends that support should be about institutional actions or educational practices that promote effective learning. Bojuwoye and Sylvester (2014:26) explain that the most important institutional actions of promoting learner success are education support services. Mashau et al. (2008:15) attest that institutional actions and practices that overcome barriers to learning, enhance learners' self-esteem and promote acceptable social behaviours and academic success are otherwise referred to as learning services.

Support services directed at teachers to assist them to meet the academic needs of learners are not limited to teaching in the classroom, but include the employment of varied curricular, assessment and feedback and the infusion of technology into teaching

practices (Reyneke, Meyer & Nel, 2010: 2). Segalo and Rambuda (2018:5) and Motseke (2019:13) attest to this statement to say that the DBE should also organise workshops to teachers to teach them about human rights and teachers' rights and responsibilities with regard to disciplining learners.

Support is also empirical to learners who are poverty stricken. Earlier on, the researcher mentioned of the reality of poverty. It has serious implications for learners' success, hence the importance of support directed to alleviate barriers to learning due to poor health and poor socio-economic conditions of families. Wiseman (2012:945) asserts that poverty is the strongest significant predictor of academic success, even more than school factors. Ngidi and Qwabe (2006:534) also contend that lack of proper nutrition constitutes a very serious challenge to education. Schools therefore should act on behalf of the government, especially where families are impoverished and cannot satisfy children's right to nutrition or nurturance.

2.6. POLICY AND LEGISLATION ON INDISCIPLINE

Violence has been used as a way of attaining freedom through strikes and demonstrations, among others in South Africa (Marais & Meier, 2010:11). The societies in townships and rural areas are places where Black Africans live. These places are still shaped by violence; hence the indiscipline of learners in schools in these areas. To erase the memories of the violent acts from apartheid in the minds of the people as well as respecting human rights, the Department of Basic Education has abolished corporal punishment as a strategy to deal with indiscipline in the school settings (the South African Constitution, Act 108 of 1996). We will look at what the Constitution, the South African Schools Act 84 of 1996 and the National Education Policy Act 84 of 1996 say about indiscipline in schools.

2.6.1. The Constitution of South Africa Act 108 of 1996

Like any other country in South Africa, we are being regulated by the law which, amongst others, protects the rights of the people under the Bill of Rights, in particular the rights of children. Chapter 2, Section 12 (1) of the Constitution, which is the Bill of Rights clearly says that everyone has the right to security and should therefore be free. This incorporates the right not to be harmed in any way and not to be punished brutally (the Constitution of South Africa, Act 108 of 1996b:7). Section 12 directly provides for what should happen in schools, especially in the classroom whereby a teacher has to ensure the smooth running of the classroom and the safety of other learners (Shumba & Maphosa 2010:2). As mentioned earlier in this study, the Constitution requires that corporal punishment should not be administered in schools. Contrary to this requirement, it seems that teachers are still administering it since on television and radio, they are attending courts for the misconduct of practising corporal punishment to learners. This view is supported by Morrell (2001) as quoted by Shumba and Maphosa (2010:3), who explains that teachers are currently administering corporal punishment as a strategy to manage indiscipline, even when it is against the Constitution of South Africa. Hence this study seeks to investigate strategies that South African rural schools in Sekhukhune District of South Africa use to deal with indiscipline.

The conclusion can therefore be that teachers are aware that corporal punishment is a misconduct that may end up driving them away from their jobs for good, but they keep on doing it. Perhaps they feel helpless. Mtshweni (2008:112) concurs that teachers feel that they were not sufficiently trained to deal with learner indiscipline. As a result, learners challenge teachers in whichever way they can because they have knowledge that corporal punishment is banned in schools and if a teacher does it to them, he or she will lose his/her job, as it has been seen on social media in the year 2018, where a learner in the Free State Province went directly to a teacher in front of learners in the classroom and literally slaps her with a notebook. This shows that teachers' authority is being challenged (Masitsa, 2008:235). This brings us to the next Act which is the South African Schools Act.

2.6.2. The South African Schools Act 84 of 1996

The South African Schools Act is a policy that governs what happens in schools. Under this Act, corporal punishment is abolished in schools (SASA 1996c: section 10:1), and if found applying it, such a person will be sentenced to jail. In the same vein, the Act places the task of disciplining learners' disruptive behaviour in the hands of a teacher. However, there is not clear about strategies of coping with indiscipline that takes cognisance of learners' rights to safety and protection.

This Act does not allow learners to enter the school environment with weapons that are dangerous such as guns and substances such as alcohol and drugs. However, learners do not take cognisance of this. Instead, the Act does not state that if learners are found with dangerous weapons, they will be sentenced to jail. In a way, the South African Schools Act is on the side of learners rather than teachers because learners who bring dangerous weapons may harm other learners or teachers in schools. When this happens, teachers will be blamed for negligence and still lose their jobs (Zulu et al., 2004:173).

In a school where the researcher is working, learners come to school having smoked drugs and cigarettes, and come with knives. When teachers report this to the police, they respond by saying that because these learners have not harmed anyone yet, we should wait until someone is harmed, then they will attend to the case. This shows that teachers and learners' safety is at risk (Shumba & Maphosa, 2010:2). According to the Act, teachers should protect and respect children's rights, and the discipline should be corrective and educative, rather than punitive (Department of Basic Education, Republic of South Africa, 2010:13). The issue becomes what strategies do South African rural schools in Sekhukhune District in Limpopo Province of South Africa use to cope with indiscipline without infringing learners' rights?

2.6.3. The National Education Policy Act 84 of 1996

This Act elaborates on the roles of teachers in South African schools, which is to administer citizenship and pastoral role, among others (The Republic of South Africa, 1996a). This implies that schools and teachers should maintain discipline in a way that takes cognisance of their role of being caring pastors to protect the rights of learners. Segalo and Rambuda (2018:1) also share the same thoughts and reflections to say that the common law of *in loco parentis* gives teachers the right to administer discipline in schools. However, it is not clear as to what extent should they implement this in line with children's rights. An official paper entitled 'Alternatives to Corporal punishment' from the Department of Education (DBE, 2000:12) recommends that expelling a learner, suspending them, detention, denial or withdrawal of benefits, isolating them, ignoring and excluding them from activities are non-aggressive and non-violent (Motseke, 2019:4) alternative strategies to corporal punishment. Teachers have expressed their displeasure with regard to the document because they say it is ineffective and time wasting since indiscipline problems grow daily despite its release (Moyo, Khewu, & Bayaga, 2014:2).

Moyo et al. (2014:3) further emphasise that even though there are exhibits to affirm that corporal punishment brings forth undesirable change of behaviour, little is known about these alternatives to corporal punishment strategies, if they impact negatively on learners or promote positive behaviour changes. From the newspaper reports, corporal punishment is still administered in schools. Perhaps this is evidence suggesting failure by teachers to implement 'Alternatives to Corporal Punishment'. The concern now becomes whether these strategies are working to curb indiscipline in schools and if they are sufficient.

2.7. THE EFFECTS OF INDISCIPLINE ON LEARNERS AND TEACHERS

2.7.1. Learners

Indiscipline may affect the academic performance of learners in schools. This is an issue, hence many nations are looking for ways of preventing this problem (Ndiewo, Raburu & Aloka, 2016:8). The performance of learners in schools may be the result of many factors such as their abilities, indiscipline, and socio-economic background such as behavioural changes and pedagogical beliefs. School work may be affected by the emotions of learners because identification with academic work is a domain recognition, and therefore learners may define themselves through the school performance (Bell, 2013:80).

The learning environment and learners' attitude can positively or negatively affect their academic performance, resulting in indiscipline, and learners who perform poorly academically are likely to behave poorly. To elaborate further, Semakamo, Orobia and Arinaidwe (2013:5) indicate that the school and learners' attitude are positively related to learners' school performance, and learners' attitudes cause more variation in academic performance. Korir and Klipkemboi (2013:7) indicate that learners with positive attitude towards academic work are likely to display good behaviour towards teachers, are likely to show improvement on their regular attendance of classes, see themselves as high achievers and tend to perform better in school work than those without such attributes. The point driven is that learners without these attributes are troublesome in schools worldwide and tend to disrupt other learners, causing discipline problems. Hence, this study intends to investigate how teachers in Sekhukhune District of Limpopo Province manage indiscipline which is caused by learners who have negative attitude towards academic work.

Indiscipline may affect the academic achievement of learners and may be tempted to stop trying, misbehave or seek other anti-social channels of achievement and recognition (Steinberg, 1993). Conversely, learners who are focused on schooling are less likely to be interested in anti-social behaviour.

Ken Reid (2000:200) and Mafa (2018:11) attest that absenteeism is one type of indiscipline, stressing that performance and school attendance work together. In the researcher's view, indiscipline also affects learner attendance and school work. He reckons that parenting styles contribute to learners' indiscipline in the sense that dysfunctional behaviour from parents affects learner performance because it lowers their performance in schools.

Indiscipline affects the performance of learners negatively and increases failure and drop outs in schools. As Bell (2013:80) argued, learners who experience success academically have a greater chance to put more additional energy to work harder and obtain better marks. On the contrary, those who experience failure in their academic work in succession develop low self-esteem, are demotivated and lose interest. Currently, because of lack of psychologists in schools, learners react by adopting disruptive behaviour and are violent. They seek attention from teachers and if they do not get it, they disturb other learners in class.

Additionally, Nunan (2018:7) concluded that learners who become victims of disruptive behaviour in schools are left exposed without teachers protecting them. There is a point of serious concern in this statement in the sense that teachers cannot protect these victims as they themselves are afraid of being brutally killed by violent learners.

The literature confirms that continued aggression and the changing behaviour of learners when they get to secondary schools impacts negatively on their emotional well-being and may lead to deterioration in their school work, loneliness, anxiety, fear of social situations, negative emotions, depression, poor social skills, adjustment difficulties, developing new friendships, becoming suspicious of their peers, emotional development, continual absenteeism, hostility towards their friends, emotional stress, low self-esteem, poor relationship and friendship skills (DeVincetis, 2010:35; Hendry, 2012:12).

2.7.2. Teachers

Learners' indiscipline also affects teachers. Truscott et al. (2012:23) and Moyo, Khewu and Bayaga (2014:2) found that teachers find it hard to cope with a lack of respect and responsibility, disobedience, aggression and the rejection of authority demonstrated by some of the learners in their classroom and within the school premises as they associate the escalating problem of indiscipline with the abolition of corporal punishment. It often happens that the disruptive behaviour of the learner affects greatly an emotional reaction or outburst by the teacher (Oosthuizen, 2006:8). In a similar vein, Smith and Smith (2006: 34) concur that issues of school discipline such as uncontrollable behaviour and violence have escalated teacher stress and burnout. To attest to this, school violence and gangsterism may lead to some teachers coming to school with guns. According to Mabona (2019:1), a Mpumalanga male teacher was suspended on the 4th June 2019 after invigilating a Grade 11 Mid-year Tourism paper while holding a gun in his hands in Mabusabesal Secondary School near Siyabuswa. However, the Department of Education (DBE) offered to delegate officials for counselling purposes to learners who may have been traumatised by this incident. This is evidence that teachers and support personnel in schools are not safe (Segalo & Rambuda, 2018:1) and do not feel as such. Hence it is shocking that the manner in which the DBE deals with teachers' safety and protection lacks urgency as we have seen on television in 2019 when a learner stabbed a teacher to death in a secondary school in Kwa-Zulu Natal for not allowing him to repeatedly fill up his plate in a feeding scheme during lunch.

According to Hasting (2005:65), indiscipline gives rise to negative emotions about the profession of teaching. The study also revealed that 61, 76 percent of teachers are impacted negatively by learners' behaviour such that they are not satisfied with their jobs. Segalo and Rambuda (2018:5) add that the current laws (SASA, the NPE, and the Constitution of S.A) are a threat to teachers' rights to discipline in a sense that they limit them. A lack of discipline in South African rural secondary schools may lead to irresponsible future citizens. Therefore, teachers no longer teach with enthusiasm and pride. In a nutshell, disruptive behaviour impacts negatively on how secondary school learners relate with their teachers.

Indiscipline has major entanglements for schools. Teachers have less time to impart knowledge to learners and find it hard to effectively maintain and manage discipline in the classroom. The entanglement is that the quality of education is heavily compromised (Karanja & Bowen, 2012:5). Ovell (2001:1) and Ghazi, Shahzada, Tariq and Khan (2013:351) think that school discipline is important for conducive learning, healthy teacher relationships and peer adjustment. They further elaborate that the liberative form of discipline leads to a healthy learning environment, which ultimately promotes respect for education and learners' enthusiasm to acquire knowledge.

Smith and Smith (2006:34) emphasised that the good organisation of the classroom and being competent in the management of behaviour affect the persistence of new teachers in their teaching careers because they require powerful and efficient expedience to cope with indiscipline as learners have easy access to the internet. Social media have exposed learners to a world regulated by corruption, alcohol, drugs and violence. So one may not be surprised when all hell breaks loose. To maintain a healthy learner-teacher relationship, Mauricien (2016:1) maintains that there should be mutual respect; and teachers should be judged by their ability to produce autonomous and responsible disciplined life-long learners, not by the pass rate. Sympathy lies with the young teachers who are still new in the education fraternity as they have challenges in teaching learners who are exposed to social media.

Disruptive behaviour directly puts teachers under occupational stress, particularly the young ones, learners and parents. It also puts them in difficult and unbearable situations (Browsers & Tomi, 2000:240; Meres, 2018:581). This is supported by Mabeba and Prinsloo (2000:36), when they point out that learners have the right in accordance with the Bill of rights, to a safe and respectful learning environment. As such, discipline is a complex phenomenon and needs to be dealt with technically because a single learner may interrupt the whole class, thereby reduce teaching time. Teachers who have tremendous challenges with disruptive behaviour and indiscipline express in most cases high degree of disappointment and stress, and are not effective in their jobs (Browsers & Tomi, 2000: 240).

Mabeba and Prinsloo (2000:36) agree with this argument, when they point out that disruptive behaviour disadvantages the society that wants to learn as it tempers with the learning needs of other learners, impede the ability of teachers to impart knowledge efficiently, and diverts the energy and teaching materials of teachers away from their goals, vision and aim, and may generate greater height of personal problems on the part of the learner who is disruptive. Most schools set up rules and measures at the beginning of the academic year. However, indiscipline still occurs. Teachers are apprehensive over their own safety related to indiscipline. To attest to this, a learner was disruptive and when the researcher called him to order, he was rebellious. The researcher then asked him to leave the class; but he was still rebellious. The researcher then pushed him with the help of other learners, and he (the researcher) then got injured.

An undisciplined behaviour may cause poor and non-conducive school atmosphere, impedes teaching, contributes to an unsafe learning environment and subjects the teacher to unnecessary problems and stress (Ertesvag & Vaaland, 2007:714; Schaubman, Stetson & Plog, 2011:79). Furthermore, ill-disciplined learners have little respect for teachers as they know that they can do little in managing indiscipline since they feel disempowered because corporal punishment was outlawed in 1996. As such the victims of ill-disciplined learners live in fear that if they can speak, they would suffer continued victimisation by bullies (Nunan, 2018:6).

2.8. THEORETICAL FRAMEWORK

The term theory makes it necessary to provide some clarification. In this regard, Verma and Malick (1999:178) as well as Blumberg, Cooper and Schindler (2011:46) are of the sentiments that the major function of theory is to give the researcher guidance. Henning, Van Rensburg and Smith (2004:25) indicate the role of the theoretical framework as a provision of the orientation to a particular study in a way that depicts the position the researcher takes in his or her study. It implies that a theoretical framework is a lens to the study in such a way that when the study is conducted, it remains within the boundaries of the “lens”. It can be concluded that a theoretical framework becomes a structure that

guides the study conducted by establishing an explanation of a complex phenomenon. “It can also be summarized that a theoretical framework guides sequentially to a particular conceptual framework” (Henning et al., 2004:25).

On the basis of these elaborations, curriculum developers have over the years endeavoured to respond to indiscipline in schools, developed alternatives to corporal punishment as one of the strategies used by teachers to maintain discipline, to explain and reduce learner misconducts and consequently escalate order in schools.

While some argue that classroom and schools are important in maintaining discipline, Simpson (2015:4) argues that teachers who take control of schools and classrooms can ruin learners’ sense of autonomy, reinforcing the idea that they are not an important part of the class as teachers. He further elaborates that being too free with the learners can result in a state of anarchy in which learning will not take place. As such, there should be equilibrium. In most cases, teachers try to manage discipline by threatening learners with punishment (Deaukee, 2010:2). Such thinking is based on the behaviourist notion that learning is a process of negative and positive reinforcement (Skinner as quoted by Tuckman, 1992:120). Given this, it is crucial to note that learners should focus on controlling themselves, meaning that they should discover internal control, learn how to take control of their behaviour and take responsibility for the choices they make (Field & Boesser, 2002:221). The researcher therefore refers to Skinner’s Model of Behaviourism as well as Jones’s Model of learner directed learning as they are relevant to this study. They are framework or lens of this study.

2.8.1. SKINNER’S MODEL OF BEHAVIOURISM (Skinner, 1971)

Skinner’s model of 1971 purports that teachers guide learner behaviour to achieve expected goals within the context of classroom management. They achieve discipline by rewarding good behaviour and punishing bad behaviour (Simpson, 2015:6; Phillips 1998:13). In a school environment, fixed, regular reinforcement of the rules is needed in order to make it work properly. Good behaviour as attested by Simpson (2015:6) is rewarded, whereas bad behaviour is ignored or punished. This suggests that teachers

who use rules in classrooms and schools are engaging in the behaviourist practices of positive reinforcement.

Skinner believes that consequences shape an individual's behaviour and re-enforcers are the same as rewards; if utilised in a coherent manner, they influence learners' behaviour in a desired direction (Charles, 1989:35). In a school environment, receiving rewards and appraisals make learners happy. This makes them more likely to repeat a good behaviour pattern in the hope of obtaining more rewards. This model also believes in a philosophy that behaviour is learnt and that reinforcements contribute towards attaining the desired positive behaviour.

To elaborate more, the positive behaviour of not making noise in class or not bullying other learners for the whole year can be encouraged by giving awards for good behaviour in front of all the learners in the school, whereas bad behaviour of making noise or bullying and fighting learners can be reinforced by punishment such as making them clean the toilets in front of others. Punishment is not a preferred way of changing behaviour or managing discipline. According to Skinner (quoted in Tuckman, 1992:121), when bad behaviour is punished, it may merely be suppressed and may reappear later under different situations. Ironically, the person who punishes may serve as a model for future aggressive behaviour on the part of the person being punished. It is possible that most learners are disruptive in schools because of corporal punishment. However, there are limited exhibits to this.

2.8.1.1. THE RELEVANCE OF THIS THEORY TO THE STUDY

Behaviourism emphasises the function of environmental factors in influencing behaviour to the exclusion of factors that were inherited from families. This amounts importantly to focus on learning. New behaviour through classical or operant conditioning is learned (collectively known as "learning theory"). Therefore, when children are born, their mind is "tabula rasa" (a blank slate). Behaviourism is about the behaviour which can be observed, contrary to innate events like thinking and emotion (Bandura 1973; Skinner 1971; Watson, 1913: 160). In a school environment, fixed and regular reinforcement of the rules is

needed in order to make it work properly. As attested by Simpson (2015:6), good behaviour is rewarded, whereas bad behaviour is ignored. This suggests that teachers who use rules in classrooms and schools are engaging in the behaviourist practices of negative reinforcement.

Learners' changing behaviour emanates from different factors; it can be checked from learners' family background, community, school and value system (Gasa, 2005:7). A learner who is not stable because of the above factors may be aggressive and deviate from the appropriate behaviour, and tends to be emotionally disturbed and destructive. Theories of behavioural change suggest that behaviour is impacted by the law of reinforcement, past experiences of an individual, the social environment or social milieu, and the individual's personality (Falslon & Tedeschi, 1993; Bandura, 1973). Perhaps the reason that could cause learners to lack morals and have discipline problems is because they are not reinforced positively when they maintain good behaviour.

2.8.2. LEARNER-DIRECTED LEARNING: THE JONES MODEL (Jones, 1987)

This model shows the necessity of teachers working with learners in preparing them to develop self-control (Simpson, 2015:7). Jones (1987:261) argues that teachers lose approximately 50 per cent of their teaching time attending to learners who cause disturbances in schools. Effective body language, incentive systems and individual help can be used to redeem the lost teaching time because a teacher may attend to those learners after school. Further confirmations are that good discipline comes from effective body language (posture, eye contact, facial expressions, signal and gestures) (Burden, 1995:51). Hence, Simpson (2015:7) emphasises the effective use of body language and making the efficient use of the incentive system in assisting learners. In this way, a teacher helps them to learn to control themselves. This leads to the notion that learning that is directed by learners prioritises classroom and school management in the hands of school learners rather than the teacher; such liberation schools as those in which the Jones Model adheres to the social learning theories by Piaget, Bandura and Vygotsky:

encouraging learners by giving them both control of and responsibility for their own actions and learning.

However, there is a need for long term-commitment from teachers. Incentives make learners behave well and enables motivated teachers to be in a position to motivate learners. This implies that the teacher directs the kind of behaviour that is anticipated, takes a calm tone of voice in the assumption that the learner will follow directions and the teacher should have an alternative plan for when things do not go according to plan (Simpson, 2015:12). This theory assumes that a learner is able to recognise the right way to act and respond to the exemplary behaviour of a teacher. Perhaps this model could be what the South African schools need to cope with disruptive behaviour. We will eventually find out.

2.8.2.1. THE RELEVANCE OF THIS THEORY TO THE STUDY

The social learning theory adopted the belief that children observe the people around them behaving differently (Bandura, 1973). People that are observed are referred to as models. In the communities, children are surrounded by many influential models, such as parents, celebrities on television, friends and peers, and teachers in learning institutions. These models provide examples of observable behaviour to imitate, e.g. how males and females behave. As such, secondary school learners could have behavioural problems because they imitate their parents behaving as such, or through celebrities on television and imitating their peers. The social learning theory brings forth a logical theoretical link between exposure to society violence and the later development of aggressive behaviour while the behaviourist theory shows us how good behaviour from the learners can be reinforced, and that when regular reinforcement of the rules is rewarded, it can contribute to positive outcomes. One contributing factor to learners' moral lacking and discipline problems is because they are not reinforced positively when they maintain good behaviour and there seems to be no discipline policies implemented in schools, which links to one of the study's research questions, that is; is there a discipline policy in your school? This therefore means that if the behaviourist theory is implemented correctly in schools, it can serve as one of the coping strategies for addressing

indiscipline. While this is the case, the study still intends to investigate how South African rural secondary schools in Sekhukhune District in Limpopo cope with indiscipline.

2.9. SUMMARY OF THE CHAPTER

The literature has covered the various meanings of indiscipline. It has elaborated on the forms of indiscipline in schools; factors contributing to indiscipline in schools; strategies, methods and approaches to cope with indiscipline, which is the core of this study; the policy and legislation on indiscipline; the effects of indiscipline on learners and teachers; as well as the relevance of theory in this study. The next chapter discusses in detail the research paradigm, research approach, research design, sampling, data collection methods, data analysis, quality criteria, significance of the study and ethical considerations.

CHAPTER 3

RESEARCH METHODOLOGY

3.1. INTRODUCTION

The previous chapter has covered the various meanings of indiscipline. It has elaborated on the forms of indiscipline in schools; factors contributing to indiscipline in schools; strategies, methods and approaches to cope with indiscipline, which is core to this study; the policy and legislation on indiscipline; the effects of indiscipline on learners and teachers; together with the relevance of theory in this study. This chapter discusses in detail the research paradigm, the research approach, research design, sampling, data collection methods, data analysis, quality criteria, significance of the study and ethical considerations.

3.2. RESEARCH PARADIGM

Before a researcher begins with his/her research study, he/she needs to be guided by a paradigm. A paradigm is a worldview in which researchers conduct their studies on; it is a set of assumptions that are intertwined with the ontology (Maykut & Morehouse, 2003: 4). A paradigm provides a base in which the knowledge that can be verified is built on. Okeke and Van Wyk (2017:21) concur with this view since they mention a park to which a researcher belongs in terms of thinking and the assumptions as well as the approach to research. There are several research paradigms available, amongst others are: Feminist research; Afrocentricity; Positivist; Interpretivist and the Critical theory. These paradigms are significant since they guide the beginner researcher during the research project, and they make the researcher to be resourceful in terms of conceptual tools to view and think through the problems as they arise (Makut & Morehouse, 2003: 2). Without a paradigm, the researcher will not be able to defend his/her case when conducting a study.

It will not be suitable to follow the feminist research paradigm because it is not about experiences of women; hence this study is about strategies used by teachers in schools to deal with indiscipline. It cannot follow the Afrocentricity paradigm either since data is collected through storytelling, amongst others (Okeke & Van Wyk, 2017:16), or positivism because it is about testing a theory, or even critical theory because it is action research. This study will be suitable for the interpretivist paradigm because it views the human life within the world, which is the ontology of the interpretivist (Segalo & Rambuda, 2018:2); meaning that there is no existence of an individual without the world (Maykut & Morehouse, 2003:3); the knowledge is not separate from consciousness of man, the main aim is to bring forth a solution to a problem or bring forth a new theory; and it seeks to reach the depth of participants' perceptions and the world (Leedy & Ormrod, 2013:74). Hence, this study used interviews to understand people's actions and behaviours. The interpretive paradigm is concerned with the power of words rather than observable statistics, which is the epistemology of the interpretivist; it is subjective and inductive in nature and focuses on small samples.

3.3. RESEARCH APPROACH

The researcher has adopted the qualitative approach as premised by the interpretive paradigm in order to establish strategies used by teachers in rural secondary schools in Moutse Cluster to cope with indiscipline. The approach was also used to get a thorough understanding of indiscipline as it occurs in schools. The researcher sought to understand how schools in this study cope with it and address it. According to Maykut and Morehouse (2003:45) and Maree (2014:6), the qualitative approach is characterised by acquiring a deeper understanding of learners and teachers' experiences and strategies when it comes to indiscipline as it is a social phenomenon. The sample is purposefully selected and data is collected in a natural setting of participants. In this case, the setting is in schools and data analysis becomes an ongoing activity as compared to the end stage in the quantitative approach. Thus the proposed study comprises of people (namely, teachers and learners). Bazeley (2007:128) and Howell (2013:215) argue that it helps to gain an in-depth understanding of social issues. In this case, strategies used by Moutse

schools to cope with indiscipline. This study explores how teachers address the indiscipline problems in schools.

Qualitative study is essential, especially in obtaining cultural and social specific information about values, views, behaviours, and social contexts of a particular population (McMillan & Schumacher, 2006:95). In simple terms, the qualitative approach is naturalistic, holistic and context-bound because it engages with individuals to find their perspectives and to understand the social phenomenon (Segalo & Rambuda, 2018:2) as compared to the quantitative approach, which controls the social phenomenon, which in this study is indiscipline (Upindi, Mushanaandja, Likando, 2016:8). The purpose of this method is to give a description, interpret and comprehend rather than calculate, minimise variables and control human behaviour. Interpretivism integrates human interest into a study by giving concerns from views of participants (De Vos et al., 2005:126), which will be achieved by asking teachers and learners to respond to open ended questionnaires and interviews. Indiscipline was interpreted from the South African rural schools' perspective, thus aiming to comprehend how rural schools in South Africa (Limpopo in Moutse Cluster) cope with indiscipline.

3.3.1. Research Design

In accordance with the qualitative approach guided by the interpretive paradigm, the research design can be emergent or non-emergent (Sanchez, Usinger & Thornton, 2019: 26). Leedy and Omrod (2013:74) view a research design as an equation of solving an issue. Hence this study followed the emergent design because the focus will be refined as the researcher engages in an ongoing process of collecting data. This study looks at the circumstances in a school environment, learners' perceptions of disruptive behaviour and how teachers manage indiscipline (De Vos, 2013:159) and thus chose the exploratory case study.

3.3.1.1. Exploratory case study

This study has used the exploratory case study since it allowed the researcher to study the selected issue, which is indiscipline in depth, and relies on several sources of evidence (McMillan & Schumacher, 2006:234; Masilo, 2018:2) and enables the researcher to start the project from the broader issue, allowing him/her to study the core issue in depth (Yin, 2014:5). This statement therefore means that exploratory case study is a valuable method of data collection, and based on the purpose of this study, the exploratory case study helps to conduct an in-depth situation analysis and to investigate strategies used by teachers to cope with indiscipline. Furthermore, Dhamini (2016:478) and Polit and Beck (2008:19) as quoted by Tlhapi (2015:98) state that this design explores the significance of a phenomenon so that it generates a theory accurately from it. In this study, the issue under exploration is unique because it is a social phenomenon which seeks to understand people's words and actions. The case study design, to a greater extent, investigates indiscipline within its real-life context (Segalo & Rambuda, 2018:2); when the thin thread between the manifestation and the circumstance are not clearly evident (Okeke & Van Wyk, 2017:171); and in which multiple sources of evidence are used and outcomes are not clear (Yin, 2014:118).

Case studies produce engagement from the side of the researcher (Yin, 2014:119). Those who read case studies are stimulated to look at problems clearly, and researchers who use case studies usually do not like to generalise. The researcher has defined the case study and its boundary; focusing on senior phase and FET learners in Life Orientation as well as their teachers. Ginsberg (2001:157), Babbie (2013a:90-91) and Pierson and Thomas (2010:440) add that "an explorative purpose does not only apply to new concerns". In other words, you start to familiarise yourself with the motion under discussion and gain a background understanding of it. This study therefore seeks to gain an initial understanding of strategies that Moutse schools use to cope with indiscipline. The phenomenon 'indiscipline' is explored.

3.3. SAMPLING

In the interpretive paradigm, people are participants in the study (Okeke & Van Wyk, 2017:47), which contributes immensely to solving the problems and can produce rich information in detail. The researcher has utilised purposive sampling because it helped her to choose participants according to the information and knowledge that they possess, which in this study is indiscipline. For example, schools that have reported of indiscipline problems (the circuit managers of the two circuits under study helped in this regard). Maree (2014:7) and Maykut and Morehouse (2003:45) add that purposive sampling can add knowledge, broaden and increase variability. The researcher selected teachers that are in the disciplinary committee and those who teach Life Orientation in secondary schools to participate in the study because they were dealing with many cases of indiscipline, (“many cases” of indiscipline refers to higher and more severe discipline problems to the extent wherein in some instances, the school comes to a standstill, trying to solve those cases and the police are involved); and may therefore be free to provide insight and rich knowledge into the phenomenon under study (Segalo & Rambuda, 2018:2), and learners who contributed to indiscipline. Learners who served as class representatives were also selected in order to get in-depth knowledge since most of the disruptive behaviour occur under their watch, and learners report complaints to them. As such the researcher sought to understand how indiscipline affected them, which was their contribution to the study (Marshall & Rossman, 2014:64). The researcher planned to choose a small group of people who have essential information and relevant facts (McMillan & Schumacher, 2006:200; Okeke & Van Wyk, 2017:54). In this study, two teachers and two learners from senior and FET phases were selected in each of the four schools (6 males and 2 female teachers) (and 4 male and 4 female learners, amongst these, one or two class representative chosen with the help of the class teacher), that is in schools A, B, C and D, under Moutse East and Moutse Central located in Dennilton and Moteti in Groblersdal. The total number of participants was 8. This sample allowed for the exploration of different representations and the administration of credibility, variability and confirmability. Participants were given codes. For example, the first learner in school A was labelled as SAL1.

3.4. DATA COLLECTION METHODS

The interpretive paradigm believes in the view that facts and data have no meaning and value if they do not arise from participants; and that they should be collected in the natural setting (Mafa, 2018:20). Therefore, meaning should be derived from the data (Maykut & Morehouse, 2003:45). They further emphasise that in the collection of data, questionnaires or tests, observations, group or individual interviews and documents can be included. Data was collected through interviews and open-ended questionnaires. The kind of interview method used was semi-structured interviews guided by a schedule because they allow the researcher to ask open-ended questions about indiscipline so that participants/ interviewees may respond without limitation (De Vos, Strydom, Fouché & Delport, 2005: 292; Yin 2014:120). Motseke (2019:5), Henning et al. (2004:105) and Dlhamini (2016:478) concur that semi-structured interviews are in-depth by nature, and are essential data gathering tools and techniques of confirming the results which may be obtained through questionnaires. The researcher produced her own constructions of participants' constructions.

3.4.1. Interviews

The topic under study cannot be investigated through surveys. It is sensitive, therefore the researcher sought to use semi-interviews as they are used as a constructive place for knowledge finding (King & Horrocks, 2010:106 as quoted in Segalo & Rambuda, 2018: 2), and allow for the exploration of interesting and relevant issues as they were unearthed (Dlhamini, 2019:479). The technique of individual face-to-face interviewing treats the interview as a merging point for getting and conveying information from the interviewee to the interviewer. According to De Vos et.al. (2013:293) and Yin (2014:121), qualitative interviews are commonly absolve and frank with the interview seeking to clarify participants' comments. The researcher chose semi-structured interviews (referred to as Appendix A) since they seek to reach to the depth of views and perceptions of participants in order to understand their world (Austin & Sutton, 2015:227). Interviews are significant because they allow the researcher to obtain rich data from participants and allow them to express their views and feelings freely (Terre Blanche & Durrheim, 2014:34). They are

significant since they allow the researcher to explore and clarify a less-understood problem (Austin & Sutton, 2015:227).

McMillan and Schumacher (2001:200) claim that there are different kinds of interviews, namely individual, group, mailed and personally-managed questionnaires. Interviews in a qualitative study can either be un-structured, semi-structured or structured. The researcher decided to choose semi-structured interviews as she had an interview schedule to determine concerns that cannot be directly observed, and which differ from individual to individual.

As Maykut and Morehouse (2003:46) attest, interviews incorporate open-ended questions, permitting the interviewer to receive direct responses. Henning et al. (2004:105) and Walliman (2001:97) are of the opinion that when the interviewer wants to conduct an interview, he/she must know what he/she wants to receive from the interviewee and what he/she wants to do with the information that he/she has received. Carefully worded questions were prepared by the researcher before the interview (Sanchez, Usinger & Thornton, 2019:27). Two circuits, Moutse East and Moutse Central were selected. Two schools from each of the circuits were used and two learners from each school (the total number of learners was 8) were given questionnaires so that they may express themselves properly in writing, particularly since they write a lot in schools. In an interpretivist paradigm, it is allowed to use interviews and borrow questionnaires from the positivist paradigm (Malatji, 2016:134). However, this does not mean the study is mixed methods. Another reason for giving learners questionnaires is that they are still young, as such they may not express themselves well verbally. The researcher gained access to these learners through acquiring consent with the help of their teachers from the parents and principals of schools under study. The eight teachers were audio-recorded during the interview sessions because they are used to communicating verbally during their class lessons, and they do not like writing. Some of these participants were members of the disciplinary committee in their schools, others were class teachers and others were Life Orientation teachers. The interview schedule consisted of 4 questions: 1) Do you have a policy on discipline in your school? If yes, what does it state on indiscipline? 2) What forms of indiscipline do you experience in your school? 3) How do

these forms of indiscipline affect your work as a teacher? And 4) what are strategies that you employ to cope with and address the forms of indiscipline that you experience in your school?

Data was also collected through open-ended questionnaires from learners who had been exposed to unacceptable, destructive and violent behaviours which cause them to be ill-disciplined; class monitors; members of the Learner Representative Council (LRC); and from selected teachers because the intention was not to generalise findings (Masilo & Rambuda, 2018:2). According to Flick (2013:11), open-ended questionnaires are also helpful in finding out more about a person or a situation and strategies that Moutse schools use to cope with indiscipline. There is no right or wrong answers during interviews; participants' views are always respected (Malatji, 2016:134).

The open-ended questionnaires (referred to as Appendix C) were given to the eight learners, and consisted of three questions. 1) What forms of indiscipline do you experience in your school? 2) How do these indiscipline problems affect you as a learner? 3) How does your school address each one of the problems listed in no. 2 above and how best do you think your school can address these problems? Open-ended questionnaires provide the researcher with insights into what the respondents think and feel about the topic under study. Hence, questionnaires are known to be used in the quantitative approach, and are permissible only for the particular motive. Its motive in this study is to stimulate rich information.

3.5. DATA ANALYSIS

In line with the interpretive paradigm, the researcher's responsibility is to derive meaning from the collected data, which was collected in the form of participants' words (Maykut & Morehouse, 2003:45; Creswell, 2013:55; Yin, 2014:122). The researcher analysed the data thematically (Yin, 2014:122). After collecting the data through audio recording from the interviewees and transcribed verbatim (Mafa, 2018: 20), the first step was to identify themes from responses so that connection was achieved (Sanchez et al., 2019:27) (i.e. responses that fitted a particular pattern were selected and placed within such corresponding pattern, from the direct quotes or common ideas).

The main theme identified was coping strategies used in schools. Other themes were: forms of indiscipline; effect of indiscipline on teachers and learners; and the availability of indiscipline policy.

The second step was to combine related patterns into sub themes. Themes that arose from participants' views about indiscipline were fitted together to broaden the focus of the study. The researcher achieved this by relating a variety of ideas in a way that gives more sense (Okeke & Van Wyk, 2017:174).

Lastly, a description was developed which relates to the research questions. Analysis was organised on the basis of the literature review and relations of the phenomenon in question, which is indiscipline, and pattern matching was developed as an analytic technique. Patterns were matched with the literature that had been reviewed (Buetow, 2010:124). Analysed data was expressed as readable, narrative descriptions and interpretations that went with the themes. Quotes were provided so that no participant would be over-quoted or under-quoted. The editing of participants' answers was kept low even though inappropriate material was discarded. Incorrect words in terms of grammar were not edited since the researcher felt that correcting the grammar would result in loss of meaning and authenticity. This process' sequential tactics were implemented in a systematic manner to provide a clear description and to show and make final judgements on the data (Buetow, 2010:124).

3.6. THE PROFILE OF THE TEACHERS AND LEARNERS

The table below shows background information of participants, particularly teachers. The information was of significant value because it illustrates how different genders and schools were represented in the study. Participants were sampled from less experienced to highly experienced individuals – to ensure the credibility, confirmability and dependability of findings. Since the study was based on the qualitative approach, the presented information was then interpreted via a qualitative method.

Background information was categorised as follows: age range; gender; teaching experience; post level; professional qualifications and grade, subject as well as the position in the school. The table further presents a summary of the number of males and females, together with their working experience. Participants were given codes.

Table 4.2.1. Teacher and learner Profile from School A, B, C and D

EDUCATORS	MOUTSE EAST CIRCUIT				MOUTSE CENTRAL CIRCUIT			
	SCHOOL A		SCHOOL B		SCHOOL C		SCHOOL D	
	T1	T2	T1	T2	T1	T2	T1	T2
AGE RANGE	50-55	50-60	55-60	50-55	45-50	55-60	20-30	20-30
GENDER	FEMALE	MALE	FEMALE	MALE	FEMALE	FEMALE	MALE	FEMALE
TEACHING EXPERIENCE	20 years	25 years	23 years	22 years	12 years	32 years	3 years	1 year
POST LEVEL	Post Level1	PL 1	PL 1	PL 1	PL 1	PL 1	PL 1	PL 1
PROFESSIONAL QUALIFICATION	Honors in teaching	Teaching Diploma	HED	BA HED	Diploma Ace in Acc.	Bed Honors	Bed FET	Bed FET
GRADE & SUBJECT TAUGHT	Acting HOD, L.O and Eng, (gr 10-12)	Class teacher, gr. 11	Disciplinary Com, member	Disciplinary com, member & L.O teacher	L.O teacher 8-10, B/ Studies 10-12.	LO-10, maths-8-9.	Disciplinary Com, member	Class teacher, gr 10
TOTAL								
TEACHERS	MALE	FEMALE	DIS. COMM MEMBERS	CLASS TEACHERS	L.O TEACHERS			
8	3	5	3	3	2			
LEARNERS	LEARNER 1 (male)	LEARNER 2 (female)	LEARNER 3 (male)	LEARNER 4 (female)	LEARNER 5 (female)	LEARNER 6 (male)	LEARNER 7 (male)	LEARNER 8 (female)
AGE RANGE	13-18	13-18	13-18	13-18	13-18	13-18	13-18	13-18
GRADE	11	10	12	9	8	10	12	11
LRC/CLASS MONITOR	LRC	CLASS MONITOR	DISRUPTIVE BEHAVIOUR	CLASS MONITOR	LRC	LRC	LRC	CLASS MONITOR

3.7. QUALITY CRITERIA

In line with the qualitative research approach and guided by the interpretivist paradigm, the researcher maintained trustworthiness throughout the study by adhering to the quality criteria discussed in subsequent sections (Dlhamini, 2019:479). This was ensured by following Guba's model of trustworthiness as depicted by De Vos (2013:292). The following criteria were fulfilled: credibility, transferability, dependability and confirmability. As elaborated earlier in this study, participants were given codes. For example, a second learner in school D was coded as SDL2.

3.7.1. Credibility

Credibility is very important in any study to ensure honesty and genuine information (De Vos, 2013:292; Yin (2014:123). Credibility was established by transcribing the audio-recorded interviews verbatim, as well as through the use of reflective or field notes which the researcher had gathered through observations and by aligning the data to the theoretical propositions. The credibility of the data was improved by checking the correctness of the transcripts with each participant of the four schools in the two circuits under Moutse Cluster in Limpopo Province after the interviews have been recorded in a written form from the original and by asking another fellow researcher to code one transcript so that similarities and differences can be checked to confirm findings (Austin & Sutton, 2015:228). Credibility was also enhanced by inviting colleagues, peers and academics to comment and scrutinise the research project.

3.7.2. Confirmation and dependability

Data confirmation produces accurate results (De Vos, 2013:292). Confirmation was achieved by presenting findings on strategies that South African rural secondary schools use to address indiscipline in a coherent and logical manner. It was also achieved by going back to participants to verify if the researcher's analysis reflected what they meant during interviews as all studies are shaped by participants and not the researcher to avoid bias and personal interests (Austin & Sutton, 2015:228).

3.7.3. Transferability

Transferability is normally used in the quantitative research approach to check if the results found on a research project could be similar to and be used in other districts, such as Gauteng districts or Mahikeng. This study was not found to be transferrable because it is a case study, therefore their cases may be different from the ones in this study.

3.8. SIGNIFICANCE OF THE STUDY

The study could be beneficial to stakeholders such as the Department of Education and policy makers in the education fraternity. This study may add to theory building. The envisaged study has explored strategies that Moutse schools use to cope with indiscipline, which may be of great benefit to other schools.

3.9. ETHICAL CONSIDERATIONS

3.9.1. Ethical clearance

The researcher applied for ethical clearance from Turfloop Research Ethics Committee (TREC) and got an approval certificate project number TREC/179/2019: PG dated 7 July 2019. The next step was to apply to the two circuits namely, Moutse East and Moutse Central for permission to conduct the project (see Appendix E). The third step was to apply to principals of schools which the data was collected from for consent.

3.9.2. Permission from different quarters

Participants were requested first by being given consent forms (Appendix F) for permission where the researcher explained the procedures to them. They were also notified about the interviews beforehand to prepare them and to secure appointments. They were briefed about the significance and purpose of this study. The researcher obtained informed consent from parents or legal guardians prior to giving them questionnaires as established in the South African Schools Act (SASA).

3.9.3. Anonymity and confidentiality

All participants were notified that they can withdraw from the research study at any time they like without being penalised, before putting their signatures on the consent forms.

The forms were explained to them. It was also explained that their names would be known because partaking was voluntary. Participants' confidentiality and anonymity was achieved by using pseudonyms.

3.10. SUMMARY OF THE CHAPTER

In this chapter, the research paradigm, research approach, research design, sampling, data collection methods, data analysis, quality criteria, significance of the study and ethical considerations were discussed. The next chapter discusses data analysis and presentation.

CHAPTER 4

DATA ANALYSIS, FINDINGS AND INTERPRETATION

4.1. INTRODUCTION

The previous chapter provided a discussion of the research methodology of the study. It focused on the following topics: the research approach, research design, sampling, data collection methods and data analysis. Issues of ethical considerations and quality criteria were also addressed. The purpose of this study is to explore strategies used by rural secondary schools in Moutse Cluster of Sekhukhune District to cope with indiscipline. The focus of the chapter was on the process of analysis, presentation of findings and the interpretation of strategies used in rural secondary schools in Moutse Cluster, Sekhukhune District of Limpopo Province of coping with indiscipline.

4.2. PROCESS OF ANALYSIS

In the interpretive paradigm, people are main participants of the study (Okeke & Van Wyk, 2017:47). This contributes immensely to making any study to be qualitative, which can produce rich and information in detail. Purposive sampling and exploratory case study research designs were used because they helped the researcher to choose participants according to the information and knowledge they possess, which in this study is indiscipline. In this study, two teachers and two learners from senior and FET phases were selected in each of the four schools (6 males and 2 female teachers and 4 males and 4 female learners), that is schools A, B, C and D under Moutse East and Moutse Central located in Dennilton and Moteti in Groblersdal because they were pertinent for the purposes of the study. This sample allowed for the exploration of different representations and the administration of credibility, variability and confirmability. Participants were given codes, for example, the first learner under school A was labelled as SAL1 (Marshall & Rossman, 2014:64).

4.3. THEMES EMERGING FROM DATA ANALYSIS

The study found that the main theme has two categories. The main theme was coping strategies that schools use in indiscipline. Two sub-themes were: school based strategies and strategies beyond the school. Additional themes were also found and are presented below:

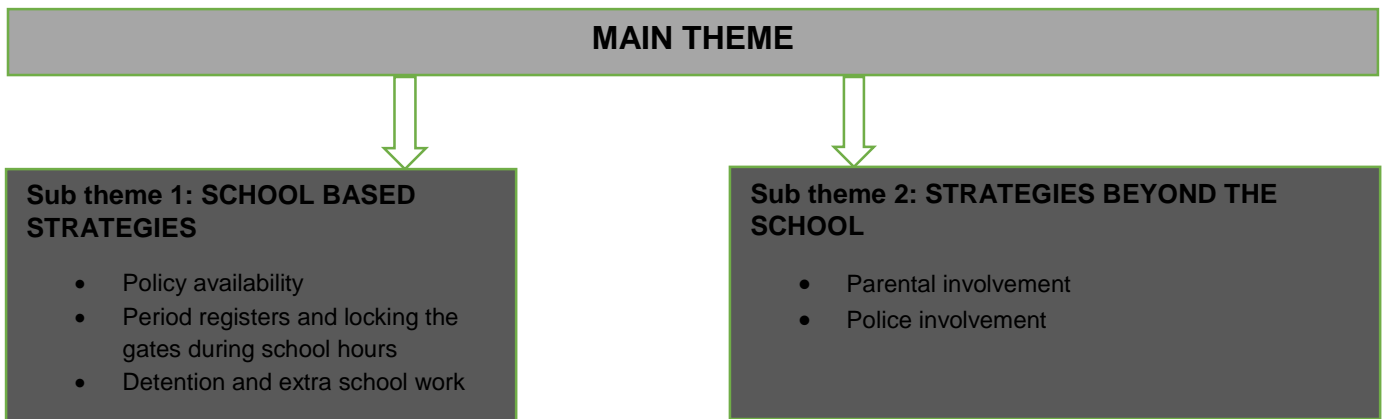


Figure 1: Main theme and sub-themes

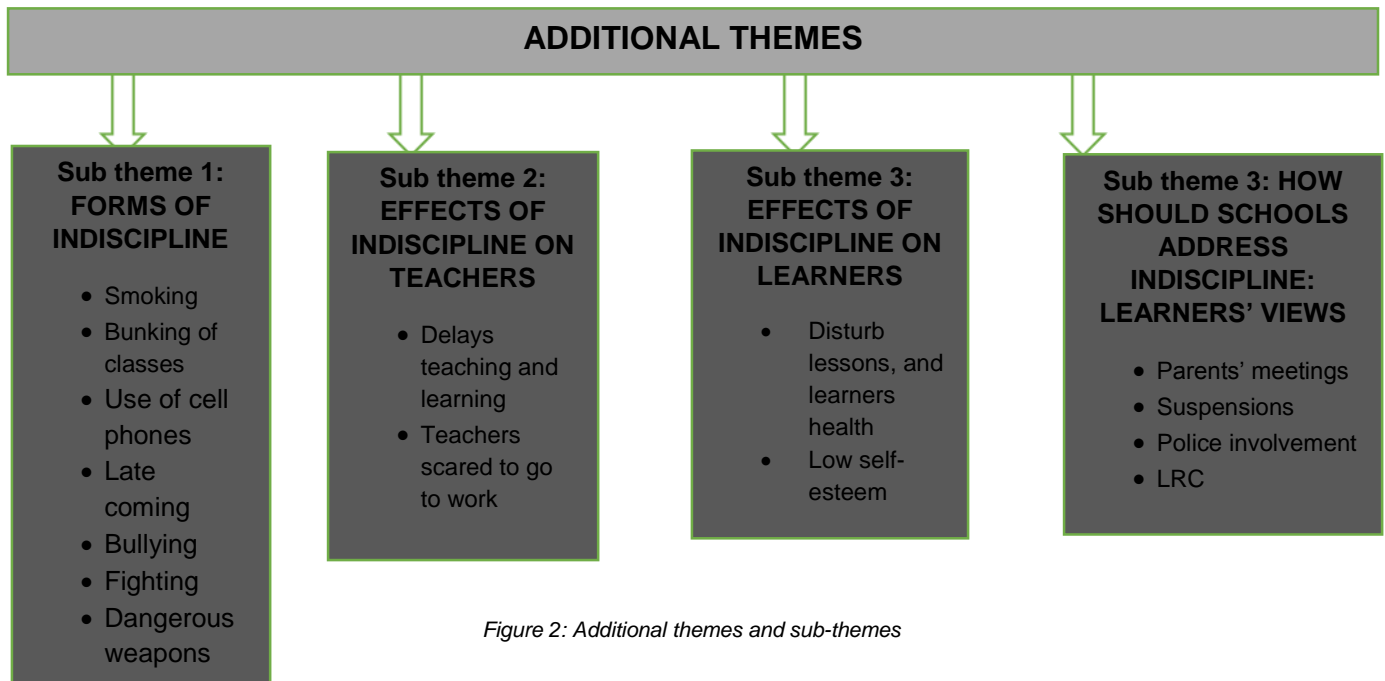


Figure 2: Additional themes and sub-themes

4.4. FINDINGS FROM SEMI-STRUCTURED INTERVIEWS

The researcher has conducted semi-structured interviews were with eight teachers following the interview schedule and guided by the purpose of the study. The study found that almost half schools have a policy on discipline. But they do not put the policy into practice because of some reasons such as not knowing the contents of the policy, and not having a formal policy.

4.4.1. School based strategies

4.4.1.1. Policy availability

The researcher found that four of the eight teachers were of the view that they involve the parents of the learners when it comes to disciplining learners. Amongst other strategies that the eight teachers spoke about, three teachers agree on using the police, three teachers had a similar view of giving extra work and using detention while two shared similar views of using period registers and locking gates during school hours.

4.4.1.1.1. Policy available but not in practice

Regarding the availability of a policy on indiscipline in schools, half of the participants reported that their schools had a clear policy, while the other half reported that the policy was there but it was not a formal one. One teacher took a different stand to say that she was new in the disciplinary committee. As such she did not know the contents of the policy on indiscipline.

PARTICIPANT	QUOTATION
SCT1	<i>“Yes, I have to read discipline policy first though.”</i>
SBT2 and SBT1	<i>“Yes, but we don’t have the formal one, the available one needs to be amended.”</i>
SCT2	<i>“Yes, but I have not yet read it.”</i>

4.4.1.1.2. Policy is available and is implemented

While four of the eight schools implemented their school policies on indiscipline, three of the eight did not. This is evident in what some of the participants shared:

PARTICIPANT	QUOTATION
SAT2	<i>“Yes, the policy says that we sit down with the learner and talk with him/her about the importance of being educated, and that is what we do.”</i>
SDT1	<i>“Yes, if the learner is found in possession of weapons or drugs, we immediately phone the (SAPS) and make the learner to come with his/her parents for follow ups.”</i>
SDT2	<i>“The police will be called to intervene if the learner is found having knives or drugs.”</i>

Very few teachers in this study indicated that they are still new in the disciplinary committee to know the contents of the policy on discipline in schools. For example, SAT1 argued as follows:

PARTICIPANT	QUOTATION
SAT1	<i>“I think the policy is there, but I am still new in the disciplinary committee.”</i>

From this finding, it is clear that some teachers are new in committees on discipline. From the literature review, one of the strategies of coping with indiscipline in schools is to establish disciplinary committees so that the school can implement disciplinary policies. So it makes it difficult for them to handle disciplinary cases. Perhaps the problem is that new teachers who enter the field of teaching are not given Education Labour Relations Council (ELRC) books and policies of the school to read.

4.4.1.2. *Period registers and locking gates during school hours*

Additionally, some teachers use period registers to manage and control learners' attendance, although they did not speak much about what they do in cases where these period registers are used and learners are found to have been absent during periods. Teachers go to an extent of locking gates to deal and eradicate the bunking of classes on the side of learners. The following quotes confirm this:

PARTICIPANT	QUOTATION
SAT1	<i>“We cope with indiscipline, particularly the one of bunking classes through period registers and locking the gates.”</i>
SAT2	<i>“We have a period register to check their attendance.”</i>

This finding is different from the literature review. From this finding, teachers used period registers to curb the cankerworm of bunking of classes and lessons because it is a measure that is readily available and that can be recorded and traced. They also lock the gates. From the profile of the teachers given in chapter 3, six of the eight teachers are old. So the researcher thinks that they cannot run around chasing learners. So when they lock the school gates, it may be the easiest solution for them.

4.4.1.3. *Extra school work and detention*

Some teachers cope with indiscipline by giving learners more work to do after hours while remaining with them. But they are scared that they can be overpowered by learners during detention. The quotes are as follows:

PARTICIPANT	QUOTATION
SBT1	<i>“We detain them after school hours and give them extra work, even when at times we are scared that they can overpower us because most teachers would have gone home and only the few teachers would be at risk.”</i>
SAT1	<i>“We give them enough work to keep themselves busy.”</i>
SBT2	<i>“To cope with indiscipline, we do not have much to do, but by using what is at our disposal just to be able to get through the day by day work by giving them more work to do.”</i>

From the literature review under support, giving learners extra lessons is encouraged. However, in this case extra lessons and work as well as detention is given to learners because they are being reprimanded. We know that learners do not want to do school work; they will do anything in order to avoid being given school work. So teachers in Moutse Cluster in Sekhukhune District of Limpopo Province in South Africa use this strategy of giving them extra work to cope with indiscipline and it is working for them. This leads us to our next coping strategy which is a strategy beyond the school.

4.4.2. Strategies beyond the school

4.4.2.1. Involving the parents

Teachers in the rural secondary schools of Moutse Cluster in Sekhukhune District of Limpopo Province, South Africa use various methods to cope with indiscipline in schools. Apparently, these methods are working for them. The first one is involving parents. They feel that involving parents is a way of exposing learners who show disruptive behaviours in school as they have realised that most of them are more afraid of their parents than their teachers. However, some of these parents stand up for their kids. The following quotes will confirm this claim:

PARTICIPANT	QUOTATION
SCT1	<i>“By calling parents simplify our work as teachers though some parents are not co-operative, instead of helping us as teachers, they stand up for their kids’ behaviours.”</i>
SBT2	<i>“We write letters to their parents when they are out of control.”</i>
SBT1	<i>“We call their parents to help us as we would no longer able to handle them.”</i>
SCT2	<i>“We call parents. We have introduced book review day for parents to come and see their children’s work and we are able to tell them what is happening. We have realised that most learners are afraid of their parents.”</i>

Teachers from Moutse Cluster use these coping strategies because in some way, they are working for them. Teachers from schools B and C have a lot of experience. They involve parents probably because of their experience in the field. Three of these four teachers in schools B and C are women, and like to sit down and resolve issues with parents. This is similar from the literature in the sense that it is encouraged to involve learners’ parents so that they can work together in solving the disciplinary problems.

4.4.2.2. The involvement of the South African Police Services

In addition to involving parents, some teachers felt that they also need to call the police to intervene in helping them apply discipline to learners. Here are quotes to support this statement:

PARTICIPANT	QUOTATION
SDT1 and SDT2	<i>“In our school, we the teachers together with the School Governing Body involve the police.”</i>
SBT2	<i>“We involve the police when they are fighting as we cannot handle them.”</i>
SBT1	<i>“When the learners display disruptive behaviour that can be dangerous to other learners and the teachers, we invite the police forum.”</i>

From this finding and from the profile of the teachers, it is clear that there are teachers who are still young. Perhaps they involve the police when learners are violent and out of control since they fear for their lives. It is easy for learners to attack these young teachers because they are easy targets. Other countries like England arrange for spontaneous police search in secondary schools. Even in our country, South Africa, South African Democratic Teachers’ Union (SADTU)’ general secretary, Mugwena Maluleke calls for the DBE to work together with the SAPS to curb violence in schools. So this finding is similar from the literature review.

4.5. ADDITIONAL THEMES

In addition to the main findings, the study found additional themes such as common forms of indiscipline in schools and its effects on teachers and learners.

Teachers’ interviews

4.5.1. Forms of indiscipline

As the researcher was interviewing participants, she found that smoking drugs is a common form of indiscipline that gives teachers sleepless nights in Moutse Cluster of

Sekhukhune District because six of them agree. Amongst other forms of indiscipline that teachers experience is learners bringing dangerous weapons. Two of the eight teachers mentioned of it. Three teachers agree on another form of indiscipline that is experienced in schools, which is bunking of classes. Two teachers concur about bullying and fighting within the school premises as another form of indiscipline. One teacher took a different angle, mentioning teenage pregnancy as a form of indiscipline. Three teachers mentioned not doing school work as another form of indiscipline while one teacher mentioned a unique form of indiscipline which is late coming. Gambling and gangsterism was mentioned by three teachers.

4.5.1.1. Smoking drugs, dangerous weapons and bunking classes

This finding is similar from the literature review, learners in secondary schools bring dangerous weapons in schools and fight with their teachers, other learners and cause havoc in schools. It is a fact that smoking is a form of indiscipline experienced by most schools. Smoking drugs and cigarettes, bringing dangerous weapons to schools and bunking classes are forms of indiscipline that most schools in Moutse Cluster experience, bearing in mind that we still want to find strategies used by rural secondary schools in Moutse Cluster to cope with indiscipline. Evidence of this are the following quotes:

PARTICIPANT	QUOTATION
SDT2	<i>“Learners come to school under the influence of drugs. They bring dangerous weapons to school and gambling.”</i>
SBT1	<i>“The learners are smoking drugs, not doing school work, bunking classes, teenage pregnancy.”</i>
SBT2	<i>“In our school, the forms of indiscipline that we normally experience are: learners who are smoking, taking drugs and gangsterism.”</i>
SAT1	<i>“Learners come late, they bunk classes, not doing school work and smoking.”</i>

SAT2	<i>“Learners are smoking dagga and cigarette in the school premises.”</i>
SDT1	<i>“They bring weapons to the school premises, they gamble, they form groups of gangsters and learners come to school under the influence of drugs.”</i>

4.5.1.2. Bullying and fighting

Furthermore, other schools experience different forms of indiscipline such as bullying and fighting. The following are quotes:

PARTICIPANT	QUOTATION
SCT2	<i>“Learners bullying each other, and not doing their school work.”</i>
SCT1	<i>“In this school, learners are fighting, bullying and bunking classes.”</i>

This finding is similar from the literature review, bullying is common in secondary schools. From this finding, some common forms of indiscipline that teachers experience in schools are smoking drugs, dangerous weapons and bunking classes, bullying and fighting. From the profile of teachers shown in chapter 3, most of them are experienced. Perhaps they have experienced all the above mentioned forms of indiscipline.

4.5.2. The effects of indiscipline on teachers

With regard to the effects of indiscipline on teaching and learning, participants reported that they were disgruntled and greatly inconvenienced by the prevalence of indiscipline in their schools. Most of them indicated the fact that it affects teaching and learning negatively. For example, SDT2 explained that they delay the teaching and learning process because learners sometimes end up fighting and stabbing one another. Learners become disrespectful and violent towards everyone in the school premises and their work becomes harder. Similarly, SCT2 indicated that they are not able to finish the curriculum

on time since they are busy disciplining other learners. Four teachers lamented the fact that they are scared to be stabbed and bullied by the learners. Two teachers agreed that violent learners are disrespectful, and this makes the teachers not to be respected as well; while one teacher took a different stance and focused on how indiscipline affected learner performance. The following statements illustrated their concerns:

4.5.2.1. Effects on teaching and learning

PARTICIPANT	QUOTATION
SAT1	<i>“It leads to high failure rate. It makes my work not to be easily accessible because I don’t have time to arrange my files while detaining learners after hours, when I arrive at home, I only want to rest.”</i>
SBT2	<i>“They are coming late in class, fighting and cause time consuming during my period. I’m scared to be bullied.”</i>
SCT2	<i>“Our tasks are not always done at the given time because of learners with discipline problems.”</i>
SDT2	<i>“They delay the teaching and learning process since sometimes they end up fighting and stabbing one another. Learners become disrespectful and violent towards everyone in the school premises and my work becomes harder. “</i>

4.5.2.2. Teachers are scared to go to work.

PARTICIPANT	QUOTATION
SAT1	<i>“I am afraid to be bullied by learners. Smelling of drugs affect the learners and teachers.”</i>
SDT1	<i>“It makes my work a bit difficult since they become disrespectful and sometimes they fight or stab each other in my presence.”</i>

From the literature review, the teachers are not sure if they chose the correct profession, because they are scared. From these findings, it appears that teachers are finding it difficult to work given the fact that learners are out of control because they know that nothing will be done to them. Teachers who mentioned that they are scared to be abused and bullied by learners, for instance, in school D, are still young. So the possibility may be that these learners see them as their peers.

LEARNERS' QUESTIONNAIRES

4.5.3. Forms of indiscipline

The researcher found that seven of the eight learners mentioned that smoking drugs is the main form of indiscipline in schools. One of the eight learners took a different angle by mentioning attendance, not wearing school uniform and coming late to school as forms of indiscipline that they experience in schools. Amongst other forms of indiscipline experienced by learners, four learners agreed that late coming is another form of indiscipline. Two learners mentioned of teenage pregnancy as a form of indiscipline while one learner mentioned that vandalism is being experienced in their school.

4.5.3.1. Smoking, bunking classes, use of cell phones and late coming

Most learners think and feel that smoking (drugs and other substances), bunking classes, the use of cellphones within schools, late coming, vandalism, back chatting to teachers and disrespecting them dominate in schools as forms of indiscipline. The following written quotes reflect the above idea:

PARTICIPANT	QUOTATION
SAL2	<i>“Learners in my school are smoking and not wearing uniform. They disrespect the teachers in school.”</i>
SDL2	<i>“The learners are smoking within the school premises, back chatting the teachers and late arrivals.”</i>
SBL1	<i>“In our school, we experience forms of indiscipline such as smoking, littering within the school during school hours, dodging (meaning bunking classes), the use of cellphones, fighting, late coming and late reports.”</i>
SCL1	<i>“Common forms of indiscipline in my school are drug abuse, bad behaviour, late coming, teenage pregnancy and damage to the school property.”</i>
SDL1	<i>“Learners bunking classes in our school and are smoking in the school premises.”</i>

4.5.3.2. School uniform and conflict

Some learners feel that not wearing uniform, fighting within the school premises and teenage pregnancy are among the forms of indiscipline that occur in various schools. The following written quotes reflect the learners’ perceptions:

PARTICIPANT	QUOTATION
SAL1	<i>“In my school, learners lack attendance, not wearing school uniform and come late.”</i>
SBL2	<i>“That learners bring cellphones to school and they don’t co-operate well with the teachers, they bunk classes.”</i>
SCL2	<i>“We have drug users who are the learners, learners who have bad behaviour, late coming, and those who fall pregnant while in school.”</i>
SDL1	<i>“Learners bunk classes and smoke in the school premises.”</i>

From this finding, it is clear that some common forms of indiscipline that these learners experience in various schools include smoking, bunking classes, use of cell phones, and late coming, not wearing uniform, fighting within the school premises and teenage pregnancy. This may imply that they smoke other things apart from cigarettes. Perhaps there are learners who are smoking drugs, and if that is the case, there is no way they can respect their teachers. Young teachers like the ones in school D know that learners challenge them in many ways; it may be that reason that they like to involve the police for their safety.

4.5.4. Effects of indiscipline on the learners

Learners do not smile when it comes to the effects of indiscipline. Four learners agreed that indiscipline disturbs lessons, teachers and the whole school. One learner was unique, mentioning that indiscipline lowered their self-esteem since they were not proud to be called learners in that particular school. One learner stood out when he mentioned his health; that it is affected especially when learners with disruptive behaviour smoke.

4.5.4.1. Disturbing the school, lessons and health

This finding is similar from the literature review under effects of indiscipline on the learners; their learning is interrupted. Some learners say that they are not happy with

indiscipline because it affects the whole school by disturbing classes, and if it occurs in the classrooms, then it disturbs lessons. Here are some of the quotes from the learners:

PARTICIPANT	QUOTATION
SBL2	<i>“They do affect me because I’m a learner and such things happen around me, I become pressurised by peers and sometimes they use cellphones in class listening to music out loud and we can’t even focus well.”</i>
SCL2	<i>“Bad behaviour affect me because they destruct the school and most of them bully other learners within the school and some breaking the school rules.”</i>
SDL1	<i>“They disturb the normal running of the lessons. They smoke emission of their substances affect me in terms of health.”</i>
SAL2	<i>“It decreases the pass percentage of the school, it makes teachers to stop teaching because they are busy with the disrespectful learners.”</i>
SBL1	<i>“They disturb us during lessons. We inhale bad smell/smoke when we are going to the toilets. We are unable to continue with our lessons when we are few in class. Late coming causes disruption during lessons. We can’t apply at tertiary because of late learner report cards.”</i>
SCL1	<i>“Bad behaviour in the class disrupt the lessons and delays teachers to finish chapters because time doesn’t stop when addressing the problem. Late comers disturb lessons and affect learners.”</i>
SDL2	<i>“Listening to a learner back chatting to a teacher while is trying to teach I tend to lose focus in class and concentrate on the negative.”</i>

4.5.4.2. Low self-esteem/confidence

One learner feels that when learners are disruptive in the school, they tend to have low self-esteem to be called learners of such school. This idea is supported by the following quote:

PARTICIPANT	QUOTATION
SAL1	<i>“Indiscipline affect be negatively by making me not to be proud of my school.”</i>

From this finding, learners who have disruptive behaviours negatively impact other learners, teachers, their school work and the whole school. Some learners are not proud of their schools because of these violent learners.

4.5.5. How should schools address indiscipline: learners' views

Learners' perceptions varied on the issue on the ways in which schools should address indiscipline. They gave their thoughts on how best they think schools should address indiscipline. Four of the eight learners think calling parents' meetings, suspending undisciplined learners, and involving the police are strategies that schools should use to address indiscipline. Two learners are not satisfied with the way in which schools address indiscipline. They think schools should not just write down late comers and do nothing. Instead they should be chased away from the school and gates should be closed for them. They feel that schools (teachers) do punish learners. However, nothing changes on the side of the learners. So involving the police, social workers and psychologists can make a great difference.

4.5.5.1. Parents' meeting, suspension, involving South African Police Services (SAPS) and the Learner Representative Council

Learners' views varied in terms of what they think schools should address indiscipline. Some learners think that making disruptive learners to write their names on registers does not solve any problem because teachers do not do anything about that.

PARTICIPANT	QUOTATION
SBL1	<i>“They punish late comers instead of closing the gates. They make the registers and do nothing to those learners who are dodging (bunking classes), and fighting. There is less communication between parents, learners and educators. I think the gates should be closed at exactly the start of the first period in the morning, e.g. 08:00 and learners who are fighting and dodging should be suspended. We must get reports cards before we close or the day we re-open. We should have access to the laboratory. If caught smoking or using a cellphone during school hours you should be suspended.”</i>
SAL1	<i>“Late comers must come with their parents and be punished. Not wearing school uniform, those learners must be kicked out of the school. Lack of attendance, the school should call parents’ meeting.”</i>
SCL1	<i>“The teacher give punishment to the learners who behave badly to realise their mistakes. The principal sometimes calls the parents/guardians of the learners, who behave badly to address the problem and lead the learner on the right path. I think the teachers should advice the learners and lead them on the right path and try not to reprimand them unnecessary.”</i>
SDL2	<i>“The school gives punishments but nothing is changing on the behaviour. I think that if they could ask the police for help that they give motivations and tell us about the dangers of doing the indiscipline, it could work.”</i>
SDL1	<i>“Frankly I think marking period attendance register for every period on the side of the learners. If one fails to abide, the school officials and teachers should deal with such in a proper manner and strictly.”</i>

SCL2	<i>“The school needs to work with the SAPS to reduce the problems within the school premises.”</i>
SBL2	<i>“They announce them during assembly, also we have posters in the office that shows the rules as well as in the classes, and teachers do address the problems. I think by telling the Learner Representative Council (RCL) of the school should be informed about the indiscipline in schools to solve those issues, to walk around the school as well as to reprimand the learners is the best solution.”</i>
SAL2	<i>“The school tries to warn the disrespecting learners. I think the best way to deal with the problems in schools is to punish the learners hard and strong so that they can know what is right.”</i>

This finding shows that various schools try to call learners’ parents to reprimand their children, suspend them or call the police. In the school that the researcher is working at, a male learner is so violent that he brings knives and cellphones to the school premises even when he knows that this is not allowed. The researcher’s observations of school A when she entered the premises on the first day when requesting permission to conduct the study was that the principal was defensive, thinking that the researcher will expose her school to the media. However, the researcher assured her, and she finally took it positively and started to open up, saying all schools have disciplinary problems. The teachers were welcoming. Learners were humble and co-operative.

In school B, during school hours, learners were not in class and wanted to bunk classes at the gates of the school. Fortunately, the security guards locked them in. During the interview session, teachers seemed to be heavily armed and wanted to say more because they spoke about being scared to even come to school when learners come to school under the influence of drugs. One teacher mentioned that even corporal punishment would not assist if it was to be reinforced because today’s learners use drugs and alcohol.

Therefore, they can wait for you after school hours and attack you if you had corporally punished them during school hours.

In school C, when I entered the premises on the day of the interview, many learners were late for school. They were locked out of the gate and were made to wait for the opening of the gates for visitors. The principal was happy that this phenomenon is being researched on and hoped that indiscipline problems would be known to the Department of Education through this study, and solutions would be found.

In school D, the learners seemed to be disrespectful and teachers were scared of them. The school has high discipline problems. The researcher has heard a history about the school, that one day one teacher had bought a brand new car. Then gangsters (learners) from different groups climbed on top of the car, dancing, scratching it and later went to the teacher to tell him that his car is too cheap, and that he should have bought an expensive one. One learner, upon my arrival, was requested to participate by writing on the questionnaire, and she asked if she would be paid for it disrespectfully. Teachers are powerless in the school. They are scared that learners can at any time beat them while teaching, particularly these young teachers who have just entered the teaching fraternity.

4.6. SUMMARY OF THE CHAPTER

This chapter addressed the analysis and interpretation of the data collected from participants. Key findings and additional findings were presented in chapter 4. Views of participants were reflected under each theme. The next chapter will provide the discussion, conclusions, recommendations and limitations of the study.

CHAPTER 5

DISCUSSION, CONCLUSIONS, RECOMMENDATIONS AND LIMITATIONS

5.1. INTRODUCTION

The previous chapter focused on the data analysis and interpretation from which the themes emerged. In this chapter the researcher provides a discussion, conclusions and makes recommendations based on the findings about strategies used by schools in Moutse Cluster of Sekhukhune District in Limpopo Province of South Africa to cope with indiscipline. The findings of the study are discussed according to the themes that emerged from the analysis as guided by the main research question, sub questions as well as the requirements of the qualitative research approach as informed by the interpretive paradigm. The purpose of this study was to explore strategies used by rural secondary schools in Moutse Cluster of Sekhukhune District to cope with indiscipline. The study found that schools used school-based strategies/ internal strategies and strategies beyond the school. The study also made additional findings with regard to the forms of indiscipline commonly found in schools and how they affected teaching and learning.

5.2. THE MAIN FINDINGS

The study has found that there are strategies that schools use within schools and those used by schools beyond normal schooling. They are discussed as follows:

5.2.1. School-based strategies of coping with indiscipline

5.2.1.1. Availability of policy on indiscipline

In South Africa, we are being regulated by the laws of this country (The Constitution of South Africa, Act 108 of 1996b). In South African schools, there is a policy which governs the operations and management of schools, which is the South African Schools Act, 84 of 1996 (SASA, 1996c). This Act recommends that every school should have various policies guided by it, such as a policy guiding the school (school policy), uniform policy, code of conduct, and discipline policy, amongst others. The discipline policy helps schools on how to discipline learners. This Act recommends that the discipline policy should be

corrective and educative rather than punitive (Department of Basic Education, Republic of South Africa, 2010:13). The study sought to find if the participating schools did have a policy on discipline.

The study established that many schools that participated did have a disciplinary policy but they do not put what it says in practice. Perhaps it is because some teachers are still new in the fraternity of teaching. For instance, according to the profile of the teachers, their experiences differ. Teachers who do not have much experience and are in the disciplinary committee are likely to find it difficult to practise what their policy says on discipline. The researcher believes that if a policy is established and well implemented, schools are likely to succeed. This is in agreement with Meres (2018:581), who argues that young teachers who are still new in the teaching fraternity may have a challenge of teaching learners with disruptive behaviour, particularly if the policy on discipline is not effectively implemented and learners do not know about it.

During the interview, some teachers claimed that their policy still needed to be amended whilst others do not even know its contents. Probably it may be because most of them were aged between 50 and 60. This implies that they may have reached their retirement age. This therefore depicts poor organisation in schools. There are many teachers in schools who are about to retire; as such they are tired. Based on this finding, the study concludes that there still exist schools that are not effectively implementing the policy on discipline. There are still many teachers who have reached their retirement age in schools; as such there should not be many of them in schools.

Parents should have copies of the policy given by schools so that they can assist in disciplining their kids. A good organisation of schools affects new teachers as well as learners (Smith & Smith, 2006:34). The Department of Basic Education (DBE) should ensure that all schools have and implement discipline policies in their schools.

5.2.1.2. Giving extra work and detention after school hours

Another school-based strategy that schools in Moutse East and Central use to cope with indiscipline is to give learners who are involved in disruptive behaviour extra work after school hours and to detain them for a given period of time. In relation to this, literature

shows that teaching methods used for this purpose should be motivational and be revised (Ghazi et al., 2013:354). The researcher thinks that giving learners who are disruptive extra work is a way of motivating them. From the literature again, detention as a strategy to cope with indiscipline is unique in a way that was not talked about.

From this finding, the study concludes that detention and giving learners extra work is a coping strategy that is working for schools in Moutse Cluster as it is corrective and educative.

It is therefore recommended that detention and giving learners who are undisciplined extra work can be used as a coping strategy in schools. Schools should practise detention and give learners extra work to avoid corporally punishing them. However, this is not the only strategy. Additional strategies can also be implemented.

5.2.1.3. Period registers and locking gates

To cope with the bunking of classes, schools in Moutse Cluster use period registers during school hours for attendance; they also lock the school gates. Using period registers and locking the gates is found to be unique and different in a way that the literature said nothing about. When gates are locked and period registers are used, no learner can bunk classes. Other similar measures can include checking the classwork and homework books of the learners at the beginning of a lesson if they were given tasks. This can eliminate the challenge of learners who do not write school tasks.

From this finding, the study concludes that using period registers and locking school gates as a coping strategy can solve a challenge of bunking of classes and learner absenteeism. Additional strategies can also be used.

Therefore, period registers should be used by schools and gates should be locked during school hours for a school to be functional. If possible, the school security guards can also be used to monitor the gates.

5.2.2. Strategies used beyond schools to cope with indiscipline

5.2.2.1. *Involvement of parents*

One of the community-based strategies used to cope with indiscipline is the involvement of parents. On parents' day, schools that participated in this study in Moutse Cluster in Sekhukhune District in Limpopo Province of South Africa introduced a book review day so that parents can come and review their children's books. This strategy was used to cope and curb the problem of learners who do not write school work. This finding is similar to what was found by Seleka (2019:1). This study found that parents and communities need to be involved and lead summits where possible to deal with indiscipline and violence in schools. The researcher is of the opinion that one way of getting the parents involved in the lives of their children is to monitor their school work. In this way, parents shall know from Term 1 of the academic year if their children are struggling or doing well. Then some parents go to an extent of looking for help if they realise that their children are struggling in certain subjects. They may even organise a community subject expert to help their children and encourage them to attend Saturday or holiday classes.

The study therefore recommends that in addition to writing letters to parents if a learner is disruptive, introducing parents' book review days and attending parents meetings to discuss and educate each other about the phenomenon on discipline, schools could also organise social workers who are experts in this subject to educate parents and teachers on how to address and handle these children. Then schools can be peaceful learning institutions.

5.2.2.2. *Police involvement*

Violence is one of the forms of indiscipline in schools (Grobler, 2019:2; Foncha et al., 2014: 1160). Schools in Moutse Cluster involve the South African Police Service (SAPS) for intervention when learners become violent and fight or use drugs. In England the police have introduced spontaneous searches for weapons and drugs in schools even when the learners are not violent and fighting (BBC, UK version, 2004, Nov, 18). In Moutse Cluster, schools only involve SAPS when learners are violent. Masilo (2018:6) and Seleka (2019:1) emphasise that crime prevention programmes that address gender-

based violence and bullying in schools should be introduced either by the police department or by the Department of Education.

Linking the issue of involvement of the police with the theoretical framework under this study, it is clear that learners are showing disruptive behaviour in schools. According to the Behavioural Theory (Skinner, 1971), when behaviour is unacceptable, there should be negative re-enforcement, and when the behaviour is acceptable, there should be positive re-enforcement. In this case, when learners show undesirable behaviour, negative re-enforcement is shown through the intervention of the police to show that as schools, we cannot tolerate such behaviour (Simpson, 2015:6).

Again, according to the Learner Directed Theory (Jones 1987:260), learner-directed learning places the classroom and managing it in the hands of the school society rather than the teacher. The teacher directs the kind of behaviour that is expected, and takes a calm tone of voice, assuming that the learner will follow directions. One of the learners who participated in this study mentioned that when teachers reprimand learners, they should do so in a calm tone of voice. In this way, the learners will realise that they are also human beings and are able to control themselves as learning is in their hands. This means that, for example, when establishing policies that involve learners, such as uniform and discipline policy, learners should be represented through the Learner Representative Council so that their voices can be heard and they feel that they are also human beings who matter.

The study therefore concludes that there is violence and indiscipline in schools, which warrants immediate interventions in the form of meetings by stakeholders and consultations with professionals such as psychologists. The Department of Education (DBE) needs to treat this as a matter of urgency.

The researcher recommends that the Department of Education (DBE) should partner with the police to appoint at least one police officer to work at a learning institution to guard learners who fight with weapons. Police vehicles should also patrol schools. In this way, learners shall be scared to bring dangerous weapons and drugs to schools.

5.3. ADDITIONAL FINDINGS

5.3.1. Forms of indiscipline in schools

The study has found the following forms of indiscipline: smoking, bunking of classes, the use of cell phones, late coming, not wearing school uniform, bullying and fighting. These forms will be unpacked.

The study found the following as additional findings:

5.3.1.1. Smoking, bunking classes, use of cell phones and late coming

It is a known fact that most of our youth in South Africa, including secondary school learners, smoke drugs (Masilo, 2018:3, Chauke et al., 2015:2). This study also found that smoking drugs, bringing dangerous weapons and bunking classes were amongst the common forms of indiscipline that schools under study experienced. This is consistent with an observation by Ngwokabuenui (2015:70), who says that not a single day passes without reports of cases where a learner was stabbed to death because learners bring dangerous weapons to schools. Foundational to this is drugs. Chauke et al. (2015:4) state that studies reported high levels of alcohol use amongst adolescents and secondary school learners in South Africa. Learners who use substances such as drugs and alcohol are not easy to be disciplined.

Based on this finding, the study concludes that smoking, bunking classes, use of cell phones, and late coming are amongst the most common forms of indiscipline experienced by schools.

It is recommended that when teachers use internal strategies and strategies beyond the school premises, which this study pointed out, they should be on the lookout for learners who use cell phones in schools, and try to help the ones who use substances such as drugs by referring them to places of help.

5.3.1.2. Bullying and fighting

Other forms of indiscipline experienced by teachers in schools are bullying and fighting. Learners fight after bringing dangerous weapons to schools. They also bunk classes.

Amado and Freire (2009:85) cite an incident where learners fight at a third level. Learners who participated in this study state that other forms of indiscipline that they experience in their schools include the use of cell phones, late coming, not wearing uniform, teenage pregnancy and disrespecting teachers. The literature has revealed many forms of indiscipline. However, few researchers have found that the use of cell phones and not wearing uniforms are some of the forms of indiscipline. Ngwokabuenui (2015: 70) calls learners who are disrespectful lawless learners.

The study concludes that bullying and fighting contribute to the high percentage of disruptive behaviour in schools and violent learners.

The researcher therefore recommends that learners who bully others should seek immediate intervention and counselling as they end up starting quarrels.

5.3.2. The effects of indiscipline on teaching and learning

5.3.2.1. *It causes delays in teaching and learning*

The study revealed that many learners and teachers are negatively affected by indiscipline, which affects the work of teachers in a way that they are not able to finish the curriculum on time because they are busy disciplining other learners, according to participants of the study. From the literature, Truscott et al. (2012: 23) and Moyo, Khewu and Bayaga (2014: 2) found that teachers find it extremely hard to deal with disrespect and irresponsibility, disobedience, aggression and the rejection of mandate demonstrated by some of the learners in their classroom and within the school premises as they connect the increasing indiscipline problem with the abolition of corporal punishment. In a similar vein, Smith and Smith (2006: 34) concur that issues of school discipline such as disturbing behaviour and violence have escalated teacher stress and burnout. To attest to this, school violence and gangsterism may lead to some teachers coming to school with guns. According to Mabona (2019:1), a Mpumalanga male teacher was suspended on the 4th June 2019 after invigilating a Grade 11 Mid-year Tourism paper while holding a gun in his hands in Mabusabesal Secondary School near Siyabuswa.

This study concludes that when learners smoke in the premises of the school, the health of teachers and learners is tempered with. Some learners who are asthmatic may be affected badly.

It is recommended that display boards should be placed at the entrances of schools stating that smoking is not allowed in the school premises, and that when you become disruptive, the teacher should refer you to another teacher who specifically deals with disruptive learners so that learning and teaching may not be interrupted. Such a teacher should proceed teaching and another teacher/expert can handle that particular disruptive learner. Learners should also sign contract forms to state that when they break the required code of conduct, they agree to be expelled or dealt with during non-contact time.

5.3.2.2. Teachers are scared to go to work

According to Hasting (2005), indiscipline increases to negative emotions about the profession. The study also revealed that 61, 76 percent of teachers are impacted negatively by learners' behaviour such that they are not satisfied with their jobs. Segalo and Rambuda (2018: 5) add that the current laws (SASA, the NPE, and the Constitution of S.A) are a threat to teachers' rights to discipline in the sense that they limit them. A lack of discipline in South African rural secondary schools may lead to irresponsible future citizens. Therefore, teachers no longer teach with enthusiasm and pride.

The South African Schools Act 84 of 1996 (SASA 1996c: section 10:1) does not allow learners to enter the school environment with dangerous weapons and substances such as alcohol and drugs. However, learners do not take cognisance of this. When they come to schools under the influence of drugs, they are out of control. They are a threat to the lives of other learners and teachers. As such, teachers cannot protect victims as they themselves are scared (Nunan, 2018: S7).

Schools in Moutse Cluster feel that when drugs are smoked in the premises of the school, it tempers with the health of other learners and teachers. Learners are so disrespectful that they are able to fight in the presence of a teacher. Learners in Moutse Cluster feel that indiscipline decreases the pass rate; they lose focus when a disruptive learner back chats with his/her teacher in front of other learners. They tend not to be proud of their

schools. Whilst some learners were not satisfied with the way schools handle indiscipline, they feel that they use period registers for learners who bunk classes, but do nothing about this. They also feel that they should receive report cards on learners' progress on time. Schools do punish the learners. However, their behaviour does not change.

The researcher concludes that indiscipline affects teachers and learners negatively; it also affects learner performance to some level, and teachers are not able to complete the curricula on time.

The researcher recommends that there should be a healthy relationship between teachers and learners. They can then form the adopt-a-learner programme whereby learners who are disruptive can be adopted by teachers who these learners understand the most. Support is very significant (Reyneke, Meyer & Nel, 2010:2; Segalo & Rambuda, 2018: 5; Motseke, 2019: 13).

It is also recommended that the South African Schools Act 84 of 1996 (SASA) and the South African Constitution, Act 108 of 1996 (The Constitution) and the National Education Policy Act 84 of 1996 (NPA) should also be amended by the DBE that they also protect the rights of teachers more than those of learners. Currently, teachers have no power or authority because these learners know that if these teachers apply some form of punishment to them, they may take them to the police station or even attack them right at the learning institutions. When the Department of Education reprimands teachers, it should not make a show known to these learners because it makes them to disrespect them even more.

5.4. LIMITATIONS OF THE STUDY

The researcher was limited to smaller samples, because it is a case study and was limited to Moutse Cluster area in Sekhukhune District. If the study can be conducted throughout the entire districts of Limpopo, and other provinces, particularly Gauteng because incidents of violence and killings of secondary school learners prevail mostly in that province, it can be very significant. The researcher thinks that this type of study can also be conducted as a quantitative study.

5.5. SUMMARY OF THE CHAPTER

Based on the findings, the study found that although the phenomenon is out of control, there exists strategies that schools use in order to cope with indiscipline. These include internal strategies, such as detention and the use of period registers; and strategies beyond the school, such as the police and involvement of parents. This study also made additional findings with regard to the forms of indiscipline that schools under this study experienced, the effects of indiscipline on teaching and learning and how education policies influence the behaviour of learners. The chapter covered the discussion of findings, conclusions and recommendations. Similarities and contradictions were shown in the discussions. Conclusions with regard to the themes were discussed and recommendations were made.

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APPENDIX A
DATA COLLECTION INSTRUMENTS

INTERVIEW QUESTIONS FOR TEACHERS

1. Do you have a policy on discipline? If yes, what does it say?

2. What forms of indiscipline prevail in your school?

3. What strategies do you employ to address the forms of indiscipline that you experience?

NOTES ON OBSERVATION

APPENDIX B

OPEN-ENDED QUESTIONNAIRE FOR TEACHERS

1. Do you have a policy on discipline in your school? If yes, what does it state on indiscipline?

2. What forms of indiscipline do you experience in your school?

3. How do these forms of indiscipline affect your work as a teacher?

4. What are the strategies do you employ to cope with and address the forms of indiscipline that you experience in your school?

APPENDIX C

OPEN-ENDED QUESTIONNAIRE FOR LEARNERS

1. What forms of indiscipline do you experience in your school?

2. How do these indiscipline problems affect you as a learner?

3. How does your school address each one of the problems listed in no.2 above and how best do you think your school can address those problems?



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TURFLOOP RESEARCH ETHICS COMMITTEE
ETHICS CLEARANCE CERTIFICATE

MEETING: 4 July 2019

PROJECT NUMBER: TREC/179/2019:PG

PROJECT:

Title: An exploration of strategies used by schools to cope with indiscipline: A case of rural secondary schools in the Limpopo Province, South Africa.

Researcher: DC Magabane

Supervisor: MC Modipane

Co-Supervisor/s: N/A

School: Education

Degree: Master of Education (Community and Continuing Education)


PROF P MASOKO
CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics Council, Registration Number: REC-0310111-031

- Note:**
- i) This Ethics Clearance Certificate will be valid for one (1) year, as from the abovementioned date. Application for annual renewal (or annual review) need to be received by TREC one month before lapse of this period.
 - ii) Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee, together with the Application for Amendment form.
 - iii) PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.

Finding solutions for Africa

Opposite Moutse Mall
Behind Jabulani Sewing Project
Jabulani Village
Dennilton

Kgoro ya Thuto



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA
Moutse Central Circuit
umNyango we Mfundo

Private Bag x 4560
Dennilton
1030
Tel: 079 699 4472
Fax: 086 5353 506
Department of Education

To :MAGABANE D.C

RE: Request to conduct a research study at our institution

1. The above the bears reference
2. I hereby wish to respond to the letter written to us by you (MAGABANE DIPUO CATE), as a circuit manager of Moutse central circuit grant you the permission to conduct your research at our circuit office and schools which are under our circuit.
3. Your research should not interfere with our programs and not disturb classes at schools
4. Hoping this communiqué will facilitate all the necessary processes.

Yours in service

VILAKAZI EB


(Moutse Central Circuit Manager)



LIMPOPO PROVINCIAL GOVERNMENT DEPARTMENT OF EDUCATION

Next to Sanel
Passing Magistrate Office
SEMPUPURU
Dennilton
1030



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0470
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Fax: (013) 980 0769

CONFIDENTIAL MOUTSE EAST CIRCUIT

Kgoro ya Thuto Umnyango wemfundo Department vanOnderwys Department of Education

ENQ: STEWART B.Z

TO WHOM IT MAY CONCERN

This is to certify that Ms Magabane D.C. is a permanently appointed educator at Blompoot Combined School and she is a registered student for a Masters Degree with the Limpopo University.

She is permitted to conduct research in our schools in the Circuit. The research will be predominantly qualitative.

Kindly co-operate with her in her academic endeavor to discover new theories around the research topic.

Do arrange with her for less interruptions in the running of the school.

Good luck to her in her quest for new knowledge.

Yours faithfully


CIRCUIT MANAGER

