

**PERCEPTIONS AND PRACTICES OF SECONDARY SCHOOL TEACHERS ON
CLASSROOM DISCIPLINE PROCESSES IN PIETERSBURG CIRCUIT, LIMPOPO
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DECLARATION

I, declare that “PERCEPTIONS AND PRACTICES OF SECONDARY SCHOOL TEACHERS ON CLASSROOM DISCIPLINE PROCESSES IN PIETERSBURG CIRCUIT, LIMPOPO PROVINCE” hereby submitted to the University of Limpopo, for the degree of Master of Education, 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.

Signature.....

Date...06/12/2023.....

DEDICATION

This dissertation is dedicated to my late mother, my children, my father, for their encouragement and support, my mentors, for being my source of inspiration; and my peers for motivating me.

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ABSTRACT

This study explored perceptions and practices of secondary school teachers on classroom discipline processes. A case study was conducted in two secondary schools, in Pietersburg Circuit in Limpopo Province. The study used a qualitative research approach where data collection was done through semi-structured interviews and document reviews. A thematic data analysis was used to identify and categorize data where themes emerged from the study. They were six teacher participants purposefully sampled from two secondary schools, where permission was sought from the Limpopo Department of Education and the University of Limpopo Research Committee. All participants were informed of voluntary, confidential participation in the study. The findings of this study revealed that government policies on discipline were difficult to implement. Furthermore, teachers suggested that policies prescribed by the Department of Education to manage ill-discipline were not effective in curbing learner behaviour. As part of solutions to address the problems, teachers indicated the use of school policies, the South African Schools Act, the learner's code of conduct, and the Merit System to regulate discipline in classes. The study recommends that to have effective discipline, there is a need for workshops on the roles of stakeholders responsible for discipline processes. It was also recommended that the districts and circuits should develop programs that would improve and strengthen discipline. In addition, the support of all stakeholders and the services of psychologists or educational counsellors should be encouraged as part of the measures to find solutions to ill-discipline in schools.

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CHAPTER 1: INTRODUCTION

1.1 Background of the study

Since the inception of democracy in South Africa, teachers have had a problem interpreting and implementing the manual on discipline from the Department of Education, hence, this creates inconsistent and incoherent outcomes of school discipline. The Constitution of the Republic of South Africa 1996, section 12, provides that “everyone has the right not to be treated or punished in a cruel, inhuman or degrading way”. The National Education Policy Act 27 of 1996 prescribes that “no person shall administer corporal punishment or subject learners to physical abuse at any educational institution”.

The South African Schools Act 84 (1996) prescribes that “no person may administer corporal punishment at a school to a learner; any person who contravenes subsection 1 is guilty of an offense and liable on conviction to a sentence which could be imposed for assault.” Schools are vested in the accountability of discovering ill-discipline and applying disciplinary measures and protocols in terms of a manual issued to schools by the Department of Basic Education (2000) on how to use it in terms of instituting discipline to learners at schools. This directs that a teacher should refrain from using disciplinary measures that inflict pain and violate learners’ rights. “The management of discipline, therefore, demands of teachers to make children feel emotionally secure, physically safe so that they can develop self-discipline (fundamental discipline) and accountability for their actions whether responsible or irresponsible” Reeves and Marbach-Ad (2016:118). Implementing disciplinary measures compressed in the manual sometimes poses a daunting task to teachers and creates unfriendly teaching and learning environments. This is against the backdrop that the manual prescribed disciplinary measures such as detention, which carries with it the huge responsibility of getting in touch with parents, arranging transport for day scholars, and supervising detention. These actions and reactions could lead to a situation out of control, and subsequently confusion in the classroom and school environment especially when the school management team is not supportive. Sometimes, the situation may be unacceptable when the teachers lose their authority to take charge of their reactions, compulsions, and recourse to undesirable or illegitimate strategies in disciplining the learners. Regarding the interpretation and application of the manual, teachers do have

different perceptions on how to go about this, hence, creating an incoherent application of the manual. “Traditional arrangements of schools and classrooms are rapidly becoming outdated as educational, social, and political needs of our societies continuously change” Landsberg; Kruger and Nel, (2005:115). The more the learner is growing the more they change in behavior hence educators face discipline problems in a school environment. Taylor and Kearney (2018) talk about methods for school discipline and social control. Marishane (2021) talks about the functionality of school disciplinary committees. “The ‘growing incidence’ of disruptive behavior in schools is posing a challenge to everybody and needs immediate attention” Tungata (2006). Amongst cases reported, there is a sharp rise in substance abuse, theft, and physical and verbal confrontations Aziza (2001). Martin (2010) also indicated that there is the new trend in behaviour such as disrespect, defiance, bullying and aggression, which makes it difficult for teachers to facilitate smooth running of lessons in classrooms. Current episodes covered by the media include learners seen on camera, teachers in classrooms and shooting of the teachers Nene (2013). That kind of episode has an influence on the safety of teachers and their capability to implement discipline and generate a safe and healthy learning environment for learners. According to Senge (2002), schools globally are in trouble and the challenges being discipline at schools, which disrupt the learning processes. Charles and Demark (2013) indicate that many readings that are directed by researchers in the USA, have recorded discipline as an issue dealt with by educators in classes. Secondary schools in Kenya have their own ways to confirm that discipline is maintained, even though some of the schools around Kenya are facing ill-discipline from learners Oyaro (2005). Hence, this study aims to explore how teachers handle discipline in their various schools and observe their practices on classroom discipline in their daily teaching in secondary schools. There are positive and negative ways of dealing with discipline in schools but mostly teachers are dwelling more on negative discipline than the positive discipline Masitsa (2008). Studies on various issues regarding discipline in public schools have been conducted abroad and locally. The studies focused on the effects of indiscipline Oden et al. (2012), discipline and academic performance Stanley (2014), influence of school rules’ formulation on learners’ discipline Maingi; Maithya; Mulwa and Migori (2017). Furthermore, some local studies focused on functionality of the school disciplinary committee Mathebula; Runhare and Marishane (2021), the negative effect impact of lack of discipline on the performance of learners Masingi (2017), management of

discipline Suping (2022) and learner discipline in public schools Rossouw (2003) respectively. None of these studies addresses teachers' perceptions and practices on classroom discipline processes. Guided by the social change perspective, the relevant interpretive framework, and its related assumptions, this study intends to fill this identified research gap.

1.2. Research Problem

Ill-discipline by learners in South African schools is a barrier for teachers to offer the curriculum smoothly in classrooms. It is against this backdrop that this study explores how educators are handling undisciplined learners through disciplinary processes without subjecting them to corporal punishment, which has been prohibited and regarded as a violation of children's rights. Undoubtedly, educators could only administer discipline within the parameter of the schooling environment and with the consent of the Head of Department (HOD) and the School Governing Body (SGB), otherwise the educator would be acting *mala fide* that is, in bad faith. The problem statement of this study is that teachers are having different perceptions and practices towards learners' disciplinary processes. The study is fueled by the increasing rate of naughty learners in schools who are bullying and killing learners and teachers who are beating up learners because of their anger and frustrations, where the situation is not conducive to teaching and learning. Despite these efforts, the increase of cases of ill-disciplined learners raises research concern. Despite ill-discipline among learners, teachers are experiencing major problems of discipline in schools. Ill-discipline varies from violence and its related behaviour being theft, vandalism, fighting, and gambling De Wet (2007); Harber (2001); Klopper (2010). These are activities of criminality in nature Masitsa (2008); De Wet (2003) as well as indiscipline Kgosana (2006); Thompson (2002); Van Wyk (2004) which becomes complex for the teachers to handle as the manual only prescribes the alternatives to corporal punishment, not explaining the level of misconduct the learner has committed, hence the different perceptions and different personal practices of various educators.

1.3 The main aim of the study

In the main, this study is to explore secondary school teachers' perceptions and practices on classroom discipline processes in Pietersburg Circuit as deduced from the study of relevant literature and an empirical survey. Conceptualisation of the main aim into objectives was done and realised by investigating how teachers perceive discipline, investigating teachers' practices on classroom discipline in the Pietersburg Circuit, how it is currently being managed, and then recommending how learner discipline in the Pietersburg Circuit can be managed better and improving the implementation of discipline policy.

1.4. Purpose of the study

The purpose of the study is to explore perceptions and practices of secondary school teachers on discipline processes with the intention of improving the implementation of the discipline policy. This was achieved by addressing the following main question: What are the perceptions and practices of teachers on classroom discipline processes in secondary schools, Pietersburg Circuit in Limpopo Province.

Research objectives are as follows:

To explore what perceptions teachers, have of classroom ill-discipline processes in secondary schools.

To examine how teachers describe their practices of classroom ill-discipline processes in secondary schools.

To determine what teachers, suggest for improving classroom ill-discipline processes in secondary schools.

1.5. Main Question and sub-questions

Therefore, the study intends to address the following key questions:

(a) What perceptions do teachers have of discipline processes in the classroom in secondary schools?

(b) How do teachers describe their practices of classroom discipline processes in their classrooms?

(c) What are teachers' suggestions to improve classroom discipline processes?

1.6. Significance of the study

Guided by the perspective of social change and interpretive framework and related assumptions, this qualitative study may improve the handling of discipline processes in secondary schools. It may also identify the weaknesses and strengths of the disciplinary policies of the Department of Basic Education and work on improving them. Furthermore, the study may also provide guidance to the Department of Basic Education on which mechanisms could be used with classroom discipline at secondary schools. Disciplinary actions must be taken at schools, and they must be in line with the government policies and laws set out in the South African Schools Act (SASA) and the Constitution of South Africa. The study will contribute to national and international debates by providing insight into how educators deal with learner discipline processes and problems in schools. The study will also contribute to an improved awareness of causes of disciplinary problems in learners and thus may help to control bad behaviour and to maintain discipline in schools. The study may also bring about changes in the approach and strategies in maintaining discipline. The study will assist stakeholders to determine perceptions of teachers on learner ill-discipline.

It will assist stakeholders to identify factors that influence learners' ill-discipline in schools.

It will assist School managers to develop disciplinary measures to assist teachers to prevent ill-discipline in schools.

It will assist senior managers to develop relevant strategies for teachers to limit ill-discipline in schools. The study will also contribute to school management as a subject and to education as a field of study. The study is motivated by the need to improve a safe schooling experience for teachers and learners at the school. Additionally, educators also need to know exactly what the strategies are that are currently used to maintain learner discipline and to what extent the strategies and practices used, could assist in finding ways to prevent disciplinary problems faced by educators in schools.

1.7. Delimitations of the study

Theofanidis and Fountouki (2018) postulate that boundaries and settings in which the study is conducted denotes to the delimitations. The intention of this study was to explore and explain perceptions/discernments and practices of educators on classroom discipline processes of learners in Pietersburg Circuit secondary schools in Limpopo. This study embraced two sampled schools. The researcher found persistent

unruly behaviour by misbehaving learners around the schools and demotivated and discouraged teachers around secondary school due to the high rate of ill-discipline of learners. Consequently, the findings of this study ought to be limited to the setting in which the data was obtained.

1.8 Concept Clarification

Below are the identified concepts that were central to this study, including the conceptual analysis to be done:

1.8.1 Discipline

In educational sciences, “discipline entails the manifestations of the desired behaviours from learners and elimination or reducing undesired behaviors” as stated in Aydın (1998). Rooth et al., (2011:223) defined discipline to be “a process that uses teaching, modelling, and other strategies deemed appropriate in maintaining desirable behaviour necessary to ensure an orderly, safe, and productive learning atmosphere that inhibits unacceptable behavior”.

1.8.2 Teachers

Teachers are people skilled with the theory and practice of education, who help others to acquire knowledge, competencies, or values.

1.8.3 Discipline Processes

This process defines how and when a student may be disciplined as well as the different punishments that may be imposed.

1.8.4 Classroom discipline – This refers to “the order that leads to the education of learners with no bad behavior and/or transgression in the classroom, aiming at teaching and leading learners to develop self-discipline” Guidelines for Code of Conduct, SA (1998). This would imply an atmosphere in classrooms that invites openness and that is conducive to learning. Classroom discipline “is the democratic process through which rules are made with special emphasis on the importance of participating and involvement in the thinking and decision-making process within a classroom” Savage (2001:59). The establishment of the rules and consequences of the good or bad behaviour of learners or parents should be a participative process facilitated by educators.

1.8.5 Learner – This is a person gaining knowledge or skills on site as postulated by the SA Schools Act, 84/1996 (sec.1).

1.8.6 Teacher's perception - Refers to the way in which teachers view school discipline. This includes teachers' opinions of the rules and the way in which they assess their position or power in the school environment.

1.9. Conclusion and overview of upcoming chapters

In Chapter one, a concise overview of the context is provided. Both the research problem and purpose of the study were unpacked. The aims, rationale, significance, and research questions were explained. Concept clarification was also unpacked.

In Chapter two, literature is reviewed on perceptions and practices of teachers on the classroom discipline processes. A theoretical framework will be identified and Curwin and Mendler's (2008) theory of discipline with dignity will be followed through the entire study to identify the knowledge gap.

In Chapter three, research methods are alluded to from research design through sampling strategies, instruments used in collecting and analyzing data. Deliberations on the limitations of the study are exhaustively done.

Chapter 4 unpacks the data that was collected, deductions from interviews of participants, the documents reviewed are presented and interpreted and the significance of findings are included.

In Chapter 5, the research is summarized, concluded with recommendations and suggestions for possible future research.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

The aim of analysing the literature is to contextualise the current study within the frame of available information. In this chapter, an evaluation of relevant literature on the perceptions and practices of secondary school teachers regarding classroom discipline processes were studied. Both local and international literature that backgrounds and ropes the current study were revisited. A diversity of contexts was explored to enlighten perceptions and practices encountered by teachers in secondary schools. Bless, Higson-Smith and Kagee (2006) stated that “in order to conceive the research topic in a way that permits a clear formulation of the problem and hypothesis, some background information is necessary”. The drive of the section is to detect some key messages from research literature relating to discipline processes and highlight some issues to justify this study. The focus was mainly on published books and journals concerning disciplinary processes in a range of various contexts to define ‘discipline’. In this review, the following adopted definition guided the search:

The term discipline means “to learn”, or “instruction, knowledge, and learning communicated to the disciples or learners” Van Rensburg; Bodenstien and Landman (1994:331). Van Rensburg et al. (1994) went on to indicate, “in the broader sense, discipline applies not only to external discipline but also to personal or inner discipline provoked by spiritual acceptance of disciplined behaviour”. This research study on discipline will refer to what the teachers implement to support the learners to behave adequately in classroom situations. The study of discipline explains what teachers do to support, restrain, and redirect learners’ misbehaviour.

A historic view of the research and literature on disciplinary processes will be traced back to the period when Travers (1980) surveyed educational environments and philosophies of school discipline from the colonial era through the twentieth century to illustrate those students have always been considered difficult to control.

The late part of the twentieth century saw a move towards empirical investigations that brought some arguments for fostering discipline in schools. “It seems an increase in disorderly behaviour in schools forms a major problem of school discipline” Psunder (2005). According to Axup and Gersch (2008), school discipline is fundamentally

responsible for teachers' frustrations and stress. Joubert and Serakwane (2009) construe discipline as growth of a moral character demonstrating control over learners, prevention of disobedient behaviour, remedial measures, self-discipline, and punishment.

Allen (2010:200) states that "when disruptive interactions occur between teachers and learners, these sometimes lead to a chain of actions and reactions that spiral out of control, resulting in chaos in the classroom". Some scholars such as De Klerk and Rens (2003), Russo and De Wet, (2009) and Reyneke (2015) recommend that ill-discipline amongst school learners in addition to vicious attacks on schoolteachers was seen as linked to the deterioration of learner moral upbringing. Hart (1998) looks at literature review as paramount as it assists the researcher to obtain a deeper understanding of the research topic, previous studies done on it, methodology used, and the key issues identified. Literature review can be expressed as the assessment and evaluation of all available research published and unpublished information on the topic, which is enlightening on the research topic and can be used as a confirmation to prove or disprove any argument, on the research topic. Hart (1998) would go on to indicate that such sources may perhaps be written achieving aims or to point to areas for further study on the proposed research. The drive of this section is to detect some key messages from research literature related to discipline processes and highlight some issues to justify this study. The focus was mainly on published books and journals concerning discipline processes in a range of various contexts to define 'discipline'. In this review, the following adopted definition guided the search:

"Teachers are significant role players in maintaining a classroom environment that permits learning and teaching Clunies-Ross, Little and Kienhuis (2008) and also protecting learners from harm or danger" Allen (2010); Baker (2005); Pane (2010).

While coherence characterizes classrooms, chances occurrences of chaos as displayed by learners makes it difficult for teachers to handle the situations. Tomlinson and Imbeau (2010) postulate "Learners who lack discipline are often those who yearn for attention – whether it be from educators, parents, or peers. The role of teachers is essential to establish acceptable behaviour parameters, underpinned by mutual respect, dignity, and tolerance for diversity, to mention a few". Teachers have different interpretations of if, when a learner misses class that is the right treatment, he/she

deserves. Other teachers in our school that when a learner misbehaves, they chase him/her out of class where they miss contact time, and it does not change anything if ever the problem is caused by personality or behavioural problems evidently show it. According to the study viewpoint, a learner should be interviewed and checked for his/her background; sometimes they have family problems that need urgent attention from the social department i.e., social worker or psychologist, hence we are talking of social justice in education. Egeberg, McConney and Price (2021:117) point out: "Discipline is not about punishing students but rather teaching them how to behave appropriately and therefore disciplinary interventions needed to be both preventative and corrective unlike punitive".

2.2 Discipline

The word „discipline“ comes from „disciple“, which is derived from French via the Latin that implies teaching, instruction, and obedience to authority that stems from human freedom Venter (1986:39). The discipline of learners should be aimed at encouraging self-discipline accountability, compliance, cooperation, support, and safety Agesa (2015); Ntuli (2012). In addition, discipline is a systematic way of teaching and nurturing children to achieve competence, self-control, self-direction, strengthening of desired behaviours, and a strategy for eliminating undesired behaviours Khewu (2012). Furthermore, discipline is imposed externally and becomes internalized voluntarily, which is, acquiring the necessary skill for living peacefully in a society without external monitoring or coercion Kavula (2014).

In the context of education, other teachers have come to comprehend discipline narrowly as punishment, often physical Porteus, Vally and Ruth (2001).

Discipline is planned to restrain and redirect learners' ill-behaviour. A learner is assumed to have self-discipline because he or she can set goals for him/herself and make sacrifices and work hard to obtain it. The goal of disciplining learners should, according to Mouton, Louw and Strydom (2013:39), "be character development in the form of social consciousness." This means that a self-disciplined learner ought to be "able to control his/her inner riotous tendencies, which are forces that drive disobedience and disorderly conduct" Mouton et al. (2013:40). Grounded on the explanation above, we can deduce that discipline contrasts with punishment based on "that punishment is accompanied by force, pain, and frustration, while discipline

implies training and helping the learner to reach the required outcomes, set boundaries for behaviour and practice self-control” Shaikhnag and Assan (2014:440).

The historic view of the research and literature on disciplinary processes was traced back to the period when Travers (1980) surveyed educational environments and philosophies of school discipline from the colonial era through the twentieth century to illustrate that student have always been considered difficult to control. This was obtained chiefly by researching available information that has been published that looks relevant to the study topic. Some of the important sources of data include circulars, memoranda, minutes, and books, White Papers on Education, Government Gazettes, newspapers, and journals that talk about discipline issues.

The late part of the twentieth century saw a move toward empirical investigations that brought some arguments for fostering discipline in schools. “It seems an increase in disorderly behaviour in schools forms a major problem of school discipline” Psunder (2005:334).

2.3 International Literature

Similar patterns of an increase in disorderly or unacceptable behavior also seem to be the cause of major problems in schools internationally. According to Psunder (2005:335), “it is also evident that the role of teachers is no longer teaching content only but also to manage problem behavior which warrants thorough training as their scope of work has expanded to conscious discipline as they build character, relationship, and social skills guided by social background of a particular individual teacher”. The issue of discipline is a global problem where it confuses the emotional health of people. In the United States of America, some scholars have initiated to explore complementary explanations on why African American and minority students are being disciplined at a particularly unequal rate.

Lopes, Silva, Oliveira, Sass, and Martin (2017) point out that classroom discipline is obtainable in the framework of the wider model of classroom teaching. They also alluded to the fact that there are other important facts that raise more concern which are red flags in terms of being ignored as possible causes of ill-discipline in the classroom *inter alia* academic achievement, culture, and personality; behavior is also

examined. "It is further indicated that classroom discipline is needed and often indicated as one of the main causes of wasted classroom time" Carson, Tsoulouspas and Matthews(2014:29) and is the most common reason for teachers' emotional exhaustion Carson, Plemmons, Templin and Weiss (2011).According to Cothran and Kulinna (2007), Sun (2015), discipline in the classroom evidently is a complex concern that cannot be reduced to a scientific or a technical problem. Classroom discipline further incorporates multifaceted interactions among students, teachers, school, and societal attributes like common values and attitudes towards schooling. Meanwhile, according to Doyle (1986), classroom misbehavior is thought to be a behavior that conflicts teaching, and that the teacher is attempting to correct through his/her actions. He further alluded to the fact that discipline is a violation of administration activities embarked on by teachers to facilitate student learning. Therefore, it means classroom discipline talks to a set of teachers' actions that establish management and organizational process, and therefore, is directed at instituting classroom order, where teaching and learning will run fluently without any interferences. It is evident in Portugal that classroom indiscipline can be hypothesized as a breakdown in classroom command and instructions, therefore meaning when teachers focus on instructions, they will have to encounter fewer disciplinary matters, but it will consume time for pedagogy which is the focus of each contact session Doyle (1986).

In Australia, some researchers are concentrating on teachers' actions to address student misbehavior rather than their actions to evade it. In Australia, they focus more on curriculum capability to prepare for social competence and democratic citizenship Ainley, Batten, Collins, and Withers (1998). In the National Curriculum Corporation developed in (1998-2003), it is identified that students are anticipated to acquire personality traits, like empathy, respecting self-worth, human dignity, critical mindedness, respect for the law, being knowledgeable about public issues, and willingness to express their opinions, negotiate, listen, and compromise Curriculum Corporation (1994). Lewis; Romi; Qui and Katz (2005) reported that Australian classrooms and teachers' degree of concern over discipline matters are more chief sources of stress and there is minimum support for the opinion that there is a catastrophe in Australian classroom discipline. With reference to Whitehead, it is established that school discipline should be managed to help pupils nurture life-long wisdom, as this concept incorporates educational interest and liberal knowledge

MacAllister (2013). The deliberations about “discipline” in schools regularly takes the system of realistic inquiry as to which methods have supreme effect in securing it. This is to disregard a significant part of the problem - the erstwhile moral issue of which is the proper way to schoolchildren. The accepted, traditional way is found to be confusing, dishonest, and unworkable. The alternate - a remodeled child-centered methodology circumvents these problems and is commended. This conclusion is tested by investigating how each map to the project of moral education, for which school discipline is a neglected central arena Clark (1998). It suggests that a re-conceived idea of school discipline might enable less controlling and behaviorist and more educational discipline in at least three ways: the ethical (by guiding the ethical development of pupils), the humanizing (by encouraging pupils to act for the sake of others rather than only think about themselves) and the epistemic (by supporting pupils to engage in the pursuit of valued interests and knowledge) MacAllister(2014). Teachers’ skills in classroom management are often cited as the dimension of teachers’ work which is challenging and lacking Australian Education Union, (2009); Ritter and Hancock (2007). In Australia, discipline consists of actions to produce a change in students’ behavior. Disciplinary problems have been listed Bello (1981), Arum (2003) as the major concerns for most teachers. In African American schools there are disciplinary practices done by educators, which include students ‘removal from classrooms, suspensions, and expulsions from schools’ National Centre for Education Statistics (2010).

2.4 National Literature

One of the essential problems in many country’s education systems connects to classroom discipline Valente, Monteiro, and Lourenço, (2019). Issues of ill-discipline in schools attract growing attention worldwide, and the greatest cases turn out to be violent Agesa (2015), Khewu (2012); Moyo et al. (2014) Omote, Thinguri and Moenga (2015). In 2010, some high schools in Ghana experienced disruption; students destroyed school property and the school suspended the learners. In 2009 in Jamaica, students stabbed, killed, and assaulted fellow students and 160 high schools went on strike. Kenyan schools experienced students sneaking in alcohol and taking drugs Bello (1983); Ngige (2010); Nzuwe (2007); Tangbangire (2010); Thompson (2009), cited in Agesa (2015). All these activities show that, globally, ill-discipline in schools is a serious problem.

2.5 Local Literature

In South Africa, schools often relate to the disorderly abolition of corporal punishment and inadequate formal training for teachers after the forbidding of corporal punishment Ntuli (2012). Morrell (2001) argues that teachers were not equipped with sustainable alternatives to corporal punishment after its elimination, and since corporal punishment was prohibited, the power of teachers has substantially reduced. With this, many teachers felt helpless in dealing with learner discipline in schools. Nene (2013) in KwaZulu-Natal investigated challenges teachers are facing in managing learner discipline and further revealed that learners are becoming more unruly and less respectful. It is further noticed that contributing factors that are often disregarded, and which may be leading to indiscipline, include hunger, thirst, lack of rest, bereavement, divorce, abuse, neglect, large classrooms, and lack of individual attention and support services Khewu (2012) and Ntuli (2012) asserts that principals and teachers experience happenstance challenges in managing discipline in their schools. Canter (2007) in his assertive discipline model suggests that teachers need to make sure that they have the power to bring instant halt to behavior that is offensive or disruptive. Alternatives to corporal punishment point out the need for every school to have a discipline policy. It aims at the emotional motivation of teachers to implement plans to ensure their right to teach. It points out the need for a positive disciplinary system that is willingly integrated into the classroom environment and not something added to deal with the misbehaving learners. Mathebula, Runhare & Marishane (2021) pointed out that there seems to be a gap between the espoused learner disciplinary policies and practices at schools and there is inadequate knowledge of policies by most school disciplinary committees hence the increased cases of ill-discipline in schools. Makola, Ndlovu and Schlebusch (2022) established teacher's perception of the positive learner discipline approach, which is necessary to unravel factors behind the ineffective implementation of positive discipline. Their study further wanted to establish who is responsible for the implementation of positive discipline for the learners. Obadire and Sinthumule (2021) investigated how learners in schools are currently being disciplined without violating their human rights.

According to the study viewpoint, a learner should be interviewed, and his/her background checked: sometimes they have family problems that need the urgent attention of the social department i.e., social worker or psychologist, hence we are

talking of social justice education. Egeberg, McConney, and Price (2021), stated that discipline is not about punishing students but rather teaching them how to behave appropriately, therefore disciplinary interventions needed to be both preventative and corrective, not punitive. Dzivhani (2000) agrees with Phatlane (2001) and Van Wyk (2004) in maintaining that many educators feel that the abolition of corporal punishment predicted a failure of discipline in many schools. Dzivhani (2000) argues that school management should enable educators to maintain discipline so that ideal learning can take place Dzivhani (2000: 68). His study reveals that “the school system, including school policy, classroom policy, and ways of restoring order in the classroom, are all aspects of maintaining discipline”. However, he adds that learners themselves, and the cooperation and involvement of parents also play a major role in maintaining discipline. Despite all literature reviewed, this study is the first to explore the perceptions and practices of teachers on classroom discipline processes in secondary schools.

Various themes on Discipline are as follows:

1. Causes of Learner misbehaviour
2. Disciplinary Problems in South African Schools
3. Disciplinary Procedures and Policies.
4. Factors contributing to poor discipline.
5. Factors related to educators.
6. Legislative and Policy Framework on discipline
7. Role of the Department of Education in discipline.

2.6 Legislative and Policy Framework on Discipline

This section on Relevant Legislative and Policy Framework in South Africa on School Discipline outlines that it governs and protects learners' safety and security in schools in the country. Squelch (2000) describes the Constitution of the Republic of South Africa as the supreme law of the country and therefore, laws such as, and including education legislation, regulations, and school policies may not conflict with it. This includes the courts, prisons, children's institutions, and schools. As a result, the Constitution disregards any form of corporal punishment or use of disciplinary measures, which undermine human dignity. What is vital in this regard is that discipline measures should not be such that they make a learner irritable, unsafe, frightened, or

anxious. Mgijima (2014) postulates that, it is a constitutional right to learn in a safe and safeguarded environment. The Bill of Rights, included in the Constitution, guarantees all South Africans the right to human dignity, equality, freedom, and security. The announcement of human rights by South Africa (1996) warrants everybody the right to be protected against being treated or punished in a harsh, inhuman, or humiliating way. The South African School Act No. 84 of 1996 (SASA) specifically relates issues relating to discipline at schools. According to the Department of Education (2000:9), discipline must be maintained in schools and classrooms to ensure that the education of learners continues without any disruptive behaviour; as such, school authorities are allowed to discipline learners. Additionally, learners have the responsibility to learn and develop their own full potential. They allow learners, without any interruption, to reach their full potential. SASA gives the responsibility of warranting the discipline of learners head-on, on the competence of the SGB and supports the establishment of the school code of conduct as a first step. Section 7 of SASA states that:

The governing body of a public school must embrace a code of conduct for the learners after consultation with the learners, parents, and teachers at the school.

A code of conduct is aimed at establishing a disciplined and purposeful school environment devoted to the improvement and maintenance of the quality of the learning process.

A code of conduct must contain provisions of due process preserving the interests of the learner and any other party involved in disciplinary proceedings. The purpose of the code of conduct and therefore discipline at school has the aim to:

Create a well-organised, good schooling environment.

Promote self-discipline.

Encourage good behaviour; and adjust conduct. SASA additionally details procedures for discipline as it links to learners at schools and how accountability should be taken by SGBs. Accordingly, Section 9 states:

(1) The governing body of a public school may, after a fair hearing, suspend a learner from attending the school.

(2) A learner at a public school may be expelled only by the Head of Department.

(3) The Member of the Executive Council must determine by notice in the Provincial Gazette (a) The behaviour of a learner at a public school that may constitute serious misconduct; (b) Disciplinary proceedings to be followed in such cases.

(4) A learner or the parent of a learner who has been expelled from a public school may appeal against the decision of the Head of Department to the Member of the Executive Council.

(5) If a learner who is subject to compulsory attendance is expelled from a public school, the Head of the Department must make an alternative arrangement for his or her placement at a public school.

The focus of these provisions relates to due processes, which indicate that for any disciplinary measure contrary to a learner, such a learner must be given a proper hearing. This also combines to the suspension and expulsion of learners, which is applied when the learners commit serious offenses. The outcome is that expulsion is permanent and thus ends a learner's right to attend a particular school. This is the reason why the Head of the Department implements expulsion. From this above interpretation, discipline intends at building a learner and warranting that effective learning processes take place at schools. Punishment in the form of suspension and expulsion is applied only as last option and in serious cases of misbehaviour. This propose a question as to how discipline should be exercised at schools, particularly regarding such offenses as those that frustrate teachers and those that make them perceive corporal punishment as an answer, as mentioned by other researchers. The Department of Education, in this regard, provides schools and teachers with alternatives to corporal punishment, which are briefly discussed in the section below.

2.7 Disciplinary Problems in South African Schools

The causes of indiscipline in South Africa schools are often blamed on disorganised eradication of corporal punishment and ineffective formal training for educators after the forbidding of corporal punishment Ntuli (2012:102); Morrell (2001:2) argues that “teachers were not furnished with practicable alternatives to corporal punishment after its eradication, and since corporal punishment was forbidden, the power of teachers

has significantly weakened". With this, many teachers felt helpless in dealing with learner discipline in schools.

Mabeba and Prinsloo (2000: 34) defined discipline problems as "disruptive behaviour that significantly affects fundamental rights to feel safe, to be treated with respect and to learn". While it is a serious problem in this country, disciplinary problems are, as can be expected, not limited to the South African school system. "The commonness and severity of discipline problems in schools is a universal concern" Van Wyk (2004:196). She also states that "the worldwide reaction to these problems is increased use of reactive and punitive strategies". Maree (2000:1) highlights in his research that "South African schools are increasingly beginning to resemble war zones". A major problem like ill-discipline in a school system sporadically succeeds due to reasons due to an over-emphasis on rights and a negative attitude on the part of learners but these are not the only causes of current discipline problems. In malfunctioning schools, where a culture of learning and teaching is absent, educator misconduct, practices, and perceptions may also have a negative effect on learners' behaviour. "Poorly qualified and incompetent teachers and work-to-rule attitudes of teachers can aggravate the problem", postulates Reddy (1996: 50). In addition, the frustrated and stunned teachers will apply discipline as it suits their situations by that time in classrooms; henceforth the study is exploring perceptions and practices of teachers on classroom discipline of learners which departure point is of successful teaching. Both the 1996 South African Schools Act and a 2000 Constitutional Court Ruling have now prohibited corporal punishment even in private schools, even though the responsibility attached to the said right was less emphasised. Wiseman (2012: 4-5) "Dealing and facing with educational matters, internal variations could serve as a natural guide for scholars, teachers, policymakers, and the public at large to put these issues into perspective". Manzoni (2011) further attest that relative international perspectives serve as an acknowledged and time-verified method to approach problems in one's own educational system.

2.8 Causes of Learner Misbehaviour

Learner ill-discipline is a very serious problem. Many factors may explain why youth of school-going age become undisciplined and even violent. Therefore, there is no one factor that can be regarded as the cause of ill-discipline. However, one can point out

factors that seem to be related to a lack of discipline and violent behaviour. Various authors have projected different suggestions regarding various sources of ill-discipline and violence in schools. These can be characterised as follows:

2.8.1 Peer group pressure

Peer groups can become rearing grounds for violence and misbehaviour. An individual's peer group may place him or her at risk. Van den Aardweg (1987:179) maintains that "a major part of school learning takes place within the context of the peer group. The peer group orders adherence and individuals tend to follow the trend of the groups". For instance, participating in physical fighting, bullying, and carrying of weapons by peers are vital risks for violence in schools. According to Currie (1998), involvement in physical fighting is very common among school-age children in many parts of the world. Around one-third of student's risk becoming involved in fighting with peers – this includes aggressive bullying and physical fighting which leads to serious forms of violence Lobber et al. (1993). "The carrying of weapons by peers, which contributes to high-risk behaviour and is largely male activity, illustrates ill-discipline among young people of school-going age", postulate Bemark and Keys (2000:16). According to Van den Aardweg (1987:179), group norms and values are critical to the shaping of perceptions, understanding, and action. On the same note, Bemark and Keys (2000:16) argue that "the principles of modelling and social learning are at work when youngsters socialise with others who use violence and aggression to achieve desired outcomes". Gable and Manning (1996) maintain that "some learners commit violent acts because they believe these choices in dealing with aggression are a workable instrument for coping with conflict".

2.8.2 Lack of parental involvement

In South Africa, parents are supposed to be involved in their children's school matters. The South African Schools Act (RSA, 1996a: 2) states clearly that all learners, parents, and educators should jointly accept responsibility for the organisation, governance, and funding of schools, in cooperation with the state. This indicates that parents by law are compelled to take part in school activities. This means that parents have the ability and the right to control what is in the best educational interests of their children. Bissety (2000:5) and Oppelt (2000:16) state, "in many schools in South Africa, ill-discipline is extensive and parental involvement is lacking". According to Van Wyk

(2004:198), “many parents are hesitant to cooperate with educators in disciplining their children”. Many parents seem to transfer their responsibilities to the schools, with the hope that the schools must handle all the disciplinary problems. However, children would feel more protected, perform, and conduct themselves better if their parents were involved in school activities. Chuenyane (2008:17) supports this view by stating “if children with behavioural problems realize that their parents and educators were cooperating to manage difficulties, they would experience more calmness and feel more controlled”. Parents can have an impact on their children’s behaviour by helping them to arrive at school on time, behave correctly, wear the correct uniform, and ensure that they are in possession of the required books and stationery to complete their tasks on time. For educators to maintain discipline in schools they need support from parents to promote discipline and to take responsibility for their children’s behaviour. Researchers emphasise the importance of parental involvement in school activities. Cohen (2007:32) attests that “a lively relationship between parents and educators has great benefits; parents can have a great influence on ensuring that learners behave appropriately”. According to Kruger (2003:156), “if parents and educators possess a mutual gratitude of the role each has to play in the education of the children, chances for development are amplified.” He further states, “when parents become more involved in the teaching programme school, they are more likely to make school a priority for their children and their children are more likely to achieve better results”. Lemmer (2002:5) agrees by stating that the benefits of parental involvement in education for learners, regardless of cultural background, are well stated: higher scholastic achievement, reduced-dropout rate, and reduced absenteeism. Kruger (2000:159) states that, “without cooperation between educators and parents, the child cannot appropriately be educated; parents have a special and important role in the education of their children”.

2.8.3 Bullying

Reports on the state of bullying in South African schools Department of Education (2013) suggests that bullying can take many forms such as physical violence, threats, name-calling, sarcasm, and exclusion from a group, tormenting, ridiculing, humiliation,

and abusive comments. The report further suggests that bullying can be direct or indirect. According to Tintswalo (2014:55), bullying is divided into two types, learner-to-learner bullying, and teacher-to-learner bullying. Tintswalo reports that other learners in schools bullied learners. It seemed to occur especially when teachers were not in the classroom, during breaks and in toilets. Girls are bullied by both boys and fellow female learners Tintswalo (2014:55). He further argues that teacher-to-learner bullying also takes place and that teachers, as authority figures in schools, are also perpetrators of violence. Le Roux and Makhele (2011: 318) state that most of the teachers in township schools are less qualified than their suburban counterparts are and therefore are unable to teach effectively. Overcrowded classrooms and lack of good work principles on their part worsen this situation, as teachers' experience. This can result in teachers' relying on physical abuse through, but not limited to, corporal punishment Tintswalo (2014:55). The Department of Education (2013: 14) suggests, "bullies often influence their peers to become active participants along with them". In studies of school bullying Ncontsa and Shumba (2013:4) it is attested that "it was found that on the playground bullies demanded money or food from other learners and would beat learners up if they did not have money or lunch". Smith (2014:98) states that it is likely that most learners will become involved in bullying in one way or another within a school system. All this is happening just to survive around the school, which is a social injustice, which needs to be corrected, and rectified democratically.

2.8.4 The influence of drugs and alcohol

Communities with high levels of exposure to violence often have access to drugs and alcohol. According to Burton (2008:21), "those children whose family members use illegal drugs or had been confined were twice as likely as other children to experience school-based violence". He further indicates there is a strong connection between substance abuse and crime. For example, high levels of alcohol intake and the use of drugs increase levels of aggression and, therefore, the levels of violence in community crime. The availability of drugs and alcohol among school learners is expanding in the school setting. "Learners are not the only ones bringing these substances onto the school premises: some teachers are using children to get alcohol from the shebeens or are missing classes to go and consume alcohol. The National Schools Violence Study found that 34.5% of secondary school children and 3.1% of primary school children knew learners who had come to school drunk, and a similar percentage knew

of fellow learners who had come to school high on drugs” Burton (2008:22). It is common for school learners to bunk classes or to be seen downing alcohol on their way to school.

2.8.5 Teachers as poor role models

Sibiya (2004:4) stated, “Teachers should act as role models for their learners. If they behave dishonestly, they will damage themselves and will lose the trust and respect of both their learners and the community”. Teachers should thus behave the same way that they want their learners to behave. Napo and Sibiya (2004:5) further state that “educators are expected to set an example of stable ethical, and adequate behaviour if they want learners to become well behaved and well-disciplined, states that learners can learn a great deal about by watching adults”. Therefore, for teachers to manage their classes effectively and for them to exercise discipline over learners, teachers themselves must be well behaved. As disciplinarians, they are the most influential force in the character formation of learners, which is positively preferred. Liamputtong and Serry (2013:95) are of the opinion that “role models normally live in such a manner that their way is worthy of imitation in both lifestyle and the underlying value system. They further state that when they think back to the great educators they had, it is not so much the skills that these educators taught that were cherished, but their lifestyle”. It was worthy of following and be used as the foundation being on which to assemble their own lives. In variance, “those who behaved badly have a negative impact on managing discipline in schools” Mabeba and Prinsloo (2000:40). Presently in South Africa, there is great concern about what seems to be the failure of moral values at personal, community and national levels. This has a great influence on learner discipline on the school grounds Thompson (2002). According to Bissety (2000), this is evident from the increasing number of sexual relationships between educators and learners and from the collapse of mutual respect and dedication.

2.9 Role of the Department of Education in discipline

In 2000, the Department of Education launched a manual, which details alternatives to corporal punishment Department of Education (2000) as a pathway of supporting educators to deal with discipline problems in schools. The manual proclaims that discipline necessitates creating a climate based on mutual respect within which learners’ sense safety and thus decreasing the need for disciplinary action as it helps

in exciting learners to practise self-discipline Department of Education (2000:12). In essence, this indicates, as drawn in the manual, creating a positive principle of teaching and learning, which involves accepting a whole school tactic and making sure that classroom discipline exhibits the school's policies. The manual suggests the following recommendation for teachers:

(a) Establishing ground rules

Classroom instructions with the learners should be set at the beginning of the year. These can be reviewed at the beginning of each new term. The educator should ensure that learners understand the logic behind each rule, and they should be placed where they can be seen, or each learner could be given a copy. The rules could be binding into an agreement, by asking each learner to sign a copy.

(b) Being serious, consistent about the implementation of the rules

By knowing learners and aiming for relationship building, the rules should apply uniformly to everybody in the class. Be fair. This is vital in creating a relationship of trust between educators and learners. Make sure that any disciplinary action is carried out firmly and regularly, and fairly.

(c) Managing the learning process and the learning environment enthusiastically and professionally

Be on time. Arrive 10 minutes early for classes so that you have time to make sure everything is as you want it to be. Organise thoroughly for each class. Predict that some learners will finish before others and have something for them to do. Be self-deprecatory: if something does not work, consider all the reasons why not - including that you may be at fault, and identify how to do better next time.

(d) Learning materials and approach

It offers the chance for learners to practise their skills in areas such as conflict-management, problem-solving, tolerance, anti-racism, and gender sensitivity, to shape a co-operative learning environment in which learners understand the changing aspects of working together and can give and take in a group situation.

(e) Being inclusive

Talk to and engage every child. Use materials, pictures, language, music, posters, and magazines that reflect the variety of the class so that no learner feels left out. Create opportunities to debate, acknowledge and value the differences among learners including their culture, language, religion, gender, and age. Encourage them to listen to and respect other points of view.

(f) Giving learners the opportunity to succeed

Learners who sense positivity about themselves and their capacity to succeed, learn and behave better. Schools sometimes do things that disappoint children without acknowledging it. For example, only admitting those learners who get very high marks can impede less academically successful learners who try hard but do not achieve top marks. It is important to reward children when they have worked to the best of their ability, rather than focusing on their success relative to others. Take steps to escape favouritism and praise an extensive range of student success.

(g) Allowing learners to take responsibility

Involve children. When children are occupied in making the rules, they are more likely to follow them and to take responsibility for their behaviour. Allow space for learners to be responsible. Make student accountability plots and make each learner responsible for something, such as administering a community project, taking care of a class pet, or filling in class lists for the teachers. Being responsible for day-to-day class events will result in increasing their sense of self-worth as well as their ability to take responsibility for themselves and their communities.

(h) Giving attention seekers what they want

Create chances to talk and listen, so that you get to know each child. Children who feel respected will not need to seek attention as often. Build relationships in which learners feel respected, understood, and recognised for who they are. Organise the foundation for open communication channels.

2.10 Disciplinary procedures and policies

According to the South African Schools Act 84 Of 1996, section 10, “corporal punishment in schools is prohibited and is illegal. Anyone using it can be found guilty by a court of law”. Discipline should be explained and understood, then dealt with as

soon as possible. Lumby and Coleman (2007: 43-45) attest that “punishment should not be given in anger and hatred”. Furthermore, once the punishment has been managed, the pan should be wiped clean, discouraging the teachers or learners from holding rancour. Due to lack of discipline in schools, the Department of Education, and schools themselves, have introduced different helpful strategies to improve discipline in schools. According to Nkuna (2016:8), the following disciplinary measures can be used to maintain discipline in schools.

2.10.1 Code of Conduct

A code of conduct is a written statement of rules and principles that apply to a specific group of people like professionals, or learners within a school. “The Code of Conduct establishes rules for consistency, order, and interpersonal relationships in the school” (SASA, 1997:60). SASA (Act No84, 1996b) states, “the governing body of the public school must draw up the Code of Conduct after an open and democratic process of constitution and negotiations with learners, teachers, and parents”. “The code of conduct must aim at establishing a disciplined and purposeful environment to facilitate effective education and learning at the school” Boshoff and Morkel (2003: 18). The Code of Conduct must be subjected to the constitution of South Africa (RSA, 1996a) and provincial legislation. According to the Department of Education (2000:20), the Code of Conduct must embrace the school’s values, ethos and mission and not compromise rules and regulations. It should therefore be a positive and encouraging document. All members of the school community should feel ownership of the Code of Conduct by playing a role in putting it together and donating to its success. According to Porteus, Vally and Ruth (2001:99), the purpose of the Code of Conduct is to promote positive discipline, self-discipline, and exemplary conduct. Rules reduce conflict by minimising anonymities so that members know what to require from each other. Moreover, the Code of Conduct helps educators and learners to know the anticipated behaviour at school. The South African Schools Act, Act No. 84 of 1996, section 8(1), empowers the governing body of a school to maintain discipline in the school. The Code of Conduct must suggest behaviour that respects the rights of both learners and educators. The Act further states that the Code of Conduct of a public school must be presented at the school and as far as possible given to each learner in the official language of teaching when she/he enrolls at a school. As learners are obliged to comply with the Code of Conduct of the school they attend, they must be

learnt of its contents, which must list, in positive terms, the things learners may not do, as well as communiqué channels, complaint procedures and due process in ensuring a fair hearing. Furthermore, the Code of Conduct states that nothing exempts a learner from submitting to the Code of Conduct. Moreover, educators have the same rights as parents to control and discipline learners according to the Code of Conduct during the time they are at school, in the classroom, at school functions or school excursions or any school-related activities. Also, the principal or an educator, upon sensible doubt, has the legal power to conduct a search of any learner or property in the control of the learner for dangerous weapons, drugs or harmful dangerous substances, or material brought on to the school property. Throughout the search, human dignity should be respected, and persons of their own gender should search learners in private, preferably in the presence of at least one other person. A record must be kept of the search report and outcome.

2.10.2 Expulsion and suspension

Oosthuizen, Wolhuter and Du Toit (2003: 82) define suspension “as the temporary refusal by the School Governing Body to admit a learner to a school or hostel; a child may be suspended for a period of one week after a fair hearing, while expulsion is the permanent removal of a learner from a school or hostel”. Usually, suspension comes first before expulsion.

2.10.3 Detention

Dekker and Lemmer (1998:242) define detention as “being punished by being kept in school premises after hours. It is used as an alternative to corporal punishment”. This type of punishment may also take the form of separation during class, break or after school. Enforcing detention must be done fairly and sufficiently and should be guided by common sense. Before a detention process, it is important to consider a few legal implications:

seriousness of the offence,

age of the learner,

distance the learner must travel to home,

availability of transport when arranging detention; teachers should give the learners and parents fair warning in writing. The use of detention in a school should be included in the school rules and made known to all learners and parents in advance. Detention room must also be a place where learners will do work which is helpful. Teachers who send learners for detention should set work for them.

2.10.4 Withdrawal of privileges

Several pleasures may be withdrawn to punish learners. For example, this could include preventing a learner from participating in sport or cultural activities, going on a school trip or being a class representative. If a privilege is revoked, warning must be taken into consideration to follow due process and to guarantee that learners' schoolwork is not given.

2.10.5 Assigning extra work.

According to Mawila (2015:9), assigning extra work "involves giving learners supplementary written schoolwork, such as writing lines, writing an essay, copying sections from a textbook, or doing extra mathematics as a form of punishment". Additional work should have worth and purpose. However, it may not be beneficial to influence learners to work continually. Teachers need to be cautious when giving extra schoolwork. Although this is not unlawful, it may weaken the value and purpose of schoolwork and result in learners developing negative attitudes towards the subjects. Moreover, educators must be careful not to punish learners for poor work performance.

2.11 Factors contributing to poor discipline.

Some factors influence the way learners behave in schools. How learners are brought up at home, how they relate to their teachers and peers at school, socio-political and economic factors, and types of role models they connect themselves with, influence behaviour at school. Learners who grow up in a compassionate and caring environment are encouraged to behave well at school and accept discipline.

2.11.1. Home

Van Wyk (2004:199) postulates that "family forms the arena of the child's first happenstance with rules and regulations of discipline and obedience and that if the

child does not grasp and act upon these moralities, he/she will scruffle to survive in a society with order". This type of a family in which a child grows up will later impact the way the child reacts to discipline at school. "Children who grow up in families that are categorised by conflict are likely to become liable to discipline problems," postulates Straus (2010). Similarly, children who are displayed to have high poverty levels develop stress and tension and may not be disciplined. Children who grow up in an area that is branded by violence and intimidations may have behavioural problems as they grow older. Straus (2010:81) further asserts that "at times indiscipline may occur if a child is unable to cope with the physical and emotional changes of adolescence. According to Butler, Joubert and Lewis (2009:170), parents who "fail to teach their children discipline at home" increase the possibility of the children "being problems to the school authority." School discipline can also be affected by factors such as "single parenthood, the negative influence of television, and differences in value systems between the home and the school," as explained by Murray-Harvey (2010:570). Parents need to be careful how they criticise their children. Bryan and Freed (2012:78) found out that "learners who were physically punished in childhood demonstrated several long-term effects," which included "having fewer friends and a greater incidence of negative social interactions, as well as raised levels of depression and anxiety." Bryan and Freed (2012) state that children who are affected by maltreatment and abuse at home during childhood are at high risk of becoming violent at school.

Literature reveals that a parenting style in which parents put more prominence on physical discipline is directly related to anger in learners later at school. Such learners have less social capability with their peers, developing an external rather than an internal moral adjustment, and show less motivation for intellectual achievement relative to learners whose parents are authoritative postulates Alsaif (2015). Alsaif (2015:62) further indicates that sometimes "parents shelve their primary responsibility of raising morally sound children, expecting the educators to make up for their own flaws in child raising." Parents who spend little time at home create a situation where children may pursue unsuitable social experiences elsewhere. Parents are supposed to be partners in their children's schools and must share responsibility and answerability with principals Van Wyk (2004). This suggests that children whose parents participate in school activities are better behaved and are more eager to learn.

2.11.2. School quality time

The school has a major role to play in moulding the child who should become physically, psychologically, emotionally, and socially fit in the society as he grows Morrell (2001). This role can be attained through significant communication between the child as a learner and the teachers at school. According to Portella (2015), “a developing child still has much to learn to add meaning to his or her life”. A learner who has a burden in coping with the physical and emotional changes of the school environment may become difficult to discipline. Such a learner may expand a feeling of separation and isolation Van Wyk (2004). Teachers who go to class unprepared may also promote learner indiscipline. Learners lose focus when they are faced with an educator who is not sure of his/her subject matter Gregan-Kaylor (2010). The same relates if a teacher develops a negative attitude to learners. Learners become discouraged and become hesitant to learn from the teacher. Such learners may become disruptive and disobedient in the presence of the teacher. Hagenauers, Hascher and Volet (2015:392) are of the opinion that “learners who experience bullying and threats either within the school or outside may develop disciplinary problems”. Some learners get out of hand, because they are victims of sexual abuse, especially if the teachers do it in the school. Learners lose trust of such teachers and therefore no longer abstract meaning from what those teachers teach them Hagenauers et al. (2015). Classes, which are left unattended by teachers, may also lead to disruption of the whole school. Teachers should be consistent in applying rules and regulations. They must also be stable in supervising discipline. Fairness increases integrity and the leadership skills of educators. Teachers should be careful when teaching learners.

In order not to promote poor discipline among learners, teachers should understand the learning conditions of the learners. Murray-Harvey (2010) confirms that knowledge of learners’ background will support educators in knowing the type of assistance they could give to such learners to help them cope with discipline. Teachers should not make learners learn information, which is not meaningful to them Edwards and Watts (2004). Edwards and Watts add that teachers should encourage standalone thinking in learners. They should not establish fixed conditions for learners to make learners feel unaccepted. Teachers should also avoid using disciplinary procedures that promote misbehaviour (Edwards & Watts, 2004). Edwards and Watts (2004:147) are

of the opinion that educators “must exercise their power and authority in the best interest of the learner with importance on the development of self-discipline, independence and maturity.” Edwards and Watts (2004:148) further suggest, “discipline should, at all times, be firm, consistent and positive.” When supervision is absent, it leads to poor communication that further leads to poor discipline among learners in a school. According to Arcus (2009), it is not advisable for an educator to send a learner out of class as a mode of punishment for misbehaviour because as an educator you may not be able to monitor what the learner is doing during the time when he/she is sent out.

Edwards and Watts (2004:150) signal that there are educators who “still use corporal punishment as a means to promote discipline among learners in South African schools.” Corporal punishment is applied by “hitting learners with the hand or with a whip, stick, belt, shoe, wooden spoon, etc.” Edwards and Watts (2004:151). Alsaif (2015) points out the advance signs of those learners who are victims of corporal punishment in schools such as poor academic performance and low-class participation. Such learners may dodge school or drop out for fear of being beaten by educators. They may also have dropped in self-worth or self-esteem and may develop fear of teachers and school Downs (2015). Teachers should also safeguard against unnecessary criticism against learners and, when commenting on learners’ work, educators should remember to praise the learners, motivate, and give them incentives where necessary.

2.11.3. Peers and community

Learners do not live in isolation but are part of a broader community. As a social being, a learner must have friends and peers. Arcus (2009:149) states that problematic behaviour that is displayed by adolescents can usually be traced to peer influence because the peer group demands, “blind conformity to norms as part of the in-group or the learner is shoved towards the out-group”. A learner may develop improper behaviour if he or she is under peer pressure to rebel against school authorities. Acceptance by the peer group is very important and therefore a rejected learner may display improper behaviour Nxumalo (2013). Mouton et al. (2012) state that bullies and intimidation at school can also negatively influence the behaviour of learners.

Another cause of disciplinary problems in schools may be poor examples set by some heroes and leaders in the community as explained by Mouton et al. (2012). Gregan-Kaylor (2010) comments that learners usually choose “heroes” who provide poor role models, who also abuse codes of practice. Prominent members of the community such as politicians, businesspeople and church leaders engaging in unethical conduct may also negatively influence the behaviour of learners at school. Adults should be careful of how they conduct themselves in the presence of learners because learners learn by imitating.

2.12. Perceptions of teachers on classroom discipline processes

Perceptions can remain defined as “the process by which people interpret sensory notions into a reasoned and merged view of the world around them” Cothran and Kulinna (2007:64). Human behaviour is guided by the perceptions that one has. Perception is therefore an individual’s personal theory of reality. Nxumalo (2013:38) defines perception as “the act of receiving information through the senses; it is the mind’s process of arranging and translating sensory information to give it meaning. “The aim of classroom discipline is to improve learner’s behaviour and create a favourable working environment with the teacher modifying unwanted behaviour.

A paradigm shifts among teachers implementing curriculum changes is required. It is very important that legislators and education stakeholders consider research on perceptions about discipline in the classroom as this study is focusing on it to achieve quality education. Leatham (2005) validates that today’s teachers are more emotionally troubled when having to deal with classroom discipline and further supports that “to show some level of understanding of teacher’s live various emotional experiences, is critical to interpret how the education systems of the past have shaped their realities of today, uplifting their future experiences”. Jin and Cortazzi (1998) aver that there is less misbehaviour in Chinese classrooms explained by the lesser strains on disciplinary intervention as they use hinting, discussion, and inclusion. This brings confidence in learners and both teachers and parents. Teachers perceive the help of parents to make learners more self-disciplined Peng, (1993). Teachers hold different views regarding disciplined versus undisciplined behaviour and disciplinary problems. According to Joubert and Serakwane (2009), “teachers interpret discipline as the development of moral character, exhibiting

control over learners, the restraint of undisciplined behaviour, corrective measures, self-discipline, and punishment". Undisciplined learners contribute to sensitive reaction or sudden occurrence by the teacher Oosthuizen et al. (2003). The relationship of behavioural problems and teachers' emotional well-being may be interrelated, in that harmful emotional reactions increase the effect of challenging learner's behaviour on teachers in classrooms." Teachers' disproportional view of African American students regarding discipline problems may be explained as conflicting with school norms because of race, academic problems, religion, and socioeconomic issues" (Fenning & Rose, 2007). To assist teachers, the Department of Education initiated "Alternatives to Corporal Punishment" in the form of school level codes of conduct, and by including parents in the interactions of their children (SASA, 84 of 1996) (RSA, 1996b).

The text proposed by the Department of Education titled, "Alternatives to Corporal Punishment" does not appear to support teachers in bringing learner misconduct under regulation.

2.13. Practices of teachers on classroom discipline processes

South Africa through its Constitution prescribes that it is no longer normal to punish learners in the appellation of instilling authority in classrooms where they are making learners behave well as desired by a teacher. Most schools wrote code of conduct about minor and major offences and the consequences of failure to adhere to school rules. This has brought division on teacher's disciplinary practice, which are perceived to be normal and others abnormal (RSA, 1996). Morrell (2001) states that teachers use different methods like corporal punishment because there is lack of substitutes, the residue of authoritarian education procedures and the conviction that punishment is necessary for orderly education to take place. There are various forms of practices on discipline such as detention arrangements, extracting privileges, exhibiting expected behaviour, and co-operation in the classroom. All these are used for the purpose of compliance from learners to teachers in the name of controlling and managing discipline in schools Van Wyk (2004).

United Nations Children's Fund declares various forms of practices, physical and psychological, in the name of discipline in classrooms are wrong.

These include abusive language, smacking, spanking, pinching, frog jumping, also exclusionary practices i.e., detention/suspension or expulsion, forcing learners to feel uncomfortable and ill-treated Yusufzai (2005).

Australian teachers' insights of the approaches they use to discipline students in classrooms have also been widely explored. Oswald, Johnson, and Whitington (1997) count the responses of an inclusive sample of approximately 3400 South Australian teachers, asked to indicate which discipline strategies they used to deal with student misbehaviour.

The most used approaches are reported to be reasoning with students, in and out of class, and having deliberations with the class. To add more to this, there was a range of more interventional strategies used. These include verbal warning, sending a learner out of class, giving extra work, removing rights, giving detention, or involving the learners' parents. The teaching environment must be characterised by orderliness and discipline. Uzzochina (2015) asserts that learners are assumed to manner themselves according to restricted rules and regulations. This is necessary because classroom misconduct interferes with instruction and learning Uzzochina (2015). However, there are times when a learner may fail to detect the rules or behaves in a way that is divergent to the specified rules. This is deemed as misconduct and needs disciplinary actions that are utilised to restrain misbehaviour. Teachers may in such incidents have recourse to applying unlawful measures of preserving discipline such as corporal punishment. Morrell (2001) advocates that "corporal punishment was an essential part of schooling for most teachers during the twentieth century in South African schools and that most teachers today still take corporal punishment to be crucial to their work."

The alteration to a democratic government in South Africa in 1994 directed many adjustments. Among those changes was the eviction of corporal punishment by the Department of Education in 1996 as stipulated in Section 10 of the South African Schools Act (Act 84 of 1996). According to Van Wyk (2004:200) "poor communication between the school and the Department as well as inadequate training of school leaders with respect to policy implementation," results in, among other things, inadequate discipline in schools. He further states that "there are some educators who argue that corporal punishment, if used properly, is an effective way of

preventing and reducing misconduct,” while others contends that corporal punishment does not affect long-term behavioural change, but rather that it teaches the learners to dodge the punishable behaviour when the person who does the beating is available.”

Corporal punishment, by caning often, remains common practice in many schools around Nigeria and some African countries. Great teachers first learn how to keep classroom discipline in their academic preparation rather than dishing out punishments. Teachers also realise how to sustain classroom discipline through experience and familiarise their basic skills to the best practices for their current students who might differ significantly from the previous groups they had on the past years of their teaching fraternity. In addition, schoolteachers usually work in a collective setting so they can learn how to maintain classroom discipline and best practices on the profession. Teachers should set reasonable and achievable objectives for learners. “They should create an interesting setting that will make learning enjoyable” Van Wyk (2004:200). Van Wyk (2004:200) further suggests, “Teachers need to plan their discipline to the same degree that they plan their lessons.” They should be well prepared in advance to manage certain calamities. Van Wyk (2004:201) contends, “Teachers should instantly deal with learners who become distracting during a lesson or refuse to carry out tasks.” Teachers should as much as viably know learners' personal settings and background. In this way, teachers will be able to understand why some learners behave in a strange manner and what they should do as educators to assist those learners. According to Shaikhmag and Assan (2014:437), “teachers are presumed to perform within a framework of rules, rights, and responsibility, and not in terms of their status as teachers”.

2.14 Theoretical Framework

Guided by the social change perspective an interpretive theoretical framework identified by Curwin and Mendler’s (2008) theory of discipline with dignity was adopted through the entire study to identify the knowledge gap on perceptions and practices of teachers on the classroom discipline processes, this was found as the relevant interpretive framework, and its related assumptions.

The research is outlined by the view that, despite the community served, or the type of people who attend the school, the system of discipline is the design of the staff of the school. It holds further that discipline impacts strongly on the quality of education offered and received. How behavior and discipline at school are managed is not dependent on the environment from which the learners come, but rather on the administration abilities existing at the school. This then influences the quality of education offered.

Many schools have spotted lack of discipline as a very serious problem hindering effective teaching and learning. Many reasons for this have been promoted. Squelch (2000) and Lemmer (1994: 44) indicate that “lack of discipline and misbehavior are some of the key factors of school life and as such, in many schools’ disciplines is a major problem”. In this regard, Public Agenda (2004: 1) points out that “many learners miss many critical opportunities for learning because of the behavior of a few adamant troublemakers and teachers say that disobedient learners are quick to point out that they have rights and that their parents can sue the schools”.

Hymowitz (2000) asserts that “today school principals lack the tools needed for dealing with the unruliest of learners whereas formerly they would expel such kids permanently or send them to special schools for the hard-to-discipline”.

“It is prominent that such schools have gone off track, and the education laws also do not allow for any permanent expulsion and thus at best, a school can only manage to transfer a learner offender elsewhere in the same district” Hymowitz (2000). It can be asserted that this certainly is not a solution to the indiscipline problem. It is rather a transmission of a problem elsewhere with the hope that the concerned learner will somehow be guided by a different environment to behave appropriately.

Christie, Petrie, and Christie (1999: 6) cite the challenge of managing discipline in schools as “being strengthened by the growing existence of learners with emotional and behavioral disorders shown through hostile behavioral responses to social problems”. Christie et al. (1999: 6) posit that “learner misbehavior might be prompted by psychological problems combined with adolescence and obstructions with peer group relations”. These authors cited both family and school as initiating most indiscipline problems of learners and point out that factors likely to lead to learners’ rebellious and aggressive behavior which at the end encompass unemployment and

poor access to economic resources, high incidences of alcohol abuse, low expectation by parents, little positive parent involvement with the child's school, high levels of family stress and conflict, punitive disciplinary practices including corporal punishment and a high incidence of domestic violence". School influences on learner indiscipline include teachers with punitive approaches, rules that are roughly imposed and perceived as unfair and unclear, unclear responses to learner misbehavior and learners' low levels of belief in conservative social rules as well as a lack of resources needed for effective teaching and learning Christie et al., (1996: 6).

The preceding clarification of possible causes of learner indiscipline shows clearly the contest faced by schools regarding learner discipline. It is also evident that these problems are cited in various areas of learners' lives that is at home, at school and in the community where they live. It is, however, a conclusive fact that poor discipline or lack of discipline can be a major influence on effective teaching and learning. In fact, Kant, and March (2004: 3) opine that school discipline has two main goals, namely, ensuring the safety of staff and learners and creating an environment encouraging learning. Consequently, effective school discipline strategies try to encourage accountable conduct and to supply all learners with a convincing school experience as well as to oppose misconduct.

It is for this reason that an interpretation of the critical nature of school discipline needs to be supported. To achieve this, this study commences with an overview of discipline globally, and in South African schools.

2.14.1 Perceptions of teachers on classroom discipline processes

The core objective of classroom discipline is to improve learners' behaviour and create a conducive working environment with the teacher correcting unwanted behaviour. According to Harber and Mncube (2011), in a paradigm shift of teachers implementing curriculum changes, it is very important that legislators and education stakeholders consider research on perceptions about discipline in classroom as this study is focusing on it to achieve quality education. Leatham (2005, p233). authenticates that current teachers are having emotional issues when dealing with discipline in the classroom and further support that to show some level of understanding of educator's various emotional experiences, is critical to interpret in what way the education systems historically have moulded their certainties of today, uplifting to their upcoming

experiences'. Charles (2013:65) postulates that "There is an insight that only the classroom teacher is responsible for conveying discipline among the learner". This is probably because the teacher spends more time with the learners. However, the policy provisions indicate that it is the responsibility of all educational staff members, school management team, parents, SGB and community at large, to encourage good behaviour among learners.

2.14.2 Practices of teachers on classroom discipline processes

South Africa through its Constitution prescribes that it is no longer normal to punish learners in the name of instilling authority in classrooms where they are making learners to behave well as desired. Most schools have written a code of conduct where minor and major offences and their consequences for failure to adhere to school rules. This shows division on teacher's disciplinary practices, which were seen to be normal and others abnormal (RSA, 1996b). Morrel (2001) states that "teachers use different methods like corporal punishment because there is lack of alternatives, the legacy of authoritarian education practices and the belief that punishment is necessary for orderly education to take place." There are various forms of practices on discipline such as detention systems, withdrawing privileges, modelling expected behaviour, and co-operation in the classroom. All these were used for purpose of compliance in the name of controlling and managing discipline in schools (Van Wyk, 2004). There are also exclusionary practices i.e., detention/suspension or expulsion Fabelo et al., (2011).

2.15. Role of theory in the study

A few diverging and competing theories were reviewed as part of literature in this study. Any attempt to use all these theories and ideas on teacher's perceptions and practices in classroom discipline processes will be an almost insuperable task. Theories share some overlying fundamentals, but their theoretic foundation allows them to be categorised into three categories namely: behaviourist, cognitivist, and constructivist.

Theories and ideas stemming from the nineteenth century include amongst others, Curwin and Mendler's discipline with dignity model (2000), Glasser's (1998) choice theory, which posits all behaviour has been an effort by people to fulfil desires which are accumulated in the mind genetically, Lee and Marlen Canter's (1990) assertive

discipline model which emphasises rules and consequences of laying ground rules in the classroom, and Skinner's (1992) behavioural modification model.

It is feasible to review different discipline models for classroom management. The models are Discipline by Skinner (2009), Canter's Assertive Discipline (1988), Control Theory by Glasser (1985,1986) Thomas Gordon Model (2009). Teachers desire one or more of these discipline models for their classroom management activities.

(a) Assertive Discipline by Lee Canter

Canter (1987) recommends a 3-phase sequence of behaviour management to create a constructive discipline arrangement. Mainly when teachers want learners to follow a certain direction, they want to teach specific behaviour, teachers need to use positive reaction to strengthen learners when they follow the direction. If a learner is disobedient after a teacher has taught specific policies and has used negative attitude, the teacher tends to use undesirable penalties. Canter (1989) stated that assertive discipline may be misused by negative teachers hence the administrators should mentor and coach negative teachers to use positive reinforcement. Canter (1992) further linked assertive discipline as is used to capture learners being good, recognized and aiding them when they behave appropriately. He further postulated that classroom teachers must use an efficient discipline plan that explains precisely what will happen when learners decide to misbehave.

(b) Skinner's behavioural modification theory (Behaviourist)

He believed that behaviour tends to be recurring and behaviour which receives no rewards is eliminated. Skinner deemed that what transpires to a person after performing an act moulds an individual's behaviour. His model indicates that behaviour is acquired and that strengthening it promotes good behaviour when strengthening procedures are used to shape learners' behaviour in a desired direction. He indicated the fact that teachers who recompense anticipated behaviour with gratifying prizes, incline to punish undesirable behaviour by suppressing rewards anticipated by learners. It is fundamental that teachers who use behaviour modification consider their own behaviour and how it may be used to strengthen good behaviour in the classroom environment. Skinner points out that systematic control by teachers is frequently

organised in such a way that it emphasises the behaviour of the controller at the controller's cost.

Morrison, Furlong, D'Incau and Morrison (2007) would have opposed such behaviourist methods and state: "If you penalise a child for being naughty, and reward him for being good, he will do right just for the sake of the reward, and when he goes out into the world and finds that goodness is not always rewarded, nor wickedness always punished, he will grow into a man who only thinks about how he may get on in the world, and does right or wrong according as he finds an advantage to himself." Still, many teachers use behaviour modification to teach learners looked-for behaviour, rewarding learners who behave acceptably and withholding rewards from those who misbehave. Mohapi (2007) observes that "clearly punished learners might get the negative attention they are seeking from their peers, and then keep on with negative behaviour expecting to gain more attention". Mohapi (2013, p.22) attests that "behaviour modification seems to work well with younger children, especially with more difficult cases, but as learners matured, they might feel embarrassed to be singled out for praise in front of their classmates, and punishments in the form of withheld rewards may lose their dignity". Skinner further designates that the most effective technique for weakening behaviour is to use non-reinforcement such as ignoring it. Punishment according to this model is not a chosen technique of changing behaviour or maintaining discipline. He further postulates that when bad behaviour is punished, it may be only stifled and may reappear later under different occurrences. Typically, teachers may assist as models for future destructive behaviour on learners as being punished. It denotes that teachers who were subjected to punishment as children might as adults also desire to use punishment as a way of controlling ill-discipline.

(c) Choice theory by Glasser (Theories of educational transformation)

This theory posits that conduct is an endeavour by individuals to persuade needs that are built into the inherited construction of the brain. Choice theory has a prolonged inventory of human needs, which are central to its basic importance. Glasser (1998) advocates that child be taught about these needs as well as ways of correctly nourishing them. The list of needs associated with control theory embraces love, control, freedom, and fun. Children usually attempt to convince their need for love and acceptance through behaviour projected to get consideration and trying to get the

attention of parents and others as a sign of love and recognition. They often want more attention than teachers and parents can provide. Edwards (2008) attests that “children who are lonely and ignored often behave disgracefully in their mission to belong and be accepted and all of us need sufficient power to adapt our lives as we want”. Unfortunately, teachers usually deny children the chance to satisfy this need. Children are deemed too undeveloped to make responsible choices. Therefore, when children declare themselves, teachers generally increase their own control. Children not only need to be in control of their own lives but also need to be free from control by others. Teachers usually judge children’s efforts to obtain freedom as disrespect to their authority. In addition, children are determined by the need for fun, far more than parents and teachers are usually willing to accommodate. Glasser (1998) believes that fun is equally basic as any other need. Glasser (1998), who developed choice theory, contends that learners have a choice to follow the proper behaviour or not, and that nobody can force them to choose. However, Mohapi (2007) asserts that “teachers should not accord validations for misbehaviour, that learners should experience the consequences, pleasing or unpleasant, for the choices they made.” Glasser (2000) states that “unhappiness, collective with the strong feeling in the wrongdoer that others should be punished for the way he or she feels, is the reason why anyone assaults another human being”. He furthermore attests “that the reasons why an unhappy learner would blow out at a particular time cannot be projected”. However, what can be projected is that most of unhappy learners carry within them the potential for violence. This could be a factor in most of violent South African schools.

(d) Curwin and Mendler’s discipline with dignity

For this study, I adopted the use of Curwin and Mendler’s discipline with dignity theory of (1999), detailing an affirming approach to managing the classroom that promotes respect for self and others. The study has adopted this management theory on the ground that it is responsibility and empowerment based. The goal of the theory is to “generate an environment of democracy, inspiration, courage and tenderness where clearly defined limits and skills in resolving conflicts are taught and applied” Tugba (2007). This model of discipline with dignity is based more on learners’ dignity irrespective of teachers’ bad experiences and emotional scars that still burden them personally, but they should consider the dignity of the learners first. It may empower

educators to improve learner's responsibility using individual behaviour contracts Dodge et al. (2007). This theory begins with the denotation of discipline from diverse perceptions and relies on theories that support discipline with dignity such as Dodge et al. (2007) and Tugba (2007). The model sees the teachers as important and with the critical responsibility of helping learners. Curwin and Mendler (2000) use dignity to designate the value of human life. The responsibility of teachers is to realize that learners acquire and that they obey the rules properly and responsibly. The model indicates that teachers should be patient, as learners will be adjusting to their new roles in classroom management. The model is suggesting approaches for advancing classroom behaviour over expanding students' dignity and hope which is the responsibility of teachers to help learners. The theory postulates that it is the duty of teachers to see that learners learn and that they conduct themselves as expected and responsibly. The model of discipline with dignity is more based on learner's dignity irrespective of teacher's bad experiences and emotional scars that still burden them personally, but they should consider the dignity of the learners first. Thus, the study will be lined up to the discipline with dignity method and its value-based landscape. The focus of the study is to explore perceptions and practices of teachers in classroom discipline processes. The model of discipline with dignity may structure teachers with classroom abilities and procedures that empower them to devote less time dealing with behavioural problems. The model is interested in growth and maturity of learners. This will bring mutual respect and behavioural change as the needs of learners and teachers will be satisfied using this method. Van Wyk (2004, p85) postulates that "learner's dignity along the way is damaged which takes motivation to be reduced; eventually resistance and desire to revenge increases as they acknowledge that school can be a stressful place and within these difficult times an educator is expected to help learners to regain a sense of hope". To teachers who are less confident and who doubt learners, may find the theory very intimidating and demanding more time. It is within this model that it takes motivation and patience for learners and teachers to treat one another with dignity and respect for others and personally.

(e) Critique of the Model of discipline with dignity

The theory is focused more on the teachers treating the learners with dignity as a great concern, irrespective of bad and painful everyday events and experiences and emotional scars that affect educators. They still need to consider the dignity of the

child as a focal point of departure. Curwin (2000, p27) states “teachers must take pains, therefore, to keep dignity integral and strengthen it; when possible, our expectations about their social behaviour need to include the understanding that their negative behaviours are grounded on protection and escape”. It is therefore clear that it is the responsibility of the teacher to understand how the learner thinks about discipline. It is more focused on responsibility not obedience as the goal of discipline which is more responsibility on teachers. Learners are more focused on teachers treating learners with dignity, but the theory is silent on learners treating teachers with dignity: it is more on one way than two ways.

2.16. Conclusion

This chapter has reviewed relevant literature on teachers’ perceptions and practices of classroom discipline processes. The chapter looked at theoretical frameworks and the challenges faced by teachers in secondary schools through ill-discipline of learners. Furthermore, international studies dealing with serious discipline problems among learners were discussed. Factors that influenced learners’ ill-discipline are reflected in this chapter. Teachers’ perceptions and practices are also discussed. For teachers to change their negative perceptions and practices regarding ill-discipline, they should strive to change their attitudes to assist the members of the SMT, and the SGB to create an environment beneficial to learning. This process could be achieved if teachers were to work pleasingly with both the members of the SMT and the SGB. Teachers should have constructive attitudes towards the execution of the new disciplinary measures. It is of importance to teachers to always stick to departmental and school policy when applying discipline in their schools.

Theories of discipline in schools vary in their philosophical and practical applications; it is with the help of theories to find a better and productive relationship between teachers’ perceptions of discipline and then to relate to the specific paradigm that may fit their behaviour. The study is aiming at exploring what teachers experience although their perceptions may have prejudiced them in the development of different practices to deal with classroom discipline in secondary schools. The next chapter is chapter 3 which deals with research methodology.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

In Chapter 2, literature was reviewed and the theoretical framework that influenced this research was discussed. This chapter expands on the research design and methodology for addressing the research questions. This study aims to explore secondary school teachers' perceptions and practices on classroom discipline processes in selected schools in Limpopo's Pietersburg Circuit. The study's objectives were to: (a) determine what perceptions teachers are having on classroom discipline processes in secondary schools; (b) determine how teachers describe their practices of classroom discipline processes in secondary schools; (c) determine what teachers suggest for improving classroom discipline processes in secondary schools. To accomplish these objectives, deductions had to be made about the research approach, research design, population, sampling methods, data collection methods, data presentation and analysis procedures, how to address issues of trustworthiness of research findings, and how to obey research ethics. This chapter explains how each of the elements was addressed. The philosophical position chosen to guide the study is discussed below.

3.2 Research Paradigm

Researchers define the term 'paradigm' liberally, allowing it to be used in a variety of situations and fields of study. Thomas Kuhn (1962) used the term "to describe a philosophical line of thought" Khatri (2020). Doyle, Brandy, and Byrne (2009:176) encourage researchers to locate their research in a selected paradigm. To support the above view, Bryman (2001:630) describes paradigm as "a cluster of beliefs and dictates which for scientists in a particular discipline influence what should be studied, how research should be done and how results should be interpreted." Morgan (2007:49) further describes "a paradigm as the set of beliefs and practices that guide a field and can also be used in summarizing the beliefs of researchers." Babbie and Mouton (2010:644) support the two definitions by explaining a paradigm as "a model or framework for observation and understanding which shapes both what we see and how we understand it". A paradigm "is regarded as a way of perceiving and making sense of the world" Mukherji and Albon (2015:24).

It is further postulated that “a paradigm is more than just a worldview; it is a set of collective ideas, mindsets, ethics, and practices that influence individual or group behaviour in a certain community” Kamal (2019). A paradigm in the setting of educational research “is a philosophical attitude that enlightens every decision the researcher makes during the research process, beginning with what to research, how it should be researched, and how data will be collected, analyzed and reported” Kivunja and Kuyini (2017);Khatri (2020).Every scholar has a philosophical perspective on what knowledge, truth, and reality are, how we obtain knowledge, how we come to know truth or reality, and how knowledge, truth, and reality can be shared with others. A research paradigm can therefore be defined “as a fundamental belief system or philosophical base of research that includes assumptions regarding ontology, epistemology, methodology and axiology” Rehman and Alharthi (2016); Khatri (2020); Matta (2021).

Ontology is labeled as logical study of the nature of reality Khatri (2020). Researchers have predetermined thinking about what is true and what may be understood about it, based on their paradigmatic philosophy Rehman and Alharthi, 2016). As a result, it is critical for researchers to clearly support their ontological position in the research, as the research viewers will want to know whether the explored occurrences involved objective or subjective reality. For instance, if a phenomenon to be studied concerns people’s experiences and socio-cultural processes, the researcher’s ontological proposition will be that of multiple subjective realities rather than objectivity postulated by Khatri (2020).

Epistemology is more involved with the nature of knowledge, how it may be acquired from various bases Khatri (2020), and how it can be proved and transferred to other people Rehman and Alharthi (2016). Epistemological assumptions assist researchers in placing themselves in the research setting to conquer new knowledge, given what is already known Kivunja and Kuyini (2017). Methodology refers “to the research design, methods, approaches, and procedures used in a study to learn more about the research problem” Kivunja and Kuyini (2017). The methodological expectations of a specific research paradigm will assist the researcher in assessing the type of data expected for a study and which data collection procedures are most matched to the investigation Rehman and Alharthi (2016). The researcher will be able to specify the

participants, instruments, methods, and processes used in the research project based on the chosen research paradigm Khatri (2020).

Axiology refers to the ethical deliberations that must be addressed when designing a research study Kivunja and Kuyini (2017). A research paradigm's axiological component assists the researcher in defining, evaluating, and understanding concepts of right and wrong behaviour in data collection procedures, data management, reporting findings, and dealing with human participants Kivunja and Kuyini (2017); Khatri (2020).

Paradigms guide the entire research process, from defining a study topic, creating research questions, and uttering the research objectives to shaping acceptable data collection and analysis processes Khatri (2020). They also enlighten researchers on how meaning will be created from the research data Kivunja and Kuyini (2017). Additionally, the research paradigm provides a framework upon which the selection of methods can be defensible by answering the 'why' and 'what' questions Matta (2021). A variety of research paradigms have been identified in the literature. According to some authors, the research paradigm is divided into three categories: interpretivism/constructivism, positivism, and critical theory Rehman & Alharthi (2016).

3.3 Research Approach

This study used a qualitative approach to conduct the research. Qualitative research design refers to "design where data is composed in the form of words and observations as opposed to numbers" attest Babbie and Mouton (2010). Babbie and Mouton (2010) further outline the objective of qualitative research as "to develop an understanding of a social or human problem from multiple perspectives". Hancock (1998) argues, Qualitative research is research which tries to increase our understanding of why things are the way they are in our social world and why people act the way they do. To support the above contention, Holliday (2002) attests that "a qualitative research approach evokes the need to find more about the research subject, feelings of the participants and information they provide". There are research questions where the extensiveness and complexity of educational practices within the classroom's settings cannot be appropriately embodied with the numbers of qualitative data. Similarly, Anderson and Grinberg (1998) postulate that studying and interpreting human experiences in authentic settings cannot be best represented quantitatively. In

addition, Anderson and Grinberg (1998, p.119) assert “that qualitative research is a form of inquiry that explores phenomena in their natural settings and uses multi-methods to interpret, understand, explain, and bring meaning to them”. In this study, I have explored perceptions and practices of teachers in classroom discipline processes of secondary schools in Pietersburg circuit. Based on these reasons, a qualitative research approach is more appropriate for the study. To achieve the aims for this study, primary data was collected. Primary data speaks to the range of collection tools such as interviews and observations that were used to gather firsthand data. The importance of this study was on the responses to the qualitative research instruments addressing teachers’ perceptions, and practices in disciplinary processes in secondary schools.

The theoretical framework that forms the relation between the theoretical features and practical mechanisms of this study reinforced the choice of this methodology. It was mainly directed by epistemology in line with an interpretivism research paradigm.

3.3.1 Characteristics of qualitative research

A natural setting is the data source, and the researcher is the key data collection tool.

Flick (2004) attests that it is concerned with what things mean, that is the why as well as what questions.

The researcher tries primarily to describe and only secondarily to analyze.

There is concern with the process that is with what has emerged, as much as with product or outcome.

Data is analyzed inductively, as in putting together the parts of a puzzle.

3.4. Research Design

This study used a case study design to afford in-depth source information on the perceptions and practices of educators in disciplinary processes in secondary schools. “A case study was used as it is where real people in real life situations enable readers to understand ideas more clearly than simply by presenting them with abstract theories or principles” Cohen, Manion and Morrison (2004:214). Research design is an appreciated instrument for answering complex, real world questions. It is further defined as a plan outlining how observations will be made and how the researcher will carry out the intended project. Matthews and Ross, (2010:117) describe research

design as “the researcher’s ability to go back and answer their research questions and determine how they would like to collect and analyze the data collected in order to address their research questions.” This qualitative research methodology enabled explanation and analysis of discipline in public secondary schools using a variety of data collection sources such as individual interviews and documents analysis. Baxter and Jack (2008:109) stipulate, “This guaranteed that the issue is not explored through one lens, but rather a variety of lenses, which permitted for multiple sides of the phenomenon that is to be understood”. I used interviews and documents with the teachers participating as they perceive and practice disciplinary processes at secondary schools. Some teachers are females, and some are males.

Case study “is a design to research that facilitates exploration of a phenomenon within its context, using a variety of data sources and is a strategy of enquiry in which the researcher explores a program, event, activity, process or one or more individuals in depth as postulated by Creswell (2008). It also deepens perceptions and gives a clear insight into life Kothari (2011) and Khatri (2020). The case study design has limitations, however, particularly in that people are naturally biased or selective in their information sharing and even in their hearing. Unavoidably, the subjectivity of the interviewer also disturbs how data is collected and analyzed.

3.5. Sampling

This study applied the purposive sampling method. “Purposive sampling necessitates that the researcher picks mechanisms from the population that will be expressive or helpful about the topic of interest” McMillan and Schumacher (2010:223). According to Babbie and Rubin (2010:331), “purposive sampling is selecting participants based on the researcher’s decision about which ones will be more representative of the whole population”. Neuman (2006) further elucidates, “The principle of purposive sampling is to get all possible cases that fit criteria using various methods”. Constructed on the researcher’s knowledge of the population, a determination was made on which participants were identified to provide the best information to deal with the purpose of the research. Purposive sampling is a non-probability sampling method, and it occurs when essentials selected for the sample are chosen by the judgement of the researcher. Researchers often consider that they can obtain a representative sample by using sound decision, which will result in saving time and money. In addition, I used

my own judgement to choose teachers who could participate in individual interviews. In this study, personal judgement was used to choose cases that helped researchers to answer the three research sub-questions where two schools were used to participate in the research project.

A homogeneous type of purposive sampling was used, and focused on one subgroup in which all the sampled members are similar. This homogeneous sample was created based on occupation. A homogeneous sample was chosen because the research questions that were being addressed were specific to the teachers, which were subsequently examined in detail. Purposive sampling is one of the most cost-effective and time-effective sampling methods available, but it is unable to generalize research findings.

The sample is relevant to the study as they have experience regarding the classroom discipline processes within their schools and the challenges encountered daily. "Purposive sampling prompts the researcher to find out more information from participants as they are having more facts about the subject to be researched" McMillan and Schumacher (2011). Participants were nominated based on both gender male and females, the aim being the possibility that males and females might handle discipline differently and the selection was made taking into consideration the number of years dealing with discipline, whereby both new and old teachers were selected because they could give information relevant to the problem in question. The sampled group from the population where the participants will be designated entailed teachers who are teaching in public secondary schools in the Pietersburg circuit, Limpopo province.

3.5.1 Sample Criteria

According to Simelane (1998), there are some qualities, which need to be considered for the purposes of inclusion in the accessible population. Categorically for investigation purposes, they are as follows:

- Respondents must be registered, qualified secondary school teachers, with an added experience of five years or more in teaching at secondary schools.

- Gender whether males or females and the ages of the teachers will also be considered as one of the prerequisites in the process of being selected in the study in which gender equity and equality policy were considered when selecting a sample.

The study population comprised educators in two secondary schools in Pietersburg Circuit, specifically schools that encounter discipline problems. For this study, the researcher selected 6 educators, 3 females and 3 males, within the identified sampled (2) schools for purpose of gender representation who are having more than five years of teaching experience within the Pietersburg Circuit of Capricorn District. The age of educators between 40-55 years were considered, as they have experience in the era of apartheid and the democratic era. The schools were sampled because they are accessible to the researcher in an urban area. School A has 54 teachers, and three of them, along with one principal, were chosen to participate in the study. The three teachers from School A were given codes SAT1, SAT2, and SAP3. The participation code SAP3 was assigned to the principal. School B has 35 teachers, and three of them were selected, including the principal, to participate in the study. The three teachers were assigned codes SBT1, SBT2, and SBP3. The Code SBP3 was assigned to the principal of School B. The study included six self-selected individual participants, which is in line with the recommendations and standards set by other qualitative researchers.

3.6. Data Collection Methods, Instruments, and Procedures

Du Plooy-Cilliers, David and Bezuidenhout (2014:188) distinguish different types of interviews, as follows:

Standardized, open-ended interview: This type of interview's emphasis mainly is on asking the same set of open-ended questions of all interviewees. Data acquired during the set interview is easier to analyze and it assists the researcher in making a comparison of the views and opinions of the interviewees in a more organized way.

Informal, conversational interview: In this interview, the researcher allows the interview to flow on its own and does not ask questions that will influence the process. The interview permits the researcher to be flexible and receptive to the reactions and responses of the respondents.

General Interview approach: This kind of interview follows a conversational route. Respondents have the freedom to answer questions, but certainty is covered by the

pre-arranged interview schedule. The researcher may adjust the focus of the interview if there is a need.

This qualitative case study was relevant because it allowed me to use multiple methods and sources of data such as semi-structured interviews and documents to generate more descriptive data to understand the research problem. Semi-structured interviews helped me to collect open-ended data, and explore teachers' perceptions and practices about discipline processes, I used face-to-face interview to get a comprehensive overview of the respondents' perceptions or beliefs or narrative issues on the challenges teachers face when managing discipline in classrooms in Pietersburg circuit. The data collection phases of my study took nearly four weeks - two weeks conducting individual interviews for two schools (January to February 2023) and one week for documents analysis (February to March 2023). Documents in this study included internal ones for both school A and B and external policies from National and Provincial Offices. Extensive voice records were transcribed, analyzed, and organized throughout the data collection procedure.

3.6.1 Data Collection Instruments

According to Macmillan and Schumacher (2010:35) "in-depth interviews use open-response questions to obtain data on participants' meanings - how participants think of their own words and the way they explain or make sense of the vital events in their lives'. In this study, constructivist epistemology and multiple methods for data collection were used through the standardized, open-ended interview as a data collection instrument, which is also known as a one-to-one interview. I used this type of interview to get a detailed picture of the participants' perceptions and practices on classroom discipline processes in their circuits as this was the focus of my study. Leedy and Ormrod (2019) state that in-depth and structured interviews are more suitable for qualitative design. The interpretive approach was used as an aspect of approaching the study to readily gather understandings from a constructivist perspective. The interviews were directed in English and voice recorded Leedy and Ormrod (2019).

I started by conducting a pilot study with two participants, 2 male and 1 female, who were not to be part of the actual study. Maree (2012) validates that "to measure whether the research instrument is clear and would enable the type of information that

is needed to meet the research purpose the researcher should start by piloting before real collection of data". Devos and Bouckenooghe (2009) further indicated that the interview schedule is utilized to guide the interview rather than to dictate it. The pilot participants were from my own school, as personally I am a secondary school teacher and on the Disciplinary Committee. These two sources - interviews and documents - allowed for data triangulation, necessary to capture different dimensions of the same phenomenon.

3.6.1.1 Semi-structured Interviews (Individual Interviews)

I started by conducting a pilot study with three participants, 2 males and 1 female, who were not to be part of the actual study. Kobus Maree (2012) validates that method "to measure whether the research instrument is clear and would enable the type of information that is needed to meet the research purpose". Devos and Bouckenooghe (2009) further indicated that the interview schedule was utilized to guide the interview rather than to dictate it.

3.6.1.2 Documents

In this study I used public documents such as school records and mass media; they are advantageous as they are economically accessible and enable the researcher to study past events. Cohen, Manion and Morrison (2011) state that a document may be defined briefly as a record of an event or process. Such records may be produced by individuals or groups and take many forms. For this study, it was necessary to undertake a document analysis of the various schools selected. Documents such as the school policy, code of conduct for learners' policy, minutes book of the SGB where issues of discipline are discussed and recorded, and meetings of the School Disciplinary Committee will be the focus of the study. The school's Incident Books will be lengthily studied. Such documents are more formal and structured than personal documents. Therefore, official documents will be used to substantiate the interviews, thus improving the trustworthiness of the findings. The documents may divulge aspects that were not found through the interviews. Cohen et al. (2011), who state that documents are useful in rendering more visible the phenomena under study, also affirm this view. Document analysis was embraced in this study to enhance, and cross-validate gathered data from interviews.

The document that was reviewed was not older than two years and included: 1. The School Policy Document 2. The school's Code of Conduct for Learners, 3. Documents such as the minutes book of the SGB where issues of discipline were discussed and recorded. 4. Meetings of the School Disciplinary Committee will be studied. 5. The school's Incidents Book was also extensively studied. According to De Vos, Strydom, Fouché and Delport (2011), official documents or non-personal documents imply documents that are compiled and maintained on a continuous basis by large organizations such as government institutions. Such documents are more formal and structured than personal documents. Therefore, official documents were used to corroborate the interviews, thus improving the trustworthiness of the findings. The documents may reveal aspects that were not found through the interviews. This view is also affirmed by Cohen et al. (2007), who state that documents are useful in rendering more visible the phenomena under study.

3.7 Data Analysis

According to Neumann (2006:331), "data analysis is a technique for gathering and explaining the content of the text". According to McMillan and Schumacher (2010), the content "refers to words, meaning, ideas or any messages that can be communicated by participants to the researcher". The purpose of data analysis is to break down the collected data into small portions that was divided into common subjects and that will then be coded or labeled. Data analysis was processed by looking for meaningful patterns and issues of interest in the data collected. The term 'data' in research means any information that may assist the researcher in answering research questions. Data comes from different sources such as interview transcripts, field notes, documents, personal journals, videos, and surveys. Data for this study came from interview transcripts and documents. Furthermore, Fouché and Schurink (2011) describe data analysis as where the order is brought, structured, and a sense of huge information gathered. Patton (1990) said in the direction of achieving the aim of data analysis, the process of qualitative data analysis must be followed using various approaches, starting from grounded theory, content, narrative discourse, and thematic analyses. There are various methods of analyzing qualitative data. Content analysis, thematic analysis, narrative analysis, discourse analysis, and grounded theory are examples Vaismoradi and Snelgrove (2019); Jaspal (2020); Archer (2018).

This study used the selective or highlighting inductive approach unpacked, as such; this form of thematic analysis bears some similarity to grounded theory. Qualitative techniques were used to collect the data, which included interviews with respondents, and an analysis of documents and education policies of the Department of Education (DoE) and relevant audio materials. The researcher reviewed the data after each interview to extract issues covered during the interview to ensure that those issues received preference in the subsequent interview. The actual data analysis took place after all the interviews had been conducted. The data was transcribed, and the analysis was categorized into various stages. In the first stage, data was segmented into categories, and in the second stage related themes were compared to implemented teacher perceptions and practices on classroom discipline.

Writing is an integral part of the analysis and will begin in phases through the entire analysis process as it will involve the following six phases identified by Patton (1990): familiarizing with data, generating initial codes, searching for themes, reviewing themes, defining, and naming themes, and producing the report. The data analysis process started when the researcher noticed and looked for patterns of meaning and issues of potential interest in the data. Recorded data were transcribed and analyzed by the researcher to be able to identify relevant themes. Qualitative data collected was analyzed using themes derived from the research questions that guided the study. Different themes were identified, and code encountered by means of a line-by-line analysis of each interview transcription De Vos, Fouche and Schurink (2011). The researcher played and replayed audio recordings to become conversant with the data, furthermore, concentrating on words and phrases in the participants' own vocabularies that capture the meaning of what they do or say De Vos, Fouché and Schurink (2011). Furthermore, reporting of data produced thick descriptions and precise quotations. Patton (1990) points out that qualitative researchers have the commitment to monitor and report the analytic processes they use in their work.

The endpoint was the reporting of the content and meaning of themes in the data collected. Following the identification of themes in each of the interviews and documents review, the researcher discussed the themes and any areas that require further exploration. This helped the researcher to ensure that the decision track was followed, and the themes refined. The next step was comparing the themes that best describe the perceptions and practices of secondary school teachers on classroom

discipline processes. Mouton (1996) validates data analysis to break down components. “Analyzing at this stage, the researcher will be decreasing the collected data to themes and various groupings in a way of deploying, assembling, classifying, Kerlinger and De Vos (1998). As identified themes, the researcher begins the process of writing the themes and unfolding how they are interrelated. Rewriting continues until the researcher feels that themes (parts) and the relationship between the themes (whole) are apprehended as precisely as possible to reflect the way these teachers perceive and practice classroom disciplinary processes at secondary schools in Pietersburg Circuit in Limpopo.

Thematic analysis was used to analyze the qualitative data of this study, as it is endorsed by thematic analysis as a way of examining collections of text, such as interview transcripts or observation field notes, to uncover recurring ideas postulated by Caulfield (2019). In this study, thematic analysis is ideal for attempting to “understand experiences, thoughts or behaviours across a data set” as it was reiterated by Kiger and Varpio (2020). There are six steps explained below on a table involved in thematic analysis, which can be deductive and inductive (see Table 3.1)

Table 3.1 Six steps in thematic analysis (Archer, 2018; Kiger & Varpio, 2020; Terry et al, 2017).

STEP1	Familiarization and transcribing
STEP 2	Coding
STEP 3	Generating themes
STEP 4	Reviewing themes
STEP 5	Defining themes
STEP 6	Writing up

3.1.1 Step 1: Familiarization and transcribing

The first step in the thematic analysis is familiarization, in which the researcher becomes fully and actively engaged with the data Kiger and Varpio (2020); Terry et al. (2017). Images of documents and recorded interviews are evidence collected in this

study. The process of familiarization began with listening to recorded interview scripts and re-listening repeatedly. The researcher transcribed the audio recordings of the interviews. According to McMullin (2021), transcribing is the process of converting spoken words into a written report that may then be studied to better understand a phenomenon. The interview audio recordings of each school were labelled with the names assigned to participants. The interview scripts with teacher participants from School A was labeled as: SAT1, SAT2, and SAP3 which was assigned to the principal. School B was labeled as: SBT1, SBT2 and SBP3 which was assigned to the principal. The audio files were saved in one folder with SA and SB as School A and School B to differentiate the files within the folder. The study followed the transcription guidelines proposed by Peraza (2019) to produce systematic and uniform transcripts. The introductions of the interviews and welcoming words were not transcribed, as they were not key for data analysis. In this study, sample participants were able to give meaning to their lived experiences. Transcription of data and field notes, reading and re-reading the data followed, noting down initial ideas Braun and Clarke (2006). The notion that experiences grow from other experience and lead, in turn, to further experience has helped to explore and explain secondary school teachers' perceptions and practices in their classroom discipline processes, in trying to improve implementation of discipline policy. As I was listening to the interview scripts multiple times before typing, there were interjections and nonverbal communication as participants were responding. Personally, the researcher was part of collecting data and was represented by 'I' code while participants were recognized by codes given to them. Each participant's interview was transcribed and was saved in the computer on a folder called interview transcripts for School A and School B with their codes attached and categorized as described above, and data were then coded and grouped according to the different sub-headings. The completed transcripts were read and reread to familiarize with and get a sense of the data sets. The next section discussed how qualitative data from this study was coded for analysis purposes.

3.1.2 Step 2: Coding

Coding is the process of gathering and converting everything collected in the interviews to word documents, determining important theoretical areas that can be used as initial codes to organize the data. Use of theory-driven coding that links to the theoretical framework of the study is required. It is a process where you just go forward

and backwards on your transcripts to verify if you did not duplicate the assigned codes or missed codes, to avoid confusion. In my study, coding process was enforced by highlighting relevant material in the collected data and extracting it with a few words that articulated the researcher's interpretation of that data section. According to Elliott (2018), code is a word, phrase, or paragraph, which captures the essence of data. In this case, within my study, I used codes deriving from research questions, literature review and acquaintance with the collected data. A theoretical thematic analysis guided the research questions and used the inductive approach as used in Lacey and Luff (2007). When coding data, I segmented it where connection with research objectives was considered, and exclusion applied to those, which did not connect with research objectives. The researcher also in the process used open coding which allowed development and modification of codes as going through the process of coding.

The next stage in the process of thematic analysis was to generate initial themes.

3.1.3 Step 3: Generating themes.

Codes were collated into potential themes, gathering all data relevant to each potential theme Braun and Clarke (2006). When generating themes, you follow a process of reviewing codes, associated text verbatim extracts, and connect them into larger, more substantial patterns. Themes can be determined from theory and literature analyzed or they can be inductively emanating from collected data.

Some prior themes that emerged from the review of theory and literature in this research include the large number of classes, unprepared educators, teacher learner ratio, family background, gangsterism, peer pressure, drug abuse, school policy, classroom rules, code of conduct, emotional burden, ill-disciplined learners, disciplinary measures, and demerits systems. The next step will explain how initial themes were reviewed.

3.1.4 Step 4: Reviewing themes.

Checking if the themes produced are related to the coded extracts (Level 1) and the entire data set (Level 2) as well as developing the thematic 'map' of the analysis Braun and Clarke (2006) is required to determine credibility of the themes. This is where the preliminary themes found are being adjusted and checked for their relevancy and the

procedure involves gathering all-important data for each theme by copying the coded text segments. I therefore checked whether the data was supported and checked if there were no themes overlapping and themes, which were left out, just to check if all were captured.

After rechecking, I then realized there are other themes, which must be merged, like the large number of classes with their number of learners, drug abuse and substance abuse, lack of parental guidance and lack of parental support, and school rules with the code of conduct. Additional themes that evolved inductively from the coded text were unpreparedness of teachers, lack of interest of learners, and subject choices.

3.1.5 Step 5: Defining themes.

In this stage I realized that some themes generated in reviewing and creating themes were very limited in expressing the research findings. The researcher then divided the themes into those which are similar in both schools A and B and those themes that are not similar in schools A and B as they were both helpful in exploring how teachers perceived and practice in classrooms when dealing with learners who are ill-disciplined. Substance abuse, lack of parental support, and peer pressure are similar themes and the following dissimilar themes emanated from School A: Large number of classes, unprepared teachers, Repeating learners, Family background, Leadership style of teachers, and Gangsterism. From School B these dissimilar themes emanated Different Intelligence Quotient levels, Lack of interest from learners, Continuous interruptions from intercom, and Lack of disciplinary measures from the School Management team.

3.1.6 Step 6: Writing up.

The final opportunity for the analysis is when vivid compelling extract examples are selected, final analysis of selected extracts, relating back the analysis to the research questions and the relevant literature and producing a scholarly report of the analysis Braun and Clarke (2006). The final report should far beyond measure be describing codes and themes to construct a narrative that gives a clear, concise, and logical interpretation of the data to appropriately address the research objectives. This is shown when analysis is comprehensively clarifying the findings as the researcher has met the research questions, by applying narrative as well as representative data extracts such as direct quotations from participants and from documents expects. All

directly extracted texts should always be accounted for by explaining their importance and the context should be inclusive to help the readers get more meaning from their contributions.

3.8 Quality Criteria

Qualitative research “requires the use of various strategies to enhance trustworthiness which deals with credibility, confirmability, transferability, dependability, and authenticity” Maree (2015:89).

3.8.1 Credibility

Credibility refers to the accuracy of data which shall be interpreted which was provided by the participants. “The interpretations and concepts have mutual meanings between the participants and the researcher” McMillan and Schumacher (2010:407). Credibility is an individual’s subjective judgement of how closely a study’s findings correspond to reality Stahl and King (2020). The use of various sources of information to explore the phenomenon and identify identifiable patterns in the data is known as triangulation Korstjens and Moser (2018); Stahl and King (2020). The researcher increased the credibility of this research in spending more time with educators to understand them better and gain insight into their everyday work in respect of discipline. I also demonstrated credibility by sharing questions about the research process and reporting findings to the participants to determine if they reflect their perceptions and practices in relation to classroom discipline processes of secondary school learners.

3.8.2 Transferability

According to Maree (2015:115), “this allows the researcher to link connections between the elements of the study and their own experience; this term refers to the applicability of the study findings in other contexts”. The extent to which a study’s findings can be extended or used in context or circumstances other than the one in which the findings were collected, is referred to as transferability. The readers of the study used the rich description provided by the researcher to determine if the findings of an original study are similar when used in other contexts. As the results are the same, then the findings of the original study were regarded as being transferable to other situations. The researcher used the participants and context of the study and how they are related to one another in the study. In qualitative research, a transfer is

not a prescription, but a recommendation that must be investigated for its applicability in a new context Stahl and King (2020).

3.8.3 Dependability

As a quality measure, dependability will be needed when exploring the perceptions and practices of the educators about the discipline processes at secondary schools. Dependability is concerned with the consistency of outcomes over time. If given the same raw data, multiple researchers arrive at the same interpretations and conclusions, and the results are consistent Nowell et al (2017). To ensure dependability, the researcher will keep safe records of all raw data including interview audio recordings and transcripts and document excerpts as an audit trail. The researcher requested a lecturer in the field of education to review and inspect the research processes and the data analysis used to ensure that the findings on the perceptions and practices of teachers regarding discipline processes of secondary school learners are consistent. “Dependability is assured by creditability as it is conducted by research designs and data gathering” Maree (2015).

3.8.4 Confirmability

To establish confirmability, I kept the evidence audit trail to highlight all the steps of data analysis, to justify the reasons for the decisions taken. The video records, memos and the tape recorder are kept safe by the researcher for future reference.

3.8.5 Elimination of Bias

Elimination of bias “is the quality of how real and true the study is” Longman (2011). I did not have any influence towards the study and the findings but was transparent towards the phenomenon in the study. I recruited and selected participants with extensive experience in discipline to eliminate selection/participants’ bias. To authentically interpret the data collected, the researcher strived to study the data with limited bias or any outside influence and to ensure questions asked during the interview did not influence the responses given.

3.9 Research Ethics

According to Du Plooy-Cilliers et al. (2014:226), “ethics in research is stated as a moral or professional code of conduct that sets a benchmark for researchers’ attitudes and behaviour”. The study considered the following ethical considerations:

3.9.1 Permission

The researcher carefully followed the guidelines developed for the protection of evaluation and research participants. The researcher requested ethics clearance, and ethics approval was sought from the University of Limpopo Research Ethics Committee by following the correct channels prior to collecting data. The researcher also requested approval from the Department of Basic Education to carry out research and utilise their employees as participants. Various school principals were approached to seek permission to conduct research in their schools by writing letters to them.

3.9.2 Voluntary participation and informed consent

According to Bless, Higson-Smith and Kagee (2006:228) “the participants have a right to know what the research is about, how it will affect them, the risks and benefits of participation, and the fact that they have a right to decline to participate if they choose to do so”. The researcher enlightened the participants on what the research requires and what is required from them as participants. Each participant was requested to sign an informed consent form, as an indication that they understood what had been explained to them. McBurney (1994:374) validates “that researchers must use a language that is best understood by the participants to obtain their appropriate informed consent” “All through the use of such language, the participants are informed of the nature of the research and purpose of the study, the freedom with which they must participate, and the freedom to withdraw from the research” Strydom;(1998:25); McBurney (1994: 374).

3.9.3 Anonymity and Confidentiality

According to Dimitriadis and Kamberelis (2011) these are regarded as the cornerstones of academic research. Further Liamputtong and Serry (2013:157) validate that “the aim of confidentiality is to fleece the identity of the participants and not disclose their views to others in a way that they could be identified”. As the researcher, I assured participants in this study that their identities and the name of the

schools where the study would be conducted would not be mentioned; they would remain anonymous and confidential. Instead, code for both the participants and the schools will be utilised to be easily used by the researcher instead of real names.

3.9.4 Protection from harm

Bertram and Christiansen (2017) indicate “no harm should be done to the participants of the research”. In this study, working with gender, teacher behaviour is a sensitive issue, and the conduct of the researcher must be done in an appropriate manner so that not anyone can be physically, emotionally, or socially hurt in the study.

According to Strydom (2011:115) even though physical injury may completely be ruled out, the most dominant harm experienced in social research is emotional distress. Therefore, the researcher will put more effort in reducing the risks.

3.9.5 Steps dealing with distress.

According to McMillan and Schumacher (2001), some participants could manifest behaviours and emotions that need counselling during my study. To safeguard the wellbeing of participants, the researcher planned for counselling to be given by a professional psychologist from the Department of Education who has agreed to offer this service should it be required.

3.9.6 Fair selection of participants

Respondents to this study were selected fairly without personal bias or preferences. Purposive sampling was used to select participants. The chosen sample is relevant to the study as they have the necessary experience regarding discipline in schools and the challenges encountered daily. The selection criteria were explained to the Provincial Department of Education so that the target population may be understood, and they accepted the researcher’s approach.

3.10 Limitations

According to Fouché and Delport (2002:119) “problems can never be entirely eliminated from any study and this study is no exception”. The limitation of this study is its small sample size, as the study has 6 participants from 2 schools focusing only on teachers and principals in secondary schools, The aim of qualitative research is to give a platform to the experienced teachers dealing with discipline to be heard and

made sense of, and the sample size will confirm the descriptive nature of this study. The study was limited to individual interviews and document analysis, and it was dependent on the ability of participants to be familiar with and aware of school discipline process needs and current school discipline practices.

3.11 Research Methodology

3.11.1 Research Approach

This study shall use a qualitative approach to conduct the research. Qualitative research design refers to “design where data is collected in the form of words and observations as opposed to numbers”. Babbie and Mouton (2010) further outline the goal of qualitative research as “to develop an understanding of a social or human problem from multiple perspectives”. Hancock (1998:157) argues, “Qualitative research is research which attempts to increase our understanding of why things are the way they are in our social world and why people act the ways they do”. To support the above contention, Holliday (2002) adds that a qualitative research approach evokes the need to find out as much as possible about the research subject, feelings of the participants and information they provide. In this study, I explored the perceptions and practices of teachers in classroom discipline processes of secondary school learners in the Pietersburg circuit. Based on these reasons, a qualitative research approach is more appropriate for the study. To achieve the aims for this study, primary data was collected. Primary data speaks to the range of collection tools such as interviews and documents that were used to gather firsthand data.

3.11.2 Research Design

This study used case study design to source in-depth information from participants on the perceptions and practices of educators on disciplinary processes in secondary schools. “A case study will be used as it is where real people in real life situations enable readers to understand ideas more clearly than simply by presenting them with abstract theories or principles” Cohen; Manion and Morrison (2004:134).

Case study “is a design to research that facilitates exploration of a phenomenon within its context, using a variety of data sources and is a strategy of enquiry in which the researcher explores a programme, event, activity, process or one or more individuals

in depth” Creswell (2008). It also deepens perceptions and gives a clear insight into life Kothar (2011).

3.11.3 Sampling

According to Babbie and Rubin (2010:331), “purposive sampling is selecting participants based on the researcher’s judgement about which ones will be more representative of the whole population”. Neuman (2006) further explains, “The principle of purposive sampling is to get all possible cases that fit criteria using various methods”. This study utilized a purposive sampling method. “Purposive sampling necessitates that the researcher selects components from the population that were expressive or helpful about the topic of interest” McMillan and Schumacher (2010). Based on the researcher’s knowledge of the population, a determination was made on which participants should be identified to provide the best information to deal with the purpose of the research. I followed the Department of Basic Education processes by making the Department aware of the study and requested permission. The sample was relevant to the study as they have experience regarding the classroom discipline processes within their schools and the challenges encountered daily. “Purposive sampling helps the researcher to find out more information from participants as they are having more facts about the subject to be researched” McMillan and Schumacher (2020). Participants were sampled because they could give information relevant to the problem in question. The sampled group from the population where the participants were selected consisted of educators who are teaching in public secondary schools in the Pietersburg circuit, Limpopo province.

3.11.3.1 Sample Criteria

According to Simelane (1998), there are some qualities which need to be considered for the purposes of inclusion in the accessible population. Categorically for investigation purposes, they are as follows:

- Respondents must be registered, qualified secondary school teachers, with an added experience of five years or more in teaching at secondary school learners.
- Genders whether males or females and ages of the teachers were also considered as one of prerequisites in the process of being selected in the study.

The study population comprised all educators in 19 secondary schools in Pietersburg Circuit, specifically schools that encounter discipline problems. For this study, the Researcher selected 6 educators, 3 females and 3 males within the identified sampled (2) schools for the purpose of gender representation who have more than five years' teaching experience within the Pietersburg Circuit of Capricorn District. The age of educators between 40-55 years were considered, as they have experience in the era of apartheid and the democracy era. The schools were sampled because they were accessible to the researcher in an urban area.

3.12 Research Procedure

Primarily, semi-structured interviews were conducted at the two sampled schools, which were referred to as Schools A, and B. During these interviews, teachers' responses were recorded electronically so that there was no interruption from others who might influence the views expressed.

A. Individual Interview procedure

When I prepared for the one-on-one interviews, I collected some brief background information on the participants and their situations. I therefore prepared a list of questions that covered their perceptions, and practices on classroom discipline in preparation for their interviews as some icebreakers to make them feel comfortable and not to make the session too formal.

The proceedings of conducting interviews started with the introductions of me briefly and the topic of my study even if it was written on the cover page (Appendix B: Section A). I also asked permission to record the interview scripts for the period of the interview session and made participants sign consent forms as I was explaining ethical matters on anonymity and confidentiality.

In the process of securing appointments for the formal date of the interviews, I communicated with participants to inform them of the date, time, and the duration of the interview and to check if they were still available, to comply with research ethics, which allowed me enough time to recheck my documents and be well prepared for the interviews.

During the first interview, semi-structured questions were asked in the interview processes, wherein teachers were to prompt practicing teacher's perceptions, and practices on classroom discipline. Interviews awarded me the opportunity to review answers given and to also observe the body language of participants individually as they were interviewed. Semi-structured questions addressed teachers' description of their own perceptions and practices of discipline in their classrooms and the kind of help they need in solving discipline problems in their various classes. Moreover, the participants also reflected on their challenges and strengths in applying discipline in their various classes. The interview took 30 to 35 minutes. The interviews were conducted with three participants within each of the two selected schools, where interview meetings were scheduled at different slots to cover individually after school hours as prescribed by Limpopo Department of Education. Therefore, all three sub-questions were answered in the interviews conducted with those three participants per two selected schools.

Through structured personal interviews, I used a recording voice device through the processes. I further transcribed each interview recording. The interviews assisted me mainly in context where I was able to understand the phenomenon under discussion.

Table 3.12.1 Stages of data collection process

Phase	Data collection Method	Number of participants
1	Individual interviews	6
2	Documents Analysis	6

3.13 Data Collection Instruments

A. Interviews

I started by conducting a pilot study with two participants, 1 male and 1 female, who were not part of the actual study. Maree and Maree (2012) validate this method "to measure whether the research instrument is clear and would enable the type of

information that is needed to meet the research purpose". Devos and Bouckenooghe (2009) further indicated that the interview schedule was utilized to guide the interview rather than to dictate it. The pilot participants were from my own school as personally I am a secondary school teacher. The questions were rearranged and paraphrased after I realized challenges, where some questions were not clear and concise, so the questions were rearranged so that response flow should lead to clear conclusions. I further corrected the Annexure to administer the interviews on selected participants after receiving the permission from the Limpopo district office to collect data. I further approached the principals of the two sampled schools and asked permission to conduct my research where I first introduced myself and explained the purpose of my study, explained ethical issues, and presented the participants with the biographic forms and where consent forms were signed. I further arranged for an appointment to come and interview them personally one on one, which took two weeks. School A was conducted 13/02/2023 to 20/02/2023 and School B was conducted 22/02/2023 to 06/03/2023.

Maree and Maree (2012) indicate that to measure if the research instrument is clear and would enable the type of information that is needed to meet the research purpose. Devos and Bouckenooghe (2009) further indicate that the interview schedule is utilized to guide the interview rather than to dictate it. In the study, constructive epistemology using multiple strategies for data collection, analysis and interpretation was used.

According to Macmillan and Schumacher (2001:35) "In-depth interviews use open-response questions to obtain data on participants' meanings - how participants think of their own word and the way they explain or make sense of the vital events in their lives". In this study, The Researcher used the standardized, open-ended interview as a data collection instrument, which is also known as one-to-one interview. I used this type of interview to get a detailed picture of the participants' perceptions and practices on classroom discipline processes in their circuits. Leedy and Ormrod (2019) state that in-depth and structured interviews are more suitable for qualitative design. The study also used reference to documents and records where data was collected and analyzed using multiple modes for the purpose of triangulation, including individual interviews, and supporting documents and records.

B. Piloting and feedback of revised interview questions

I started by conducting a pilot study with two participants (1 male and 1 female) who were not part of the actual study but were involved in the initial interview process before revised questions. Bouckenooghe; Devos and Van Den broeck (2009) further indicated that the interview schedule was utilized to guide the interview rather than to dictate it. The pilot participants were from my own school as personally I am a secondary school teacher. There was rearrangement of questions, and one question was removed after the pilot study and replaced by the new relevant one and the new interview schedules were printed before they could be distributed to participants. One of the piloted participants suggested that the interview schedules should be distributed before the actual day of the one-on-one interview. I took the advice as he has experience of being a participant and the concerned forms and biographic forms were all issued before the real interview to follow the ethical issues.

Emanating from the pilot study and the feedback received after piloting, there were adjustments effected to the revised interview schedule before it was printed for the final actual interview with the sampled six participants from the two selected schools. The adjustments affected Appendix B, Section B.

These were questions asked during the pilot study following this sequence:

1. What are the factors affecting classroom discipline in your school?
2. How do classroom discipline problems affect you as an educator?
3. What is your experience in the classroom with disciplinary problem issues?
4. What are your views on classroom discipline practices?
5. What is the outcome of your intervention on classroom discipline?
6. Which policy documents/guidelines regulate the management of discipline?

After conducting interviews with the pilot study and analyzing them, I realized some objectives were not well captured and changes should be done, and I asked one of my peers as she is more experienced than me to help review and recheck. This helped me in rearranging and removing one question as it was repeating, from the scheduled interviews. As feedback was received, adjustments were affected as follows: Number of questions were reduced from 6 to 5 and the order of questioning was changed in alignment with the objectives and research questions which were presented in chapter 1 on the purpose of the study.

Questions 2, 3 and 4 were totally removed on the revised interview schedule and a new interview schedule was typed and printed out as follows:

These were questions asked during the real interviews with participants, as they followed this sequence:

1. What is your perception on classroom with disciplinary issues?
2. What do you practice in improving ill-discipline in your classroom?
3. Are the practices effective in controlling discipline in your classrooms?
4. What do you think can work better to improve ill-discipline in classrooms?

Adjustments to questions were done after realizing from pilot study, and one on one individual interviews were conducted with the desired results emanating from their respective answers, where 2 pilot participants were fully interviewed, and all the six desired sampled participants were also interviewed with the purpose to explore and explain their perceptions and practices on discipline processes around secondary schools.

3.14 Data Analysis

3.14.1 Documents Analysis

Cohen et al. (2011) state that a document may be defined briefly as a record of an event or process. Such records may be produced by individuals or groups and take many forms. For this study, it was necessary to undertake a document analysis in the various schools selected. Documents such as the School Policy, the Code of Conduct for Learners policy, the minutes book of the SGB where issues of discipline are discussed and recorded, and meetings of the School Disciplinary Committee were the focus of the study. The Incidents book was also extensively studied. According to De Vos et al. (2011), official documents or non-personal documents imply documents that are compiled and maintained on a continuous basis by large organizations such as government institutions. Such documents are more formal and structured than personal documents. Therefore, official documents were used to corroborate the interviews thus improving the trustworthiness of the findings. The documents may reveal aspects that were not found through the interviews. Cohen et al. (2011) who state that documents are useful in rendering more visible the phenomena under study also affirm this view.

Document analysis is the systematic process of skimming, focused reading, and examining written material to uncover patterns, gain insights and make conclusions about a research phenomenon Frey (2018); Kayesa and Shung-King (2021). The benefit of using document analysis as a data collection method is that it is a low-cost, unobstructed source of information that can give a behind-the-scenes view of research phenomena and highlight concerns that other methods are missing. However, the setback of using document analysis is that it is not always possible to access a document. Access of certain documents may be purposefully delimited, and it may be that the information is not comprehensive enough to be useful. The procedure for collecting data from documents started with selecting the types of documents to be reviewed, based on their relevance to the study topic. The school management team was approached to authorize access to necessary documents such as the minutes book, incidents reports, Disciplinary Committee minute book, and SGB minute book which allowed the researcher to gain some historical information about previous years' events and their common practices in terms of dealing with discipline in their respective schools. The collection of information from schools A and School B was done from 24/03/2023 to 17/04/2023.

According to Neumann (2011) data analysis is a technique for gathering and explaining the content of the text. McMillan and Schumacher (2010:78) indicate, "the content refers to words, meaning, ideas or any messages that can be communicated by participants to the researcher". The purpose of data analysis is to break down the collected data into small portions that were divided into common subjects and that was then coded or labelled. Data analysis was processed by looking for meaningful patterns and issues of interest in the data collected. Furthermore, Fouché and Schurink (2011) describe data analysis as where order is brought, and structure and sense to huge information gathered. Patton (1990), in the direction of achieving the aim of data analysis, advises that the process of qualitative data analysis must be followed using various approaches, starting from grounded theory, content, narrative, discourse, and thematic analyses.

This study used the selective or highlighting inductive approach. Unpacked, as such, this form of thematic analysis bears some similarity to grounded theory. Writing is an integral part of analysis and had begun in phases through the entire analysis process.

Data analysis process involved the following six phases as suggested by Patton (1990): familiarizing myself with data, generating initial codes, searching for themes, reviewing themes, defining, and naming themes, and producing the report. The data analysis process started when I noticed and looked for patterns of meaning and issues of potential interest in the data. The endpoint was the reporting of the content and meaning of themes in the data collected. Following the identification of themes in each of the interviews and documents, I shall discuss the themes and any areas that require further exploration. This helped me to ensure that the decision trail was followed, and the themes refined. The next step was comparing the themes that best describe the perceptions and practices of secondary school teachers on classroom discipline processes. Mouton (1996) describes data analysis as breaking down components. "Analyzing at this stage, the researcher decreased the collected data to themes and various groupings in a way of deploying, assembling, classifying, and briefing" Kerlinger and De Vos (1998). As I identified themes, I then started the process of writing the themes and unfolding how they are interrelated. Rewriting continued until I felt that themes (parts) and the relationship between the themes (whole) are apprehended as precisely as possible the way these teachers perceive and practice classroom discipline processes at secondary schools in Pietersburg Circuit in Limpopo.

3.14.2 Document analysis and records

According to De Vos et al. (2011), official documents or non-personal documents indicate documents that are compiled and maintained on a continuous basis by large organizations such as government institutions.

In this study I used public documents such as schools' records and mass media; they are advantageous as they are economically accessible and enable the researcher to study past events. Cohen, et al. (2011) state that a document may be defined briefly as a record of an event or process. Such records may be produced by individuals or groups and take many forms. Documents such as the school policy, code of conduct for learners 'policy, minutes book of the SGB where issues of discipline and logbooks are discussed and recorded, and meetings of the School Disciplinary Committee were the focus of the study. The school's minute book and the incidents report books were lengthily studied. Document analysis is the systematic process of skimming, focused

reading, and examining written material to uncover patterns, gain insights and make conclusions about a research phenomenon Frey (2018); Kayesa and Shung-King (2021). For this study, it is necessary to undertake a document analysis in the various schools selected with a systematic procedure for identifying, analyzing, and reaching helpful information from these existing documents. I sensibly considered the specific purposes of documents in this study. Lucid document analysis in this study was used in combination with individual interviews for triangulation purposes. The sets of evidence were drawn for merging and verification by examining information collected through individual interviews and document analysis, I merged findings across data sets and lessened the impact of biases that could emanate in this single study.

As the researcher I personally developed a document review protocol checklist form which could be analytically used to ensure that valuable information was identified, analyzed, coded, and documented (Appendix C). I completed a checklist to verify if all useful information was documented and when all the two schools' relevant documents was reviewed, I documented the findings of the reviewed policy documents, minutes books, incident reports of both Schools A and B. There were instances where there was a difference in the operation of policy especially the code of conduct, Incident Report books and the Disciplinary Committee policies where past policy manuals were checked for purpose of background information and for insight. The information further helped me to understand the foundation of discipline at schools and conditions imposed on or overlooked upon it. The analyzed documents helped a lot as a means of tracking change and adherence to policy in one school SAT3. "The code of conduct was given to learners since they were admitted in their grade 8, they are never consulted neither reminded, it was never amended since I joined the school in 2015." I compared the two schools' policies with the provincial policy, and I could discover some disparities, which makes it clear why teachers practice discipline in their classrooms and how they perceive classroom discipline the way they do over time.

3.15 Quality Criteria

3.15.1 Credibility

Qualitative research “requires the use of various strategies to enhance trustworthiness which deals with credibility, confirmability, transferability, dependability, and authenticity” Maree (2015:89).

It refers to the accuracy of data which shall be interpreted which was provided by the participants. “The interpretations and concepts will have mutual meanings between the participants and the researcher” McMillan and Schumacher (2010:407). The researcher shall increase credibility of this research in spending more time with educators to understand them better and gain insight into their everyday work. The researcher shall also demonstrate credibility by sharing questions about the research process and report findings to the participants to determine if they reflect their perceptions and practices in relation to discipline processes of secondary school learners. This study gathered data using semi-structured interviews and document analysis as a way of triangulation. I asked my peer to review and evaluate the initial research methodology, as well as my study’s conclusions. The section below discusses ways to promote transferability of the research findings.

3.15.2 Transferability

According to Maree (2015:113), “this allows the researcher to link connections between the elements of the study and their own experience; this term refers to the applicability of the study findings in other contexts”. The readers of the study will use the rich description provided by the researcher to determine if the findings of an original study are similar when used in other contexts. If the results are the same, then the findings of the original study will be regarded as being transferable in other situations. I used the participants and context of the study and how they are related to one another in my study. Other researchers in qualitative research can never expect other researchers to draw the same conclusions or categorise their data as they did Gunawan (2015). Nevertheless, in some cases readers and/or researchers are interested in expanding the qualitative findings of this research to other contexts. The foregoing segments of this chapter provided a thick narrative of the methodology, context of the study, sample, and sampling methodologies applied.

3.15.3 Dependability

As a quality measure, dependability will be needed when exploring the perceptions and practices of the teachers about the discipline processes at secondary schools. The researcher shall request a lecturer in the field of education to review and inspect the research processes and the data analysis used to ensure that the findings on the perceptions and practices of teachers regarding discipline processes of secondary school learners are consistent. Dependability is assured by creditability as it is conducted by research designs and data gatherings attested by (Maree:2015).

3.15.4 Confirmability

To establish confirmability, the researcher shall keep the audit trail to highlight all the steps of data analysis.

3.15.5 Authenticity

Authenticity “is the quality of how real and true the study is” Longman (2011:106). The researcher will not have any influence towards the study and the findings but will be transparent towards the phenomenon in the study.

3.16 Conclusion

The chapter explained and described the research methodology used to collect information in dealing with discipline in secondary schools. Methodology unpacks a detailed description of the selected population as well as the sampling method. The epistemological and ontological assumptions connected to the study were explained. Beyond that, the ethical issues taken into consideration and research instruments used to collect data were also explained in full detail. The next chapter, chapter 4, explains the findings from semi-structured interviews and document analysis from two sampled schools.

CHAPTER 4: DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

4.1 Introduction

The aim of the chapter is to present the results and analysis of the qualitative data gathered through interviews and documents review. The chapter aimed to present data in the form of themes as were coded when collecting data.

This chapter presents and analyses data from the six participants. It also focuses on the interpretation of voice records that emanated from the semi-structured interviews and documents review on perceptions and practices of secondary teachers on classroom discipline processes in the two sampled schools in Pietersburg Circuit Limpopo Province.

Presentation and interpretation of findings are controlled by the purpose and research questions that were set in Chapter 1. Thematic analysis was the method used in analysing the responses from participants and those findings were presented under each research question. The research sought to answer the questions posed on perceptions and practices of secondary teachers on classroom discipline processes. Semi-structured interviews with a principal and two post level one educators as well as documents reviewed in each of the selected two schools were the most suitable instruments used to obtain in-depth information about perceptions and practices of secondary teachers on classroom discipline processes in their respective schools. Qualitative data collected were analysed using themes derived from the three research questions that guided the study. Reporting of data took the form of thick imageries and precise quotes to ensure the participants' voices were not misinterpreted and kept safe in my device.

4.2 Biographical Information of Participants

The focus was firstly on the biographical information of teachers employed by the Department of Education in the Pietersburg Circuit. Research findings from this study were supported by the answers from the teacher participants of this research study.

The following table illustrates the biographical information of participants indicating their gender, years of experience teaching in high school, and their ages.

Participants were all from two urban high schools around Pietersburg Circuit which were labelled School A and School B, where their work experience was recognised, and where have been working as teachers from 5 years to more than 20 years and above. There are codes assigned to each individual participants for protecting their identity as following ethical procedure. The codes represent the following:

School A: SAP1: School A Principal as Participant 1

SAT2: School A teacher 2

SAT3: School A teacher 3

School B: SBT1: School B teacher 1

SBT2: School B teacher 2

SBP3: School B Principal as Participant 3

TABLE 4.1: Profile of participants

School	Circuit	Gender	Highest Qualification	Years of Experience
School A	Capricorn South	M	Master's in education	32years
		F	Honours in Education	20 years
		F	Master's in educational management	28 years
School B	Capricorn South	M	BA in Education	8 years
		M	BA Degree in Education	17years
		F	Honours in Educational Management	17years

The table above outlines participants in two schools in Pietersburg Circuit, Department of Education Limpopo. There were a total number of 6 participants in the interview, whereby 3 were chosen from each participating schools.

The information set out in the table shows that more female teachers were interviewed in School A as compared to males. Of the 3 participants in school A, 2 had master's as their highest qualifications and 1 had Honours as the highest qualification. In School B, more female teachers (2) participated in the interview and 1 male. In terms of qualifications, teachers in school B, held BA degree as the highest qualification, whereby 1 participant has honours as the highest qualification. The participants in both school A and school B's work experience ranged from 8 years to 30 years. Having provided the relevant background information on the participants, the focus now goes to presentation of findings.

4.3 Presentation of data and findings of the interview schedules

I remained subjective when relying on collected data to develop themes for analysis. The themes emerged into a discussion of ill-discipline. The themes included teachers' perceptions on ill-discipline, practice to curb ill-discipline and suggested strategies to improve discipline in classrooms. The interview questions were designed to get response from teachers and five questions were set emanating from the following main research questions with the intention of improving the implementation of discipline policy as it was indicated on the purpose of my study in Chapter 1:

- (a) What are the perceptions of teachers on classroom discipline processes in secondary schools?
- (b) How do teachers describe their practices of classroom discipline processes?
- (c) What are teachers' suggestions to improve classroom discipline processes?

4.3.1 Perceptions of teachers on classroom ill-discipline processes.

As teachers were interviewed, various perceptions emerged. Amongst other issues there were factors emerging as issues affecting or influencing their perceptions towards classroom discipline. Some participants perceived classroom discipline as the most delaying factors in covering curriculum coverage most of the times. Some indicated that ill-discipline has reached an uncontrollable level, while others felt

because of hard government policies it makes discipline in classrooms very troublesome. They are failing to get discipline right at the school as the department just prescribes policies and imposes them on teachers to implement in their classroom overlooking various factors. As a result, teachers fail to implement classroom discipline effectively and efficiently. Some participants perceive that if there are no specific clear policies from the department of basic education and from the school there will never be any accurate measure to curb ill-discipline in schools. Both school A and B teachers had different views on policy governing discipline. Within the perceptions teachers had, there were various factors, which emanated as subtheme under perceptions as follows:

This is how the participants in school A responded:

SAT2 (February 2023) "I think since democracy and withdrawal of corporal punishment discipline is becoming worse; alternatives to replace punitive discipline is solely punishing the teachers and more frustrating."

SAT3 (February 2023) "There are always disciplinary hearings at school almost every week, when you track record, it is the same learners, it shows there is no control."

This is how participants in School B responded:

SBP1 (March 2023) "Everyone is using the policy of government to suit own circumstances as policies are sometimes difficult to implement and full of legal binding which make some of us to leave learners without reporting their ill-disciplined conduct."

SBT2 (March 2023) "At our school we always involve the police, social workers and disciplinary committee to institute disciplinary processes to try to correct learners, but they keep on doing the same mistakes, which is now out of control because it is as if they are enjoying attention."

SBT2 (March 2023) "The issue of how we discipline learners is what is now sometimes becoming problematic, like in our case we use pro-forma where you are filling in the learner's ill-disciplined behavior so that you can further report it to the office. But sometimes that does not have much impact on the learner's misbehavior because there is no immediate sanction or consequences to the learner's ill-discipline. You can't chase the learner out of class, you can't do much in terms of trying to reprimand or correct that learner so eish.... Classroom discipline practices are more difficult, and learners are so used to the yellow letters and the demerits system is not working."

4.3.2 Factors affecting discipline.

The participants presented different views on factors that are affecting discipline in the different schools. Out of 3 participants in school A, 2 participants identified no right policy to govern discipline as the main factor affecting discipline. Whereas one participant indicated that poor disciplinary management is the one factor that affects discipline, the other participant talked of unprepared teachers as also contributing to poor discipline.

4.3.2.1 Internal factors

In response to most participants complaining of how management of the school and the disciplinary committee is handling reported cases of discipline around school, some teacher participants from both school A and B were not happy as they perceive poor disciplinary measures having more effect on ill-discipline in their schools.

This is how participants in School A responded:

SAP1 (February 2023) "In dealing with discipline we need clear instructions such as when we deal with assessment, but discipline department is missing the point, hence we experience more challenges."

SAT3 (February 2023) "Dealing with classroom discipline is very complex as cases differ and it depends on how individual teachers deal with it, irrespective of the disciplinary code measures prescribed by the SGB and the Disciplinary Committee."

This is also shown from the documents within their Disciplinary Committee minute books and their learner's Code of Conduct that every teacher in class must have classroom rules pasted around their classroom walls and be explained to the learners and communicated further to the parents. But their records where they report the cases of discipline is showing mostly the more serious cases which are forwarded to disciplinary processes. There was a challenge in school B where their learners are staying in a boarding facility were sometimes circulars carrying messages to parents detailing discipline codes and measures does not reach parents and therefore miscommunication and more problems emanate in terms of parents not helping the school with disciplining their learners.

In school B, 2 respondents further identified that there is no exact policy to govern discipline which is frustrating, irrespective of the alternative to corporal punishment in trying to regulate discipline in schools, and poor disciplinary management.

This is how participants in School B responded:

SBT2 (March 2023) "In our school every teacher has their own discretions in dealing with ill-disciplined learners in classrooms."

SBT1 (March 2023) "I get so irritated because I normally report the learners who are not adhering to the rules as stipulated in our school code of conduct, but nothing has been done to those learners."

SBT3 (February 2023)" Our school management team is failing us big time. If we don't use a common approach, we will never win over any matter related to ill-disciplined learners; we need to work as a team."

SAT2 (February 2023) "I normally don't fill in the yellow letter for the demerits system because I don't see it working for me, in fact I see it as a waste of energy and time; I focus on cooperating learners and to cover curriculum."

I used both schools A and B Disciplinary Committee minute books and their incident report logbook. I realized in school A; they only record the schedule four misconducts which need to inform processes to be instituted. Of some cases which are schedule 1 and 2 they overlook matters and mostly when hearing processes are under way, they fail to inform the teachers who lodged the ill-discipline behavior to the office to be part of the disciplinary hearing processes. In School B they have all the records in order, but their monthly reports do not reflect what they have been disciplining with in their various hearing sittings which is questionable in trying to solve the ill-discipline problems. SASA Section 8(1) also endorses that it is the legal obligation of the SGB to adopt a school Code of Conduct where all the procedures and processes are explained and should be the guiding lines for all disciplinary committees to use around the schools.

This is how participants in School A responded:

SAP1 (February 2023) "It is a serious threat to conducive learning and teaching, when a teacher goes to class without preparing content to be presented and it provokes ill-discipline where learners will start to make noise as they are not kept busy."

SBP3 (March 2023) "It is a serious misconduct for the teacher to go to class without doing proper preparations and is chargeable as it shows irresponsibility and ignorance, as learners will start making noise; it will affect the next class nearby, which is not allowed at all."

SAT2 (February 2023) "I don't see a reason to prepare every day as I have 23 years of experience teaching this subject. I know the content from my head and class activities are as prescribed in the learners' textbooks."

According to Williams (2004), unsuitable curriculum fails to address learner's needs and may promote poor learner contribution in the presentation of a lesson by the teacher. It is of utmost importance that school-related issues capable of influencing learner's responsibility in classroom is teachers discipline approaches as they are most important factors to ensure that learners behave responsibly in classrooms. DoE (2000) indicates that teachers need to be proactive and defend the culture of learning and teaching in their classrooms by preparing lessons.

4.3.2.2 External factors

The participants presented different views on factors that are affecting discipline in the different schools. Out of 3 participants in school A, 2 participants identified substance abuse as the main factor affecting discipline, whereas one participant indicated that peer pressure is the one factor that affects discipline.

4.3.2.2.1 Substance abuse

It is evident from the data that the two sampled schools, school A and School B, faced major challenges of dealing with learner discipline, which affected the learning and teaching. Most of the participants identified factors affecting classroom discipline at their schools such as: peer pressure, different IQ, large numbers in classes and mostly they talked commonly on substance abuse.

This is how participants in School B responded:

SBT3 (March 2023) "Learners who are commonly using substances are the most troublesome ones and some other teachers are even hesitant to teach those classes."

SBT2 (March 2023) "Learners who are using substances are ill-discipline When a learner is under the influence obviously the learner will be laughing uncontrollably and will be disruptive and sometimes violent which disturbs the whole class."

It was clear from the above teachers' opinions that substance abuse was a serious problem that occurs in schools. For example, in School A, it was clearly stated in the school's incident register the names of learners, their grades, their ages, types of offences and corrective measures that would be taken in cases of misconduct. Furthermore, in the school's incident register substance abuse was the common offence, which appeared the most, especially found in learners residing in hostel. In School B, the incidents register undoubtedly stated some of the incidents for learner indiscipline and corrective measures that were taken by the school such as sending a learner home to call a parent, after school detention and doing tedious tasks. From the above responses, in both school A and school B, it is evident that out of six participants interviewed, participants outlined substance abuse as the major factor that affects discipline in their school. Edwards upheld the above findings and Watts (2004), who state that a problem often related with unfitting behavior is substance abuse, either by the learners or by a person residing in the same household. Using or selling illegal drugs not only influences learners' behavior directly but also adjusts the atmosphere of the school. Substance abuse and its connected violence have become so rife in many schools that school officials must enlist the help of law enforcement personnel to maintain order Edwards and Watts (2004). It was found that in South African schools, dagga (cannabis) is the most common drug of choice because it is cheap and easy to access. Lawal and Morafa (2016) support the findings by indicating that substance abuse has been associated with challenges. The South African National Council on Alcoholism and Drug Dependency (SANCA), which states that the number of learners who abuse various substances in South African schools is becoming worrying especially among underage learners SANCA (2016), affirms this.

4.3.2.2.2 Peer Pressure

The study revealed that the participants agreed that peer pressure is one of the factors influencing bad behavior of learners at school. Social usefulness and the impact of peers can be damaging to the learners' academic accomplishments. The impact of peer pressure has far-reaching repercussions on the academic ambitions of the learners. The participants acknowledged the negative effects of peer pressure, as being another cause of learners' disciplinary problems in their sampled Schools A and B.

This is how participants in School B responded:

SBT3 (March 2023) "I think because of peer pressure and a sense of wanting to belong in a certain group is making learners misbehave as others are also misbehaving, like leaving textbooks home. If you attempt to give learners the right means, they overlook what you are saying. They desire what they are told by their peers rather than by their educators."

SBT1 (March 2023)" Peer pressure, if I may put it like that, you find that learners are ill-disciplined because they are doing what others are doing. They want to be seen as cool, so they normally want to outshine others by not respecting them in class because that makes them to stand out as being the coolest among the gangs".

This is how participants in School A responded:

SAP3 (February 2023) "Mostly learners who are using substances are influencing one another, and they give peer pressure and social challenges as the cause of using substances."

SAT3 (February 2023) "Learners who are taking substances especially during break time are really causing disorder in classes".

Adding on that, another respondent also explained further to show how they are so bothered by discipline as factors were raised from both school A and B.

SAT2" (February 2023) As learners come to school with substance and use drugs, while they are high and their thinking is not straight, they may pick fights with us as they normally do with others, and we do not feel safe at all."

In both Schools A and B, it is evident in their incident reports that mostly learners in class do funny things in the name of others, like one learner making noise; when asked why you do that, he/she will say it is learner B who makes me to do lot of noise. Others bunk classes as a group of friends for a purpose of just being outside and keeping company.

4.3.2.2.3 Lack of Parental Involvement

Most teachers perceive that if parents may perhaps be involved in school activities, it might be a better way of maintaining discipline in classrooms and other teacher participants were saying that parents could also help in disciplining learners from home and teach them how to behave. This will also give teachers enough time to finish their prescribed program of assessment in time and there would not be delayed content coverage and catch-ups. Participants SAT3 and SBT2 indicated that lack of parental involvement and support have a robust influence on behavior of learners. This is also postulated by Mendler's discipline with dignity to learners, which teachers need to apply to establish smooth relationships Mendler (2000).

This is how participants in School A and B responded:

SAT3 (February 2023) "According to me, I think learners who are not staying with parents are a bit problematic."

SBT3 (March 2023) "When learners misbehave, I normally call their parents to come to school. Mostly they do not respond, and it makes us look like failures and learners keep on repeating the same misbehavior which is frustrating."

SBT2 (March 2023) "Learners whose parents are normally not adhering to the request when we want them to come to school to discuss their children's behavior, make it difficult, which becomes a burden unto us as teachers."

This is how participants in School A responded:

SAP1 (February 2023) "Learners who are mostly rebellious are not living with their parents' full time. They behave in a way that you could realize there is no parental figure at home as charity begins at home."

SAP1 (February 2023) "Classroom discipline is the one which is even dropping the morale of learners and teachers. Imagine in a classroom where you are having two learners who are ill-disciplined, who are not always adhering to the instructions of the

teacher; they are destroying the morale of other learners so in that way, where the teachers are not applying discipline effectively, some of the learners may become demoralized and the teacher's morale can also be drawn down and be emotionally drained."

Documents reviewed such as attendance registers to check parents at schools A and B throughout the meetings were reviewed. The attendance registers showed that the parents' presence rate at school meetings was very poor. Schools are not getting full support from parents regarding learner misbehavior management Flannery (2005). Edwards and Watts (2004) indicate that disciplinary problems do not emanate from nowhere; they have a foundation, such as the society from which learners come from, the home, the school and the peer's learners associated with. It appears that the lack of parental involvement is the major cause of disciplinary problems in secondary schools Alidzulwi (2000). Further studies discovered that poor parental discipline and supervision, amongst other factors, have been responsible for the occurrence and tenacity of conduct problems during middle childhood and adolescence. The Department of Education (2000) declared that parents should take responsibility for the discipline of their children at home as well as getting involved in the activities of both the child and the school. It was further evident in the incident report books of the sampled schools A and B that many parents will miss scheduled meetings for hearings of their children. It is evident that they are indeed not supporting their children and the schools in molding the behavior of learners. The role of parental involvement is also cited as a factor in school discipline. I realized it is based on many factors why some teachers perceive classroom disciplinary processes negatively while others perceive them positively due to various internal and external factors. The study agrees with Baloyi (2016) who indicates that parental involvement has been decreasing all over the world, in the United States of America and Australia since the 1960s. He argues that research and studies throughout the world exhibit that children have a significant advantage when their parents are directly involved in the learning process.

Besides the above-mentioned common perceptions there were also different perceptions from the two schools (Schools A and B). Below is a table indicating how they differ.

SCHOOL A
Government policies making life hard for teachers
Learners lacking parental supervision troublesome
School ill-discipline has reached an uncontrollable level.

SCHOOL B
Discipline is burdening us emotionally
Teachers not feeling safe

Leatham (2005:25) states that “current teachers are having emotional issues when dealing with classroom discipline and further support that to show some level of understanding of teachers’ lived various emotional experiences, it is critical to interpret in what way the historical education arrangements have shaped their realities of today, uplifting to their upcoming experiences.” This results in teachers being emotionally overwhelmed and overburdened.

This is how participants in School A and B responded:

SAT2 (February 2023) “Learners are not really taking into cognizance the seriousness of discipline in classrooms at all; as a teacher you reprimand learners several times and they keep on doing the same mistake again which is emotionally draining, and you develop a negative attitude, and you just leave them.”

SBT3 (March 2023) “Classroom discipline practices are more difficult because it needs us to be more trained like psychologists is a bit dealing with emotions and as such, we can’t deal with these issues, and they need more psychological intervention rather than what used to happen in the past when there was an immediate punishment, yet we feel emotionally overwhelmed and frustrated by misbehaving learners.”

SBP3 (March 2023) "I don't teach a learner how to behave, it's the responsibility of their parents; unfortunately, a lot of them when you cross check they stay alone around their homes where they lack parental supervision. The bad behavior is then dragged to classrooms where teachers are having the headache."

In both sampled schools A and B, it was evident in the leave register that teachers were normally having a pattern of absenteeism, especially newly employed young teachers who could not cope with ill-disciplined learners. In the incident report book of School, A there were two different incidents where two teachers were intending to resign as the Disciplinary Committee was on fact finding on some cases, the two affected teachers were so emotionally overwhelmed even though they reconsidered their decisions after the intervention of the Head of Governance as it was reflected in the Logbook of the school. According to Axup and Gersch (2008), school discipline is largely responsible for teachers' frustrations and stress. Allen (2010) asserted that "when disruptive interactions occur between educators and learners, these sometimes lead to a chain of actions and reactions that spiral out of control, resulting in chaos in the classroom."

Clunies-Ross, Little and Kienhuis (2008) asserted that "teachers are significant role players in maintaining classroom setting that permits learning and teaching also defending learners from harm or danger". Meanwhile, classrooms are categorized by coherence, random incidence of chaos as displayed by learners and making it difficult for teachers to handle the situations". One of the participants indicated that learners who belong to gangs also compromise the safety of teachers, which makes it difficult for teachers to control discipline in classroom.

This is how participants in School B responded:

SBT1" (March 2023) As we have gang members in our school, they sometimes bring sharp objects like knives in the school yard and sometimes they use mathematical instruments to fight, which it may also be possible to use on us, as they normally play truant in classes. When reprimanded to write some class activities they become a problem. I therefore do not feel safe at all, I mostly involve the Male HOD when boys are showing some reluctance in my class."

In School A within the incident report book, last year a learner brought a butcher knife to school where he wanted to stab a security officer and one male educator, and it was

discovered that he was using a drug called tick. The Disciplinary Committee held hearings and the learner was suspended for some time and the Disciplinary Committee recommended rehabilitation. In School B, it was also evident that they had a serious challenge where girls were also part of learners who were using drugs called space cookies where three learners appeared for a hearing, and it was discovered that one grade 10 learner was baking those cookies in the presence of her own mother. Unfortunately, the mother was not aware that she sprinkled dagga in the mixture. Safety of both learners and teachers is a thorny issue around schools even though we have security officers around our schools.

There were also dissimilar themes, which emanated amongst teacher participants from both schools A and B as how they perceived discipline in classrooms.

Ezekiel (2003) states that many disciplinary difficulties rotate around the poor demonstration of lessons and the teacher's incapacity to keep learners busy. This was deducted from teacher participants from both schools A and B that many times unprepared teachers influence ill-discipline because if learners are not kept busy, they will start to be disruptive and unruly and there will not be order. It is solely the responsibility of every teacher to be ready to dish out content to learners in classrooms.

4.4 Practices of teachers in keeping classroom discipline.

Based on the factors contributing to discipline in schools, some of them may well be within the school and some outside the school, where teachers are mostly the main role players in instilling discipline in learners and curbing behaviour where it gets out of hand. The teacher participants from the two schools indicated the following certain processes and procedure where they are regulated by law which made them feel helpless sometimes. They indicated the use of School policies, South African Schools Act, Learner's Code of Conduct, use of modern technology and Merit System usage to regulate discipline in their respective classes (from the two teacher participants from schools A and B).

This is how participants in School B responded:

SBT1 (March 2023) "In my school what I know is the school has the constitution that gives clear indications on what the policy should be like, I am not sure if that is taking

place in my school. We do have, I mean generally, there is a policy called South African Schools Act, the school must go to SASA constitution, which is going to be followed when drawing up a policy, but I am not sure if that is what our school is practicing. Therefore, I think my school is a copycat because they just copy what other schools are doing and then they are not even sure if that is working for other schools, they just instill that on us. So, it means that we need to sit down and come up with our own policy where we are not copying anyone but then we must follow the constitution so that we don't do anything that is against the law as prescribed by SASA."

SBT2 (March 2023) 'In our school we have the school code of conduct, SASA, which talks of issues of discipline but the one which we really emphasize in our school is code of conduct. In our school, every teacher has a booklet where each records every behaviour, which a learner displays which transgresses the code of conduct. You record the behaviour and the date and give learners to sign and I as the teacher write the measures I took, which helps a lot. I only know the SASA and school code of conduct."

SBT3 (March 2023) "There is generally a policy called SASA which the schools must consult with the constitution of South Africa when drafting policy documents of the schools, so that as school we don't do anything which is against the constitution of the country."

This is how participants in School A responded:

SAP3 (February 2023) "The policy documents that we use in our school, we got our own school rules, general school rules. I normally explain the contents of the school code of conduct to my learners. I also use classroom rules which I design with learners in class and as a school we also have a disciplinary system which uses the yellow and green letter systems which we fill in when learners are misbehaving for further disciplinary processes to unfold"

SAT3 (February 2023) "The SASA states that every school needs to draw up the code of conduct that will teach learners acceptable behaviour. I usually integrate the use of smart boards and tablets to keep them so busy and with innovative programs."

SAP1 (February 2023) "The code of conduct for learners and code of conduct for educators at the school, are alternative measures to punishment even though the

alternatives to corporal punishment does not prescribe exactly what should be done but it assists, it restricts teaching personnel and the management of the school from applying corporal punishment.”

Documents comprise the learner code of conduct, records of disciplinary problems and disciplinary measures taken by the school, and parent and departmental involvement in addressing some disciplinary problems. When reviewing the documents, in School B, they have just photocopied the provincial policy documents regarding discipline and alternative measures replacing corporal punishment, they are not amended. The learner code of conduct was created in 2015 to date it has never been updated and they do not issue it for new students of other grades, they only hand it out for their grades 8 as part of orientation. They hardly recheck it with them to make sure if learners when conducting misconduct around the school and they know the consequences thereof. In School B, they provide every teacher with the code of conduct for learners and the disciplinary booklet where teachers continuously record, and the learner append signature to affirm their actions. They also use a demerit system and use the SASPAC messages to inform daily on their children's behaviour daily where they compile a quarterly report to track and discuss with parents on their parents' consultation day with the purpose of improving discipline.

Classroom policy serves as a general guideline and a yard stick for behaviour in the classroom and should include all aspects of classroom activities such as: (a) teaching (b) learner behavior (c) homework (d) learner leadership (e) parent involvement and indicate clearly what will happen if the learner does not comply. SASA Section 8(1) also endorses that it is the legal obligation of the SGB to adopt a school Code of Conduct for learners after involvement of key school-based stakeholders, namely educators, support or non-teaching staff, parents, and learners in a secondary school context.

4.5 Effectiveness of the usage of instruments to improve discipline.

As participants from school A and B were interviewed, they indicated the code of conduct, school policy, South African Schools Act, and classroom rules as the common means prescribed by Department of Education to regulate how learners should behave in various schools. Participants were asked to check if the instruments they used to control ill-discipline were effective enough to eradicate the problems of

ill-discipline in their classrooms. Some teacher participants indicated it is working as they always follow rules and processes and there is effectiveness and progress in classes as learners are passing, while other educators felt that it is just time wasting to follow processes as learners continuously commit the same misbehavior over time. It became apparent that alternatives methods of maintaining discipline advocated by the Department of Education were not working for some teacher participants in the researched schools. Most of the participants agreed that the suggested instruments to improve discipline were not very helpful in managing learner ill-discipline in schools.

This is how participants in School A responded:

SAP3 (February 2023) “They are achieving, where there is discipline, learners are performing because teachers focus more on teaching than dealing with disciplining learners. Again, ethical class is from good disciplinary measures, and they will have more moral values.”

SAT2 (February 2023) ‘ There will be effective learning and teaching if there were no disturbances. As a teacher, I will be able to finish my teaching plans as planned and learners will pass.’

SAT1 (February 2023)” The most effective measure is when I involve parents so there is behavioural change if I call parents to school, but SASA is restricting teachers to enforce drastic measures on applying discipline’.

This is how participants in School B responded:

SBT1 (March 2023) ‘ Personally I see good positive outcomes after I have punished ill-disciplined learners even if I must keep on reminding them to behave well in classes and telling them listening is a skill which they need to learn for them to pass.’

SBP3 (March 2023) “The outcomes of the interventions are achievement, learners are going to pass, more learners are going to achieve because discipline is the main factor that is causing high failure rate So if you get discipline right in the classroom, if you control your learners effectively, then the output, the indicator is performance.

As with any plan or procedure, changes in knowledge and practice may not occur by simply creating opportunities for classroom management improvements, the plan itself must incorporate practices and implementation strategies that are proven to create positive results Wren (2003).

In documents on school policy where classroom rules are compulsory for every teacher to design in their own classes, in both schools A and school B almost all teachers talked of the classroom rules that been exposed in their classes. Only one mentioned communicating the classroom rules to the parents, which is a good practice as it involves all stakeholders to instill discipline. Other teachers missed it as learners don't see a need to comply as nothing is being done to them when they transgress. It looks as if the teacher just typed and plugged in classes for the sake of complying with the school policy.

On documents within both selected schools A and B, they both have the South African Schools Act original document within their records to guide them when creating policies around their schools. In their SGB meetings, and their Disciplinary Committee sittings they always carry the SASA Constitution as their guiding tool. Kruger and Van Schalkwyk (1997) postulate that each organization should have a policy which can serve as a guideline for the behaviour of the employees. By means of a classroom policy, an educator can use rules and procedures to regulate all aspects of the classroom environment and all the actions and behaviour within the classroom. The most important requirement of a policy is to give a clear guideline for all involved (i.e., the teachers and learners). Rules indicate acceptable and unacceptable behavior, while procedures indicate the way in which specific tasks or activities in the classroom should be carried out.

On documents as indicated on the school policy there is no way where they have showed using corporal punishment. They indicate detentions and demerits systems as their methods to curb ill-discipline. It is also evident in their Disciplinary Committee and incident reports there is nowhere it is indicating corporal punishment is being practiced hence they stick to their individual schools' systems.

There were varying measures discovered when conducting the interviews from schools A and B such as the Demerits system, as mentioned earlier. On the issue of awareness of alternative disciplinary measures to corporal punishment, SAP3 said he was aware of the suggested alternatives, and he indicated that he had a copy of the Alternatives to Corporal Punishment document somewhere in his files. He said that the alternatives were a problem and further complicated the issue of disciplining

learners. It was also necessary to undertake a document review in the researched schools.

This is how participants in School A and B responded:

SAT2 (February 2023) “The Demerits system is not effective if a learner is to be suspended for 7 days because of his behaviour and comes back is more like a pattern or routine which is been followed because we can’t expel a learner.”

SBT2 (March 2023) “The issue of how we discipline learners is what is now sometimes becoming problematic, like in our case we use a pro-forma where you are filling in the learners ill-disciplined behaviour so that you can further report it to the office but sometimes that does not have much impact on the learners misbehavior because there is no immediate sanctions or consequences to the learner’s ill-discipline. You can’t chase the learner out of class, you can’t do much in terms of trying to reprimand or correct that learner so eish.... Classroom discipline practices are more difficult, and learners are so used to the yellow letters and the demerits system is not working.”

SAP1 (February 2023) “In our school we have a system of merits and demerits where if the child is performing and not following the rules of the class, the child gets a demerit. The demerits are linked to the assessment and the moment that it is linked to assessment, learners become very concerned. Although I am not enforcing it, it is more of a threat that it will be linked to assessment, but it does help’.

SAT2 (February 2023) “Policy documents from department also guide teachers how to manage discipline and how teachers themselves must conduct themselves, but it is more theoretical than what we come across as teachers.”

SAT2 (February 2023) “I personally explain classroom rules to all my learners at the beginning of the year, to know what I expect from them as we will be interacting throughout the year; it is working well for me”.

SAP1 (February 2023) “The first measure to control discipline is to communicate your classroom setting expectations with the learners. In normal situations, those rules should be communicated to parents, and the parents go through the rules and sign them. I am not always winning as some teachers don’t expose the same rules as my own, which becomes a challenge, as class rules are not working”.

This is how participants in School B responded:

SBP3 (March 2023) “I enforce classroom rules that were agreed upon by both me and learners, wherein when they fail to comply, I invite learners’ parents to discuss their children’s unwelcomed behaviour. I am always winning when parents are cooperating’.

SBT2 (February 2023) “I think we need to review in what is to be done in enforcing discipline in classroom. Government says no corporal punishment that should be inflicted on learners but there are no alternatives which teachers can do to replace punishment to instill discipline in classroom, so I sometimes leave them, which is not helping at all”.

SBT1 (March 2023) “I can cope with learners through different methods that I’ve learnt over the years. So basically, I rely on punishment methods which are best working for me, irrespective of the code of conduct given at school”.

It was further evident within documents like in School A that every teacher has a book where they record any ill-discipline in classrooms and submit it to the head of Disciplinary Committee which is the deputy principal and later proper disciplinary processes are being followed with the purpose of correcting or curbing ill-discipline. In school B, within their documents, there was one incident where a teacher chased a learner outside as a way of controlling discipline, though she by-passed the measures of the demerits system, which was later corrected in a proper way. It is evident that workshops on disciplinary measures are necessary so that all disciplinary measures should always be enforced by well-informed teachers. Ginott (1972) postulates that teachers must have a solid, reliable system of discipline on hand; class rules need to be reviewed and articulated into class agreements. These are documents such as the learner code of conduct, records of disciplinary problems and disciplinary measures taken by the school, and parent and departmental involvement in concentrating on serious disciplinary problems.

When reviewing the documents, it was also found that in school A, the School Policy document concerning discipline denoted the card system, which was used by educators in case of transgressions. The green card which is handled by the hostel teacher serves as cautionary in hostel facilities; the yellow letters was handled in classes by teachers where parents are informed in writing of the contraventions and serves as second warning; the red card whereby parents are informed in writing of the

noncompliance serves as final warning; and the blue card which is handled by the portfolio manager, whereby parents are informed in writing regarding the disciplinary hearing by the SGB and the pronouncements are ratified by the SGB. All these procedures are confirmed further by one major provision of the SASA 84 of 1996, Section 10(1) that is the abolition of corporal punishment (RSA, 1996b; Basic Education Rights Handbook, 2017). In 2000, the Department of Education published a document titled *Alternatives to Corporal Punishment: A Practical Guide for Educators* Department of Education (2000); Joubert and Prinsloo (2009) which is intended to support teachers on non-violent means of maintaining learner discipline. These replacements to corporal punishment include detention, time-out, behaviour management contracts, a points system, and others.

4.6 Classroom discipline processes

Teacher participants from both schools A and B were asked what they think can work better to improve ill-discipline in their various classrooms and some of them indicated that they need to comply to the procedures and processes prescribed by the department of education even if sometimes they are not working for them. Some indicated that teachers need to respect the learners and learn to apply corrective measures rather than punitive measures, while other teachers felt that for the schools to get discipline right, the SGB, SMT and Disciplinary committees need to facilitate disciplinary processes workshops to old and new teachers around schools and to remind them about what policy is prescribing against what they practice. Amongst the participants one just shared own personal feelings that for discipline to be out of hand it is because corporal punishment was abolished since democracy which made matters worse, and one participant was concerned about the stake holders responsible for discipline to help refer learners to social workers and psychologists to help in social challenges.

This is how participants in School A responded:

SAT1 (February 2023) "I think for our school to get discipline right our disciplinary committee should workshop us as teachers to do common practices so that learners will get used to the school's conduct as expected and prescribed."

SAT2 (February 2023) *‘The conduct should be followed to the letter based on the misconduct a learner has done. If it needs a learner to be suspended let it happen without favor or fear as is sometimes happening.’*

SAP3 (February 2023) *‘Teachers should learn to respect learners as the constitution is prescribing and as one of the methods a teacher should use and not always inflict punishment or pain but rather politely correcting wrong behavior to promote responsibility and dignity to our learners.’*

This is how participants in School B responded:

SBT1 (March 2023) *“We know as teachers that corporal punishment is abolished and personally, I don’t want to hide by the bushes, I feel it should be brought again to clean the undesired behaviour around schools; since democracy there is a high rate of ill-discipline in schools.”*

SBT2 (March 2023) *“The School governing bodies, School management teams and disciplinary committees should in essence per term give updates to staff members on cases of misconduct and their levels of seriousness as prescribed in the manual to all staff members to know about troublesome learners. The schools-based support teams should intervene to help in referring learners to social services like social workers and psychologists as learners sometimes encounter social and family problems”.*

SBP3 (March 2023) *“I think the principal should with the disciplinary committee give teachers copies of new amended policies dealing with discipline to serve as a reminder and to refer to when dealing with discipline in classrooms. Furthermore, disciplinary hearing outcomes should always be implemented without fear or favor of people in charge and avoid bias for the fair implementation.”*

The code of conduct of the school is the document, which contains rules, which adjust learner behaviour or discipline. It would be difficult to talk about misconduct of learners if there is no guiding document regarding acceptable and unacceptable behaviour. Appropriate stakeholders must see to it that the school’s code of conduct is put in place. As indicated in the South African School Act (1996) Section 8 (1), a Code of Conduct “is a written statement of rules and principles concerning discipline in schools”. It explains the kind of behaviour educators expect from each learner, and the standard of behavior a school must maintain.

The Department of Education (2000) stresses that the Code of Conduct as drawn up by the individual schools may not oppose the Provincial or National Code of Conduct, which encompasses the values enshrined in the Constitution of the Country and the Schools' Act. Lekalakala (2007) indicates that a school's Code of Conduct contains a legal obligation, binding learners to comply with the conduct of the school, which the learner is attending. A Code of Conduct should therefore not conflict with the existing laws and legislations that include the legislation, instructions, policies, and directives of the Department of Education.

4.7 Presentation of data findings on the supporting documents

In this section, the findings are interpreted to give voice and meaning on supporting documents for classroom discipline processes in secondary schools. Data is presented according to the three sections of the written document analysis worksheet. These include the type of document, unique physical characteristics of the document, date(s) of the document, author (or creator) of the document and the position/title held, the audience for which the document was written and document information (Appendix E).

<p>4.7.1 Type of personal documents</p> <p>Public documents</p>	<p>Incident reports, minute books.</p> <p>Mission and vision statements</p> <p>School motto, Policy manuals on discipline</p> <p>Classroom rules and Learner's code of conduct</p>
<p>4.7.2 Unique physical characteristics of the documents</p>	<p>Typed, Handwritten, School letterhead.</p> <p>School emblem, Emblem of department of education Limpopo province, School mottos e.g., opportunity comes but once, Leer en werk hard.</p>
<p>4.7.3 Dates of the documents</p>	<p>Public policy documents from Limpopo provincial department 01/03/2020</p> <p>School amended disciplinary policy 09/10/2021</p>

4.7.4 Author of the documents	<p>Booklets on discipline: from Department of education</p> <p>Mission and vision: School governing body</p> <p>Code of conduct: School governing body</p> <p>Disciplinary Policy: DC committee members</p>
4.7.5 Document audience	Teachers, Learners, Security, Administration staff, Parents, and community.
4.7.6 Document information	<p>Personal documents: Incidents reports</p> <p>Physical evidence: Code of conduct, Disciplinary policy, School-Based Support Team Policy.</p> <p>Public records: Mission – Mutual respect, tolerance, and love.</p> <p>Vision: Discipline, Unity, Respect, Responsibility</p> <p>Classroom rules: Respect, Responsibility, Care, Embracing.</p>

4.8 Conclusion

After careful consideration of the findings of this study, conclusions are reached. The current state of discipline in the schools explored made it difficult for educators to perform their task effectively. Learners no longer listen to educators and obey school rules. The schools are experiencing disciplinary problems. The most common disciplinary problems experienced at the schools were bullying and intimidation, lack of parents' involvement, drugs and alcohol abuse, peer pressure and confusing disciplinary policies, lack of workshops on discipline. Teachers commented on substance as a serious problem that they face in schools. Some cases of gangsterism have occurred in schools. It became evident from the data that alcohol and drug abuse

had a negative influence on the behaviour of learners. The participants commented that learners were using drugs, which make them disrespect their teachers. This takes a lot of the teacher's time and disturbs serious learners, as the teacher may not attend classes while attending disciplinary hearings or talking to parents summoned to the school. Teachers are aware of the suggested alternatives, but the alternatives were a problem and further complicated the issue of disciplining learners. It is very difficult, for example, to suspend a learner from school. There should be permission from the department, the validation for suspension must be verified, and a decision is arrived after many long meetings. Ginott (1972) recommends educators to have a solid, reliable system of discipline in place; class rules need to be discussed and formulated into class agreements.

The next chapter, chapter 5, will present a summary, recommendations, limitations, and overall conclusion of the study.

CHAPTER 5: CONCLUSION AND RECOMMENDATIONS OF THE STUDY

5.1 Introduction

The focus of this chapter is to align the intended purposes with the significant issues raised by the participants. I will present recommendations for further study. The themes were based on the data, which was collected by addressing the following research questions:

- (a) What are the perceptions of teachers on classroom discipline processes in secondary schools?
- (b) How do teachers describe their practices of classroom discipline processes?
- (c) What are teachers' suggestions to improve classroom discipline processes?

5.2 Summary of Findings

This research study explored perceptions and practices of secondary teachers on classroom discipline processes in two Pietersburg Circuit Schools in Limpopo Province. The study reviewed that other researcher, directed by different methodologies and theoretical background in chapters 1 and 2, have not done much research on the topic. The study's findings were drawn from themes and sub-themes derived from the interviews conducted and the documents analyzed. These themes included Perceptions of teachers on classroom discipline processes, Factors affecting discipline, Practices of teachers in keeping classroom discipline, Effectiveness of the usage of instruments to improve discipline and Classroom discipline processes. The model of discipline with dignity is more based on learner's dignity irrespective of teacher's bad experiences and emotional scars that still burden them personally, but they should consider the dignity of the learners first. Thus, the study is lined up to the discipline with dignity method and its value-based landscape. The study explored perceptions and practices of teachers in classroom discipline processes. The model of discipline with dignity showed well structuring of teachers with classroom abilities and procedures that empower them to devote less time dealing with behavioural problems. The model is interested in growth and maturity of learners. This is evident that it brought mutual respect and behavioural change as the needs of learners and teachers felt satisfied in applying the theory. The interpretive framework as adopted

by this study showed that all what teachers perceived and practised was how they interpreted what the government policies, code of conducts and their classroom rules and how they implemented them in their various disciplinary processes.

5.2.1 Perceptions of teachers on classroom ill-discipline processes

It was evident that teachers perceived classroom ill-discipline as a delaying factor in completing curriculum most of the time, and other participants perceived ill-discipline as reaching uncontrollable level, while others felt because of unclear government policies ill-discipline makes classroom management more problematic and challenging, which weakened morale of teachers and some learners. Furthermore, both schools A and B complain that policies that are governing discipline in schools are not helpful for them, which is the main factor affecting ill-discipline in classrooms. Teachers get frustrated eventually leading some of them to look for resignation and some of them get reluctant along the way which worsens the ill-discipline in classrooms as teachers will be applying various practices and learners get out of being disciplined and manageable. Therefore, it is concluded that workable policies and continuous workshops on disciplinary processes be identified to handle ill-discipline which will eventually reduce ill-discipline in schools.

5.2.1.1 Factors affecting discipline.

To assess the factors causing ill-discipline amongst secondary school learners, most of the educators stated that internal and external factors negatively affected their daily plans to implement in their various classrooms. It was evident that there were common factors such as peer pressure and lack of parental involvement, which were regarded as external factors that contributed much to ill-discipline in the classrooms around schools. To identify factors that influence ill-discipline around study most participants blamed peer pressure as the most dominant factor of ill-discipline. There were internal factors within the schools that also worsened the ill-discipline in classrooms such as poor disciplinary management, unprepared teachers and the policy which is not effective to govern discipline. Peer pressure influence was the main cause of disciplinary problems. The influence of peer pressure has far-reaching implications on the ill-discipline of the learners. The participants acknowledged the negative effects of peer pressure, as being another cause of learners' disciplinary problems. It is concluded that if teachers should be

well prepared, keep learners actively busy in the classroom and teach them to be on their own and avoid pressure by friends it will reduce misbehavior in classrooms.

5.2.2 Practices of teachers in keeping classroom discipline

This study revealed that teachers were minimally knowledgeable of what SASA requires in terms of having a learner disciplinary code at their schools. Moreover, there was a clear gap between this basic knowledge and the implementation of the school codes in practice. There was no policy-in-action at school A where the study was conducted, while in school B, it was there but implementation of the policy on the disciplinary processes was a challenge. The findings show that school A uses discipline systems that enable them to establish discipline whereas school B struggles with the disciplinary processes. This challenge can be minimized through district workshops. As a result, Pietersburg Circuit needs to coordinate workshops on a regular basis so that individual schools do not operate in isolation but come together to discuss and share best practices regarding ill-discipline. It is further concluded that if the disciplinary management can improve by providing resources, including support and training, teachers will deal with ill-discipline and there will be effective and efficient learning and teaching in classrooms.

5.2.3 Effectiveness of the usage of instruments to improve discipline.

On the effectiveness of the new disciplinary measures, few teachers agreed that praise and reward played a positive role, while the majority indicated that code of conduct and school policy are the way to go with more emphasis in sticking to the rules. Data revealed that there were proper procedures of reporting and conducting disciplinary cases using properly constituted school disciplinary committees as sub-committees of school governing bodies, but there is a challenge that teachers were not well workshopped on how to report. Meanwhile the National Development Plan advocates that education districts should provide support to improve appropriate policy and practices within schools Republic of South Africa (2011), but it was evident from this study that the district is not supporting the teachers at schools. It is concluded that individual schools also need to hold internal workshops where educators could come together to share better discipline strategies in their classrooms. It is further concluded that regular meetings where Grade Heads share behaviour management solutions with teachers of the same grade should be conducted. Newly appointed teachers need

to be taken through an existing programme to familiarize them with the disciplinary system that is employed by the school. Stakeholders' involvement is also regarded as the most effective strategy. They further noted that they have good discipline systems in place, which need to be reviewed yearly and update teachers on the implementation of disciplinary procedures and processes. However, lack of workable policies and Departmental involvement and support is an area of further concern.

5.2.4 Classroom discipline processes

It emerged from the study that due processes were not adhered to when handling disciplinary cases at the two participating schools. The government policy should be made clear with indications about how to deal with misbehavior. Teachers should be staff-developed on the use of co-operative and supportive disciplinary approaches. This would equip them with skills necessary to always administer discipline without resorting to corporal punishment. The Department of Education should make relevant resources available such as books on alternatives to corporal punishment to educators. Professional support such as psychologists and educational counsellors should be increased to support schools. The study revealed some teachers' inadequate knowledge of how disciplinary cases should be conducted; therefore, there were no proper procedures on conducting disciplinary cases. Although SASA Section 8(5) endorses due processes which need to be followed when conducting a disciplinary hearing of a learner (RSA, 1996b), the SDCs were not clearly defined or constituted by the SMT and SGBs at school B. Intervention strategies such as motivation, stakeholders, when making rules and regulations governing discipline in schools and signing pledges can play a vital role in combating ill-discipline in Pietersburg circuit.

5.3 Recommendations for further research

The study was undertaken to explore the perceptions and practices of secondary teachers on classroom discipline processes. The findings in this study signaled that there is still a need for further research regarding the perceptions and practices of teachers towards classroom discipline processes. It became clear that most of the teachers' malpractices in classrooms were caused by lack of support and unclear

instructions from policies prescribed by the Department of Education. All stakeholders should work together as a team to promote effective school discipline, since team collaboration influences daily practice. Teachers who collaborate leave no gap for ill-disciplined learners. Parents should be actively involved in the education of their children and inculcate values and morals in their children at an early stage. They should also visit the school regularly to ensure that their children remain disciplined from home to school.

I therefore recommend further research on how to improve professional development regarding discipline, and further research on implementation of professional development programs on discipline that teachers would have to attend every year to make sure that they gain exposure to discipline processes, and to be capacitated (both old and new teachers in secondary schools). The study further recommends that there be future research on the role of School Disciplinary Committees, School Governing Bodies and School Management Teams could play to ensure that teachers are fully supported in classrooms when dealing with discipline of learners. The Learner Representative Council and Teacher Liaison Officers should also be workshopped on disciplinary processes around schools. Future research is also recommended on how districts and circuits can develop programs that could intensify the support of all stakeholders in schools.

5.4 Limitations of the study

This study has the following limitations:

Firstly, the data collected was from teachers themselves. Validating data from learners, parents, and Circuit officials would have made the findings more vigorous.

Secondly, an interview with a small sample of participants was chosen to fully understand the experiences of the participants.

Thirdly, official documents were sometimes difficult to analyze, as principals were concerned about the sensitive information, which may be disclosed to the outside world. I had to sign a consent form stating that any information gathered from schools would be solely for academic purposes and anonymity will always prevail, especially when reporting findings.

5.5 Conclusion

In conclusion, this study attained the purpose of the research project, which was to explore secondary school teachers' perceptions and practices on discipline processes in Pietersburg Circuit Limpopo Province. The experience in conducting this study was valuable, by obtaining first-hand information and experience from secondary teachers dealing with discipline in classrooms and by relating the attained knowledge when carrying out disciplinary practices, procedures, and processes. Furthermore, based on the findings and conclusions, relevant recommendations that I believe would assist teachers in secondary school, Disciplinary committees, and the Department of Education to deal with overcoming the challenges of managing disciplinary processes in schools were made.

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APPENDIX A: CONSENT TO PARTICIPATE IN RESEARCH

Title of the study: Perceptions and Practices of secondary school teachers on classroom discipline processes in Pietersburg Limpopo Province

Principal researcher: Manamela M.R

Purpose of research: I am asking you to take part in my Masters' research study at the University of Limpopo, School of Education, because I am intending to explore how teachers' perceptions and practices in the classroom can affect implementation of discipline in secondary schools.

Procedures: If you agree to be in this study, you are expected to answer five questions on discipline problems; the interview process will last for 30 minutes.

Risks: There are no risks that may harm you resulting from participating in the research. Benefits: Your involvement in this study will help me to understand how best I can contribute to improving on discipline problems in secondary schools in Capricorn Circuit, Limpopo Province.

Alternative procedures and voluntary participation: If you do not want to take part in this study, you do not have to participate. Remember, being in this study is up to you and no one will be upset if you do not want to participate or even if you change your mind later and withdraw.

Confidentiality: All your answers about this research study will be kept locked up so that no one else can read them. Pseudonyms will be used in all write-ups of research results. The responses will be kept in the archives at the end of the study.

Privacy: As a rule of thumb, I should invade your privacy as minimally as possible.

Contact person: You can ask any questions that you have about the study. If you have a question later that you did not think of now, you can call me at 071 879 5107 or alternatively ask me next time.

Consent: Signing my name at the bottom means that I agree to be in this study. I will be given a copy of this form after I have signed it.

Signature _____ of _____ participant.....

Date.....

APPENDIX B: PILOT QUESTIONS FOR TEACHERS

I intend for these to be semi-structured interviews. The following questions will serve as a guide for the interview. Other questions might be asked for clarification of points, to extend the discussion, or probe the participant for more information.

1. Opening

My name is Mapula Rosina Manamela, and as a master's student in Education Curriculum Studies at the University of Limpopo, Faculty of Humanities, School of Education, I thought it would be ideal to interview you so that I can explore how teachers' perceptions and practices in the classroom can affect implementation of discipline in your school.

I would like to ask you some questions about your teaching profession and experience in your school. I hope to use this information to explore how you perceive and practice discipline in your school. Interviews should take 30 minutes. Are you available to respond to some questions currently?

2. Body

A. General demographic information

SEMI-STRUCTURED INTERVIEW SCHEDULE

Goal of the study: To explore the perceptions and practices of secondary school teachers on classroom discipline processes in Pietersburg Limpopo Province

1. What are the factors affecting classroom discipline in your school?

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.....

2. What is your perception on classroom disciplinary issues?

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.....

3. Which policy documents/guidelines regulate management of discipline in your school?

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4. What do you do (practices) to curb ill-discipline in your classroom?

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5. What is the outcome of the intervention on classroom discipline?

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.....

Well, it has been a pleasure finding out more about your discipline at your school. Let me briefly summarise the information that I have recorded during our interview.

3. Closure

A. Summary

B. As we end our time, I appreciate the time you took for this interview. Is there anything you would like to say, reflect upon, or add about discipline?

C. I should have all the information I need. Would it be all right to call you if I have any more questions? Do you agree to check my summary or transcription of the interview later?

Thanks again. I look forward to sharing my findings for this research with you.

APPENDIX C: INTERVIEW SCHEDULE FOR TEACHERS

I intend for these to be semi-structured interviews. The following questions will serve as a guide for the interview. Other questions might be asked for clarification of points, to extend the discussion, or probe the participant for more information.

1. Opening

My name is Mapula Rosina Manamela, and as a master's student in Education Curriculum Studies at the University of Limpopo, Faculty of Humanities, School of Education, I thought it would be ideal to interview you so that I can explore how teachers' perceptions and practices in the classroom can affect implementation of discipline in your school.

I would like to ask you some questions about your teaching profession and experience in your school. I hope to use this information to explore how you perceive and practice discipline in your school. Interviews should take 30 minutes. Are you available to respond to some questions currently?

2. Body

A. General demographic information

SEMI-STRUCTURED INTERVIEW SCHEDULE

Title of the study: Perceptions and practices of secondary school teachers on classroom discipline processes in Pietersburg Limpopo Province

SECTION A: BIOGRAPHICAL INFORMATION

Service Office

School A	
School B	

Gender Profile

Male	
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Female	
Other	

Age Group Profile

Between 40 – 45 years	
Between 46 – 50 years	
Between 51 – 55 years	
Above 55	

Years of experience as a teacher

0 to less than 5 years	6 years to less than 10 years	11 years to less than 15 years	15 years or more

Highest Qualifications

BA Degree	BA Degree + Honours	BA Degree + Honours+ Masters

SECTION B

INTERVIEW QUESTIONS

1. What is your perception of a classroom with disciplinary issues?
2. What are the factors affecting classroom discipline in your school?
3. What do you do to control ill-disciplined learners in your classroom?
 - 3.1 Are the practices effective in managing ill-disciplined learners in your classroom?

4. What do you think can work better to improve ill-discipline classrooms?

Well, it has been a pleasure finding out more about your discipline at your school. Let me briefly summarise the information that I have recorded during our interview.

3. Closure

A. Summary

B. As we end our time, I appreciate the time you took for this interview. Is there anything you would like to say, reflect upon, or add about discipline?

C. I should have all the information I need. Would it be all right to call you if I have any more questions? Do you agree to check my summary or transcription of the interview later?

Thanks again. I look forward to sharing my findings for this research with you.

APPENDIX D: CONSENT FORM

INFORMED CONSENT FORM

Title of the study: To explore the Perceptions and Practices of secondary school teachers on classroom discipline processes in Pietersburg, Limpopo Province

Procedure: I understand that I will be interviewed individually on exploring Perceptions and Practices of secondary school teachers on classroom discipline processes. It will require thirty to forty-five minutes of my time.

Risks and Discomfort: I understand that there will be no risks or discomfort that I may be exposed to in participating in this study. However, if I experience any discomfort during the process, I will inform the researcher.

Benefits: I understand that there are no direct financial benefits to me for participating in this study.

Participant's rights: I understand that my participation is voluntary, that I may withdraw from participating in the study at any time and I will not be penalized or disadvantaged in any way.

Confidentiality and Anonymity: I understand that the researcher will take reasonable steps to protect my identity and that all information will be treated confidentially. I understand that the interview will only be used for research purpose and should I withdraw from the study, the data will be destroyed. I understand that the results may be published in the researcher's dissertation, but my identity will not be

revealed unless required by the law. I understand that should there be any need to disclose any information; this will be done with my consent.

DECLARATION BY THE PARTICIPANT

I _____, understand my rights as a research participant and I voluntarily consent to participate in this study. I also understand what the study is about, and how and why it is being conducted. I have received a copy of this consent form.

Signed at _____ on the _____ of _____ 2023.

Signature of the participant

Signature of the Researcher

APPENDIX E: WRITTEN DOCUMENTS ANALYSIS WORKSHEET

1	Type of document . Personal: newspapers, incident report . Physical (posters, flyers) . Public records: mission statements, policy manuals, rules
2	Unique physical characteristics of the document . Letterhead . Handwritten . Typed . Received stamp.
3	Date and context of document
4	Author (or creator of the document) and position

5	Audience the document was written for.
6	Document Information (There are many possible ways to answer (A-F)) A. List things the author said that you think are relevant to perceptions and practices of teachers on discipline in classrooms. B. What type of document is it? C. Why does the document exist? D. What is the context of the document, or source? E. What did the document mean to learners during that time? F. What is left out of the document?

APPENDIX F: PERMISSION LETTER TO CONDUCT RESEARCH AT SCHOOLS TO DISTRICT OFFICE

04 Patterdale
Bendor Ext 26
Polokwane
0699
30/01/2023

Capricorn District Manager
Limpopo Department of Basic Education
Polokwane
0700
Dear Madam

SUBJECT: REQUEST TO CONDUCT RESEARCH IN LIMPOPO DEPARTMENT OF EDUCATION

The above matter bears reference:

This communicate serves to request your permission to conduct a case study amongst the educators in your circuit. I am currently studying with University of Limpopo, doing a master's degree in Curriculum Studies. This is in view of the research study entitled Perceptions and Practices of secondary school teachers on classroom discipline processes in Pietersburg Circuit Limpopo Province. After completion of the study, your office will be provided with a copy of the executive summary.

Your approval to conduct this study will be highly appreciated.

Yours sincerely

Manamela M.R. (071 879 5107) nkwenankwena@gmail.com

APPENDIX G: PERMISSION LETTERS TO CONDUCT RESEARCH AT SCHOOLS

04 Patterdale
Bendor Ext 26
Polokwane
0699
30/01/2023

The principal
Capricorn High School
59 Thabo Mbeki Street
Polokwane
0699
Sir

Re: REQUEST TO CONDUCT RESEARCH

I kindly request permission to conduct a study at your institution. I am a master's student at University of Limpopo. The research topic is Perceptions and Practices of secondary school teachers on classroom discipline processes in Pietersburg Limpopo Province. Permission for the study has been given by the Limpopo Department of Education and the Ethics Committee at University of Limpopo. I have purposefully sampled your institution because of high enrolment and as it is near my vicinity. I am under the supervision of Dr B.C. Moabelo contact no 072 149 5266. I am requesting that you allow members of your staff to participate in the study. The school will be sent the findings of the study, which you can use to improve on discipline in your school.

Your positive response will be highly appreciated.

Thanking you in anticipation

Mapula Rosina Manamela 071 879 5107 or e-mail nkwenankwena@gmail.com

04 Patterdale
Bendor Ext 26
Polokwane
0699
30/01/2023

The principal
Taxila High School
347 Orient Dr
Nirvana
Polokwane
0699
Dear Sir

Re: REQUEST TO CONDUCT RESEARCH

I kindly request permission to conduct a study at your institution. I am a master's student at University of Limpopo. The research topic is Perceptions and Practices of secondary teachers on classroom discipline processes in Pietersburg Limpopo Province. Permission for the study has been given by the Limpopo Department of Education and the Ethics Committee at University of Limpopo. I have purposefully sampled your institution because of high enrolment and as it is near my vicinity. I am under the supervision of Dr B.C. Moabelo contact no 072 149 5266. I am requesting that you allow members of your staff to participate in the study. The school will be sent the findings of the study, which you can use to improve on discipline in your school.

Your positive response will be highly appreciated.

Thanking you in anticipation

Mapula Rosina Manamela 071 879 5107 or e-mail at nkwenankwena@gmail.com

APPENDIX H: DEPARTMENTAL APPROVAL LETTER



**University of Limpopo
Faculty of Humanities
Office of the Director
School of Education**

Private Bag X1106, Sovenga, 0727, South Africa

Tel: (015) 268 3616 Email: sylvia.ramaligela@ul.ac.za

Date: 12 October 2022

NAME OF STUDENT: Manamela M.R. STUDENT

NUMBER: 9202599

DEPARTMENT: Education Studies

SCHOOL: Education

QUALIFICATION: M.Ed.

Dear Student

SCHOOL APPROVAL OF PROPOSAL AND RECOMMENDATION FOR APPROVAL OF
ETHICAL CLEARANCE

I have pleasure in informing you that your M.Ed. proposal served at the School of Education Research Committee meeting held on 11 October 2022 and your title was approved as follows:

Perceptions and Practices of secondary school teachers on classroom discipline processes in Pietersburg Circuit, Limpopo Province

It is also a pleasure to inform you that in its meeting of 11 October 2022, the School of Education Ethics Committee recommended the approval of your application for ethical clearance. Without delay, please apply directly with TREC in order for a certificate to be issued.

Please note the following:

Ethical Clearance	Tick One
In principle the study requires no ethical clearance, but will need a TREC permission letter before proceeding with the study	
Requires ethical clearance (Human) (TREC) (apply online). Proceed with the study only after receipt of ethical clearance certificate	√
Requires ethical clearance (Animal) (AREC) Proceed with the study only after receipt of ethical clearance certificate	

Yours faithfully



Prof MW Maruma

Director: School of Education

Supervisor name: Dr B.C. Moabelo

APPENDIX I: RESEARCH ETHICS LETTER



University of Limpopo
Department of Research Administration and Development
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 2401, Fax: (015) 268 2306, Email: trec@ul.ac.za

TURFLOOP RESEARCH ETHICS COMMITTEE ETHICS CLEARANCE CERTIFICATE

MEETING: 09 January 2023

PROJECT NUMBER: TREC/14/2023: PG

PROJECT:

Title: Perceptions and Practices of secondary school teachers on classroom discipline processes in Pietersburg Circuit, Limpopo Province.
Researcher: MR. Manamela
Supervisor: Dr BC Moabelo
Co-Supervisor/s: N/A
School: Education
Degree: Master of Education



PROF D MAQOSA

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

APPENDIX J: DEPARTMENTAL APPROVAL LETTER

Confidential information - This is for official consumption



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION
CONFIDENTIAL

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

Manamela MR

04 Patterdale,
Bendor
0699

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1. The above bears reference.
2. The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal: **"PERCEPTIONS AND PRACTICES OF SECONDARY SCHOOL TEACHERS ON CLASSROOM DISCIPLINE PROCESSES IN PIETERSBURG CIRCUIT, LIMPOPO PROVINCE"**
3. The following conditions should be considered:
 - 3.1 The research should not have any financial implications for Limpopo Department of Education.
 - 3.2 Arrangements should be made with the Circuit Office and the School concerned.
 - 3.3 The conduct of research should not in any way disrupt the academic programs at the schools.
 - 3.4 The research should not be conducted during the time of Examinations especially the fourth term.
 - 3.5 During the study, applicable research ethics should be adhered to; in particular the principle of voluntary participation (the people involved should be respected).
 - 3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.

REQUEST FOR PERMISSION TO CONDUCT RESEARCH : MAMAMELA MR Page 1

Cnr 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X 9489, Polokwane, 0700
Tel: 015 290 7600/ 7702 Fax 086 218 0560

The heartland of Southern Africa-development is about people

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

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

Best wishes.



Mashaba KM
DDG: CORPORATE SERVICES

22/02/2023
Date

REQUEST FOR PERMISSION TO CONDUCT RESEARCH : MANAMELA MR Page 2

Cnr 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X 9489, Polokwane, 0700
Tel:015 290 7600/ 7702 Fax 086 218 0560

The heartland of Southern Africa-development is about people

APPENDIX K: RESPONSE LETTER FROM CIRCUIT OFFICE



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

CAPRICORN SOUTH DISTRICT
PIETERSBURG CIRCUIT

Enq: Tladi NP
Tel No: 082 954 3476
Email Address: ntharatladi35@gmail.com
Date: 24 APRIL 2023

To: Ms Manamela MR
&
Principals of Secondary School
Pietersburg Circuit

Dear Sir/ Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH: MANAMELA MR

1. The above mentioned student attached to UNIVERSITY OF LIMPOPO, has been granted permission by the DDG: Corporate to conduct research in schools in this Circuit.
2. Pietersburg Circuit secondary schools have been identified as one where he could conduct the research on this research topic 'Exploring the perceptions and practices of secondary school teachers on classroom discipline processes in Pietersburg Circuit.
3. The student is encouraged to come to your school to make final arrangements with you and ensure that this research does not disrupt teaching and learning in the school.
4. Attached kindly find the permission from Head of Department (signed on the 22 /02/2023) and application letter from the student.
5. I hope and believe you will be of assistance to the researcher.



CIRCUIT MANAGER: RATALE SM

LIMPOPO PROVINCIAL DEPARTMENT OF EDUCATION POLOKWANE DISTRICT OFFICE PIETERSBURG CIRCUIT OFFICE	DATE 24/04/2023
PRIVATE BAG X4009 SESHEGO, 0743	

"We Belong, We Care, We Serve"

APPENDIX L: RESPONSE LETTER FROM SCHOOLS

DEPARTMENT OF EDUCATION - LIMPOPO PROVINCE

TAXILA SECONDARY SCHOOL

347 ORIENT DRIVE – NIRVANA – POLOKWANE
P.O. BOX 377 – POLOKWANE – 0700
TELFAX: [015] 292 1475/6
E-mail address: taxilacombined@yahoo.com

DATE: 2023:04:24 YOUR REF: _____ OUR REF: _____

MRS MANAMELA, M.R.

Madam,

REQUEST FOR PERMISSION TO CONDUCT RESEARCH I.r.o. MANAMELA, M.R.

1. The above matter refers.
2. Kindly note that your request for permission to conduct research at the school has been granted. However the following conditions should be met.
 - 2.1 The period of research should not interfere with the normal programme of the school.
 - 2.2 The Research should not interrupt examination, lessons and other co-curricular activities of the school.
 - 2.3 Appointment should be made timeously in order to allow the school to make thorough preparations without causing any disruption.
3. Thanking you in advance for your much valued co-operation.

Yours faithfully

PRINCIPAL: MR. T.C. RAMARA

Date

2023-04-24

DEPARTMENT OF EDUCATION TAXILA SECONDARY POLOKWANE TEL: (015) 292 1475 - 6 FAX: 292 1475/6 E-MAIL: taxilacombined@yahoo.com WWW: www.doe.gov.za
2023-04-25
PRINCIPAL'S SIGNATURE _____ LIMPOPO PROVINCE



CAPRICORN HIGH SCHOOL

"Not just a school but a way of life"

Thabo Mbeke Street
Polokwane
0699

School Tel: 015 295-9333/4
School Fax: 015 295-5165
E-mail: info@capricornhigh.co.za

24.04.2023

Mrs Manamela MR

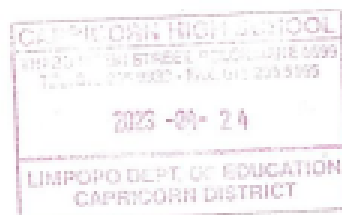
Dear Madam

APPROVAL TO CONDUCT RESEARCH AT CAPRICORN HIGH SCHOOL

1. The above matter refers.
2. Kindly take note that your request for permission to conduct research has been approved but please keep below condition into consideration.
 - 2.1. The research should not interfere with teaching and learning as well as other co – curricular activities at the school.
3. Hope you find above to be in order.

Yours faithfully

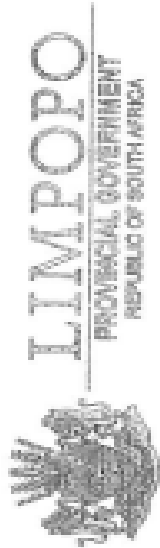

Cheryl PL
Principal



MISSION:

CHS strives towards RESPONSIBLE PUPILS who ATTAIN THEIR FULL POTENTIAL and MAINTAIN HIGH STANDARDS to MAKE VALUABLE CONTRIBUTIONS to society.

APPENDIX M: SCHOOLS SUMMARY OF INCIDENTS REPORTED AND RECORDED



DEPARTMENT OF EDUCATION
PIETERSBURG CIRCUIT

SCHOOL: Thrusi EMIS No: 24104257146 SCHOOL'S INCIDENT No: 00
 POLICE CAS No: _____

Person Reporting Incident:
(Indicate with a tick)

Principal	<input checked="" type="checkbox"/>	SCB	<input type="checkbox"/>	Other	<input type="checkbox"/>
Subsidiary	<input type="checkbox"/>	School Safety Officer	<input type="checkbox"/>		
Parent	<input type="checkbox"/>	Parent	<input type="checkbox"/>		

Date and Time of Incident	Who was involved?	Where Occurred?	What happened?
17/02/18	1. 2 boys from school 2. 1 boy from school 3. 1 boy from school	<input type="checkbox"/> On way to or from school <input type="checkbox"/> Just outside school grounds <input type="checkbox"/> In classroom <input type="checkbox"/> In toilets <input type="checkbox"/> In play grounds <input type="checkbox"/> Between classes <input type="checkbox"/> Behind the school building <input type="checkbox"/> At the gate <input type="checkbox"/> Tuck shop <input type="checkbox"/> Office or staff room <input type="checkbox"/> Lab/library/computer room/media centre	2 boys from school (1. 2 boys from school) were talking to a teacher in the staff room. One of the boys was talking to the teacher about a problem with a friend. The teacher was talking to the boys about the problem. The teacher was talking to the boys about the problem.
Necessary Response- who needs to do what?			
Referred To: <ul style="list-style-type: none"> <input type="checkbox"/> Disciplinary committee <input type="checkbox"/> Discipline committee <input type="checkbox"/> Clinic/hospital <input type="checkbox"/> Report to the police <input type="checkbox"/> Other 			
Principal's Signature: _____			Date: <u>26/02/18</u>

INCIDENT REPORT

Name of School: _____ EMIS Number: _____
Reported by: _____ Incident Number: _____
Officials Involved: _____ Contact Details: _____

Description of Incident: _____

Action taken: _____

Signature: Principal _____ Signature Chairperson SGB _____ Signature Witness: _____

WARNED AND CAUTIONED INCIDENT REPORT

The person completing this Incident Report has been warned that it may be used as evidence in any disciplinary measure or actions taken by the school and its Governing body.

Surname : _____

First Name : _____

Admin No. : _____

Date : _____

Time : _____

Place : _____

WHAT TO INCLUDE IN YOUR REPORT

- Time, day and date of the event
- Who was with you (Full name & surname)
- What were you doing, step by step, giving times, leaving nothing out?
- What was said in the actual words as far as you can remember?
- Who saw you and who you reported to and when.
- What has happened since giving names, times and dates?

Events which led to the Incident Report:

Signature

Capacity

Date