DISCIPLINARY APPROACHES FOR LEARNERS AT SCHOOLS IN UMKHANYAKUDE DISTRICT

By

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A dissertation submitted for the degree of Master of Education in the field of Educational Psychology at the University of Zululand.

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DECLARATION

I, **Kwanele Nomasonto Mathaba**, solemnly declare that the dissertation hereby submitted to the University of Zululand for the degree of Master of Education in Educational Psychology has never been submitted by me or any other person at this or any other University, that this is my own work in design and execution, that I am aware of the implications of plagiarism as academic dishonesty, and that all sources of reference used have been duly acknowledged.

_____   _____

Signature   Date

ACKNOWLEDGEMENTS

DEDICATION

I would like to specially dedicate this Dissertation to my dearest warm hearted mother Sarah, Nobuhle Simelane. May God richly bless you Madooo, you are the best.

ABSTRACT

What educators do or can do to handle certain occurring misbehaviour in the classroom was the main subject of this study. The aim of this study was to explore or investigate the disciplinary measures the 'Intermediate, Senior and Further Education and Training Phase' educators in UMkhanyakude district were making use of to handle undesirable behaviour with the purpose of discovering alternative disciplinary measures that would be consistent, possible to implement and effective in dealing with different learners within the classrooms without inflicting any physical, emotional and psychological pain. A questionnaire which had closed-ended and open-ended questions was developed and distributed among 54 educators (52 educators responded) who were located around Mtubatuba Town, KwaMsane Township and UMpukunyoni Area. With the same questionnaire, out of 9 members of the School Management Team located in selected places, 6 were interviewed. Data was quantitatively and qualitatively analysed. Quantitative data was coded and entered into SPSS. This study examined the research findings on the application and the frequency of certain methods of handling misbehaviour; actions taken when a certain misbehaviour occurs and the effectiveness of those actions. Significant themes that emerged from actions taken by participants when learners misbehaves and participants' recommendations on what they consider preferable were identified for qualitative analysis. The study findings revealed that participants did make use of certain methods with the intention of either inflicting physical, emotional or psychological pain so that the misbehaviour can be stopped. The findings revealed that the methods that were implemented caused some discomfort, most of them did not permanently stopped misbehaviour. The study recommends that parental involvement and code of conduct be made use of to handle misbehaviour. The participants did not reveal any discomfort brought by the implementation of parental involvement and code of conduct.

Keywords: *discipline, punishment, misbehaviour*

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CHAPTER 1

1. ORIENTATION TO THE STUDY

1.1 Introduction

Classrooms cater for diverse learners with different levels of thinking. Some of these learners display desirable behaviours while others demonstrate undesirable behaviours within the same class. Educators have a duty of dealing with all these kinds of learners. An undesirable behaviour which does not only affect educators as such but learners as well has to be discouraged. This study sought to explore or investigate the preferred disciplinary measures that are possible to implement and which would be effective to deal with destructive behaviours within the classrooms in UMkhanyakude Districts.

The preferred disciplinary measures should not infringe on the learner's right to learn and not affect their psychological and physical wellbeing while not putting the educator on the disadvantage. They would replace corporal punishment which was abolished in 1996 yet still used and seem to be a last resort for some educators. Sonn (1999) stated that even though corporal punishment was outlawed, many schools still practiced it. Educators questioned the swift abolition of corporal punishment without an alternative being offered (Sonn, 1999). This persistent use of corporal punishment may be caused by either the absence of alternative disciplinary measures or ignorance.

The times are changing; the disciplinary methods and punishment which were believed to be effective in the past may not be suitable for the modern times. As learners grow, they explore new perspectives of life because of their personal experiences, cognitive development, physical growth or maturation and social or environmental influences. Society is changing, teaching methods are changing, the role of the educator is changing, corporal punishment has been abolished and learners are becoming more demanding (Sonn, 1999). Many educators are frustrated because the old and trusted ways of dealing with discipline do not seem to work any longer (Sonn, 1999).

As a result of this gradual growth or change occurring in individual's life; the further education and training phase (FET) and senior phase educators are expected to implement different disciplinary measures from that used by intermediate phase educators. Disciplinary measures that might work with intermediate phase educators may not be effective to FET educators because of change taking place in learners. This study sought to discover strategies of dealing with undesirable behaviour at different levels of education considering the current time we are living in. These ways should again be possible to implement even in schools where classrooms are overcrowded. They should be effective regardless of any diversity educators themselves have.

1.2 Literature review

According to Lessing and De Witt (2011), disruptive behaviour refers to learner behaviour that disturbs the orderly course of the teaching situation such as interruptive chatting, wandering around the classroom, task avoidance, which in turn causes the most frustration and stress in educators. Winbinger, Katsiyannis and Archwamety (2000) listed poor school performance, low attendance, low attachment to the school, impulsiveness, low levels of self-control and rebellious attitudes as characteristics of an individual learner that may contribute to disruptive behaviour. Charlton and David (1993) included verbal abuse, physical aggression or destructiveness toward educators or other pupils.

According to Landsberg, Kruger and Swart (2011), this behaviour establish patterns that occur all the time and make it virtually impossible for educators to teach properly. Landsberg, et al., (2011) stated that educators are unable to pay the necessary attention to any other learners who are in need of support, the learner who engage in disruptive behaviour get no benefit from the learning material, the attention of all the other learners is distracted and the atmosphere in the class is negatively affected. They further stated that educators are often discouraged by this loss of control that they lose their enthusiasm and motivation, and the entire learning process is hampered. A lack of enthusiasm to teach and the lack of proper circumstances to learn inevitably lead to underachievement and aggravate the lack of a culture of learning and teaching (Landsberg, et al., 2011).

Lessing and De Witt (2011) did research on how educators could maintain discipline in the school. Lessing and De Witt (2011) distributed questionnaires to educators to collect data and they analysed the results quantitatively. They stated that ineffective punishment methods for repeated offences and inadequate disciplinary measures were indicated as challenges that educators have to deal with. Strict, consistent fair discipline and learner involvement was considered effective in maintaining discipline. The study found that many respondents experienced a feeling of powerlessness with regard to handling of undisciplined behaviour in schools (Lessing & De Witt, 2011).

Successful behaviour management is crucial for successful academic instruction because decreasing in the amount of time spent managing problematic behaviour increases classroom instruction time (Gottleib & Polirstok, 2005). Gottlieb and Polirstok (2005) stated that disruptive behaviour negatively impact learning by taking time away from classroom instruction. It also produced unsafe school environment (Gut & Mclaughin, 2012).

To do away with disruptive behaviour, some schools had used punishment, some discipline and some, both of the two. Discipline is the practice of training people to obey rules and orders (Hornby, 2008). Punishment is an act of making somebody to suffer because they have failed to obey the rules or done something wrong (Hornby, 2008). In controlling, punishing or disciplining learners they made use of suspension, physical or corporal punishment and emotional and intellectual punishment, punitive behaviour management methods, zero tolerance policies, expulsion, code of conduct, parental involvement, school-team-community communication, community-oriented policing and many more.

Allman and Slate (2011) did research on the in-school suspension (ISS), out-of-school suspension (OSS) and disciplinary alternative education programmes. They defined suspension as mandatory leave assigned to a learner as a form of punishment because of violating rules and regulations that can last anywhere from one day to few weeks, during which time the learner is not allowed to attend regular lessons. The intention of suspension is to remove a disruptive learner so that learning continues. Blomberg (2004) examined the application and effectiveness of both ISS and OSS. He looked at both the advantages and the disadvantages of applying ISS or OSS as a form of minimizing and preventing undesirable behaviour.

The findings indicated that OSS was misapplied, unfairly used against minorities and ineffective in producing better future behaviour. Suspension is a sensitive issue for both parents and school administrators as it can backfire and the suspended learner will be far behind with work (Allman & Slate, 2011). Besides being behind with the academics, a learner given OSS may roam around their communities during the day possibly getting into more trouble. Blomberg (2004) discovered that some learners who had received OSS felt that it was of little use, some predicted that they would be suspended again and some were angry at the person who had suspended them. Blomberg (2004) noted that OSS may not meet the needs of learners with behaviour problems. It tends to push them away as it places all the blame to them while providing relief to teachers and raising parental attention to their child's misconduct.

In ISS, a learner is removed from the classroom and compelled to stay in an ISS center for a certain time. Blomberg (2004) maintained that with ISS it was believed that it was going to be more effective than the exclusionary model of OSS. They thought the schools officials together with the teachers were going to punish inappropriate behaviour and intervene in a positive manner with learner. The findings indicated that parents, educators, learners and the community did not feel that ISS was an appropriate punishment for severe problems.

Turpin and Hardin (1997) conducted research in a rural high school's ISS room and they were dealing with a small school. The ISS room that they occupied had no ISS staff, but instead had a camera that monitored the learners. The principal and his secretary monitored the learners using that camera. Because of the costs, it was difficult to hire a full time staff member to run the ISS room and the camera was a low cost alternative. Basically, ISS required the staff that was going to be responsible for its application and functioning and that called for either the assigning of ISS duties to the available staff or hiring of a new member.

The findings indicated that although there was little help or intervention offered, the room did act as an effective discipline alternative. Learners and educators when questioned agreed that ISS was a real punishment and it made sure that learners did not get a vacation just like in OSS. Some learners commented to the researcher that ISS was not just a punishment, but it was also viewed as a place to catch up on sleep. The overall effect on school discipline was negligible. The perception of school

discipline has changed, but the actual numbers of OSS and lost instructional days remained unchanged. ISS programme was a limited success (Turpin & Hardin, 1997).

Other educators apply physical or corporal punishment to eliminate undesirable behaviour. UN Committee on the Rights of the Child (2001) defined corporal punishment as any punishment in which physical force is used, it involves deliberate infliction of pain as retribution for an offence, or for the purpose of disciplining or reforming a wrongdoer, or to deter attitudes or behaviour deemed unacceptable. According to UNICEF Gender, Rights and Civic Engagement (2008), it is considered as any action that hurts a learner in the name of discipline.

It could be hitting, slapping, pinching, pushing, shaking and kicking. It could be depriving the learner of food or rest or movement, or forcing them to sit or stand absolutely still for any period of time (UNICEF Gender, Rights and Civic Engagement, 2008). The benefits of corporal punishment are that; it suppresses the undesirable behaviour in response to which it is used, it is quickly administered and apparently works quickly when used in anger and it requires no training or skill (Blanton, Short & Short, 1994). UNICEF Gender, Rights and Civic Engagement (2008) maintained that learners who had received corporal punishment inwardly become rebellious, resentful, afraid, anxious and angry and according to Sonn (1999), this lessen the trust between an educator and a learner. As learners grow older this form of disciplining breaks down, then the educators who have relied on it found the need to increase the severity of punishment. These learners may grow up to rebel against all the values of the educator whose form of discipline is seen as unfair and harsh.

According to Sonn (1999), research shows that learners often do not remember why they were physically punished because the punishment often has little connection with the act. The use of corporal punishment suggests to learners that problems can be solved by the use of aggression; it teaches them that violence is the only answer (Sonn, 1999). The responses to this punishment are either the urge to escape, to counterattack, or a stubborn apathy (Schultz & Schultz, 2009).

National Education Policy Act and South African Schools Act (1996) declared corporal punishment illegal and unlawful because of incidents of violence towards learners. Iselin (2010) maintained that corporal punishment is ineffective in reducing misconduct as it is often administered inconsistently and without adherence to guidelines; and can

cause serious physical, psychological and emotional injury therefore it cannot serve as an alternative.

There are those educators who have never learnt alternatives to harsh punishment, and cannot control the class without it (UNICEF Gender, Rights and Civic Engagement, 2008). According to Ntshangase and Naidu (2014), educators felt disempowered, anxious and confused due to lack of effective alternative disciplinary methods. According to Ntshangase and Naidu (2014), the government attempted to offer alternatives to corporal punishment by introducing school- level codes of conduct and parental involvement.

UNICEF Gender, Rights and Civic Engagement (2008) maintained that besides physical punishment other educators emotionally and intellectually punished learners. Jacobsen (2013) found that educators decided to use non-physical punishment more often to control learner's behaviour which included verbal reprimands and detaining the child. UNICEF Gender, Rights and Civic Engagement (2008) defined emotional punishment as any action of educators to deliberately cause emotional distress to a learner in the name of discipline. It might be the educator allowing the fellow learner to ridicule misbehaved learner, encouraging others to isolate or ignore that learner, unfair discrimination against that learner, deliberate withdrawal of love or refusal to communicate or respond to the learner over a significant period of time (UNICEF Gender, Rights and Civic Engagement, 2008).

UNICEF Gender, Rights and Civic Engagement (2008) mentioned intellectual punishment as other form of punishment. They stated that a common punishment is insisting that a learner agrees with a statement that he or she does not accept as true. Another is forcing a learner to attempt tasks that are beyond his or her intellectual capacity usually combined with humiliation. Some can be forcing a learner to do boring, repetitive and meaningless tasks. Jacobsen (2013) did research on alternatives to suspension and considered both corporal punishment and punitive behaviour management (lecturing, verbal reprimands, ridiculing and shaming) as it emotionally abuse a learner ineffective in reducing misconduct and may cause harm to learners. Emotional and intellectual punishment can also have physical effects such as headaches, stomach upsets, nausea, tension and various aches and pains (UNICEF Gender, Rights and Civic Engagement, 2008).

In examining the alternative ways of handling undesirable behaviour than just suspending learners, Jacobsen (2013) evaluated zero-tolerance policies. It enforced suspension and expulsion in response to certain behaviour. Administrators from a certain school district reported that they did not understand it very well and that they relied primarily on student characteristics to make decisions such as the age and grade of the learner, whether he/she had a prior conduct problems, whether he/she posed a threat to school safety, and whether his/her parent was home to provide support and monitoring. Zero-tolerance policies were often implemented arbitrarily and frequently used as discipline for minor misconduct (Jacobsen, 2013). It did not improve overall school safety and are associated with lower academic performance, higher rates of dropout, failures to graduate on time, increased academic disengagement and subsequent disciplinary exclusion (Jacobsen, 2013).

Landsberg, et al., (2011) mentioned that parental involvement can produce more effective changes in a learner's behaviour. They mentioned that parents or caregivers can purposefully intervene with a view to agree with, prevent or correct a specific behaviour of their children. They stated that parents or caregivers invest mental energy in certain modes of conduct and the child emulates these. Moral, cognitive and spiritual aspects are learned through parental models. Parent's relationships with their children influence the learning process and children's behaviour at school (Landsberg, et al., 2011). Parental involvement may work for learners with responsible parents or caregivers and may not for learners who are the head of their families, learners with no parents or with uncaring and irresponsible parents.

1.3 Problem statement

Disruptive behaviour negatively impacted learning by directly and indirectly consuming time for the delivery of instructions and many also produced unsafe school environment. The behaviour of one learner infringed on the ability of other learners to obtain an adequate education and it interfered with the ability of the educator to teach effectively. Most of the methods which were seen to be applicable and effective before had been explored and seen to be ineffective in the modern times.

Some had been abolished due to the fact that they placed the lives of the learners in danger or they violated them. That had left some educators with lot of frustration on how they should deal with certain behaviours. Some educators used ineffective strategies because either alternative disciplinary measures lacked or they themselves were unaware of those available. Due to lot of differences, some methods were possibly to implement in handling undesirable behaviour in certain areas but ineffective when applied in other areas. The following were the specific research questions that this study tried to address:

- Considering any diversity the learners and the educators have, what are the methods that educators may use to eliminate undesirable behaviour in the classroom?
- What are the advantages and disadvantages of using identified methods? Which methods are going to be eliminated and which are the methods that are going to be preferred or be alternatives?
- Will the discovered methods be possible, applicable or effective when implemented especially in various context?
- Will the application of the researched disciplinary methods permanently or temporarily eliminate undesirable behaviour?
- Are educators aware of those methods and what is/ will be their attitude toward them?
- Will those methods maintain effective transferring of teaching instructions or will their implementation be consistent?

1.4 Aims of the study

The aim of this study was to explore or investigate the preferred disciplinary measures that would be consistent, possible to implement and effective in dealing with different learners that displayed undesirable behaviours within the classrooms without inflicting any physical, emotional and psychological pain in UMkhanyakude districts.

1.4.1 Objectives of the study

This study tried or sought:

i.   To find methods used when dealing with undesirable behaviours.

ii. To find advantages and disadvantages or criticism of those methods, check if their implementation minimize or totally prevent the occurrence of undesirable behaviour and check if they are used continuously.

iii. To find the most preferable methods from the list discovered or available methods.

iv. To find out if demographic differences educators and learners have shape the implementations and effectiveness of certain available disciplinary measures.

v.   To discover the awareness and attitude of educators toward certain methods by asking them how they manage learners, how they deal with certain displayed behaviour and if they consider those ways effective.

vi. To check whether lack of effective disciplinary measures perpetuate disruptive behaviour in the school or availability of effective disciplinary measures either prevents or completely eliminate the disruptive behaviour.

1.5 Intended contribution

This study emphasised the importance of effective discipline which would help learners to learn to control their behaviour so that they act according to their ideas of what is right and wrong, not because they fear punishment. It would make educators aware of alternative disciplinary measures that they could use after the researcher had explored those alternatives. That would rely on the advantages and disadvantages of the alternative disciplinary measures discovered during the study. It sought to reveal disciplinary methods that would be possible to implement in accordance with different phases.

1.6 Research methodology

1.6.1 Description and selection of participants

This study was conducted at UMkhanyakude district, the northernmost district in KwaZulu Natal. Participants was selected using a stratified random sampling method

where by the subjects are divided into subgroups on the basis of the phases. 9 schools were recruited as follows; intermediate phase-3 schools, senior phase-3 schools and further education and training phase-3 school selected. Some schools were selected in KwaMsane Township, some were selected around Mtubatuba town which are multiracial schools though and the other schools were selected around Mpukunyoni area. 18 educators in each phase were selected, the overall number of participants was 54 educators. From 9 recruited schools, one member of the school management team (SMT) or school administration was interviewed in each school; which made it 9 SMT participants. Adding 9 members of SMT to the number of educators, the overall number of participants in this study was 63.

1.6.2 Description of procedure

Enquiry to conduct and collect data from intended participants was submitted to the circuit office located at KwaMsane Township for permission. Mixed research methods was used which combined qualitative and quantitative method (De Vos, Strydom, Fouche & Delport, 2013). Jacobsen (2013) used a qualitative research study to explore perspectives of educators about working with learners with disruptive behaviour. Interviews were utilized to gather an educator's voice on behaviour from 7 educators. The participants differed on years of teaching, age, grade of learners and location of school itself.

In this study, structured and unstructured questions was used to collect data. The results of structured questionnaires were analysed quantitatively and of unstructured questionnaires were analysed qualitatively. Educators received handouts with both open-ended and closed-ended questions and they had to write back the responses in the spaces provided within the handouts with the questions. Questions were about punishment, discipline and undesirable behaviour. They received questions which firstly required them to briefly discuss and openly give their views. The researcher read and compared their responses, and interpreted. Within the same handouts, there were questions that required educators to only choose from the options given in relation to the questions; that data was converted into numbers and options chosen were counted during analysed.

One-on-one interviews were conducted with the SMT members that participated in the study and the results were analysed qualitatively. McMillian and Schumacher (2010) maintained that in-depth interviews used open-response questions to obtain data on participants' meaning- how individual conceived of their world and how they explained or made sense of the important events in their lives. Jacobsen (2013) recorded interviews using an Apple IPhone device and were transcribed into a word document on the researcher computer. In this study both note taking and audio recordings were used when interviewing the SMT. King and Horrocks (2010) maintained that note taking is always preferable and becomes important if the participants do not want to be recorded.

Questions that were given to all the participants were created from the previous research that discussed the issues related to disruptive behaviour, discipline, punishment and other alternative methods of eliminating or preventing undesirable behaviour in the school. The questions were not bias but fair, intending to receive unbiased responses and the questions were not going to be restricted by the researcher's experience and knowledge. In interpreting and analyzing the responses the researcher took into consideration the demographic differences.

Prior conducting the interviews and issuing of questionnaires, the researcher provided participants with necessary information regarding the study. Like informing them about the purpose of the study, what participants would be doing and that their participation was voluntarily, how the researcher intended to collect data from them, to name the few. The researcher neither forced nor manipulated participants to take part, but provided them with necessary information. Participants were given consent form and they had to submit them the following day. The consent form described the purpose of the study, briefly informed the participants what the questions were about, and informed the participants that the interviews would be recorded and that the responses provided in the questionnaires will be interpreted by the researcher.

1.7 Ethical and safety issues

In this study the following 3 core principle for the ethical conduct of research were taken into consideration.

- **Respect of persons:**

  The researcher ensured that the participants' welfare always took precedence over the interest of science or society. Participants were treated with courtesy and respect, and they participated in research voluntarily and with adequate information.

- **Beneficence:**

  The researcher tried to maximize the benefits of the wider society, and to minimize any potential risks to research participants.

- **Justice:**

  The researcher ensured that research procedures were administered in a fair, non-exploitative, and well-considered manner.

The application of these principles to the conduct of research mentioned above lead to the following important considerations.

- **Informed consent:**

  Individuals were provided with sufficient information about the research, in a format that was comprehensible to them, and made a voluntary decision to participate in a research study. Participants were informed that participating was voluntary.

- **Self-determination:**

  Individuals had the right to determine their own participation in research, including the right to refuse participation without negative consequences.

- **Minimization of harm:**

  The researcher protected the participant in any form and minimized any risks.

- **Anonymity:**

  The researcher protected the identity of research at all times. Participants remained anonymous.

1.8 Resources

The researcher selected 3 schools in KwaMsane Township which were near to where the researcher worked. The researcher had to travel and select 3 other schools around

Mtubatuba town which were multiracial schools. The researcher had to travel and select 3 other schools which were in rural areas, schools found in Mpukunyoni area. The researcher occasionally travelled to these schools, for example travelled when there was a need to collect questionnaires. The researcher had to type the consent form and questionnaires. The researcher needed papers and ink when printing handouts with questions. With regards to audio recording device, the researcher made use of a smart phone.

1.9 Feasibility

In selection of schools, the researcher selected schools nearer to the main roads. The researcher tried to meet with the participants on times mostly suitable for them. The researcher had their contact details and text or email them when the researcher wanted to meet with them. The researcher went to the selected schools with the permission of the superiors to meet with the participants. If it was convenient for other participants, the researcher made use of the township library and the town library to meet with those participants after working hours though. The researcher went to the University of Zululand to seek help with the interpretation, translation and analysis of data.

1.10 Summary

The background of the study was discussed in this chapter. This chapter further discussed literature review. The definition of destructive behaviour was given in the literature. Methods of handling misbehaviour were briefly discussed in the literature as well. The aims and objectives of this study were discussed. This chapter further discussed both qualitative and quantitative methods. The next chapter expands on the literature review.

CHAPTER 2

2. LITERATURE REVIEW

2.1 Introduction

This study focuses on the behaviour of learners who are in intermediate, senior and Further Education and Training (FET) phase. Intermediate (grade 4-6) and senior phase (grade 7-9) are compulsory and classified as General Education and Training (GET) band whereas FET (grade 10-12) is non-compulsory. If GET is compulsory, it means that children at that level have to be at school and that is not optional and it is a must for educators to try to keep up with them and their behaviour. Behaviour is the way somebody behaves or conduct oneself, especially towards other people (Hornby, 2008). Behaviour is observable. Learners in the above mentioned grades do not behave the same as they are individual beings who possess unique traits. Some of the learners behave in an expected manner and some exhibit undesirable behaviour.

Due to the fact that the times are changing, the methods which were believed to be effective in the past may not be suitable for the modern times. As learners grow, they explore new perspectives of life because of their personal experiences, cognitive development, physical growth or maturation and social or environmental influences. These changes somehow influence behaviour of individuals. Some theorist believed that behaviour can be changed by somehow manipulating the environment, whereas some argued that it is nurture over nature. From the age of approximately 10 years up to 18 years of schooling (from grade 4-12), the individuals would have behaved in multiply ways. As a result of this gradual growth or change occurring in individual's life, methods used to handle indiscipline will be explored in this chapter.

This chapter reviews literature with regards to learners' misbehaviour, how other researchers had defined it and discussed its impact on teaching and learning. It reviews methods that are used by educators to remove misbehaviour and their definitions by different researchers, and discusses their effectiveness when applied. Methods such as physical or corporal punishment, emotional and intellectual punishment, exclusionary methods (suspension, expulsion and zero tolerance), parental involvement and other alternatives are reviewed. It discusses how certain methods had been useful and how others had not been and further considers what is perceived as alternatives to other methods. It reviews literature concerning the

perception, awareness and attitude of educators towards certain methods which are available or known.

2.2 Theoretical framework

Behaviourism is the theory that maintains all human behaviour is learnt by adapting to outside conditions (Hornby, 2008). Basically it maintains that it is nature over nurture or behaviour is influenced by the environment. Behaviourist, Pavlov, came up with Classical Conditioning which he applied to animals, and later, was adopted by Watson (behaviourist) who maintained that it can be applied to humans as well. Classical Conditioning involves learning a new behaviour through the process of association, which means specific stimulus produces a response that is predictable. Through pairing responses, one could encourage change in behaviour or learning. Classical conditioning explains many of the reactions one have to stimuli in one's surrounding world (Feldman, 2007).

Before conditioning- Pavlov spoke about a neutral stimulus which prompts no response and unconditioned stimulus which produces unconditioned response (meaning the stimulus in the environment brings about a response which is unlearned). During conditioning- the aim of conditioning (in handling indiscipline) is for the learner to associate neutral stimulus with unconditioned stimulus. After conditioning- pairing neutral and unconditioned stimulus (conditioned stimulus) for several times will bring about conditioned response. That will be pairing stimuli to bring about a new conditioned behaviour from a learner.

Unlike Classical Conditioning in which behaviours are involuntary responses, Behaviourist BF Skinner proposed Operant Conditioning which applies to voluntary responses (Feldman, 2007) and his fundamental idea is that a behaviour can be controlled, either made to accelerate, be suppressed or be removed by its consequences, that is, what follows the behaviour (Schultz & Schultz, 2009). He believed that individuals are conditioned or could be trained to respond directly or perform any act and that the type of reinforcement that followed the behaviour would be responsible for determining it (Schultz & Schultz, 2009).

Pavlov and BF Skinner highlighted the importance of reinforcement (Schultz & Schultz, 2009). A conditioned response cannot be established in the absence of reinforcement.

Reinforcement is the process by which a stimulus increases the probability that a preceding behaviour will be repeated (Feldman, 2007). This model can be used in trying to minimise indiscipline by directly praising and scolding learners for their actions. Managing learners' behaviour is a matter of rewarding what is good, as well as providing sanctions for poor behaviour (Dean, 1995). Withdrawal of reinforcing consequences will weaken behaviour and that procedure is called extinction (Dean, 1995).

There is a lot of evidence to suggest that praising and encouraging is much more effective than commenting adversely on undesirable behaviour (Dean, 1995). The educator removes something positive or adds something negative as an immediate and specific consequence of the learner's behaviour. Theorist Albert Bandura also focused on overt behaviour. Bandura came up with Social Learning Approach though. He did believe in principles of conditioning and reinforcement by Skinner but he differs from Skinner in his interpretation of the nature of reinforcement, on how people acquire new responses and considered cognitive processes somehow being influential on the way one would behave. He believed that people do acquire many skills in the absence of rewards and punishments simply by observing and listening to others around them; that is called observational learning or modelling (Schultz & Schultz, 2009). He believed that some behaviour can be learned without any reinforcement.

Bandura's Social Learning Theory emphasise the nature of role models available, in educational context; learners can learn certain behaviour from other learners, their educators and others. When appropriate behaviour is displayed and learners observe it, they are likely to also imitate that behaviour or provide responses influenced by what they had observed. People do imitate behaviour displayed by others but they make conscious decision to behave in the same way, meaning the cognitive processes are also involved (Schultz & Schultz, 2009). Unlike Skinner who only focused on the environment which is said to influence behaviour, people observe behaviour and think if they want to behave that way. People can regulate and guide their behaviour by visualizing or imagining the consequences (Schultz & Schultz, 2009).

2.3 Disruptive behaviour

According to Lessing and De Witt (2011), disruptive behaviour refers to learner behaviour that disturbs the orderly course of the teaching situation such as interruptive chatting, wandering around the classroom, task avoidance, which in turn causes the most frustration and stress in educators. Winbinger, Katsiyannis and Archwamety (2000) listed poor school performance, low attendance, low attachment to the school, impulsiveness, low levels of self-control and rebellious attitudes as characteristics of an individual learner that may contribute to disruptive behaviour. Charlton and David (1993) included verbal abuse, physical aggression or destructiveness toward educators or other pupils.

According to Marais and Meier (2010), who did research on the destructive behaviour and things that basically escalate it, maintained that learners misbehave because of factors related to internal systems such as developmental stage, ignorance or inexperience, curiosity, need for belonging, need for recognition, need for power, control and anger release. Some factors contributing to misbehavior may be external system related such as factors related to the family (e.g. dysfunctional family), school (e.g. negative school climate, educator behaviour, lack of appropriate resources) and society (e.g. unemployment or poor facilities). Children misbehaviour may be the result of the situation in which they find themselves rather than sheer wilfulness (Dean, 1995).

2.4 Impact of destructive behaviour and educators' perspective

According to Landsberg, et al., (2011), misbehaviour establish patterns that occur all the time and make it virtually impossible for educators to teach properly. Landsberg, et al., (2011) stated that educators are unable to pay the necessary attention to any other learners who are in need of support, the learner who engage in disruptive behaviour get no benefit from the learning material, the attention of all the other learners is distracted and the atmosphere in the class is negatively affected. They further stated that educators are often discouraged by this loss of control that they lose their enthusiasm and motivation, and the entire learning process is hampered.

A lack of enthusiasm to teach and the lack of proper circumstances to learn inevitably lead to underachievement and aggravate the lack of a culture of learning and teaching (Landsberg, et al., 2011). Moyo, Khewu and Bayaga (2014) state that teaching has become a stressful and a challenging occupation because of indiscipline and many educators are de-motivated and feel hopeless.

Raborts (2012) did research on how educators perceived disruptive behaviour. Mixed methods approach, both qualitative and quantitative was used. Survey questionnaire (open and closed ended questions) was distributed to educators from 26 schools and 92 questionnaires were returned. Findings revealed that majority of educators often experienced unbearable misbehaviour. Educators mentioned that it had a negative impact on them, other learners and the whole school as it made it not easy to function effectively.

Lessing and De Witt (2011) did research on how educators could maintain discipline in the school. Lessing and De Witt (2011) distributed questionnaires to educators to collect data and they analysed the results quantitatively. They stated that ineffective punishment methods for repeated offences and inadequate disciplinary measures were indicated as a challenge that educators had to deal with. Strict, consistent fair discipline and learner involvement was considered effective in maintaining discipline. The study found that many respondents experienced a feeling of powerlessness with regard to handling of undisciplined behaviour in schools (Lessing & De Witt, 2011).

Successful behaviour management is crucial for successful academic instruction because decreasing in the amount of time spent managing problematic behaviour increases classroom instruction time (Gottleib & Polirstok, 2005). Gottlieb and Polirstok (2005) stated that disruptive behaviour negatively impact learning by taking time away from classroom instruction. It also produced unsafe school environment (Gut & McLaughlin, 2012).

2.5 Methods of minimising undesirable behaviour

2.5.1 Discipline and punishment

To do away with disruptive behaviour, some schools had used punishment, some discipline and some, both of the two. The way learners behave in school is a product of what the school demands of them (Dean, 1995). The school plays an important part in socialising learners (Dean, 1995). Discipline is the practice of training people to obey rules and orders (Hornby, 2008). Motseke (2010) defined discipline as the system of child rearing, which includes teaching and nurturing good behaviour and correcting unwanted behaviour; its aim is to promote positive behaviour and induce a sense of self-control and self-discipline, independence and maturity. Educators in discipline exercise their authority in the best interest of the learner (Volschenk, 2007). Whereas punishment is an act of making somebody to suffer because they have failed to obey the rules or done something wrong (Hornby, 2008). It is a corrective discipline which is administered on a person who has transgressed; force and manipulation is used to correct or modify it (Motseke, 2010).

2.5.2 Impact of discipline and punishment when implemented

Volschenk (2007) stated that discipline results in creating order to realise a climate conducive to learning. It ensures fair actions and places the best interest of all parties first. Discipline protects the learner against him/herself and the actions of other learners. It is applied in a caring manner, and that develops responsibility, independence and maturity in learners. Discipline is aimed at preparing the learner for his/her future life situation. It is also aimed at correcting ones actions and developing self-discipline. Discipline acknowledges learner's need to function within a caring environment, characterised by love and encouragement (Volschenk, 2007).

Punishment is predominately a reaction to the behaviour itself with the intention of causing discomfort or pain. Punishment is an act of inflicting a consequence or penalty on someone as a result of their wrongdoing. Vockell (1991) defined it as the contingent presentation of an unpleasant situation; a person performs bad behaviour and something bad happens to that person as a result of that activity, therefore, the person is less likely to perform that behaviour in the future. It is the expression of power within

a system of controlling through fear. It does not necessarily change the behaviour, it just makes the learner more careful not to be caught out again. It is critical, negative and leads to a feeling of rejection (Volschenk, 2007).

In controlling, punishing and disciplining those learners with undesirable behaviour; physical or corporal punishment, emotional and intellectual punishment, exclusionary methods includes suspension, expulsion and zero tolerance, parental involvement and other alternatives are used. The following information provides the review of the above mentioned or listed methods by different researchers when applied with the aim of removing misbehaviour as it is undesirable and shows if researcher considered these methods effective or not. At school punishment can be used to inflict physical pain by the use of corporal punishment or it can be emotional and intellectual punishment.

2.5.3 Corporal punishment

UN Committee on the Rights of the Child (2001) defined corporal punishment as any punishment in which physical force is used. It involves deliberate infliction of pain as retribution for an offence, or for the purpose of disciplining or reforming a wrongdoer, or to deter attitudes or behaviour deemed unacceptable (UN Committee on the Rights of the Child, 2001). According to UNICEF Gender, Rights and Civic Engagement (2008), it is considered as any action that hurts a learner in the name of discipline. It intention is to cause someone to experience pain for the purposes of correction or control of the behaviour (Lenta, 2012).

It could be hitting, pinching, slapping, pushing, shaking and kicking. It could be spanking, paddling or whipping (Vockell, 1991). Sticks can also be used by educators to hit learners on the palms or backside (Mweru, 2010). It is an objective, easily observable, violent action that has a great impact on the child who experiences it (Barry, 2007). It could be depriving the learner of food or rest or movement, or forcing him or her to sit or stand absolutely still for any period of time (UNICEF Gender, Rights and Civic Engagement, 2008).

Lenta (2012) who considered corporal punishment as pain-inflicting practice maintained that in many liberal democracies, physical punishment of children is still resorted to and considered as a morally permissible component of child discipline.

Lenta (2012) wanted to consider whether corporal punishment was morally permissible or not in the study he conducted. He maintained that consequentialist and retributivist who are defenders of punishment; justified punishment (if infrequently and moderately used without injury) by identifying the goods that it can bring, deterrence of wrong doing, training one to be morally responsible and that it is psychologically non-harmful if used on children between the ages of 18 months and puberty.

Vockell (1991) stated that a very large number of well-adjusted, normal adults who have received it during their formative years and nearly all these people can identify at least some occasions when punishment did them good. Defenders of corporal punishment contended that, firstly it is convenient (Lenta, 2012). It can be administered quickly and be over with quickly (Vockell, 1991). It helped save time for both the educator and the learners (Mwera, 2010). It does not inconvenience parents; for example if a child had been detained or suspended, parents have to look after their children (Lenta, 2012). After a learner had misbehaved, the educator can paddle him, get over with, and get back to normal relations much more quickly. It quickly suppresses the undesirable behaviour in response to which it is used, and it requires no training or skill (Blanton, et al., 1994).

Secondly, corporal punishment is clear, specific and obvious consequence (Vockell, 1991). In classrooms where it is employed, learners know exactly what will happen if they misbehave seriously and in classrooms where it is not employed, the situation is often ambiguous; learners may not know for sure what will happen to them if they misbehave (Vockell, 1991). Thirdly it is not good and is unpleasant so it causes one subjected to it to behave (Lenta, 2012). Recipient perceives it as unpleasant (Vockell, 1991).

Fourthly, its value is a component of child-rearing and education so it has to be tolerated (Vockell, 1991). Moyo, et al., (2014) mentioned that household survey was conducted and 952 parents were asked about their attitudes to discipline and the use of corporal punishment. The survey found that 57% of the parents still used corporal punishment as they believed that it is an effective method to discipline a child. In 1999, a Member of Executive Council (MEC) for Education in Kwa-Zulu Natal publicly announced her support for the use of corporal punishment and was adamant that the cane is the surest way of maintaining "an orderly and safe environment" in schools

and revealed that she had an "internal arrangement" with the educators at her son's school, that, "if they feel he has done an act that warrants he should be given a slap, they should do so" (Moyo, et al., 2014).

For those who are religious, especially Christians recommended the exercise of corporal punishment as they believe that they should adhere to the principles written in the Bible. This belief is backed up by the scripture in the Bible in the book of Proverbs 23:13-14. It says that do not withhold discipline from a child, if you punish him with a rod, he will not die, punish him and save his soul from death. These verses give a go ahead of corporal punishment to children, it makes it right to spank a misbehaving child so that he may not do something wrong again.

Prohibition of corporal punishment would constitute a serious interference with the liberty interests of parents (Lenta, 2012). Defenders of corporal punishment recommended a delay in administering it rather than administering it as soon after the wrongdoing as possible as that gives children an opportunity to reflect on their wrongdoing in the hope that it will inspire repentance (Lenta, 2012).

But Vockell (2012) who mentioned ways in which corporal punishment had to be administered said that it had to be administered soon after the misbehaviour, there must be a balance between this and the second guideline. Prolonging administering the punishment may cause psychological harm as that will make a learner to be in his/her toes, being curious or concern what is about to happen. The educator must not administer it in a state of high arousal resulting from anger, frustration, or some emotions that would be likely to lend a spirit of retaliation to ones efforts (Vockell, 1991). Vockell (1991) said that one must clearly specify the behaviour that is being punished. It had to be dispassionately administered. One must punish the behaviour and not the person and witnesses have to be there. One must make corporal punishment proportionate to the offense (Vockell, 1991).

Having all these advantages of utilising corporal punishment by defenders and how one can administer it, there are disadvantages that seem to outweigh the advantages. Lenta (2012) maintained that corporal punishment violates the right to security of the person. Liberationist condemned corporal punishment as a violation of children's rights and considered it uncivilised to strike the young and defenceless (Lenta, 2012). It violates the right not to suffer degrading punishment of children and it is unfairly

discriminatory (Lenta, 2012). It poses a risk of psychological harm, as it is associated with physical abuse, it teaches the wrong lesson (this reflects unwarranted confidence in children's ability to make distinctions).

UNICEF Gender, Rights and Civic Engagement (2008) maintained that learners who had received corporal punishment inwardly become rebellious, resentful, afraid, anxious and angry and according to Sonn (1999), this lessen the trust between an educator and a learner. As learners grow older this form of disciplining breaks down, then the educators who have relied on it found the need to increase the severity of punishment. These learners may grow up to rebel against all the values of the educator whose form of discipline is seen as unfair and harsh.

Barry (2007) maintained that children who experience corporal punishment become adults who imitate the violent behaviour. The use of corporal punishment suggests to learners that problems can be solved by the use of aggression; it teaches them that violence is the only answer (Sonn, 1999). Those exposed to corporal punishment are likely to have depressive symptoms in their adulthood (Mweru, 2010). Violent actions have decreased where adults interact with children gently and kindly (Mweru, 2010). According to Sonn (1999), research shows that learners often do not remember why they were physically punished because the punishment often had little connection with the act. The responses to this punishment are either the urge to escape, to counterattack, or a stubborn apathy (Schultz & Schultz, 2009). It further leads to poor achievement in school tasks, bullying and disobedience and antisocial behaviour (Mweru, 2010).

Corporal punishment was abolished in 1996 in South Africa but some educators still consider it as a last resort. It was banned because of barbaric and inhumane act (Motseke, 2010), Sonn (1999) stated that even though corporal punishment was outlawed, many schools still practiced it. Educators questioned the swift abolition of corporal punishment without an alternative being offered (Sonn, 1999). Educators felt incapacitated and helpless when corporal punishment was banned and learners were believed to have now become ill disciplined to the extent that they even openly challenge the educators' authority because they know that nothing would be done to them (Maphosa & Shumba, 2010). National Education Policy Act and South African Schools Act (1996) declared corporal punishment illegal and unlawful because of

incidents of violence towards learners. Iselin (2010) maintained that corporal punishment is ineffective in reducing misconduct as it is often administered inconsistently and without adherence to guidelines; and can cause serious physical, psychological and emotional injury therefore it cannot serve as an alternative.

Since corporal punishment had been abolished, learners are becoming more demanding (Sonn, 1999). Many educators are frustrated because this traditional and trusted way of dealing with discipline is considered not effective and declared illegal (Sonn, 1999). There are those educators who have never learnt alternatives to harsh punishment, and cannot control the class without it (UNICEF Gender, Rights and Civic Engagement, 2008). According to Ntshangase and Naidu (2014), educators felt disempowered, anxious and confused due to lack of effective alternative disciplinary methods. These authors state that the government attempted to offer alternatives to corporal punishment by introducing school- level codes of conduct and parental involvement.

Mweru (2010) did research on why educators were still using corporal punishment even after it was banned. Mweru (2010) considered Bronfenbrenner's socioecological theory in trying to discover factors contributing to the continuation of using corporal punishment. This model argues that child maltreatment is usually influenced by the interaction between the microsystem (immediate environment such as school and home), the mesosystem (interaction between the school and home), the exosystem (community level influence) and the macro-system (the cultural values and religion practices).

Qualitative description research design was used as it enables one to obtain in-depth information. Data was collected from 42 primary school educators who had teaching experience. The sample was 24 female and 18 male educators between the ages of 23-51 years. This sample was obtained after the researcher had described the objectives and so they decided to volunteer. Six focus group discussions were conducted, interview guide was used and notes were taken and transferred on to a document summary sheet.

In findings, researcher discovered that educators regarded corporal punishment as the most effective disciplinary method; since it inflicts pain, learners avoided breaking rules and displaying bad behaviour (microsystem level influences, whereby the

educator directly deals with the learner). Corporal punishment led to immediate compliance, it was therefore preferred as it was immediate and learners were immediately able to associate the wrong they had done with the corporal punishment that immediately followed. Educators blamed the ban of corporal punishment which they claimed to have had contributed to the lack of learners' discipline. It made learners to display bad behaviour and to break school rules which they previously used to accept or comply with.

They maintained that corporal punishment was more convenient for especially overcrowded classrooms and it helped save time for both the educator and learners. Educators maintained that corporal punishment made learners to work harder and improve in their academic performance and their performance in extra-curricular activities. Educators argued that even the Bible sanctions caning as it recommends using the rod in disciplining the child. They even stated that it was traditionally effective for childrearing practice.

So abandoning traditionally practices was a factor contributing to the increase of bad behaviour (macro-system level influence, whereby culture and religion had an influence). During parent-teacher association meetings, parents had allowed the educators to use corporal punishment as they were aware that their children may misbehave at schools (mesosystem level influences, whereby parents 'microsystem' interacts with educators 'microsystem' by giving them the permission to use corporal punishment).

Motseke (2010) did research trying to know what educators were doing to address disciplinary problems among learners. A questionnaire was developed which had questions about committed bad behaviours, educators' reactions to bad behaviour and a part that allowed educators to freely express their views with regards to what they viewed as causes of disciplinary problems among learners. Questionnaires were distributed to 20 randomly selected educators at primary school in a township but 17 responded. Data was analysed quantitatively to obtain objective information. Rating scales were used to show occurrence levels of certain bad behaviour and chi-square test was applied in order to compare educators' disciplinary actions with learner behaviour.

The researcher discovered that some educators were still using corporal punishment (hitting the learner with a stick or belt), chasing learners out of the classrooms and swearing at them. The reasons for educators to do this was because they thought that they had a responsibility to mold learners as individuals and not as a collective, and that if transgressions by individual learners are not immediately punished, other learners could be impressed and end up pursuing the same unacceptable behaviours.

Motseke (2010) further stated that the problems such as stealing, swearing, physical fights, stubbornness, disobedience, dishonesty and disruptive existed among township learners. While most of the bad behaviour was directed at fellow learners, educators were however not spared as they also experienced swearing, cheekiness and disobedience. Township school educators were themselves victims of severe punishment throughout their schooling, these educators started their careers with the perception that severe punishment was the best form of punishment, as a result its abolishment angered them.

Corporal punishment in South Africa was replaced by a discipline strategy called Alternatives to Corporal Punishment (ATCP) (Moyo, et al., 2014)). That strategy emphasises effective communication, respect and positive educational exchanges between educators and learners. The recommended disciplinary measures are verbal warning, detention, demerits, community work and small menial physical tasks (Moyo, et al., 2014).

Moyo, et al., (2014) did research on whether ATCP was appropriate method in dealing with misbehaviour. Mixed method design was used which was quantitative method that consisted of survey of disciplinary practices and qualitative that consisted of a case study. The target population was all public primary schools in the area of researcher's interest. 34 schools participated, 29 schools participated in the survey and 5 schools participated in the case study.

Moyo, et al., (2014) discovered that educators, parents, cultural and religious groups felt that the government had undermined their right to be consulted as the key role players in the education of their children and they complained that their cultural, religious and personal experiences (educators had) were ignored when this strategy was initiated as it is in conflict with what they stood up for and what they would like to

see their children become. Religious group (Christians) even took the Department of Education to court after the ban on corporal punishment.

Moyo, et al., (2014) mentioned that following the introduction of ATCP in 2000, research had shown that indiscipline in schools has continued to grow. After the banning of corporal punishment in schools, most educators felt incapacitated and helpless in dealing with learner indiscipline in schools (Moyo, et al., 2014). Moyo, et al., (2014) mentioned that South African educators expressed their displeasure by stating that the ATCP strategy was ineffective, inadequate and a waste of time. Educators also felt that the Department of Education was trivializing the problem and was not understanding its magnitude as far as its impact on teaching and learning, and the total management of the school are concerned.

The findings further revealed that there was no established consistency prevailing between the disciplinary practices in the schools and the principles of the ATCP strategy. There was strong support for corporal punishment, while at the same time educators were disagreeing with some statements which opposed corporal punishment and due to that there was no evidence that educators believe in alternatives to corporal punishment. Even after ATCP had been introduced, Moyo, et al., (2014) stated that there is still no remarkable change in learners' behaviour and corporal punishment is still largely used in schools, sometimes resulting in hospitalisation of learners. The escalation of learner indiscipline cases in schools suggests failure by educators to institute adequate alternative disciplinary measures (Moyo, et al., 2014).

2.5.4 Emotional and intellectual punishment

UNICEF Gender, Rights and Civic Engagement (2008) maintained that besides physical punishment other educators emotionally and intellectually punished learners. Jacobsen (2013) found that educators decided to use non-physical punishment more often to control learner's behaviour which included verbal reprimands and detaining the child. UNICEF Gender, Rights and Civic Engagement (2008) defined emotional punishment as any action by educators to deliberately cause emotional distress to a learner in the name of discipline. It might be the educator allowing the fellow learner to ridicule misbehaved learner, encouraging others to isolate or ignore that learner,

unfair discrimination against that learner, deliberate withdrawal of love or refusal to communicate or respond to the learner over a significant period of time (UNICEF Gender, Rights and Civic Engagement, 2008). Emotional punishment leaves those subjected to it to feel fearful, insignificant, unworthy, untrusting, emotionally needy, undeserving and unlovable, deserving punishment and all the blame.

UNICEF Gender, Rights and Civic Engagement (2008) mentioned intellectual punishment as other form of punishment. They stated that a common punishment is insisting that a learner agrees with a statement that he or she does not accept as true. Another is forcing a learner to attempt tasks that are beyond his or her intellectual capacity usually combined with humiliation. Some can be forcing a learner to do boring, repetitive and meaningless tasks. Jacobsen (2013) did research on alternatives to suspension and considered both corporal punishment and punitive behaviour management (lecturing, verbal reprimands, ridiculing and shaming) as it emotionally abuse a learner ineffective in reducing misconduct and may cause harm to learners. Emotional and intellectual punishment can also have physical effects such as headaches, stomach upsets, nausea, tension and various aches and pains (UNICEF Gender, Rights and Civic Engagement, 2008).

2.5.5 Exclusionary methods

2.5.5.1 Suspension

Allman and Slate (2011) researched about the in-school suspension (ISS), out-of-school suspension (OSS) and disciplinary alternative education programmes. They defined suspension as mandatory leave assigned to a learner as a form of punishment because of violating rules and regulations that can last anywhere from one day to few weeks, during which time the learner is not allowed to attend regular lessons. The intention of suspension is to remove a disruptive learner so that learning continues. Suspension is used to punish misbehaving learner, alert parents and protect other learners and the school staff (American Academy of Pediatrics, 2003).

Blomberg (2004) examined the application and effectiveness of both ISS and OSS. He looked at both the advantages and the disadvantages of applying ISS or OSS as a form of minimizing and preventing undesirable behaviour.

The findings indicated that OSS was misapplied, unfairly used against minorities and ineffective at producing better future behaviour. Suspension is a sensitive issue for both parents and school administrators as it can backfire and the suspended learner will be far behind with work (Allman & Slate, 2011). Besides being behind with the academics, a learner given OSS may roam around their communities during the day possibly getting into more trouble. Blomberg (2004) discovered that some learners who had received OSS felt that it was of little use, some predicted that they would be suspended again and some were angry at the person who had suspended them. Blomberg (2004) noted that OSS may not meet the needs of learners with behaviour problems. It tends to push them away as it places all the blame to them while providing relief to educators and raising parental attention to their child's misconduct.

In ISS, a learner is removed from the classroom and compelled to stay in an ISS center for a certain time. Blomberg (2004) maintained that with ISS, it was believed that it was going to be more effective than the exclusionary model of OSS. They thought the schools officials together with the educators were going to punish inappropriate behaviour and intervene in a positive manner with learner. The findings indicated that parents, educators, learners and the community did not feel that ISS was an appropriate punishment for severe problems.

Turpin and Hardin (1997) conducted research in a rural high school's ISS room and they were dealing with a small school. The ISS room that they occupied had no ISS staff, but instead had a camera that monitored the learners. The principal and his secretary monitored the learners using that camera. Because of the costs, it was difficult to hire a full time staff member to run the ISS room and the camera was a low cost alternative. Basically, ISS required the staff that was going to be responsible for its application and functioning and that called for either the assigning of ISS duties to the available staff or hiring of a new member.

The findings indicated that although there was little help or intervention offered, the room did act as an effective discipline alternative. Learners and educators when questioned agreed that ISS was a real punishment and it made sure that learners did not get a vacation just like in OSS. Some learners commented to the researcher that ISS was not just a punishment, but it was also viewed as a place to catch up on sleep. The overall effect on school discipline was negligible. The perception of school

discipline has changed, but the actual numbers of OSS and lost instructional days remained unchanged. ISS programme was a limited success (Turpin & Hardin, 1997).

2.5.5.2 Expulsion

According to Hornby (2008), expulsion is an act of forcing one to leave an organization. This is different from suspension in that it is a permanent removal of a learner whereas suspension is a temporal removal of a learner which can last up to stipulated time or day. A Learner can be expelled for severe misbehaviour, and the consequences a learner subjected to this method face are slightly similar to those experienced by the learner subjected to suspension.

2.5.5.3 Zero tolerance

According to Walker (2009), zero tolerance is a policy that mandates predetermined consequences or punishments for specific offenses. It means that the school will automatically and severely punish a student for a variety of infractions (Walker, 2009). Zero tolerance protects law abiding learners and staff members by allowing for the swift and easy removal of dangerous learners and act as a deterrent to bad behaviour by demonstrating serious consequences for defying school rules. Black (2004) stated that many educators seem to think that zero tolerance policy make schools safe. Walker (2009) stated that this policy is applied when one is found in possession of anything that could be a weapon, drugs, alcohol, laser pointers, making threats of violence and sexually harassing. Black (2004) maintained that this policy appeared sensible and logical but educators end up punishing many learners who are rarely dangerous.

American Psychologist (2008) mentioned assumptions of zero-tolerance. The first assumption is that school violence is at a crisis level and increasing; thus necessitating, forceful, no nonsense strategies for violence prevention. The second one says that through the provision of mandated punishment for certain offenses, zero tolerance increases the consistency of school discipline and thereby the clarity of the disciplinary message to learners. The third, removal of learners who violate school

rules will create a school climate more conducive to learning for those learners who remain. The fourth, the swift and certain punishment of zero tolerance have a deterrent effect upon learners, thus improving overall learner behaviour and discipline (American Psychologist, 2008). And the fifth, parents overwhelmingly support the implementation of zero tolerance policies to ensure the safety of schools, and learners feel safer knowing that transgressions will be dealt with in no uncertain term (American Psychologist, 2008).

Walker (2009) evaluated advantages and disadvantages of zero tolerance. He said that one of the advantages of applying this disciplinary measure is that, firstly, the school security tended to be more comprehensive and had many security provisions built into them. Secondly, parents reported that they believe their children were not in jeopardy. Regardless of where a child goes to school, the behaviour expectations are the same. Some of the disadvantages Walker (2009) mentioned of zero tolerance, was that, firstly, when a learner is expelled, that learner can be denied educational opportunities, drop out because of not catching up. Secondly, learners tend to exhibit physical aggression and use substance abuse when not at school. Thirdly, there is little evidence that support that zero tolerance basically improves the learners' behaviour (Walker, 2009).

American Psychologist (2008) do not say that zero tolerance is ineffective or has to be discontinued, instead they listed some of the ways one has to consider when applying it. They said that it has to be applied with greater flexibility and consequences must be geared to the seriousness of infractions. The school must communicate with the parent regarding disciplinary measures. Definition of all behaviours as they relate to the school disciplinary code protecting the learners from inequitable consequences and the school from charges of unfair and arbitrary application of school policy must be drawn. This disciplinary measure has to be reserved for only the serious and severe disruptive behaviours.

In examining the alternative ways of handling undesirable behaviour than just suspending learners, Jacobsen (2013) evaluated zero tolerance policies. Zero tolerance enforced suspension and expulsion in response to certain behaviour as it attempts to promote school safety and student accountability (Mergler, Vargas & Caldwell, 2014). Jacobsen (2013) stated that administrators from a certain school

district reported that they did not understand it very well and that they relied primarily on student characteristics to make decisions such as the age and grade of the learner, whether he/she had a prior conduct problems, whether he/she posed a threat to school safety, and whether his/her parent was home to provide support and monitoring.

Jacobsen (2013) discovered that this policy was often implemented arbitrarily and frequently used as discipline for minor misconduct. This method serves as a quick fix for learners with certain behavioural problems (Kalimers & Borrelli, 2013). It did not improve overall school safety and was associated with lower academic performance, higher rates of dropout, failures to graduate on time, increased academic disengagement and subsequent disciplinary exclusion (Jacobsen, 2013).

According to Mergler, et al., (2014), removing learners from the classroom is the primary way that schools uses to address student misbehaviour. Tossing a misbehaving learner out of the class may not be the option for the learner, school or community (Mergler, et al., 2014). Mergler, et al., (2014) tracked learners who had received exclusionary discipline and discovered that these disciplinary measures had lasting negative effects on learners, including an increased likelihood of repeating a grade, dropping out of school, coming into contact with the juvenile justice system, contributing to the school to prison pipeline and most were left unsupervised. There is no evidence proving that these policies lead to safer schools, in contrast, the report conclusively shows that these practices do more harm than good to learners (Mergler, et al., 2014).

Mergler, et al., (2014) mentioned restorative approach that allows the schools to pay more time in teaching and which aims at keeping learners in the class and modify their behaviour with knowledge and supporting systems to address the root causes of the their misbehaviour. This will enable learners to progress towards responsibility, relationship building and a greater sense of well-being (Volschenk, 2007). The first restorative approach was restorative justice which creates a system that focuses on developing relationships among learners and school administrators, teaching learners how their actions affect the school community, and providing platform for learners and administrators to engage in righting the wrongs caused by the learner's behaviour (Mergler, et al., 2014).

Unlike exclusionary discipline where a learner experiences a punitive measure as a consequence of misbehaviour, this challenges learners to hold each other accountable and right the wrong. Misbehaving learners and those learners affected by the behaviour work together to identify and acknowledge the effects of the harm, and work towards the resolution to remedy the harm (Mergler, et al., 2014). This encourages learners to take responsibility for their actions and allows them to address their behaviour by acknowledging and understanding how their behaviour directly affects their peers. In a positive school situation a breaking of school rules is therefore viewed as not only a negative action towards the school, but also a negative action towards fellow learners and educators and the disruption of mutual relationships (Volschenk, 2007). The educator must create a learner-centered classroom and expert learners to cooperate (Volschenk, 2007).

The second restorative approach was, Positive Behavioural Interventions and Supports (PBIS) which establishes clear and consistent behavioural expectations for the school community and rewards learners who successfully follow guidelines. This approach incentivizes good behaviour by acknowledging learners who exhibit good behaviour instead of simply singling out learners who exhibit bad behaviour. Mergler, et al., (2014) stated that this approach has been demonstrated to decrease schools' reliance on exclusionary discipline like out-of-school suspensions and expulsions. This approach adopted ideas of Skinner's behavioural approach as he believed that one can either suppress a behaviour or increase it likelihood to repeat. Educator must not make threats that cannot be carried out. Instead of criticizing, the educator must remember to praise the learner (Volschenk, 2007).

The third restorative approach was social and emotional learning (SEL) which helps learners learn critical skills like recognizing and managing their emotions, building positive relationships with others, making responsible decisions, self –awareness, self-management and social awareness (Mergler, et al., 2014). SEL programmes can contribute to improved academic achievement, safe and supportive school learning environments where learners feel respected and are actively engaged in learning (Jones, Bailey & Jacob, 2014).

2.5.6 Parental involvement

Parental involvement is the awareness of and involvement in school work, understanding of the interaction between parenting skills and student success in schooling, and a commitment to consistent communication with educators about learners' progress. Landsberg, et al., (2011) mentioned that parental involvement can produce more effective changes in a learner's behaviour. They mentioned that parents or caregivers can purposefully intervene with a view to agree with, prevent or correct a specific behaviour of their children. They stated that parents or caregivers invest mental energy in certain modes of conduct and the child emulates these. Moral, cognitive and spiritual aspects are learned through parental models. Parent's relationships with their children influence the learning process and children's behaviour at school (Landsberg, et al., 2011).

Parental involvement benefit the child, the educator, the school and the parent as well. When parents are involved, learners tend to achieve better grades, they often attend, have motivation and better self-esteem, are self-disciplined, are positive towards the school, the rate of suspension decreases, the use of substance abuse decreases and instances of violent behaviour decreases. It helps learners to grow productive and be responsible members of the community. Educators tend to have higher morale, earn greater respect for their profession, and acquire better understanding of families. Parents become more responsive and sensitive to their children's social, emotional and intellectual developmental needs, this makes them gain more knowledge about their children. They gain understanding of the curriculum and school policies. The school with parental involvement experience community support.

Volschenk (2007) listed some points on how parents can get involved in their children's education, when a child is in the primary school and when a child is in high school. He thinks that parents with children still in primary schools must know and strengthen the schools' code of conduct and encourage their children to uphold it. Parents should communicate regularly with their children about their school day as children have the need to share what happens at school (Volschenk, 2007). Parents must know their child's educator and try to maintain communication regarding the child's behaviour and performance (Volschenk, 2007). Parent should teach their children to find positive

solution to problems that they encounter daily and to manage confrontation without violence (Volschenk, 2007).

Horvatin (2011) mentioned that as children approach a high school, parents often feel that some of the responsibility should shift from them to their child. Horvatin (2011) further mentioned that parents may willingly choose not to participate because of many reasons. Volschenk (2007) stated that parents with children who are in high schools must be involved in their child's life and create quality time for their children. Time with family and parents is very important for the emotional and social development of a teenager. They must be informed about the development of teenagers to ensure that they understand the behaviour better (Volschenk, 2007). Adolescence is a time during which the teenager disengages him/herself from family and spends more time with friends and a school. Adolescents want to be acknowledged. Parents should reinforce positive behaviour because disparaging remarks harm the adolescent's feelings and self-esteem (Volschenk, 2007).

Parents must teach their adolescent that rights and responsibilities go together and help them develop their ability to make choices, solve problems and make decisions. Teenagers wants to be heard, parents must listen to them as they express themselves and ask follow up questions to show they are involved (Volschenk, 2007). Parents should be models, display appropriate behaviour, in that way their children will observe and imitate. The way children learn to behave, is influenced by how adults respond to them (Center for Responsive School, 2011).

Dixon (2008) stated that the school should develop a partnership or relationship with parents as that is essential in creating a positive school climate. The school have to ensure that it engages parents as much as they can (Volschenk, 2007). The school must inform parents about how it wants them to be involved and encourage them to motivate their children to act responsible. The school has to keep records and update parents about their children's behaviour and this communication must be consistent. Positive letters to parents are a good reinforcement (Dean, 1995).

Some are convinced that parental involvement will play a major role in managing the learners' behaviour. Not all learners' will have access to this one though since others are the heads of their families themselves, others have irresponsible or uncaring parents; and there are many reasons why other parents will not get fully involve in their

children's education even though it is recommended. Horvatin (2011) stated that inconsistent and irregular schedule makes it difficult for parents to find time to be involved. Parents suggested that educators be proactive about responding in a timely manner, especially in regard to misbehaviour (Horvatin, 2011). Parents cannot 'drop everything' and show up on the step of the school to deal with issues in a minutes notice (Horvatin, 2011).

Motseke (2010) said that parent's level of education has an influence on their involvement. Due to parents' upbringing and lack of education, some parents may doubt their ability (Horvatin, 2011). Due to parents' inferior feelings, parents may refrain from becoming involved with the school (Horvatin, 2011). Uneducated parents are said to be less concerned with school issues, they unable to contribute to ideas on how to deal with indiscipline among learners and they don't get fully involved. Motseke (2010) mentioned that even educators did not prefer parental involvement because they believed that parents were unable or least able to help them in maintaining discipline at schools.

As parents had trusted schools to provide the best for their children, they extended their approval for the application of certain methods used to handle their children's behaviour, which in turn, others have a negative impact. They believed that most of the traditional methods of handling behaviour were appropriate. Motseke (2010) discovered that parents believed that the banning of corporal punishment was directly responsible for poor discipline among learners in the township schools. Other parents believed that exclusionary methods should be enforced in school for their children's safety.

2.6 Summary

Managing behavioural problem is a challenge that requires lot of attention and that needs to be dealt with. Educators have to cope on a daily basis with this challenge. In dealing with this issue, there should be a fundamental shift from ineffective traditional methods which attribute most of negatives than positives. Successful learning depends on how the educator manages the class, if inappropriate method is used to suppress the behaviour, undesirable consequences take place and that affect the functionality of the school. There are policies which even educators and parents had applauded, because they are convinced that they are effective yet unfair and do more harm than good in a learner. Some hold the believe that one who fails to comply has to be subjected to harsher methods or be made to suffer and that in turn will decrease the likelihood of the behaviour to occur again. This chapter had been reviewing how other researchers had tackle the issue of learners who displayed undesirable behaviour and how those learners were handle and how they now have to be handled. The next chapter discusses research methodology that was used to collect data.

CHAPTER 3

3. METHODOLOGY AND DESIGN

3.1 Introduction

This chapter will specify, describe and justify the research methodology that the researcher made use of when collecting data. It will discuss research goals that the researcher tried to achieve and questions that educators and the members of the school management as participants were given in a form of a questionnaire and an interview. It discusses research design and methods in terms of population, sampling, procedures, instruments, ethical considerations, validity and reliability. It further discusses data collection and analysis.

3.2 Purposes of the study

The aim of this study was to explore or investigate the preferred disciplinary measures that will be possible to implement and which will be effective in dealing with different learners that display undesirable behaviours within the classrooms without inflicting any physical, emotional and psychological pain in UMkhanyakude districts. The researcher tried to explore these measures because disruptive behaviour negatively impacted learning by directly and indirectly consuming time for the delivery of instructions and many also produced unsafe school environment. The behaviour of one learner infringed on the ability of other learners to obtain an adequate education and it interfered with the ability of the educator to teach effectively.

The researcher tried to check whether lack of effective disciplinary measures perpetuated disruptive behaviour in the school or availability of effective disciplinary measures either prevented or completely eliminated the occurrence of disruptive behaviour. In trying to achieve the goals of this study, the researcher had to ask selected participants of the list of available and used methods together with their advantages and disadvantages. The researcher further tried to discover the awareness of listed methods and attitude participants had towards those methods. Participants were asked to provide their suggestions with regard to the methods they themselves think can be adopted and implemented besides the ones that were given on a list. The researcher tried to discover whether demographic differences (location

and phases) participants had shaped the implementation and effectiveness of certain available disciplinary measures.

3.3 Research design

According to McMillian and Schumacher (2010), research design is a plan for intervention   and collection of data. It describes the procedures for conducting the study, including when, from whom, and under what conditions the data will be obtained (McMillian & Schumacher, 2010). It indicates the general plan; how the research is set up, what happens to the participants, and what methods of data   collection are used. The purpose is to specify a plan for generating empirical evidence that will be used to answer the research questions (McMillian & Schumacher, 2010).

For the purposes of this study, mixed research design was used which incorporated both qualitative and quantitative questions into the survey questionnaire (McMillian & Schumacher, 2010). The researcher aimed at exploring the methods educators used to manage learner's behaviour in the classrooms through the use of a survey questionnaire. With this design, the researcher was not limited to using techniques strictly associated with either qualitative or quantitative design. The kind of a mixed method that was used for this study was called triangulation design.

In triangulation design both qualitative and quantitative data are collected at the same time, they are given equal weight (Punch, 2009). For the purposes of this study, triangulation design obtained complementary quantitative and qualitative data on the same topic, bringing together the different strengths of the two methods (Check & Schutt, 2012). In other words, no method was considered to be greater than the other in this study, instead these methods were combined to triangulate findings in order that they may be mutually corroborated (Bryman, 2006). Qualitative and quantitative questions were embedded in the same questionnaire and participants had to answer them simultaneously.

3.3.1 Qualitative design

Qualitative research design is inductive in nature. It enabled the researcher to understand and explore the social phenomenon from participants' perspectives (McMillian & Schumacher, 2010, p.13). Understanding and exploration was acquired by analysing participant's context, experience, thoughts, beliefs, values, ideas, meanings, interpretations and perspectives (Halcomb & Davidson, 2006). By using a qualitative design, an attempt was made to explore variety of disciplinary measures participants made use of and those that they had knowledge of. This research design provided the researcher with intensive description of the knowledge that educators had regarding methods of handling undesirable behaviour portrayed in words.

Under qualitative design, phenomenological method in which the researcher identified the essence of human experiences concerning a phenomenon was adopted (Creswell, 2003). This is a method that describes the meaning of lived experience (McMillian & Schumacher, 2010: 24). It enabled the researcher to collect data on how educators made sense out of a particular experience or situation which in this study was handling undesirable behaviour. The aim was to transform educators' everyday lived experience into a description of its essence, allowing for reflection and analysis (McMillian & Schumacher, 2010:24).

3.3.2 Quantitative design

Quantitative research design is deductive in nature and creates meaning through objectivity uncovered in the collected data (Williams, 2007). It emphasizes objectivity in measuring and describing phenomena and it maximises objectivity by using numbers, statistics, structure and control (McMillian & Schumacher, 2010, p. 21). The researcher made use of this design because participant's responses provided numerical data. The researcher had no active, direct intervention or manipulation of conditions or situations experienced; that is called non-experimental design (McMillian & Schumacher, 2010). Under non-experimental design of quantitative design; survey was used with the intent of generalizing from a sample to a population (Creswell, 2003). Survey was used because for educational research it describes the attitudes, beliefs, opinions, ideas and other information (McMillian & Schumacher, 2010, p. 22).

3.4 Research population and selection of participants

This study was conducted at UMkhanyakude district, the northernmost District in KwaZulu Natal. The population was drawn from the schools located in UMkhanyakude district. Population is a group of elements or cases, whether individual, objects, or events, that conform to specific criteria and to which one intend to generalize the results of the research (McMillian & Schumacher, 2010, p. 129). Within the population, a sample was drawn. Sample is a subtle of the population selected to participate in the study (Mutinta, 2013). Probability sampling where by the probability of selection of each member of the population is known was conducted to efficiently provide estimates of what is true for a population from a smaller group of participants (McMillian & Schumacher, 2010, p.129).

3.4.1 Sample procedure and sample size

The researcher selected the participants using a stratified random sampling method. The participants were divided into subgroups on the basis of the phases and where the schools were located. The participants the researcher decided to make use of, were both the educators and the members of the school management. The educators were in the majority. Even though other school stakeholders are somehow affected by misbehaviour, the researchers' intention of strictly using educators and few members of the school management was because these participants were daily exposed to most of the behaviour learners displayed.

The researcher recruited 9 schools; only 3 phases were selected (intermediate, senior and further education and training phase 'FET'). Some selected schools were from KwaMsane Township, some around Mtubatuba Town which are multiracial schools and some around Mpukunyoni Area. 3 schools were selected from each of the locations (KwaMsane Township, Mtubatuba Town and Mpukunyoni Area).

In KwaMsane Township; Enqiwaneni Primary (intermediate phase), Mnotho Primary (senior phase) and Umfolozi High (FET phase) were selected. Umfolozi Primary (Intermediate phase), Mtubatuba Primary (senior phase) and Mtubatuba High (FET phase) were selected and they were located around Mtubatuba Town. From Mpukunyoni Area, Mpukunyoni Primary (intermediate phase), Siyaphambili Secondary (senior phase) and Nkodibe High (FET phase) were selected. From the

above mentioned schools, the phases written in brackets indicate that for each selected school the researcher's focus was on a certain phase only in that school.

In each phase, 18 educators were selected (6 educators for each school) and the overall number of participants was 54 educators. From each school, one member of the school management team (SMT) was selected. 9 participants were members of the SMT. Adding 9 members of the SMT to the number of the educators (54), the overall number of participants in this study was 63.

3.5 Procedures

Enquiry to conduct and collection of data from intended participants was submitted and all relevant information pertaining to this study was provided. The researcher went to schools where participants were working. Prior conducting the interviews and issuing of questionnaires, the researcher provided participants with necessary information regarding the study. The researcher informed participants about the purpose of the study, about what participants were going to be doing and that their participation was voluntarily. Participants were informed about how the researcher intended to collect data from them. The researcher neither forced nor manipulated participants to take part.

Participants were given consent forms after they were thoroughly briefed about the study's basics and purposes. The consent form briefly described undesirable behaviour and its impact on teaching and learning, described the purpose of the study, described the ethical considerations including confidentiality and anonymity and briefly informed the participants of what the questions would be about. The instructions on how to complete the form were provided and made clear and simple. Participants were informed to submit the consent form the following day. Consent forms were collected by the researcher from their respective locations. Then researcher informed educators that questionnaires would be given to them and the SMT members that interviews were going to be conducted.

Participants were given questionnaires as told by the researcher in their schools. The questionnaire had both open-ended (Section C of the questionnaire) and closed-ended questions (Section A and B of the questionnaire). Open-ended questions

offered the participants a chance to provide their views, thoughts and considerations pertaining learner's misbehaviour whilst closed-ended questions provided participants with options to select from. Their written responses were read, analyzed and interpreted by the researcher.

The researcher informed the members of the schools management that they were going to be interviewed. The researcher made use of the same questions that were on the questionnaire. Their responses were recorded on the researcher's mobile phone. Recording was optional though; the members of the SMT were informed that if they were not comfortable with having their responses recorded the researcher was going to take notes. The researcher read and listened to the responses given by the SMT members.

Section A of the questionnaire required participants to indicate where they were located and their phases. A brief background of the study and sentence that required participants not to give the names of their school was also in Section A. Instructions on how one had to complete the questionnaire were provided. Section B had closed-ended questions and Section C had open-ended questions. Open-ended questions were analyzed qualitatively because statistical analysis of it is difficult (Kobus, 2007). Closed-ended questions were analyzed quantitatively.

3.6 Instruments
3.6.1 Questionnaires

For the purposes of this study, mixed research design was used which combined qualitative and quantitative approaches (De Vos, et al., 2013). The questionnaire was formulated by the researcher, with questions that were rigidly related to the aims and objectives of the study. Questionnaire is a written set of questions (McMillian & Schumacher, 2010). Questions were about punishment, discipline and undesirable behaviour. During the formation of questions, the researcher tried to make questions that were short, relevant, simple and clear and the researcher avoided using jargon. The researcher tried not to formulate bias, double-barreled and leading questions. In this study, both open-ended and closed-ended questions were formulated as said earlier.

3.6.1.1   Closed-ended questions

These are the set of questions in which participants in this study chose between predetermined responses in Section B of the questionnaire (McMillian & Schumacher, 2010, p.197). The researcher used closed-ended questions because participants answered easily and data obtained from administration of it was easier to analyze (Kobus, 2007, p.9). The scales were used because they allowed fairly accurate assessments of beliefs and opinions of the participants. Scales are a series of gradations, levels, or values that describes various degrees of something (McMillian & Schumacher, 2010).

The researcher firstly formulated a format of scaled items which was the statement followed by a scale of potential responses and the participants had to check the place on the scale that best reflected their opinions about the statement (McMillian & Schumacher, 2010, p.198). Statements were shortly defined and examples for clarity were given. Likert-type scale was used because of it provision of a great flexibility as the descriptors on the scale can vary to fit the nature of the statement (McMillian & Schumacher, 2010). The Likert-type scales gave educators and the SMT members the opportunity to indicate how often they made use of the ways of managing or removing undesirable behaviour. Due to the fact that closed-ended questions fail to allow participants to accurately indicate their feelings and freely express their views, the researcher had to make use of open-ended questions as well.

3.6.1.2   Open-ended questions

These are the set of questions that required participants to respond in any way they wanted. Open-ended questions were appropriate for this study because the purpose was to generate specific individual responses. The researcher used open-ended questions because participant's thinking process was revealed and participants gave honest and detailed responses in Section C of the questionnaire (Kobus, 2007, p. 9). It exerted the least amount of control over participants and captured idiosyncratic differences (McMillian & Schumacher, 2010).

In open-ended questions (Section C), the participants received questions that required them to provide their immediate actions to certain displayed behaviour. They had to indicate if those taken actions permanently or temporarily removed or manage the

undesirable behaviour and to further list advantages and disadvantages of making use of those actions. Besides the actions that participants took to handle undesirable behaviour, they had to mention what they thought could be effective when learners displayed few listed characters of misbehavior.

3.6.2 Interviews

One-on-one interviews were conducted with the SMT members. Interviewing in research is when the researcher asks questions with the intentions of collecting data and it might involve a direct interaction, so the researcher went to where participants were working. In-depth interviews used open-response questions to obtain data on participants' meaning- how individual conceived of their world and how they explained or made sense of the important events in their lives.

The researcher preferred to use the same questionnaire that was administered to educators because of several reasons. Firstly because the researcher was trying to obtain facts than personal information during interviews (McMillian & Schumacher, 2010, p.205). Secondly, to minimize potential subjectivity and biasness (the researcher was thought of as a neutral medium through which information was exchanged). The researcher could explore and confirm certain responses (Mohammad, 2013). Thirdly, to avoid getting one asking leading questions to support the participants' point of view (McMillian & Schumacher, 2010, p.205). And lastly to save time as interviews were conducted for not more than 45 minutes (McMillian & Schumacher, 2010).

Confidentiality was highly stressed during interviews. The researcher made use of both structured and semi-structured questions. In structured questions, choices were given (that was Section A and B) and in semi-structured questions, questions were phrased to allow for participant responses (that was Section C). Semi-structured questions are flexible and in this study they allowed participants to provide more information (Mohammad, 2013). Both structured and semi-structured questions were used because they provided a great high degree of objectivity and uniformity yet allowing for probing and classifications (McMillian & Schumacher, 2010). The pilot test was taken after the questions were written as to check for bias in the procedure, the

interviewer and the questions. Pilot test also provided a means of assessing the length of the interview.

During interviews, the researcher's appearance was appropriate and presentable. The researcher was relaxed, friendly, and honest to answer questions participants asked and asked if participants had any other concerns. The researcher briefly explained the purposes of the study and questioned the participants for further clarification of their responses. The researcher recorded interviews using a mobile phone and transcribed into a word document in a laptop after the interviews. Recording was mostly useful as the recorder completely collected objective information. In this study both note taking and voice recordings were used during interviews. Note taking was always preferable and it became important if the participants did not want to be recorded (King & Horrocks, 2010). The interviewer with the note taking, tried to write the exact responses as the participants were answering the questions.

3.6.3 Validity and reliability

Validity and reliability were important factors to consider when conducting this study as it ensured that the research was testing what it was supposed to test and that the results of the research obtained from the sample population were more generalizable to the population at large (McMillian & Schumacher, 2010). Validity is the truthfulness of findings and conclusions (McMillian & Schumacher, 2010). Instruments are valid when they measure what they set out to measure (Mishra, 2010). The researcher ensured content validity as the content of the questions of a questionnaire were appropriate to measure methods of removing undesirable behaviour as the questions were formulated out of the research aims and objectives.

Internal validity is concerned with the congruence of the research findings with the reality (Mohammad, 2013). To assure internal validity, instruments were administered as soon as the participants were informed of the study and had signed the consent form. The researcher selected participants using a stratified sampling; (group composition differences were avoided) chosen participants had similar characteristics which were mostly needed for this study. Participants were all exposed to undesirable behaviour and had desire to have appropriate methods of removing them. The

participants were all competent or had the ability to comprehend the questions as they were made simple and clear. They appropriately responded as required to pose questions, construct validity increased. The researcher collected data through several sources (questionnaires and interviews) in order to strengthen the validity of evaluation data and findings (Mohammad, 2013).

The researcher conducted a pilot test before administering the questions to the participants to ensure reliability. After questions had gone through a pilot study, they were then administered. The findings were generalizable as the researcher had selected participants from a variety of locations and phases.

3.6.4 Ethical consideration

Permission to conduct research was obtained. In this study the following 3 core principle for the ethical conduct of research were taken into consideration. The first principle was the respect of persons (Mishra, 2010). The researcher ensured that participants were treated with courtesy, respect and professional conduct was maintained throughout the process. The second principle was beneficence (Mishra, 2010). The researcher tried to maximize the benefits of the wider society, and there were no potential risks to research participants.

Information obtained was useful to participants as they got to be exposed to the list of other methods of handling undesirable behaviour. The third principle was justice (Mishra, 2010). Administered procedures were fair, non-exploitative and well-mannered regardless of any demographic differences available. All participants had an equal chance of being selected.

The application of these principles to the conduct of research mentioned above led to few important considerations. The researcher fully disclosed all aspects of the study to participants and informed them that their participation was voluntary. Participants were given informed consent that provided them with sufficient information about the research in an understandable way. Participants were not exposed to any harm or risk during research. Privacy was ensured (anonymity and confidentiality). The researcher protected the identity of research at all times. Participants remained anonymous and the researcher was the only one that had access to their participation. In the

questionnaire there was no area that required participants to either give the names of their schools or their names.

3.7 Research question

3.7.1 Main research question

What are the preferred disciplinary measures that would be possible to implement and effective in dealing with different misbehaving learners without inflicting any physical, emotional and psychological pain in UMkhanyakude districts?

3.7.2 Sub-research question

- Considering any diversity the learners and the educators have, what are the methods that educators may use to eliminate undesirable behaviour in the classroom?
- What are the advantages and disadvantages of using those identified methods? Which methods would be eliminated and which are the methods that would be preferred or be alternatives?
- Will the discovered methods be possible, applicable or effective when implemented especially in various context?
- Will the application of the researched disciplinary methods permanently or temporarily eliminate undesirable behaviour?
- Are educators aware of those methods and what is/ will be their attitude toward them?
- Will those methods maintain effective transferring of teaching instructions or will their implementation be consistent?

3.8 Data collection and data analysis
3.8.1 Data collection

The researcher made use of both qualitative and quantitative design. In quantitative collection of data, the researcher collected data without any direct or active participation or intervention (non-experimental design) with the aim of collecting statistical data. Survey research design was conducted as the researcher collected

data from group of participants (phases and locations). After selecting a sample, the researcher administered questionnaires and interviews to collect data. Surveys were important and mostly useful in this study as they enabled the researcher to describe participant's opinions and ideas and made it possible for a researcher to obtain accurate information for a large population with a small sample (McMillian & Schumacher, 2010).

The researcher not only made use of a survey design but characteristics of phenomenological method were adopted as well since this study had embedded both quantitative and qualitative designs. This was done due to the fact that participants had experience of the phenomenon which in this study was exposure to undesirable behaviour. The aim of this study was to transform participant's experience on undesirable behaviour into a description of it essence allowing for reflection and analysis.

3.8.2 Data analysis

Quantitative design relies primarily on numbers as the main unit of analysis (Mishra, 2010, p.141). In this study, quantitative data (Section A and B) from the questionnaires was coded in order to enter it into SPSS for statistical analysis. SPSS is a common statistical data analysis software (Muijs, 2004). The researcher firstly prepared data in a format suitable for analysis (Check & Schutt, 2012). That involved a process of assigning a number to a particular response to a question (Check & Schutt, 2012). In other words, each question and each response was differently numbered. These closed-ended questions compelled the educators and SMT members to make choices between predetermined response categories, data was then transposed into numerical (Halcomb & Davidson, 2006).

Frequency distributions, in the form of a bar graph was generated in order to check how many participants had answered in a certain way in this study. A graph is a way of specifying relationships among a collection of items (Klernberg & Easley, 2010). Bar graphs are graphs for a quantitative variables in which the variables distribution is represented by solid bars separated by spaces (Check & Schutt, 2012).

In analysing qualitative data (Section C of a questionnaire), the researcher firstly documented it by keeping all the records of collected data on track. Recorded data and note taking (interviews) were transcribed; the researcher converted all recorded and note taken data into a format that facilitated analysis. Transcription refers to the process of reproducing spoken words from audiotaped interviews to written text (Halcomb & Davidson, 2006). Verbatim transcription which refers to the word for word reproduction of verbal data or where the written words were the exact replication of the audio-recorded words was done in this study (Halcomb & Davidson, 2006).

Then the researcher synthesised and conceptualised that data trying to make meaning of it. Data was then coded and categorised. In categorising, the researcher made use of matrix which is a chart used to condense qualitative data into simple categories and provide a multidimensional summary that will facilitate intensive analysis (Check & Schutt, 2012). The researcher examined data after categorising it. Examining data was the centrepiece of the analytic process because it allowed the researcher to simple move from description given by participants to explanations and descriptions made by the researcher (Check & Schutt, 2012).

3.9 Summary

Firstly this chapter discussed the purposes of the study. Then it discussed research design that the researcher made use of and how they were useful in the collection of data. The researcher then described how sample was selected and the reasons of doing so. It described instruments that were used. Main research question was given so as sub-research questions. Lastly, the researcher discussed how data was collected and analysed. The next chapters intensively discusses and presents data.

CHAPTER 4

4. DATA PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter deals with the presentation and analysis of data collected from educators and members of the School Management Team (SMT) in UMkhanyakude district. The chapter sought to present data collected through the use of printed questionnaires (which were given to educators) and interviews (conducted to SMT members) which were administered to discover: methods of handling misbehaviour; effectiveness of those methods; advantages and disadvantages of implementing those methods, if educators made use of methods the researcher listed and attitudes of educators towards certain methods together with what educators recommended should be done.

This chapter presents responses given by participants on how they handled or dealt with misbehaviour in the classrooms. Misbehaviour stands against the smooth delivery of the lesson which not only affect the educator but other learners. Misbehaviour is something that cannot be ignored, an educator encountering it has to apply a certain method and some of the methods participants said applied are briefly discussed in this chapter.

The chapter also discusses data which were analysed quantitatively and qualitatively because a questionnaire had both closed-ended and open-ended questions. With closed-ended questions in Section B, Likert-type scale items were used to collect data on methods of handling misbehaviour. With other closed-ended questions in Section A (*requiring demographic data)* and Section C *(requiring the effectiveness of methods),* options to choose from were given. During data analysis; quantitative data was coded and entered into SPSS and with qualitative data in Section C of a questionnaire, identification and description of emerged themes was done. Narrative summary on themes that emerged was done.

4.2 Description of the sample

The researcher recruited 54 educators and 9 members of the SMT from 9 different schools located in Mpukunyoni Area, Mtubatuba Town and KwaMsane Township within UMkhanyakude district. From 3 selected locations, 52 educators and 7 SMT members participated but 1 SMT member was withdrawn. Section A of the questionnaire requested demographic data from the participants who were selected using a stratified random sampling method.

4.2.1 Demographic data

Section A of the questionnaire required certain demographic data because one of the objectives of this study was to discover methods of managing undesirable behaviour that would be possible, applicable or effective when implemented especially in various context regardless of certain diversity the educators had; in this study location and phase. In trying to achieve that, the sample was drawn from schools located in three different locations; in a township, around town and in a rural area. The intention was to compare the methods which the educators of these separately located schools said they used, discover those that they said they never used, discover those which they thought were working for them, discover actions that they said they took when a learner displayed a certain undesirable behaviour during teaching and discover what they suggested should be done by others when encountering undesirable behaviour.

Of 6 participated SMT members who were interviewed with the same questionnaire administered to educators, 3 respondents indicated that their schools were located at Mpukunyoni Area, 2 respondents indicated that their schools were around Mtubatuba Town and 1 indicated that the school was located in KwaMsane Township. Participants indicated their phases in Section A. Including this kind of a demographic data (phase) was useful in this study as it also addressed one of the objectives of the study. The intention was to collect data from educators of different phases and compare the responses.

With interviewed respondents, 2 indicated that they were both in Senior and Further Education and Training (FET) Phase, 1 indicated that Senior Phase was the area of specialization, 2 indicated that they were in the Intermediate Phase and 1 was in the

FET Phase. Respondents who were completing the questionnaires indicated their phases and location. In KwaMsane Township, 5 educators were from intermediate phase, 8 educators were from senior phase and 4 FET phase. The number of participants in KwaMsane was 16. In Mtubatuba town, 5 educators were from intermediate phase, 7 educators were from senior phase and 6 educators were from FET phase. The overall number of participants in Mtubatuba town was 18. In Mpukunyoni area, 6 educators were from the intermediate phase, 6 educators were from senior phase and 6 were from FET phase.

One member of the SMT who was interviewed in one of the schools around town was withdrawn because of the phase and the responses which were mostly not addressing the study's objectives or answering some questions. This participant was in a foundation phase. For most of the questions, this participant kept on making examples about the problems that learners were facing which the participant believed were the main causes of misbehaviour.

4.3 Research methodology and data analysis

For the purposes of this study, the researcher made use of both qualitative and quantitative design. In quantitative design, the researcher collected data without any direct participation or intervention (non-experimental design) with the aim of collecting statistical data. Survey research design was conducted as the researcher collected data from a group of educators and members of the SMT. Surveys were mostly useful in this study as they enabled the researcher to describe participant's opinions and ideas (McMillian & Schumacher, 2010). Survey design was used with the intent of generalizing from a sample to a population (Creswell, 2003).

Characteristics of phenomenological method were adopted as well since this study had embedded both quantitative and qualitative designs. This was done due to the fact that participants had experience of the phenomenon which in this study was the exposure to undesirable behaviour. This study enabled the researcher to transform participant's experience on undesirable behaviour into a description of its essence allowing for reflection and analysis. The researcher put aside one's own experiences about handling misbehaviour in order to understand those of the participants in the study (Creswell, 2003).

In analysing quantitative data in this study, all quantitative data in Section A, B and Section C (one question that required participants to indicate whether implementing certain methods of handling undesirable behaviour temporarily or permanently removed that undesirable behaviour) of the questionnaires was firstly coded in order to enter it into SPSS for statistical analysis. Muijs (2004) considered SPSS as a common statistical data analysis software. SPSS was useful in this study as it was utilized to capture collected data, analysed that entered data and forming the graphs based on the collected data. Data captured was based on; *(i)* demographics, *(ii)* how often certain methods were used and, *(iii)* the effectiveness of applying certain methods on certain misbehaviour. Before data was entered into the SPSS, it was firstly prepared in a format suitable for analysis (Check & Schutt, 2012).

That involved a process of assigning a different number (numeric code) to each question and to each response to a question (Check & Schutt, 2012). In other words, each question and each response was differently numbered. These closed-ended questions compelled the educators and SMT members to make choices between predetermined response categories, data was then transposed into numerical (Halcomb & Davidson, 2006). Frequency distributions, in the form of a bar graphs were generated in order to check how many participants had answered in a certain way in this study. Quantitative variables showing their distribution was represented by solid bars separated by spaces (Check & Schutt, 2012). This process of analysis was applied to the responses obtained with both questionnaires and interviews.

In analysing qualitative data (Section C of a questionnaire) coding and thematic analysis was applied. The researcher's focus was firstly on the actions that participants suggested they applied when learners displayed certain misbehaviour while teaching. Secondly, it was on the advantages and disadvantages of implementing those actions. Lastly, it was on the suggestions given by the participants on what they recommended should be done to handle misbehaviour. The researcher firstly documented data by keeping all the records of collected data on track. Interviews which only applied to members of the SMT were recorded and transcribed. Verbatim transcription of data was done because the narrative analysis of open-ended questions relied on it (Halcomb & Davidson, 2006). The researcher converted data (including questionnaires and transcribed interviews) into a format that facilitated analysis.

The researcher synthesised and conceptualised data trying to make meaning of it. Emerging themes based on actions taken to handle undesirable behaviour, advantages and disadvantages of applying those actions and participants' suggestions were then identified and categorised. The researcher examined data after categorising it. Examining data was the centrepiece of the analytic process because it allowed the researcher to simply move from description given by participants to explanations and descriptions made by the researcher (Check & Schutt, 2012).

During data collection and analysis, major differences from the protocols described in chapter 3 did not take place. Except that the researcher thought that during the analysis of qualitative data, matrix 'chart used to condense qualitative data into simple categories and provide a multidimensional summary that will facilitate intensive analysis was going to be used after categorising data (Check & Schutt, 2012)' was going to be used. In this study, that chart was not used. The researcher rarely encountered problems during data collection and data analysis.

4.4 Presentation of quantitative and qualitative data

Section A of a questionnaire required demographic data (location and phases) and already presented in the description of sample.

Section B required educators to indicate how often they made use of listed methods of handling undesirable behaviour. The participants had to choose either they had never, sometimes or often implemented that method.

4.4.1 Corporal punishment

The researcher wanted to discover how often participants made use of corporal punishment which is a method that nobody needs to be trained for. Corporal punishment is any deliberate act against a child that inflicts pain or physical discomfort to punish or contain him or her (Asmal, 2000). It includes spanking, slapping, pinching, pushing, paddling or hitting a child with a hard or with an object (Asmal, 2000). The graph (figure 1) below indicate the responses.

Figure 1: graphical representation of the usage of corporal punishment
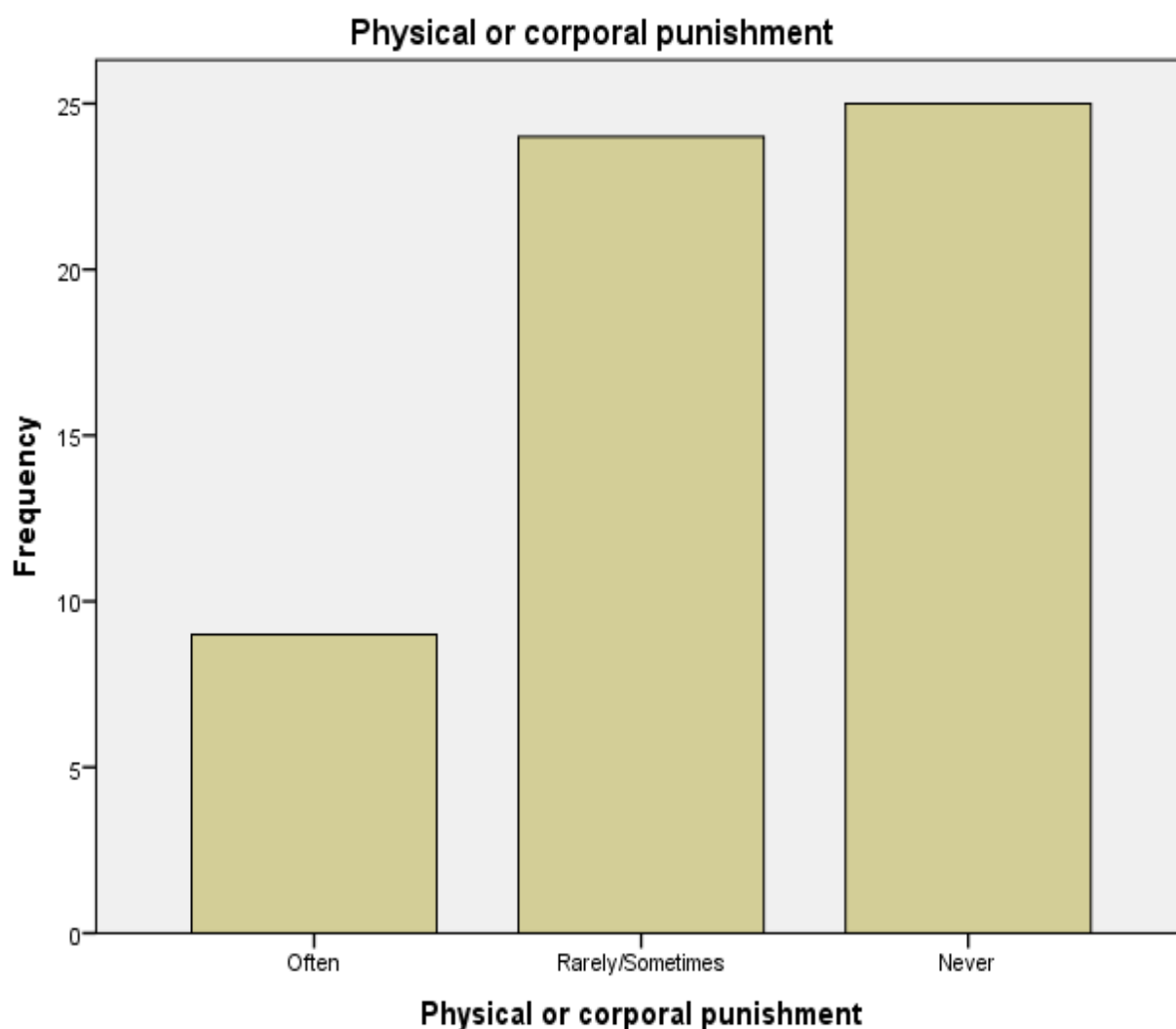
Figure 1 indicates that of 58 participants who responded; 15.5% (9) indicated that they often used this method, 41.4% (24) indicated that they used it rarely or sometimes, and 43.1% ((25) indicated that they never used it. When some participants were asked about actions they took when learners displayed certain misbehaviour, some mentioned that they did make use of corporal punishment. The following are the responses of participants who uses corporal punishment to handle listed misbehaviour:

i. Interruptive chatting learners;

Respondent 54 *(SMT member in Mpukunyoni),* "I call that learner, in fact, you stop that learner from what he's doing. Sometimes you tell the learner to stop that. It depend how you tell a learner. If a learner does not stop talking, I use a corporal punishment a little bit."

ii. Wandering around learners;

Respondent 12 (*educator around Mtubatuba Town*), "Told to sit down-warning. If it continues, a demerit or time out of the classroom. Sometimes a smack on the bottom/ pinch ear."

iii. Avoiding tasks learners;

Respondent 3 *(educator in Mpukunyoni area),* "I punish a child with a stick."

Respondent 57 *(SMT member in Mtubatuba town*)**,** "I make him stand until the work is done"

iv. Low attending learners and;

Respondent 33 *(educator in KwaMsane Township),* "I use a stick."

v. Verbally abusing learners.

Respondent 13 (*educator in Mtubatuba town*), "Strong tasting wash mouth on finger and into mouth."

Advantages:

- **Respondent 53** *(SMT member in Mpukunyoni area),* "Learners become afraid. I scare them."
- **Respondent 57** *(SMT member in Mtubatuba town*)**,** "He ends up doing the work because he is embarrassed."

Disadvantage:

- **Respondent 54**, *(SMT member in Mpukunyoni area),* "…but in my side it is bad because I might even go to jail we know that. I might lose my job."

The above responses show that corporal punishment is applied by both educators and SMT members in different locations. Some stated that they apply it to chatting, wandering around, avoiding tasks, not attending and verbally abusing learners. No participants indicated that they applied corporal punishment to rebellious and physically aggressive learners.

Some participants used corporal punishment with the intention of frightening learners who have misbehaved so that they can stop misbehaving. Learners knew that when they misbehaved, they would receive corporal punishment. Among the benefits of using corporal punishment, Blanton, et al (1994) mentioned that; it suppresses the undesirable behaviour in response to which it is used, it is quickly administered (requiring no training or skill) and apparently works quickly when used in anger. The researcher discovered that for this method to address what needed to be handled, one administering it had to ensure that the learner feels pain (The inflictor found the need to increase the severity of corporal punishment).

National Education Policy Act and South African Schools Act (1996) declared corporal punishment illegal and unlawful because of incidents of violence towards learners ("…no person shall administer corporal punishment, or subject a student to psychological or physical abuse at any education institution."). Iselin (2010) mentioned that corporal punishment caused serious physical, psychological and emotional injury. In 2012, news24 presented that, KwaZulu-Natal education MEC, Senzo Mchunu said, "We would like to send a stern warning against those among us who still practice corporal punishment. As a department we view it as serious defiance, a serious offence that can lead to the termination of employment."

The researcher discovered that some participants who said they administered corporal punishment were aware of:

- The law- which totally banned the administration of corporal punishment to learners *(respondent 54 indicated),*
- Consequences of breaking the law by continuing using corporal punishment - one might lose the job or be charged *(respondent 54 indicated),* and
- How it affected learners physically and psychologically- it frighten learners *(respondent 53 indicated) or cause physical pain (respondent 13 indicated).*

4.4.2 Emotional punishment

The researcher wanted to discover how often participants made use of the emotional punishment. This is a non-physical punishment a person uses to control behaviour which includes withdrawal of love, isolation, ridicule, terrorizing, verbal reprimand, assaulting, discrimination, detaining, ignoring or refusal of communication over a period of time (Jacobsen, 2013). The graph (figure 4) indicates how often participants made use of emotional punishment.

Figure 2: graphical representation of the usage of emotional punishment.
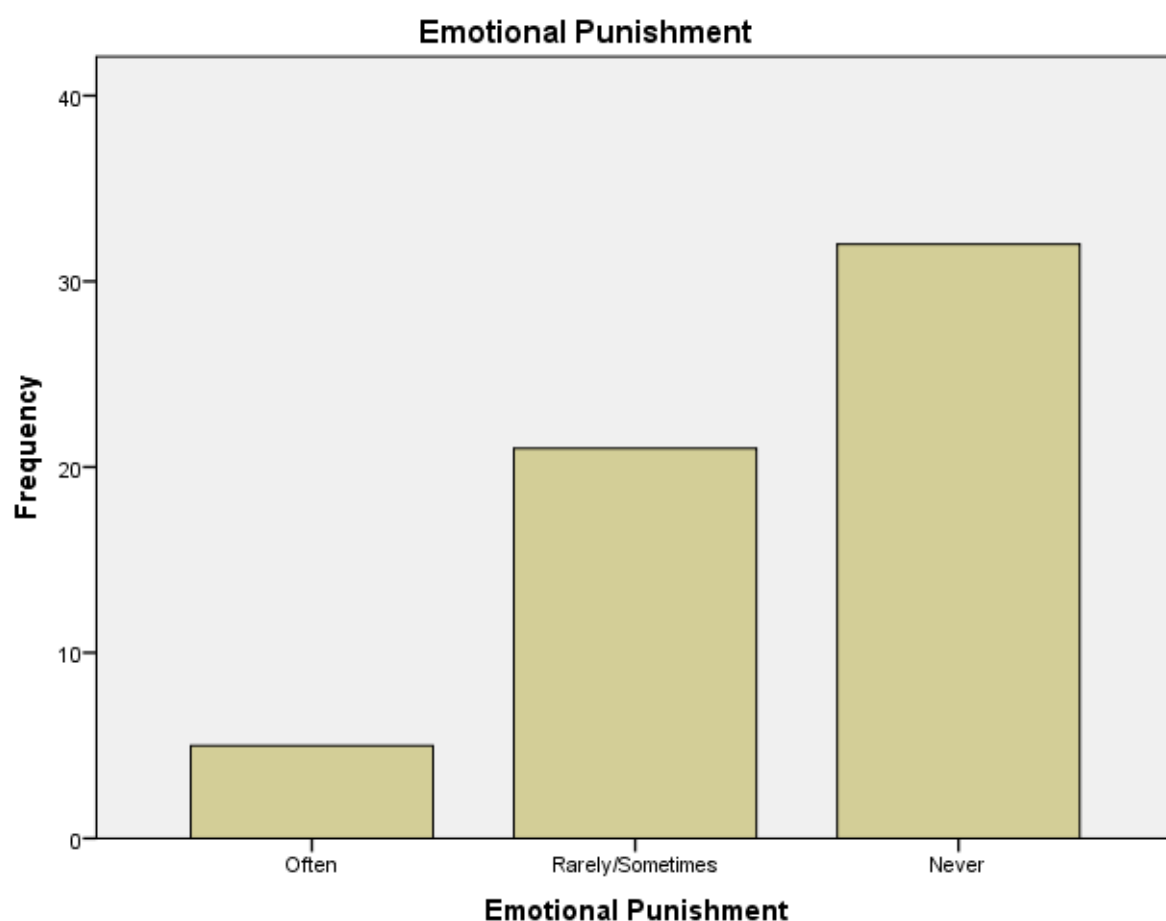
Figure 2 above indicates that of 58 participants who responded; 8.6% (5) indicated that this method is implemented often, 36.2% (21) indicated that they used it rarely or sometimes, and 55.2% (32) of the indicated that they never used it. When some participants were asked about actions they took when learners displayed certain misbehaviour, some mentioned that they did make use of emotional punishment.

The following are some of the responses of participants who use emotional punishment to handle listed misbehaviour:

i.   Interruptive chatting learners;

Respondent 17 (*educator in Mpukunyoni area*), "I stop teaching and look at the child and make other learners to look at that child."

ii.   Avoiding tasks learners;

Respondent 12 *(educator in Mtubatuba area),* "Reprimand. Will have to sit in at breaks to complete work. Or I check other's work and give praises. Ignore till my work is done."

iii.   Low attending learners;

Respondent 33 *(educator in Mpukunyoni area),* "I scold him or her."

Advantage:

- **Respondent 56** *(SMT member in Mtubatuba town),* "You are taking them out of their own comfort zone, you're putting them somewhere else and they are quite, usually. Because they are in a place where they don't want to be. Removing them from their friends…"

Emotional punishment is applied by both educators and SMT members in different locations. The researcher discovered that emotional punishment is applied by some participants mostly to chatting, wandering around, avoiding tasks and not attending learners. No participants indicated that they applied emotional punishment to rebellious, verbally abusing and physically aggressive learners. Participants did not indicate if there were disadvantages of applying this method. With most of the responses, participants from three selected locations indicated that they isolated *(respondent 54 indicated)*, ridiculed *(respondent 17 indicated)* or used verbal reprimands *(respondent 12 indicated)* and ignored misbehaving learners.

Some participants mentioned that the advantage of isolating a learner or removing a learner from friends decreases misbehavior (*respondent 54 indicated*). But UNICEF Gender, Rights and Civic Engagement (2008), stipulated that this method is ineffective in reducing any misconduct and may cause harm to learners. Isolating a learner

changes the way the learner feels which seemed to be one of the goals participants in this study wanted to achieve. DiVenturi (2012) mentioned that emotional punishment affects the way the learner feels. This leads to the development of negative self-perceptions. If this method cannot be implemented, learners will develop socially, think clearly, learn new skills, build self-esteem, develop positive mental outlook, be mature and be emotionally healthy (DiVenturi, 2012). This means that if participants agreed on implementing emotional punishment, the learners are more likely to be affected negatively. Learners might not: develop socially, think clearly, learn new skills and have positive self-perception.

4.4.3 Intellectual punishment

The researcher wanted to discover how often participants made use of the intellectual punishment. This is also a non-physical punishment whereby a person controls a behaviour by forcing a learner to attempt a task beyond his or her intellectual capability or forcing a learner to do repetitive, boring or meaningless task in order to humiliate (UNICEF Gender, Rights and Civic Engagement, 2008). The graph (figure 3) indicates how often participants made use of intellectual punishment.

***Figure 3: graphical representation of the usage of intellectual punishment.***

Figure 3 above indicates that of 58 participants who responded; 12.1% (7) indicated that this method is implemented often, 24.1% (14) respondents indicated that they used it rarely or sometimes, 63.8% ((37) indicated that they never used it. The graph indicates that there were more participants who have never implemented this method. When participants were asked about actions they took when learners displayed certain misbehaviour, few mentioned that they did make use of intellectual punishment. The following is the response of a participant who clearly said she uses intellectual punishment to handle listed misbehaviour:

i.   Verbally abusing learners

Respondent 56 (*SMT member in Mtubatuba town*), "If they would use it against one another without fighting but using signs, I'll make them sit in my class and they'll have to write down 'I'm not allowed to show signs or use this language.' I'll make them write

it 100 times like a grade 1. And they'll go, 'but mem we are not grade 1,' and I'll say 'but you are acting like grade 1."

Most of the participants when asked of the actions they took to handle certain misbehaviour, they did not mention intellectual punishment. The intention of respondent 56 was to make learners to feel degraded (doing a task perceived to be suitable for grade 1 and having to write one thing for 100 times). Intellectual punishment does not only make one receiving it suffer from being degraded but it does have physical effects such as headaches, stomach aches, nausea, tension and various aches and pains (UNICEF Gender, Rights and Civic Engagement, 2008). That depends on the action that was said to be done by the learner.

4.4.4 Suspension

Allman and Slate (2011) defined suspension as mandatory leave assigned to a learner as a form of punishment because of violating rules and regulations that can last anywhere from one day to few weeks, during which time the learner is not allowed to attend regular lessons. The intention of suspension is to remove a disruptive learner so that learning continues. The following present data collected by questionnaires based on In-school suspension and Out-of school suspension.

I. In-school suspension (ISS)

The researcher wanted to discover how often participants made use of ISS. ISS is the removal of a learner from the classroom to spend time to a specific place during school day (Glass, 2013). The graph (figure 4) indicates how often participants made use of ISS.

Figure 4: graphical representation of the usage of ISS.
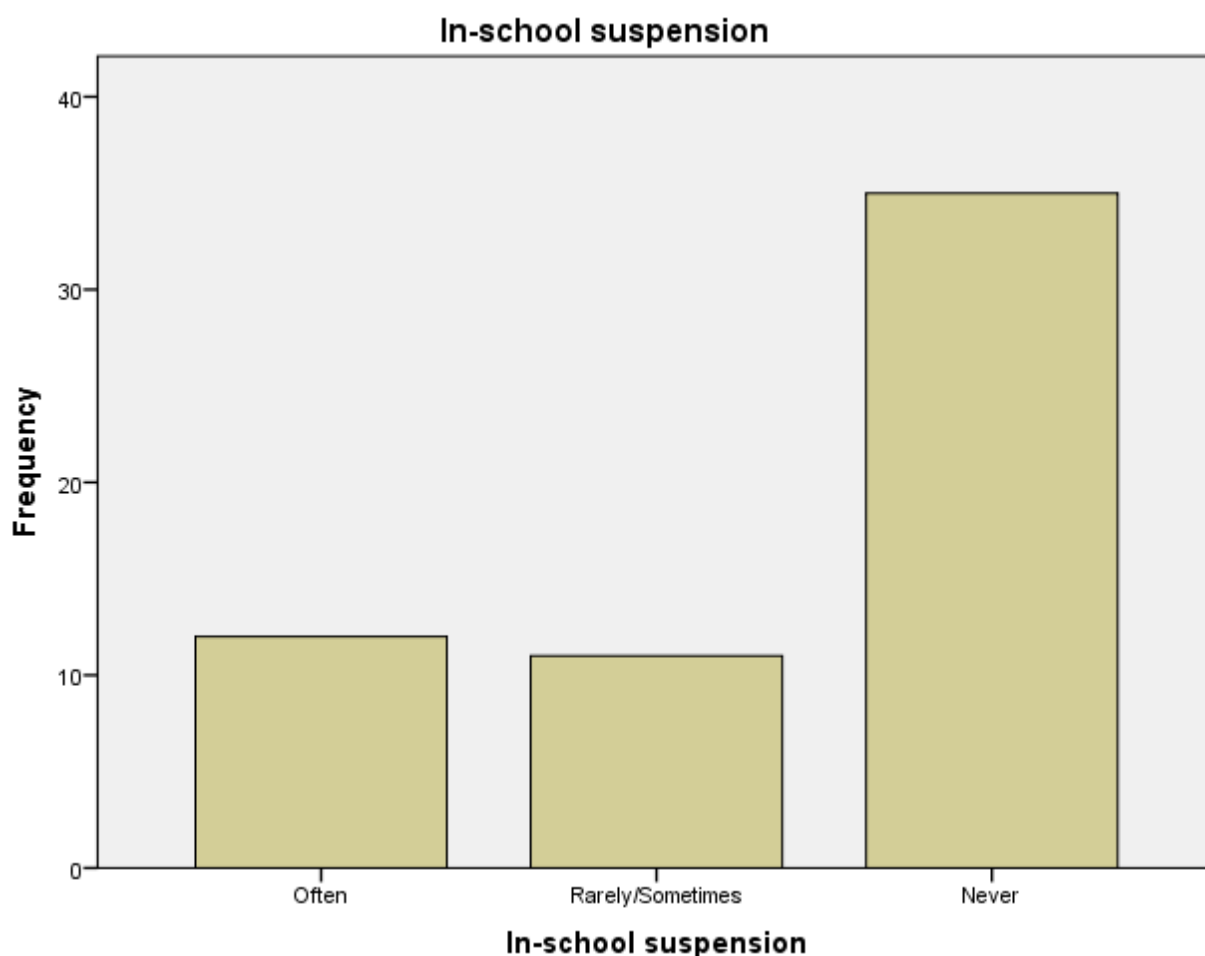
Figure 4 indicates that of 58 participants who responded; 20.7% (12) indicated that this method is implemented often, 19.0% (11) respondents indicated that they used it rarely or sometimes, 60.3% ((35) indicated that they never used it. When some participants were asked about actions they took when learners displayed certain misbehaviour, some mentioned that they did make use of ISS. The following are some of the responses of participants who uses ISS to handle listed misbehaviour:

    i.   Interruptive chatting learners;

Respondent 11 (*educator in Mtubatuba town*), "I stop teaching and ask them to stop this disruptive behaviour. I wait for quite before continuing. If they start to disrupt a lesson again I stop and ask them to leave the class for the rest of that lesson."

Respondent 35 (*educator in KwaMsane township*), "The educator take them to the disciplinary room for 20 minutes."

ii. Learners wandering around

Respondent 19 *(educator in Mpukunyoni area),* "Ask a learner out."

iii. Rebellious learners

Respondent 53 *(SMT member in Mpukunyoni area),* "You'll be surprised, I don't teach such a learner; I just suspend him from my lessons. So I know that he or she will be afraid and come to me and apologize."

Advantage:

- **Respondent 57** *(SMT member in Mtubatuba town),* "It help the smooth running of the class and I can concentrate on the rest of the children in the class."

Disadvantage:

- **Respondent 58** *(SMT member in KwaMsane township),* "That rude child will be left behind with the work, like missing the lesson or being behind with the work."

Educators and SMT members in different locations do implement ISS. The researcher discovered that ISS is applied by some participants mostly to chatting, wandering around, and rebellious learners. No participants indicated that they applied ISS to avoiding tasks, not attending, verbally abusing and physically aggressive learners. Some participants did not indicate if they asked a learner out to stay in a particular place, they just said they asked learners out. The researcher considered both the responses of those who only said they asked learners out and those who specifically stated that they asked learners out to be in a particular place.

II. Out-of school suspension (OSS)

The researcher wanted to discover how often participants made use of OSS. OSS is the removal of a learner from the school for a period of time (Glass, 2013). The underlying reason of implementing this method is to ensure safety of other learners and the school staff (American Academy of Pediatrics, 2003). The graph (figure 5) indicates how often participants made use of OSS.
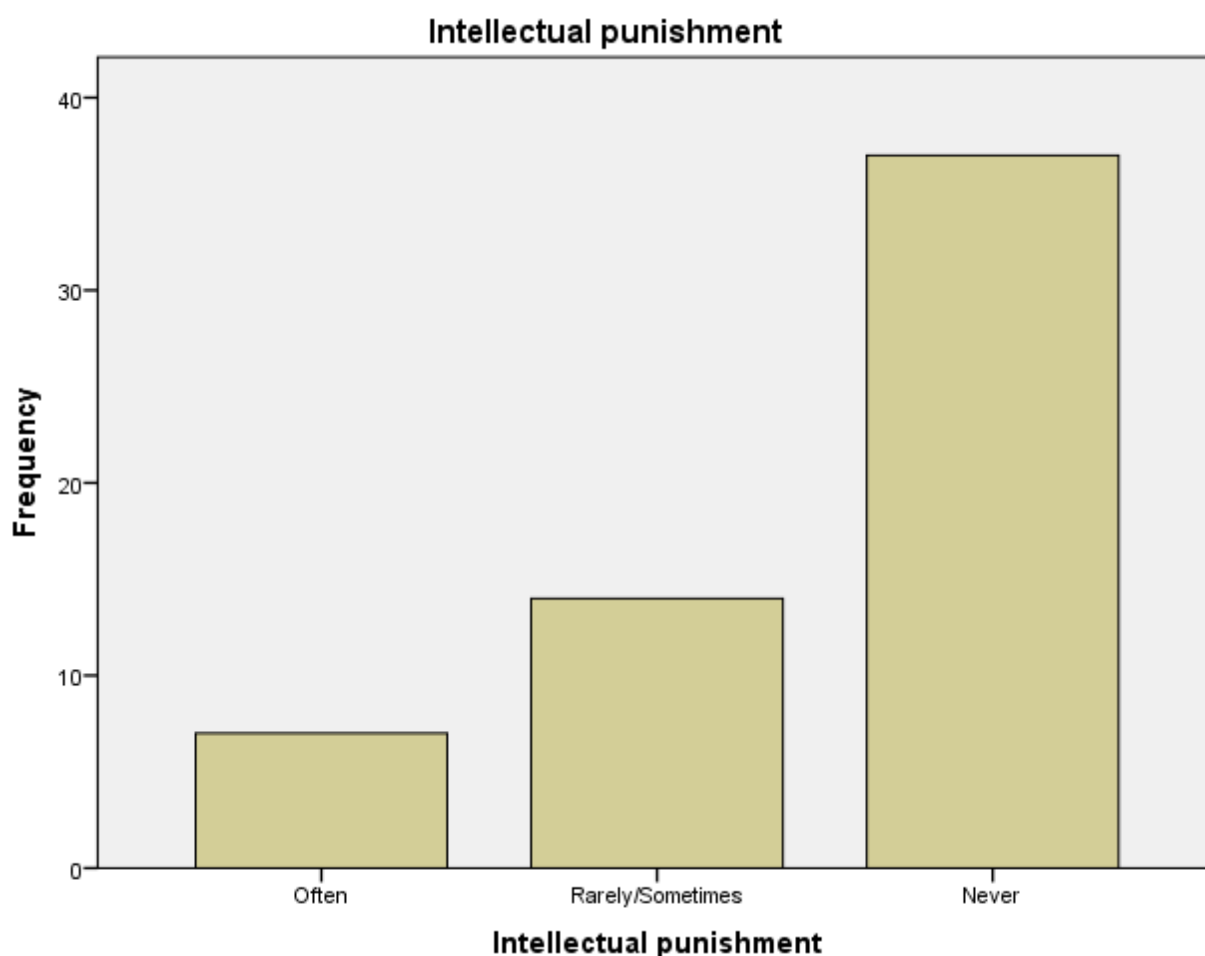
Figure 5: graphical representation of the usage of OSS.
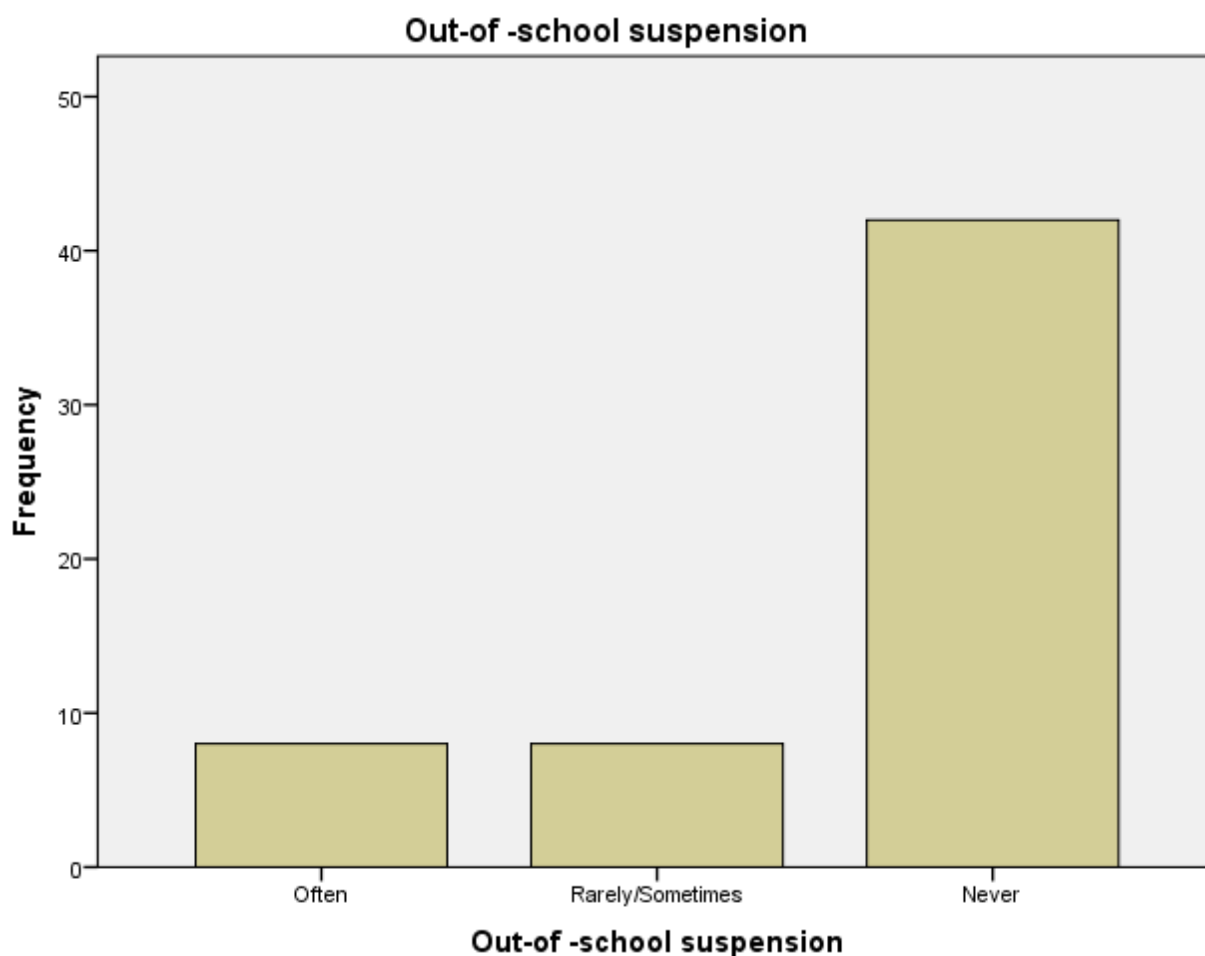
Figure 5 indicates that of 58 participants who responded; 13.8% (8) indicated that this method is implemented often, 13.8% (8) indicated that they used it rarely or sometimes, 72.4% ((42) indicated that they never used it. When some participants were asked about actions they took when learners displayed certain misbehaviour, some mentioned that they did make use of OSS. The following are some of the responses of participants who uses OSS to handle listed misbehaviour:

    i.   Physically aggressive learners.

Respondent 54 *(SMT member in Mpukunyoni area)*, "Sometimes we suspend them from two to three days then they come back.

Respondent 57 *(SMT member in Mtubatuba town),* "Depending on the offense, they'll be suspended for three days."

Respondent 33 *(educator in KwaMsane township),* "The school suspend fighting learners both of them maybe after spending some days home come with parent."

Above data shows that OSS is applied in different locations. The researcher discovered that most educators said that they did not personally apply this method to learners but they reported misbehaving learners to the SMT members who had learners suspended. In this study, SMT members were found to apply suspension. Glass (2013) stated that suspension was used by administrators to correct recurrent unwanted behaviour. The researcher discovered that OSS is applied by some participants mostly to physically aggressive learners. No participants indicated that they applied OSS to chatting, wandering around, avoiding tasks, not attending, rebellious and verbally abusing learners. Respondents did not indicate any disadvantages of applying this method.

Glass (2013) stated that suspension was said to deter inappropriate behaviour and encourage learner compliance. When refusing to comply with the class rules, only the removal of the offending learner could allow learning to occur (Glass, 2013). Participants who said they applied suspension indicated that implementing it helped them ensured conducive learning environment or smooth running of the lesson *(respondent 57 indicated).* In this study the researcher discovered that some participants used this method to handle learners who were physically aggressive and Glass (2013) stipulated that suspension was an effective means of preventing fights and physical threats. Physical aggression is a behavioural problem. Blomberg (2004) noted that suspension may not meet the needs of learners with behaviour problems. It tends to push them away as it places all the blame to them while providing relief to educators and raising parental attention to their child's misconduct. American Academy Pediatrics (2003) noted that OSS alerted parents or served as a warning for parents who may have not previously taken their child's misbehaviour seriously and who may have considered problem behaviours to be purely the school's responsibility.

When some participants were asked of the disadvantages of suspending learners, they said that suspended learners missed lesson which negatively affected them (respondent 58 indicated that). Allman and Slate (2011) stated that this method was ineffective at producing better future behaviour and caused learners to be far behind with work.

4.4.5 Punitive behaviour management method (PBMM)

The researcher wanted to discover how often participants made use of the PBMM. PBMM is a punishment whereby one implementing it intentionally inflict punishment mostly verbally to control behaviour. This is done with the intention of making the learner to feel bad. The graph (figure 6) indicates how often participants made use of PBMM.

*Figure 6: graphical representation of the usage of PBMM.*
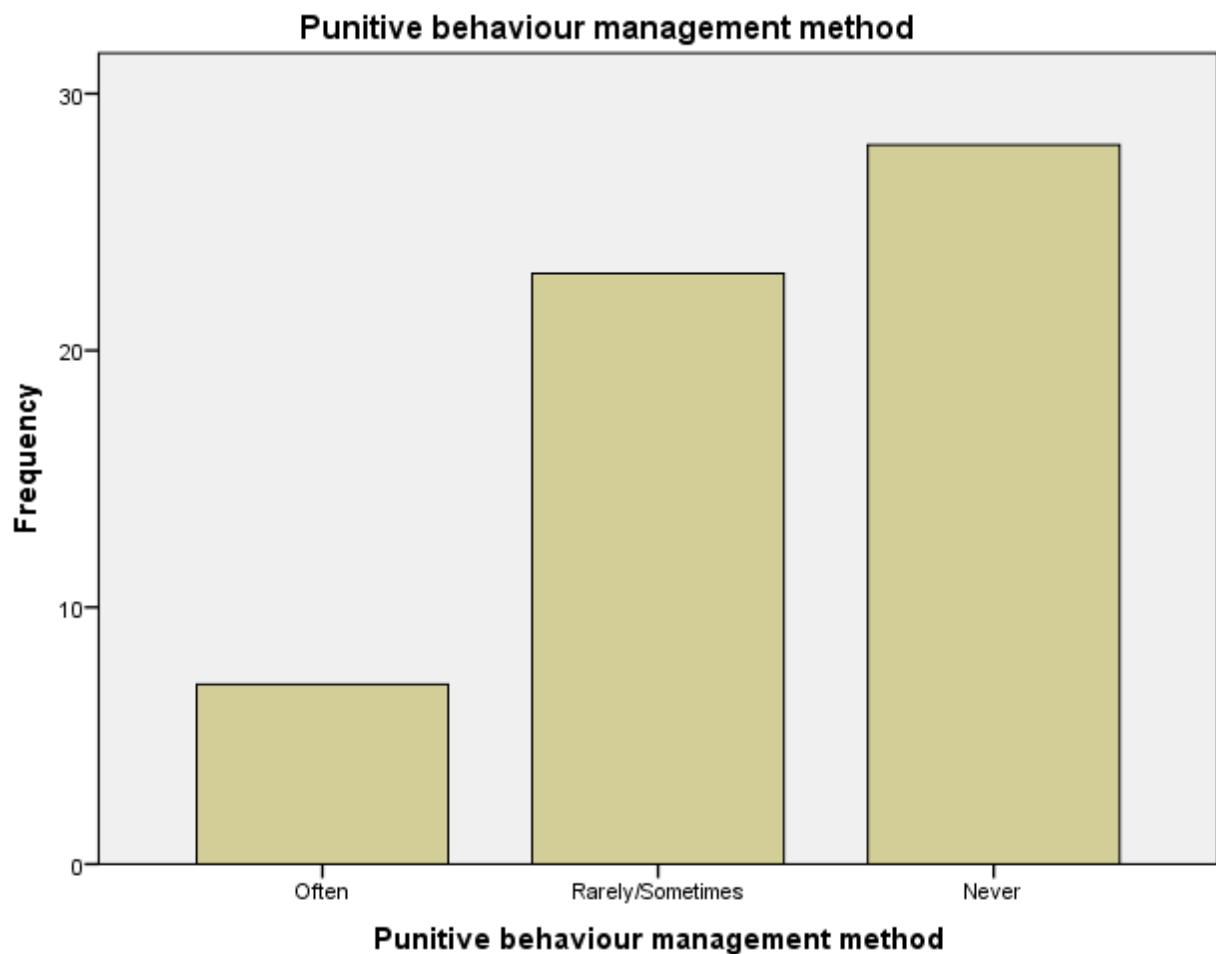
Figure 6 indicates that of 58 participants who responded; 12.1% (7) indicated that this method is implemented often, 39.7% (23) indicated that they used it rarely or sometimes, 48.3% (28) indicated that they never used it. When some participants were asked about actions they took when learners displayed certain misbehaviour, some mentioned that they did make use of PBMM.

Above data shows that PBMM is applied by both educators and SMT members in different locations. The researcher discovered that no participant said applied PBMM when learners were chatting, wandering around, avoiding tasks, not attending, rebellious, verbally abusing and physically aggressive. Participants neither indicated the advantages nor disadvantages of implementing PBMM. Jacobsen (2013) stated that PBMM which includes lecturing, verbal reprimands, ridiculing and shaming, should not serve as an alternative disciplinary measure as it emotionally abuse a learner. The consequences of implementing PBMM are similar to those of implementing emotional punishment.

4.4.6 Expulsion

The researcher wanted to discover how often participants made use of expulsion. Expulsion is a total removal of a learner who pauses threats at school. This is done in the name of providing a safe environment to other learners and educators. The graph (figure 7) indicates how often participants made use of expulsion.

Figure 7: graphical representation of the usage of expulsion.
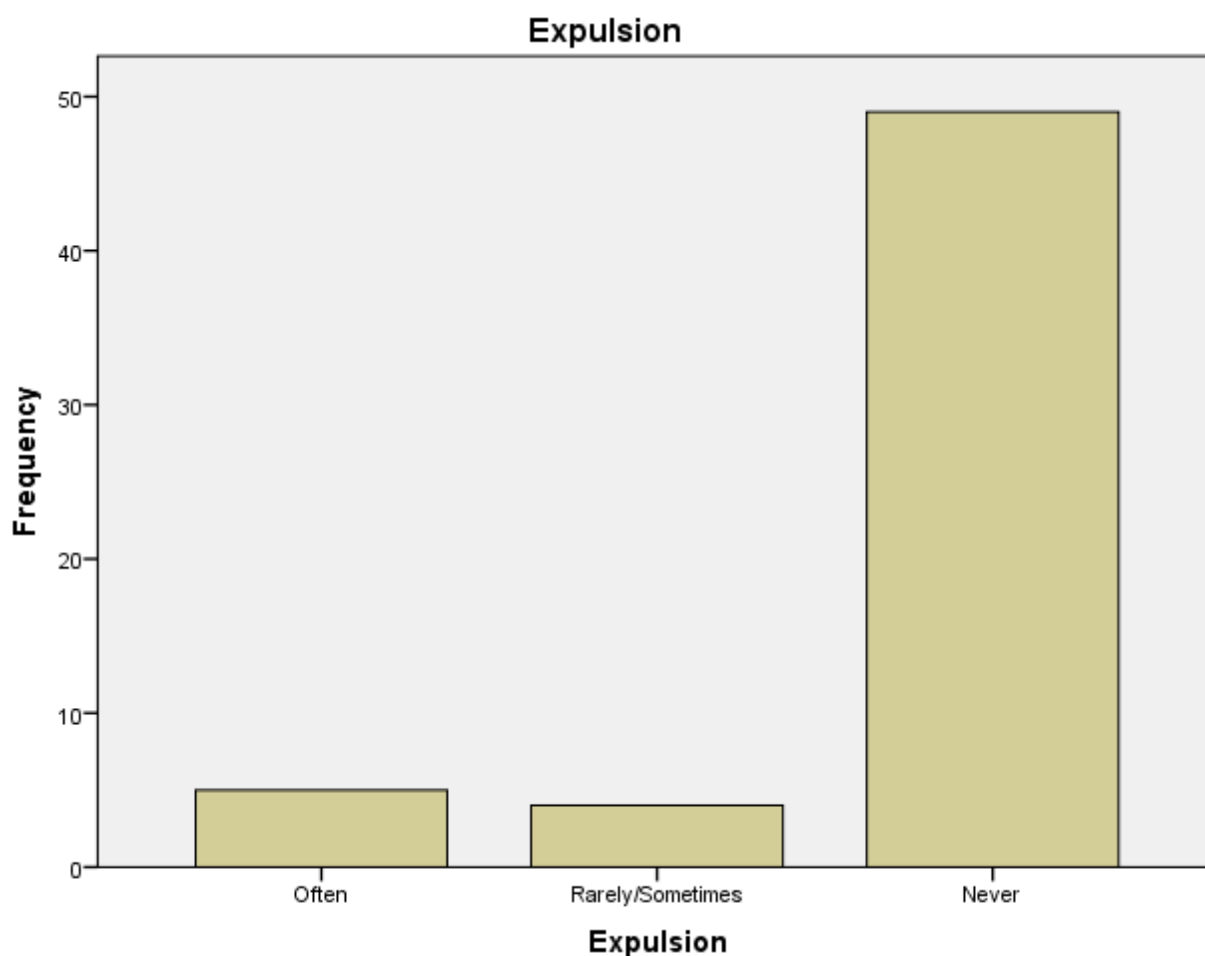
Figure 7 indicates that of 58 participants who responded; 8.6% (5) indicated that this method is implemented often, 6.9% (4) indicated that they used it rarely or sometimes, 84.5% (49) of the respondents indicated that they never used it. The researcher discovered that no participant said expelled learners who were chatting, wandering around, avoiding tasks, not attending, rebellious, verbally abusing and physical aggressive. Participants neither indicated the advantages nor disadvantages of implementing expulsion. This exclusionary method served to provide relief to those who had been affected by a misbehaving learner or by a learner who posed threats. It does not work for those subjected to them as it negatively affects them socially, cognitively, psychologically and academically.

4.4.7 Code of conduct

The researcher wanted to discover how often participants made use of the code of conduct. Code of conduct are set of rules outlining responsibilities or proper practices for a learner. The graph (figure 8) indicates how often participants made use of emotional punishment.

Figure 8: graphical representation of the usage of expulsion.

Figure 8 indicates that of 58 participants who responded; 46.6% (27) indicated that this method is implemented often, 31.0% (18) respondents indicated that they used it rarely or sometimes, 22.4% ((13) of the respondents indicated that they never used it. When some participants were asked about actions they took when learners displayed certain misbehaviour, some mentioned that they did refer to the schools' code of conduct. The following are some of the responses of participants who refer to the schools' code of conduct to handle listed misbehaviour:

i.   Interruptive chatting learners;

Respondent 29 *(educator in KwaMsane township),* "I stop teaching, remind learners about class rules and school policy as well as the impact of such behaviour on teaching and learning."

ii.   Learners who wanders around;

Respondent 17 (*SMT member in Mpukunyoni area*), "I just tell learner just to sit down because it is among the rules. I am the only one who stands in the class. I set the classroom rules before, they know that if I am in class they supposed to sit down. Unless there is a genuine reason for standing up maybe it is submitting an exercise."

iii.   Verbally abusing learners; and

Respondent 55 (*SMT member in Mpukunyoni area*), "…according to the school rules, they are not allowed to use a vulgar language."

iv.   Physically aggressive learners.

Respondent 11 *(educator in Mtubatuba town),* "…the learner must be verbally reminded that physical contact is not permitted at our school."

Above data shows that code of conduct is applied by most of the educators and SMT members in different locations. The researcher discovered that even when the participants were asked in the last question of Section C to discuss their suggestions on what they think should be done by other educators who experiences misbehaviour, most of the participants who answered that portion mentioned that educators should strictly adhere to the school rules. This study indicated that code of conduct is applied by some participants mostly to chatting, wandering around, verbally abusing and physical aggressive learners. No participants indicated that they applied code of conduct to avoiding tasks, not attending and rebellious learners. Participants did not indicate if there were advantages and disadvantages of applying this method.

According to Ntshangase and Naidu (2014), the government attempted to offer alternatives to corporal punishment by introducing code of conduct and in this study most of participants recommended it.

4.4.8 Parental involvement

The researcher wanted to discover how often participants involved parents. Parental involvement is the participation by child's mother and/ father or legal guardian in a child's education (Dixon, 2008). The graph (figure 9) indicates how often participants made use of parental punishment.

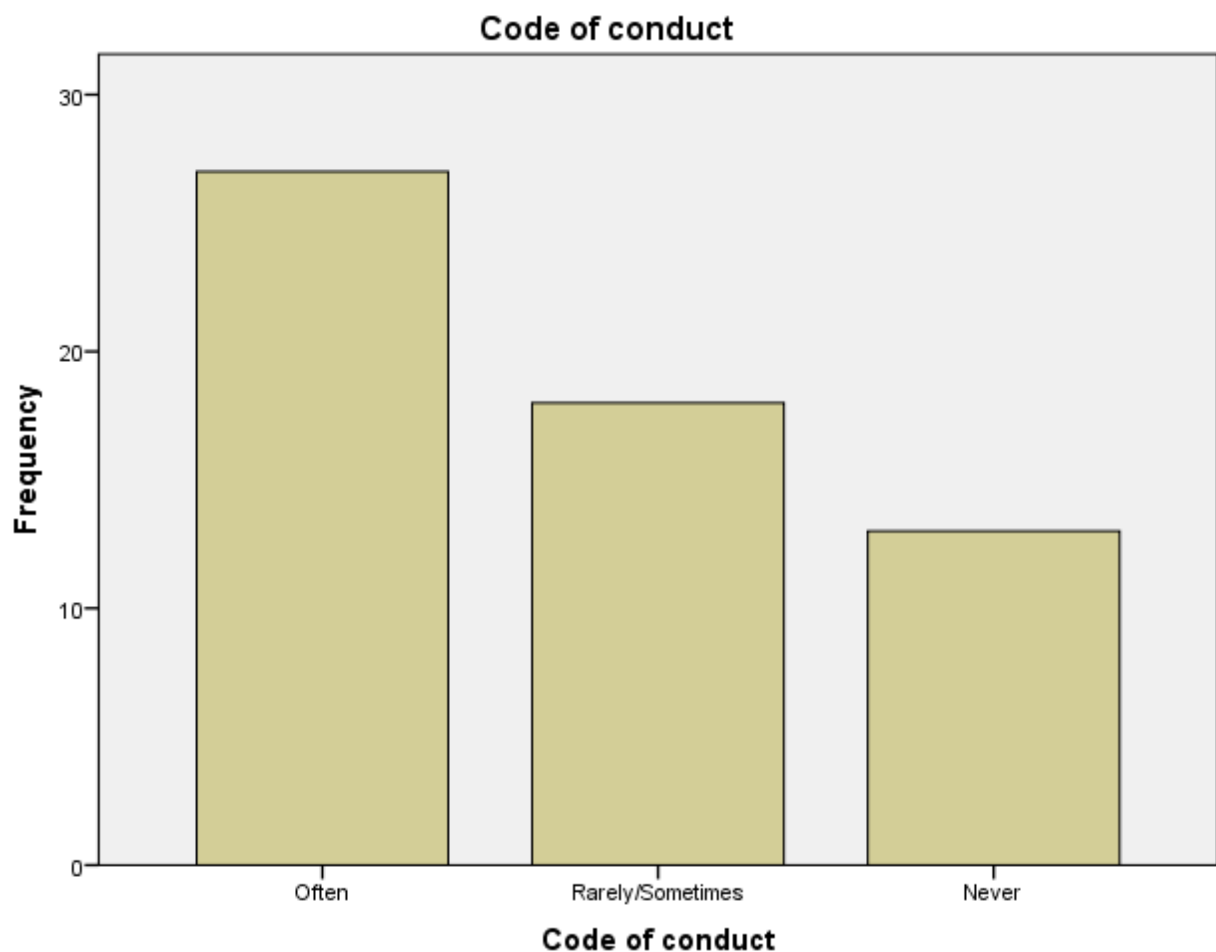*Figure 9: graphical representation of the usage of parental involvement.*
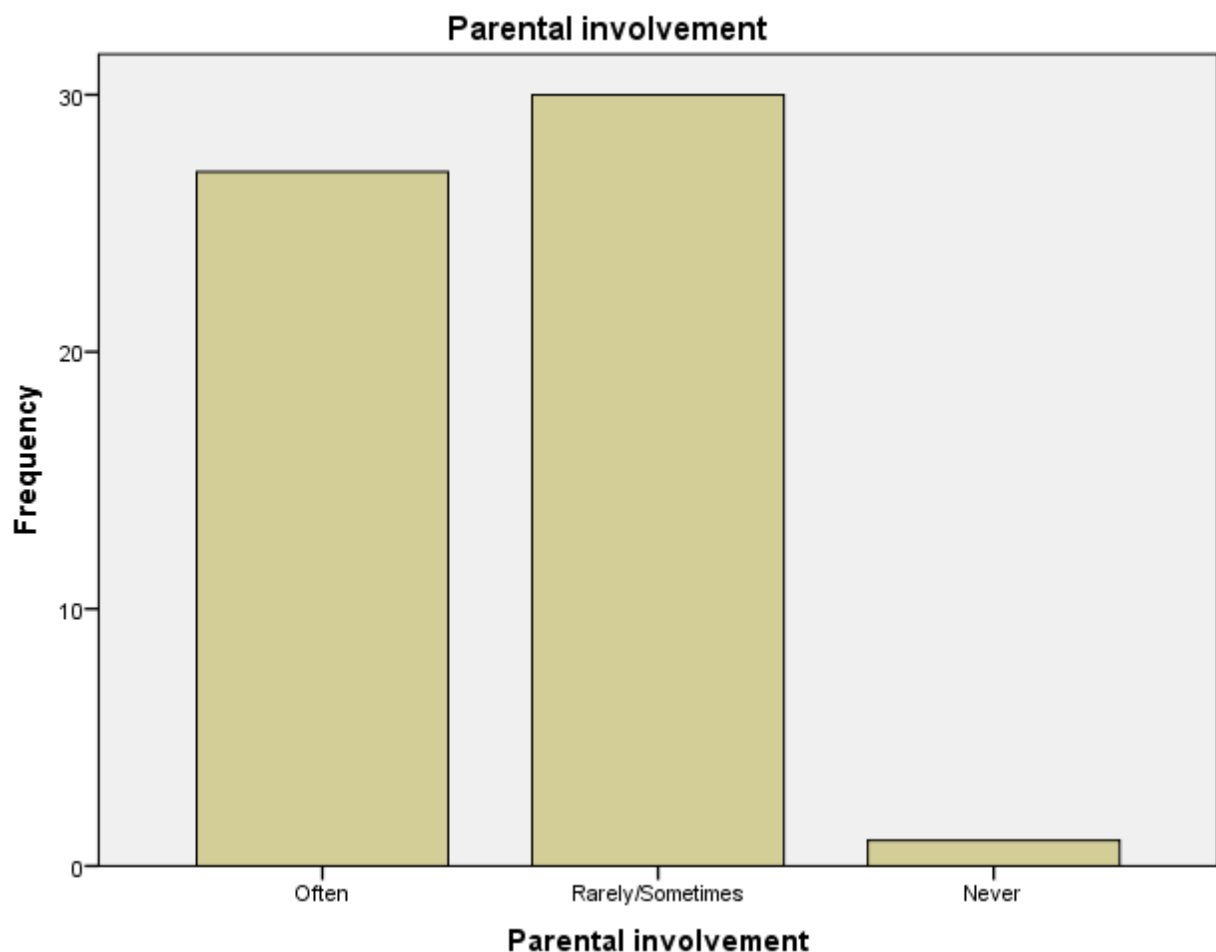
Figure 9 indicates that of 58 participants who responded; 46.6% (27) indicated that this method is implemented often, 51.7% (30) indicated that they used it rarely or sometimes, 1.7% (1) indicated that they never used it. These results indicate that 98.3% of participants said they involved parents when learners misbehaved. The

following are the responses of participants who involve parents to handle listed misbehaviour:

i.   Interruptive chatting learners;

Respondent 56 (*SMT member in Mtubatuba town), "…*because some learners are talkative, some others are not, so if a learner really bothers me, I call a parent or I notify a parent, they must be really troublesome..."

ii.   Learners who avoid tasks;

Respondent 21 (*educator in KwaMsane township*), "Write a letter to his/her parent."

iii.   Low attendance;

Respondent 1 *(educator in Mpukunyoni area),* "Call the parent."

iv.   Learners with rebellious attitude;

Respondent 30 *(educator in KwaMsane Township),* "If a learner appears on the book of the class more than three times, parents are involved."

v.   Verbally abusing learners;

Respondent 17 *(educator in Mpukunyoni area),* "Parental involvement."

vi.   Learners who are physically aggressive.

Respondent 56 *(SMT member in Mtubatuba town),* "I go to the office, sit down, the parents are called, they get letters, they get a disciplinary hearing."

Advantages:

- **Respondent 56** *(SMT member in Mtubatuba town),* "The parents get to know what' going on inside the classroom. The second advantage being at the end of the year, if that learner fails a particular subject, then they will know that there were some actions taken. Then they can't come and say but it's the school and the educators, this one or that one.
- **Respondent 53** (*SMT member in Mpukunyoni area*), "There is a low rate of absenteeism."

Disadvantages:

- **Respondent 27** (*educator in KwaMsane township*), "Need an extra time."
- **Respondent 22** (*educator in KwaMsane township*), "Parents do not respond to letters we write to them."

Above data shows that parental involvement is widely used at school. Most participants made it clear that they involved parents when learners displayed misbehaviour especially if the methods they had firstly used failed to remove the behaviour. Responses that participants gave show that they involved parents in order to create a conducive learning environment, some even indicated that involving parents permanently removed certain misbehaviour. Dixon (2008) stated that having a relationship with parents is essential in creating a positive school climate. Some participants indicated that involving parents helped them not to receive any blames regarding the learners' performance towards the end of the year which in some cases could have been highly influenced by the behaviour (respondent 56 indicated that). Most participants said they involved parents when learners bunked or never attended school and it had worked for them as this method decreased the occurrence of absenteeism and bunking (respondent 53, 1 and others indicated that). Horvatin (2011) stated that parental involvement was thought to be a powerful predicator of school attendance and sense of well-being.

Even though Ntshangase and Naidu (2014) mentioned that parental involvement is even recommended by the government as an alternative to methods that inflicted physical, psychological and emotional pain *(like emotional punishment, PBMM and corporal punishment)* to the learner, Letsholo (2006) stated that improving parental involvement is one of the most challenging tasks in education. In this study, some participants indicated that some parents never responded and others felt like parental involvement wasted their time. Horvatin (2011) stated that some parents could not just 'drop everything' and show up on the step of the school to deal with issues in a minutes' notice, so some parents intentionally refrain from becoming involved with the school.

4.5 Effectiveness of applying certain methods.

The following tables indicate the effectiveness of implementing certain methods to learners who are chatting, wandering around, avoiding tasks, not attending, rebellious, verbally abusing and physically aggressive. The question that the researcher asked was if applying certain methods of managing behaviour temporarily or permanently removed undesirable behaviour.

After the researcher had identified themes that mostly emerged when participants were asked of the actions they took to deal with certain misbehaviour, like:

i. *Interruptive chatting*

- Themes that mostly emerged were verbal warning and isolation. Some participants said they normally just tell a learner to stop talking. Some said they removed a learner from his or her place with the intention of isolating from friends. Some participants said they praised those who were doing good and ignored those who were chatting. ISS, code of conduct were also said to be used. The following table indicates effectiveness of methods used to manage interruptive chatting learners. 86.2% (50) of methods used temporally and 13.8% (8) permanently removed interruptive chatting.

Table 1: Effectiveness of some methods on interruptive chatting.

Interruptive chatting

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Temporarily	50	86.2	86.2	86.2
	Permanently	8	13.8	13.8	100.0
	Total	58	100.0	100.0	

ii.   Wandering around

- Most of the themes that the researcher identified here were similar to the ones given to *'i. interruptive chatting'* learners. Themes that emerged were ISS, emotional punishment, corporal punishment, demerit, code of conduct, parental involvement and reporting to the SMT. The following table indicates effectiveness of methods used to manage wandering around learners. 69.0% (40) of methods used temporally and 31.0% (18) permanently removed wandering around.

Table 2: Effectiveness of some methods on wandering around learners.

Wandering around the class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Temporarily	40	69.0	69.0	69.0
	Permanently	18	31.0	31.0	100.0
	Total	58	100.0	100.0	

iii.   Task avoiding

- Participants said they involved parents, used emotional punishment, used corporal punishment, demerit, gave detention, gave extra time and refer to code of conduct. The following table indicates effectiveness of methods used to manage task avoiding learners. 75.9% (44) of methods used temporally and 24.1% (14) permanently removed this behaviour of not doing tasks.

Table 3: Effectiveness of some methods on learners who avoid tasks.

Task avoidance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Temporarily	44	75.9	75.9	75.9
	Permanently	14	24.1	24.1	100.0
	Total	58	100.0	100.0	

iv. Low attendance

- Participants said they involved parents, separately talked to the learner, used emotional punishment, encouraged, gave detention, gave extra time and refer to code of conduct. The following table indicates effectiveness of methods used to manage not attending learners. 60.3% (35) of methods used temporally and 39.7% (23) permanently removed this behaviour of not doing tasks.

Table 4: Effectiveness of some methods on low attending learners

Low attendance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Temporarily	35	60.3	60.3	60.3
	Permanently	23	39.7	39.7	100.0
	Total	58	100.0	100.0	

v. ***Rebellious learners***

- Participants said they involved parents, separately talked to the learner, involved SMT members, used emotional punishment, used ISS and demerit. The following table (figure 14) indicates effectiveness of methods used to manage rebellious learners. 59.9% (33) of methods used temporally and 42.1% (25) permanently removed this behaviour of not doing tasks.

Table 5: Effectiveness of some methods on rebellious learners

Rebellious attitude

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Temporarily	33	56.9	56.9	56.9
	Permanently	25	43.1	43.1	100.0
	Total	58	100.0	100.0	

vi. ***Verbally abusing learners***

- Participants said they involved parents, separately talked to the learner, used emotional punishment, gave detention, involved SMT members and refer to code of conduct. The following table indicates effectiveness of methods used to manage not attending learners. 62.1% (36) of methods used temporally and 37.9% (22) permanently removed this behaviour of not doing tasks.

Table 6: Effectiveness of some methods on verbally abusing learners

Verbal abuse

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Temporarily	36	62.1	62.1	62.1
	Permanently	22	37.9	37.9	100.0
	Total	58	100.0	100.0	

vii. Physically aggressive learners

- Participants said they involved parents, used OSS, involved SMT and involves disciplinary committee. The following table indicates effectiveness of methods used to manage not attending learners. 63.8% (37) of methods used temporally and 36.2% (21) permanently removed this behaviour of not doing tasks.

Table 7: Effectiveness of some methods on low attending learners

Physical aggression

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Temporarily	37	63.8	63.8	63.8
	Permanently	21	36.2	36.2	100.0
	Total	58	100.0	100.0	

4.6 Summary

The aim of this study was to discover list of methods that educators made use in trying to minimize misbehaviour. The researcher discovered that educators said that they used corporal punishment, emotional punishment, intellectual punishment, ISS, OSS, PBMM, code of conduct, parental involvement, detention, disciplinary committee involvement, highlighted good or gave praises, SMT involvement and demerit. The researcher wanted to discover advantages and disadvantages of implementing the mentioned methods.

The advantage of corporal punishment was that it inflicted physical pain which caused the learners to be frightened and avoid misbehaving and the disadvantage was that it was banned, so when one was caught using it was going to be charges or loose a job. Consequences of applying corporal punishment were negative, a learner may be negatively affected physically, psychologically and emotionally.

The advantages of implementing PBMM emotional and intellectual was that; the learner was intentionally made to feel bad which some of the educators believed caused the learner to stop misbehaving. The disadvantage of implementing these methods negatively affected learners psychologically and emotionally. Exclusionary methods (ISS, OSS and expulsion) were seen to provide relief to those affected by the behaviour while widely affecting the one subjected to it. Being excluded from the school or classroom was said to cause the learner to be left behind with the work, it never addressed the behavioural problem of the learner instead it caused other learners to be aggressive.

Strictly adherence to the code of conduct was even suggested by educators. There were no disadvantages of applying this method but the participants indicated that they mostly refer to it. Involvement of parents was also said to be important in this study. When educators had failed to remove a certain using any other method, they indicated that they contacted parents. Majority of them said it worked for them. Educators preferred referring to the code of conduct and involved parents as both of these methods did not pose any harm to a learner. The researcher discovered that educators from three different locations gave similar concerns in most of the things.

The researcher tried to discover the effectiveness of some methods of handling misbehaviour and discovered that with most of the characteristics of misbehaviour that

were given, methods that were applied there temporarily removed the behaviour. This indicates that methods that educators mostly applied to some misbehaviour displayed were not effective and that caused the behaviour not to be permanently removed. The next chapter discusses the findings, limitations, recommendation and avenues for further studies.

Chapter 5

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter the findings are discussed in relation to the aim of the study which was to discover the effective and applicable methods of handling undesirable behaviour in the classrooms without inflicting any physical, emotional and psychological pain to a learner that had misbehaved. Recommendations on how educators and School Management Team members in UMkhanyakude district can deal with undesirable behaviour in the classrooms are made in this chapter. This chapter further discusses the limitations that exist and avenues for further research.

5.2 Recapitulation of the study's objectives.

This study aimed to explore or investigate the preferred disciplinary measures that are possible to implement, consistent and which will be effective in dealing with different learners that display undesirable behaviours. This study had the following objectives:

5.2.1 To find methods used when dealing with undesirable behaviours.

5.2.2 To find advantages and disadvantages or criticism of those methods, check if their implementation minimize or totally prevent the occurrence of undesirable behaviour and check if they are used continuously.

5.2.3 To find the most preferable methods from the list discovered or available methods.

5.2.4 To find out if demographic differences educators and learners have shape the implementations and effectiveness of certain available disciplinary measures.

5.2.5 To discover the awareness and attitude of educators toward certain methods by asking them how they manage learners, how they deal with certain displayed behaviour and if they consider those ways effective.

5.2.6 To check whether lack of effective disciplinary measures perpetuate disruptive behaviour in the school or availability of effective disciplinary measures either prevent or completely eliminate the disruptive behaviour.

To address the objectives of this study, the researcher formulated few questions that were going to be answered by participants.

Objective 1: To find methods used when dealing with undesirable behaviours.

To address the first objective, the researcher listed certain methods in Section B. Those methods were a corporal punishment, emotional punishment, intellectual punishment, In-school suspension, Out-of-school suspension, punitive behaviour management method, expulsion, code of conduct and parental involvement. The participants had to indicate how often they made use of the methods that the researcher had listed. Participants had to choose from three options which were often, sometimes or never. The researcher discovered that all these 9 methods were used. Some were used more often and some were used sometimes.

In Section C, the researcher listed seven characteristics of misbehaviour and asked participants to indicate the kind of action they took to handle the misbehaviour that the learner had displayed. The researcher discovered that to eliminate or handle interruptive chatting learners, participants mentioned emotional punishment, in-school suspension and code of conduct. To eliminate or handle wandering around learners, participants mentioned code of conduct, in-school suspension and emotional punishment. In dealing with task avoiding learners, participants mentioned emotional punishment, parental involvement, corporal punishment and reinforcement or praising those who did the task. In dealing with low attending learners, participants mentioned the involvement of parents and SMT.

To eliminate or handle learners with rebellious attitude, participants mentioned in-school suspension, emotional punishment, talking to a learner with an attitude privately and the involvement of parents and SMT. To eliminate or handle learners who verbally abuses, participants mentioned code of conduct, emotional punishment, detention and the involvement of SMT and parents. To deal with learners who are physically aggressive, participants mentioned code of conduct, out-of school suspension and the involvement of parents, school disciplinary committee, SMT and the police.

Objective 2: To find advantages and disadvantages or criticism of those methods, check if their implementation minimize or totally prevent the occurrence of undesirable behaviour and check if they are used continuously.

To address this objective, participants had to indicate advantages of making use of certain methods in Section B. With emotional and corporal punishment, the researcher discovered that participants implemented these methods with the aim of causing some discomfort to a learner either physically, psychologically or emotionally and which participants believed that feeling that discomfort would cause a learner to drop unwanted behaviour. Other participants maintained that utilising in-school suspension usually ensured continuation of the lesson in the absence of a destructing learner. Participants indicated that involving parents was useful to them because learners respected their parents.

Participants indicated disadvantages in Section B as well. With corporal punishment, participants indicated that implementing it will cause them lose their jobs or get arrested. Some participants indicated that even though parental involvement managed to permanently remove certain misbehaviour, it was not always that simple or to reach out to parents as some of them did not respond. Participants indicated that implementing suspension caused learners to be left behind with the work.

Participants had to indicate whether implementing certain methods permanently or temporally removed misbehaviour. With methods that inflicted pain (either physical, psychological or emotional) such as emotional punishment, intellectual punishment, corporal punishment, exclusionary methods and punitive behaviour management methods, most of the undesirable behaviour were temporally removed. Some participants indicated that involving parents and referring to the code of conduct permanently removed undesirable behaviour.

To discover if certain methods were continuously used, Section B requested participants to indicate how often they made use of certain methods. Choosing 'often' or 'sometimes' indicated that certain methods were continuously used in different degrees though. Methods that were continuously used were: corporal punishment (as 9 participants selected often and 24 selected sometimes); emotional punishment (as 5 participants selected often and 21 selected sometimes); intellectual punishment (as 7 participants selected often and 14 selected sometimes); in-school suspension (as

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12 participants selected often and 11 selected sometimes); out-of school suspension (as 8 participants selected and 8 selected sometimes); punitive behaviour management methods (as 7 participants selected often and 23 selected sometimes); expulsion (as 5 participants selected often and 4 selected sometimes); code of conduct (as 27 participants selected often and 18 selected sometimes); and parental involvement (as 27 participants selected often and 30 selected sometimes).

Objective 3: To find the most preferable methods from the list discovered or available methods.

To address the third objective, Section C requested participants to provide their suggestions on what they preferred or on what they would recommend to be used by other educators to manage misbehaviour. The researcher discovered that some participants stated that the educators should be fair, passionate, patient, loving, understanding, strictly rely on the school's code of conduct, set reasonable expectations from the beginning of the year and involve parents.

Objective 4: To find out if demographic differences educators and learners have shape the implementations and effectiveness of certain available disciplinary measures.

To address the forth objective, participants had to provide their demographic information in Section A. Section A requested participants to select their phases and their schools' locations. The researcher had selected participants located from different areas, which include the township, urban and rural area. Some participants were from the intermediate phase, some were from the senior phase and others from the FET phase. The responses of these participants who had such diversity were reviewed. The researcher compared the responses of participants. The researcher discovered that even though participants had some diversity but most of the responses were comparable. Participants provided related recommendations or suggestions in Section C. That means educators from the township, rural and urban area implemented nearly similar methods to handle undesirable behaviour.

Objective 5: To discover the awareness and attitude of educators toward certain methods by asking them how they manage learners, how they deal with certain displayed behaviour and if they consider those ways effective.

The researcher discovered that participants were aware of the methods listed in Section B as participants indicated that they even made use of those methods. Participants indicated that using some methods did not permanently stop learners from misbehaving and implementing certain methods did manage to permanently stop the behaviour. The researcher discovered the methods the participants preferred in Section C. Participants recommended methods which they said permanently removed undesirable behaviour. Participants preferred parental involvement and code of conduct.

Objective 6: To check whether lack of effective disciplinary measures perpetuate disruptive behaviour in the school or availability of effective disciplinary measures either prevent or completely eliminate the disruptive behaviour.

Responses given by the participants in Section B and Section C indicated that the application of ineffective method did not stop misbehaviour and the application of methods preferred by the participants managed to permanently remove the behaviour. The study indicated that involving parents and strictly referring to the code of conduct were preferred by the participants from different locations and phases.

Code of conduct is a set of rules that learners have to try to adhere to. It gives details regarding expected behaviour from the learners and consequences of not complying. This teaches learners of what is expected of them. Behaviourist believes that the behaviour is learned and shaped by the environment. Code of conduct which the school presents will influence the learners' behaviour. If learners are often exposed to the kind of a behaviour which is expected from them, they are likely to get influenced. The learners' behaviour can be changed by the environment that presents a fair and reasonable set of rules.

Behaviourist BF Skinner proposed Operant Conditioning and the fundamental idea was that behaviour can be controlled, either made to accelerate, be suppressed or be removed by its consequences, that is, what followed the behaviour (Feldman, 2007).

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The behaviour can be controlled by set of rules (codes of conduct) that present the consequences of not complying with what is expected. During the application of the code of conduct, learners have to be praised when they had complied and doing so will increase the likelihood of complying. That requires an educator to apply reinforcement. For good behaviour or if learners had complied, they have to be praised and for those who did not comply consequences of not keeping the rules have to be applied.

Albert Bandura came up with Social Learning Approach and he maintained that people's behaviour can be influenced or shaped by what they had observed from others (Schultz & Schultz, 2009). Bandura emphasised the nature of role models. Learners' behaviour can be influenced by educators, other learners and parents. When reasonable, fair and appropriate behaviour is displayed to learners, learners observe and consciously make decisions on how they themselves should behave. Learners are likely to imitate certain behaviour or provide responses influenced by what they had observed.

Parents play a big role in their children's behaviour. Parents understand their children and the latter normally respect and believe them. When parents are involved in their children's behaviour at school, they are able to instil discipline that their children comply with. Learners consider their parents as their role models.

5.3 Limitations of the study

The researcher did come across some challenges during the process of data collection. The researcher had to travel to schools located in different places in order to distribute questionnaires. It took a researcher two months to collect questionnaires from these schools. In some schools, the researcher could not find participants because some of them had gone home early and some had not come to school even if the researcher had made an appointment which they had agreed upon. The researcher had to go back to those schools again.

The researcher discovered that some participants could not easily express themselves due to the fact that the questionnaire was written in English and they were Zulu speakers. The researcher left some questionnaires in other schools and noticed that

some participants did not answer certain questions and answers of some participants were not easy to understand. During completion of the questionnaires, it was better if the researcher was present because assistance was given. The researcher would have received more relevant responses if the questionnaire was written in Zulu and English since the participants were Zulu and English speakers.

One of the objectives of this study was to find out if demographic differences educators and learners had shaped the implementations and effectiveness of certain available disciplinary measures. Section A requested participants to indicate their locations and phases. Section A had to request participants to indicate their years in teaching so that the researcher can check whether having more or less years in teaching influenced the implementation of certain methods.

The researcher managed to obtain data from participants located in different places. But the researcher could not obtain data from the Foundation Phase participants as the questionnaire had specified that participants should be from the Intermediate Phase, Senior Phase and FET Phase. The sample size was not sufficient, Foundation Phase educators and SMT members were supposed to be part of the sample. This study only focused on the UMkhanyakude district participants. Further studies have to include other districts as well.

5.4 Recommendations

The following are the recommendations that are based on the findings of this study:

- Educators should apply fair, reasonable and appropriate method of disciplining a learner.
- Instead of utilizing any kind of punishment which is an act of making somebody to suffer because of not complying, discipline which is a practice of training people to obey rules and orders should be utilized (Hornby, 2008). Findings indicate that emotional, intellectual and corporal punishment not only inflicted emotional, physical and psychological pain but also temporarily removed undesirable behaviour.
- When disciplining, educators should reinforce positive behaviour.

- Educators should often involve parents. The findings revealed that with most of undesirable behaviour were permanently removed when this method was applied.

- Educators should adhere to the code of conduct and ensure that the codes of conducts are made known to the learners from the beginning of the year.

5.5 Avenues for further research

Future research needs to focus on the ways in which barriers of parental involvement can be prevented and how parents can be encouraged to be active in their children's education.

Further research needs to focus on how one has to ensure that the use of emotional, intellectual and corporal punishment is minimized.

5.6 Conclusion

The main findings from this research have been discussed, limitations addressed, and recommendations and avenues for further research made. Undesirable behaviour disturbs the orderly course of the teaching situation and that makes it impossible for educators to teach properly. The findings indicated that educators made use of certain methods even though they knew that those methods could not permanently remove undesirable behaviour.

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QUESTIONNAIRE

Questionnaire

Instructions

- This questionnaire has both open and closed ended questions.
- Please provide your responses to spaces provided.
- Put a cross **(x)** where you are needed to choose an option.
- Answer all the questions.

Section A

Learners treat educators differently, educators respond in different ways when learners display any sort of destructiveness in the classroom depending on an individual educator's trait. Some educators effectively manage to temporarily or permanently remove undesirable behaviour yet others don't. Undesirable behaviour disturbs the orderly course of the teaching situation and it causes stress or frustration to some educators.

This questionnaire seeks to obtain data on how you handle certain undesirable behaviour in the classroom and the ways in which you think may be effective and consistent even if you have not applied them yet.

1. Please indicate the following:					
1.1 Your responses are going to be mostly based on which phase?					
Intermediate		Senior		Further education and training	
1.2 Where is your school located?					
In Kwa-Msane Township		Around Mtubatuba Town		In Umpukunyoni area	

QUESTIONNAIRE

SECTION B

2. **Indicate how often you use the following ways to manage or remove undesirable behaviour.**

Ways of removing/ minimizing undesirable behaviour	Often	Rarely/sometimes	Never
Physical or corporal punishment (Physical force is used. It could be hitting, slapping, pinching, pushing, shaking and kicking)			
Emotional Punishment (Withdrawal of love; deliberately isolate, ridicule, discriminate or ignore misbehaving learner and refusal of communication)			
Intellectual punishment (Forcing a learner to attempt a task beyond his/her intellectual capability or forcing a learner to do repetitive, boring or meaningless task)			
Suspension: In-school Suspension (learner is removed from the classroom and compelled to stay in ISS center for some time)			
:Out-of-School Suspension (learner is removed from the classroom and compelled to stay at home for some time)			
Punitive behaviour management methods (Intentionally inflict punishment to control behaviour)			
Expulsion (Forcible removal of a learner at school)			
Code of conduct (Set of rules outlining responsibilities or proper practices for a learner)			
Parental involvement (Parent's participation to a child's schooling)			

<div align="center">**QUESTIONNAIRE**</div>

SECTION C

3.1 What do you do if a learner does or display the following behaviour in the classroom while you are teaching?

Interruptive chatting
……………………………………………………………………………………………………..   ……   Does the action taken remove the above behaviour temporarily or permanently?   ……………………….............   Are there any advantages or disadvantages of implementing that action? If any please indicate.   ……………………………………………………………………………………………………   ………………………………………………………………………………………………………

Wandering around the class
……   ……   Does the action taken remove the above behaviour temporarily or permanently?   ……………………….............   Are there any advantages or disadvantages of implementing that action? If any please indicate.   ……   ……

QUESTIONNAIRE

Task avoidance

………..

………..

Does the action taken remove the above behaviour temporarily or permanently?

………………….............

Are there any advantages or disadvantages of implementing that action? If any please indicate.

…………………………………………………………………………………………………..

………

Low attendance (it can be bunking or absenteeism)

…….

………

Does the action taken remove the above behaviour temporarily or permanently?

………………….............

Are there any advantages or disadvantages of implementing that action? If any please indicate.

……

………

QUESTIONNAIRE

Rebellious attitude (if a learner behaves in an unacceptable way and does not do as told)

………

………

Does the action taken remove the above behaviour temporarily or permanently?

…………………….............

Are there any advantages or disadvantages of implementing that action? If any please indicate.

……

……

Verbal abuse (blatantly offensive language designed to humiliate and gain power over another person)

………

……

Does the action taken remove the above behaviour temporarily or permanently?

…………………….............

Are there any advantages or disadvantages of implementing that action? If any please indicate.

……

……

QUESTIONNAIRE

Physical aggression (attack or harmful action against another)

………

………

Does the action taken remove the above behaviour temporarily or permanently?

………………………............

Are there any advantages or disadvantages of implementing that action? If any please indicate.

………

………………………………………………………………………………………………………

3.2 Apart from the actions you take to handle undesirable behaviour as an individual, what do you think can be done to minimize the following behaviour which you think can be effective?

1. Interruptive chatting………………………………………………………………………
2. Wandering around the classroom………………………………………………………
3. Task avoidance ………………………………………………………………………….
4. Low attendance …………………………………………………………..……………
5. Rebellious attitude……………………………………………………………………..
6. Verbal abuse…………………………………………………………………………….
7. Physical aggression……………………………………………………………………

YOUR PARTICIPATION IS HIGHLY APPRECIATED. ANONYMITY AND CONFIDENTIALITY WILL BE ENSURED.

UNIVERSITY OF ZULULAND
RESEARCH ETHICS COMMITTEE
(Reg No: UZREC 171110-030)

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ETHICAL CLEARANCE CERTIFICATE

Certificate Number	UZREC 171110-030 PGM 2015/177						
Project Title	Disciplinary approaches for lea5rners at schools in uMkhanyakude District						
Principal Researcher/ Investigator	KN Mathaba						
Supervisor and Co-supervisor	Prof DR Nzima						
Department	Educational Psychology & Special Education						
Nature of Project	Honours/4th Year		Master's	x	Doctoral		Departmental	

The University of Zululand's Research Ethics Committee (UZREC) hereby gives ethical approval in respect of the undertakings contained in the above-mentioned project proposal and the documents listed on page 2 of this Certificate.

Special conditions: (1) The Principal Researcher must report to the UZREC in the prescribed format, where applicable, annually and at the end of the project, in respect of ethical compliance.
(2) Documents marked "To be submitted" (see page 2) must be presented for ethical clearance before any data collection can commence.

The Researcher may therefore commence with the research as from the date of this Certificate, using the reference number indicated above, but may not conduct any data collection using research instruments that are yet to be approved.

Please note that the UZREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the documents that were presented to the UZREC
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

Classification:

Data collection	Animals	Human Health	Children	Vulnerable pp.	Other
X					

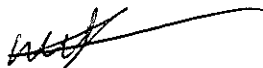| Low Risk		Medium Risk		High Risk	
		X			

The table below indicates which documents the UZREC considered in granting this Certificate and which documents, if any, still require ethical clearance. (Please note that this is not a closed list and should new instruments be developed, these would require approval.)

Documents	Considered	To be submitted	Not required
Faculty Research Ethics Committee recommendation	X		
Animal Research Ethics Committee recommendation			X
Health Research Ethics Committee recommendation			X
Ethical clearance application form	X		
Project registration proposal	X		
Informed consent from participants	X		
Informed consent from parent/guardian			X
Permission for access to sites/information/participants	X		
Permission to use documents/copyright clearance			X
Data collection/survey instrument/questionnaire	X		
Data collection instrument in appropriate language		Only if necessary	
Other data collection instruments		Only if used	

The UZREC retains the right to

- Withdraw or amend this Certificate if
  - Any unethical principles or practices are revealed or suspected
  - Relevant information has been withheld or misrepresented
  - Regulatory changes of whatsoever nature so require
  - The conditions contained in this Certificate have not been adhered to

- Request access to any information or data at any time during the course or after completion of the project

The UZREC wishes the researcher well in conducting the research.

CHAIRPERSON
UNIVERSITY OF ZULULAND RESEARCH
ETHICS COMMITTEE (UZREC)
REG NO: UZREC 171110-30

0 6 -11- 2015

RESEARCH & INNOVATION OFFICE

Professor Nokuthula Kunene
Chairperson: University Research Ethics Committee
06 November 2015
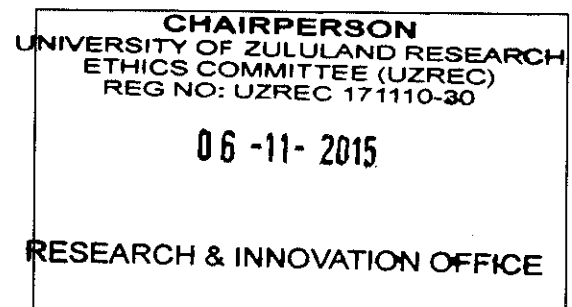
Miss KN Mathaba
P.O Box 1302
MTUBATUBA
3935

Dear Miss Mathaba

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"DISCIPLINARY APPROACHES FOR LEARNERS AT SCHOOLS IN UMKHANYAKUDE DISTRICT",** in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1.   The researcher will make all the arrangements concerning the research and interviews.
2.   The researcher must ensure that Educator and learning programmes are not interrupted.
3.   Interviews are not conducted during the time of writing examinations in schools.
4.   Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5.   A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6.   The period of investigation is limited to the period from 28 October 2015 to 31 November 2016.
7.   Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8.   Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below.
9.   Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

UMkhanyakude District

Nkosinathi S.P. Sishi, PhD
Head of Department: Education
Date: 28 October 2015

<div align="center">

PARTICIPANT INFORMED CONSENT

INFORMED CONSENT DECLARATION
(Participant)

</div>

Project Title: **Disciplinary approaches for learners at schools in uMkhanyakude district**

Ms Kwanele NomaSonto Mathaba from the Department of **Educational Psychology and Special Education,** University of Zululand has requested my permission to participate in the above-mentioned research project.

The nature and the purpose of the research project, and of this informed consent declaration have been explained to me in a language that I understand.

I am aware that:

1. The purpose of the research project is to *discover appropriate disciplinary measures that are going to be effective when implemented to misbehaving learners*.

2. The University of Zululand has given ethical clearance to this research project and I have seen/ may request to see the clearance certificate.

3. By participating in this research project I will be contributing towards *the understanding of the available and applied methods and other methods the educators are not aware of*.

4. I will participate in the project by *providing relevant information that will assist educators and the school in the application of appropriate disciplinary measures*.

5. My participation is entirely voluntary and should I at any stage wish to withdraw from participating further, I may do so without any negative consequences.

6. I will not be compensated for participating in the research, but my out-of-pocket expenses will be reimbursed.

7. There may be risks associated with my participation in the project. I am aware that

    a. the following risks are associated with my participation: *Not Applicable*
    b. the following steps have been taken to prevent the risks: *Not Applicable*
    c. there is a 0% chance of the risk materialising

8. The researcher intends publishing the research results in the form of *a dissertation and journal articles.* However, confidentiality and anonymity of records will be maintained and that my name and identity will not be revealed to anyone who has not been involved in the conduct of the research.

9. I will not receive feedback/will receive feedback in the form of *oral presentation* regarding the results obtained during the study.

10. Any further questions that I might have concerning the research or my participation will be answered by: **Ms. Kwanele NomaSonto Mathaba (079 927 6158)**

11. By signing this informed consent declaration I am not waiving any legal claims, rights or remedies.

12. A copy of this informed consent declaration will be given to me, and the original will be kept on record.

I, ……………………………………………………………………….. have read the above information / confirm that the above information has been explained to me in a language that I understand and I am aware of this document's contents. I have asked all questions that I wished to ask and these have been answered to my satisfaction. I fully understand what is expected of me during the research.

I have not been pressurised in any way and I voluntarily agree to participate in the above-mentioned project.

…………………………………   ………………………………….
Participant's signature   **Date**

University of Zululand

P O Box X1001

KwaDlangezwa

3886

The Principal

………………..

Dear Ms/Mr ……………

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am a registered Master's student in the **Department of Educational Psychology and Special Education** at the University of Zululand. My supervisor is **Professor D R Nzima.**

The proposed topic of my research is: **Disciplinary Approaches for learners at schools in UMkhanyakude District**. The aim of the study is:

(a)   To explore the preferred disciplinary measures that are possible to implement, consistent and which will be effective in dealing with different learners that display undesirable behaviours within the classrooms without inflicting any physical, emotional and psychological pain.

I am hereby seeking your consent to conduct research in your school. To assist you in reaching a decision, I have attached to this letter:

(a)   A copy of an ethical clearance certificate issued by the University.
(b)   A copy the research instruments which I intend using in my research.

Should you require any further information, please do not hesitate to contact me or my supervisor. Our contact details are as follows:

(a) Ms KN MATHABA (the researcher): contact number is 079 927 6158 or you can send an email at **kwane2490@gmail.com.**

(b) PROF DR NZIMA (supervisor): contact number is 071 253 0458 or you can send an email at nzimaD@unizulu.ac.za.

Upon completion of the study, I undertake to provide you with a bound copy of the dissertation.

Your permission to conduct this study will be greatly appreciated.

Yours sincerely

_____

Ms Kwanele Nomasonto Mathaba

ACCESS LETTER TO SCHOOLS

University of Zululand

P O Box X1001

KwaDlangezwa

3886

05 November 2015

Department of Education

The District Manager

……………………

Dear Ms/Mr…………..

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am a registered Master's student in the **Department of Educational Psychology and Special Education** at the University of Zululand. My supervisor is **Professor D R Nzima.**

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Your permission to conduct this study will be greatly appreciated.

Yours sincerely

Ms Kwanele Nomasonto Mathaba

TRANSCRIBED INTERVIEWS

SECTION A

PHASES AND LOCATION

Responses	Phases	Location
1st respondent- Nkodibe High	Senior and FET	Mpukunyoni
2nd respondent- Siyaphambili Secondary	Senior Phase	Mpukunyoni
3rd respondent- Mpukunyoni Primary	Intermediate Phase	Mpukunyoni
4th respondent – Mtubatuba High	intermediate	Mtubatuba Town
5th respondent- Mtubatuba Primary	Senior and FET Phase	Mtubatuba Town
6th respondent- Umfolozi High	FET Phase	KwaMsane Township

SECTION B

METHODS OF REMOVING OR MINIMSING UNDESIRABLE BEHAVIOUR

Respondents	Corporal punishment	Emotional punishment	Intellectual punishment	In-school suspension	Out-of school suspension	Punitive behaviour management methods	Expulsion	Code of conduct	Parental involvement
1st respondent	Sometimes	Never	Often	Sometimes	Sometimes	Never	Sometimes	Often	Often
2nd respondent	Sometimes	Sometimes	Sometimes	Sometimes	Sometimes	Never	Never	Often	Often
3rd respondent	Never	Never	Sometimes	Never	Never	Never	Never	Often	Often
4th respondent	Sometimes	Sometimes	Never	Sometimes	Never	Sometimes	Never	Never	Often
5th respondent	Never	Never	Never	Sometimes	Never	Never	Never	Sometimes	Often
6th respondent	Sometimes	Often	Never	Sometimes	Never	Often	Never	Never	Sometimes

SECTION C

CHARACTERISTICS OF MISBEHAVIOUR

Respondents	Interruptive chatting	Theme	Advantages	Theme	Disadvantages	Theme
1-respondent	I try to stop that learner from his behaviour. **Permanently**	Try to stop the learner	Such learner may stop interrupting other learners	Destruction stops		
2- respondent	I call that learner, in fact you stop that learner from what he's doing. Sometimes you tell the learner to stop that. It depend how you tell a learner. If a learner does not stop talking, I use a corporal punishment a little bit. **Temporarily**	Tell a learner not not to talk. Corporal punishment	A learner can stop what he's doing	Learner stops	But in my side it is bad because e might even go to jail we know that. I might lose my job	Lose a job. Be arrested
3- respondent	I use to tell them that you must stop chatting in the class. **Temporarily**	Tell a learner to stop talking.	Sometimes he'll respond to the questions and stop chatting.	Pay attention.		

				Behaviour stops		
4th respondents	I warn them for three times. After the third time, I remove them from the place where they are sitting and they will have to sit where I want them to sit. **Temporarily**, because some learners are talkative, some others are not, so if a learner really bothers me I call a parent or I notify a parent, they must be really troublesome.	Warn the learner for 3 times. Remove a learner from where he/she is sitted. Parental involvement	You are taking them out of their own comfort zone, you're putting them somewhere else and they are quite, usually. Because they are in a place where they don't want to be. Removing them from their friends. The troublesome in my class come to sit in the table next to my desk.	Moving learners from their place makes them keep quite.		
5th respondent	My learners don't speak out of turn.					
6th respondent	I look to that learner, then the learner will see that what's he is doing is not right. **Temporarily**	Observing the learner.			A learner can act as if he is not seeing me.	Ignorance

Respondents	Wandering around the class	Theme	Advantages	Theme	Disadvantages	Theme
1-respondent	I just tell learner just to sit down because it is among the rules. I am the only one who stands in the class. I set the classroom rules before, they know that if I am in class they supposed to sit down. Unless there is a genuine reason for standing up maybe it is submitting an exercise. **Temporarily.** Each and every time I **remind** them of the rules	Tell learner to sit. Class rules	There is advantages of setting the classroom rules because they do not do it permanently, they do it temporarily since they know the classroom rules. It unlike if there are no rules. They'll be wandering	Reminding them of the class rules makes temporarily stops misbehvaiour.		
2-respondent	You stop a learner to do that, in fact there are rare cases.					
3-respondent	I also tell the learner to stop wandering and sit down and concentrate on your work. I use to talk to them.	Tell a learner to stop wandering.	No		No	

	And for that time, they'll sit down and concentrate on the lesson. **Temporarily**				
4th- respondent	I use the same kind of punishment. I tell them to sit down but sometimes I tell them to pick up all papers or go pick up papers outside. When I get up and I walk around, it's the learners with IDHD. So then I give them something physically to go do, by then when I come back to class they normally are bit more relaxed or I send them to go and drink water or outside the toilet and drink water.	Remove a learner from where he/she is sitted. Parental involvement Tell learnes to pick up papers. Give learners something			

			physical to do.				
5th respondent	Learners don't wander around						
6th respondent	Learners do not go around the while I am teaching.						

Respondents	Task avoidance	Theme	Advantages	Theme	Disadvantages	Theme
1st-respondent	I just punish them. I use a corporal punishment **Temporarily**	Corporal punishment	Learners become afraid. I scare them.	Frightens the learner.	I know the departmental rule maybe I may be suspended	Losing a job
2nd-respondent	You talk to the learner, you talk about the importance of his/her work but if he continues doing that, give some little bit of punishment.		A learner can stop what he's doing	Learner stops	But in my side it is bad because e might even go to jail we know that.	Lose a job Be arrested

	He or she should know that this thing is very very importance **Permanently**				I might lose my job	
3th respondent	I give another task to that learner to write it in the class. I prepare alternative activities **Temporarily**	Give alternative activities.	He will learn from his or mistake that if I don't do that task, the teacher will give me another task to do in a class. The learner will try to write the first to avoid writing other tasks.	Learning form mistakes. Avoid being given alternative tasks.		
4th- respondent	Then when also I contact the parent, I give them chance to do that, I'll ask a learner to rewrite activity or run it in a bit later I normally give enough time but there is a certain place where you say that's it, then you consult a parent.	Give enough time. Parental involvement	The parents get to know what going on inside the classroom. The second advantage being at the end of the year, if that learner fails a particular subject, then they will know that there were some actions taken. Then	Parents get knowledge about their children.		

	Depends on a parent or a learner not on me.		they can't come and say but it's the school and the educators, this one or that one.			
5th respondent	I make him stand until the work is done. **Temporarily**	Standing up	He ends up doing the work because he is embarrassed.	Causes embarrassment.		
6th respondent	I punish them with a stick. **Temporarily**	Corporal punishment	They are scared of the stick, so they write.	Frighten the learner.	I can be caught by the department, and I know that I shouldn't be hitting learners with the stick. So that can make me lose my job.	Losing a job.

Respondents	Low attendance	Theme	Advantages	Theme	Disadvantages	Theme
1st respondent	I try to involve parent in this case. I've got numbers for their parents so each and every time I make a consultation with them 'why the learner is absent?' **Temporarily** Another thing that I've use, I've told them that if they absent themselves at school, they need to phone me or their parents need to phone me so that I can record them as absent.	Parental involvement	There is a low rate of absenteeism.	Decreases absenteeism		
2nd respondent	I talk to the parent **Permanently**	Parental involvement	There are advantages because when a learner is absent, there is no way where she or he can run, in fact he / she can hide, because if you keep in contact with the parent. So involving parents makes your job easier because if	They're with their parent.		

				there is no learner in the class you simple phone or contact her parent and then automatically the learner will come to school.			
3th respondent	I consult the parents. **Permanently**	Parental involvement	Because that child will never again be absent himself or herself from the school because he will know that her or his parent will be consulted.	Learner stops being absent.	No		
4th respondent	I leave them. I just don't bother. If they don't want to be at school, It's not my problem. Why should I force someone to be in my class if they don't want to be in my class? I don't go and look for learners. If a learner is not at school for a week or 2 weeks, then I start to be concern. Then I'll report to the SMT or to the principal and other class teachers and say	Don't bother/ ignore. Report to the principal or class teacher.				

	'are you aware that this particular learner hasn't been in school. But if know they are bunking my class, go bunk my class.					
5th respondent	I tell him to bring the letter from the parents. **Permanently**	Parental involvement	They explain why the learner is absent and it also informs them if the child was bunking the school.	Parents get to know about their children.		
6th respondent	I do nothing about the absent learners. But the learners don't bunk my classes because they know that I will punish them with a stick. **Temporarily**	Corporal punishment	They don't always bunk my classes, unless if it maybe hot or something.	Bunking rarely occurs.	I can lose a job by using a stick.	Losing a job.

Respondents	Rebellious attitude	Theme	Advantages	Theme	Disadvantages	Theme
1	You'll be surprised, I don't teach such a learner; I just suspend him from my lessons so I know that	In-school suspension				

	he or she will be afraid and come to me and apologize. **Permanently**				
2	Call the learner to and talk to him/ her alone. And then you discuss the issue. Maybe he or she will tell exactly the problem because at sometimes in front of the learners learner can behave otherwise. **Permanently**	Separately talk to a learner to discover the issue.			No disadvantages
3	I just sit down with that particular child and talk to him or her first. After that if he don't understand, I'll involve the management. Ask a learner separately from other learners, then go to the SMT to discuss that learner's issue, after that maybe will call his/her parent. **Permanently**	Separately talk to the learner. Involve SMT Parental involvement	Advantages of involving SMT, it will mold that learner's behaviour because he'll be shy to make that rebellious attitude in the class sometimes.	Makes a learner shy to misbehave again.	

4	I take them to the office, I call the parent form the office phone for the attitude that's really that bad. Or I call them during break time or after school when all of us have come down, sitting down in my classroom where it's nice and quiet. I have the door open, then I talk to them in a nice way.	Involve parent.				
		Separately talk to a learner.				
	In certain aspect I don't always want to involve the parents, it is not necessary. If you can solve the problem, why not.					
	Like we said previously it depends on a learner, but what I saw about it is that if you take them away from their friends, sit down with them and speak to them on a one to one level, they become something.					
	Plus this learners, this rebellious ones, you will discover the problems that they are having or facing.					
	Many of them they have their parents are busy with the divorce or their parents are divorced or					

	deceased or they've lost their brothers or sisters. And once you talk about that, then the learners will change the attitude.					
5th respondent	I tell them to leave the class. Permanently	In-school suspension	It help the smooth running of the class and I can concentrate on the rest of the children in the class.	Lesson continues/ class functions well.		
6th respondent	I either tell that learner to go out of the class and wait for me somewhere or say things back to that learner because of being angry. Rebellious kids can make you angry sometimes. I don't have time for rude kids. Sometimes I just ignore that rude child. **Temporarily**	In-school suspension. Ignorance	I teach while rude child is out of the class.	Lesson continues.	That rude child will be left behind with the work, like missing the lesson or being behind with the work.	Missing the lesson.

Respondents	Verbal abuse	Theme	Advantages	Theme	Disadvantages	Theme
1	I've never been in that situation for verbal abuse. Maybe I can hear them outside the yard using vulgar language. That does not affect me directly.					
2	Call the learner again and talk to him or her to stop doing that. Call the learner aside again and try to find the problem **Permanently**	Separately talk to a learner				
3	I talk to the learner -not again- I told them to stop doing that. It is not good to humiliate another one. According to the school rules, they are not allowed to use a vulgar language. Permanently	Tell the learner to stop. Refer to school rules.				

| 4th respondents | It depends on what it is, it depends on the grade of the offense.

If they use offensive language in front of me, I just sometimes say 'hey don't use that kind of language'. And they they'll be like 'sorry mem, we didn't know you were listening or you heard us.

If they would use it against one another without fighting but using signs, I'll make them sit in my class and they'll have to write down I'm not allowed to show signs or use this language.

I'll make them write it 100 times; like a grade 1. And they'll go 'but mem we are not grade 1' and I'll say 'but you are acting like grade 1'.

Normally they won't do it again.

Permanently | Tell learners that they are not allowed to use that language.

Intellectual punishment. | | | | |

	But it also depends. Because if I find out that they were rude to another teacher, I'll make them apologize to that teacher in front of the whole class. They don't do it again. Because I make them, I take them normally separate. I speak to them in a nice and calm way if possible. And I tell them listen, you are Zulu, your culture is based on respect. What you did to my fellow educator was disrespectful. Please go and apologize and I make them apologize right in front of the whole class whether they are 80in that class/ 50/ 10 and they dont do it again because they are too ashamed. **Permanently**	I take them to go and apologize. Punitive behaviour management method.			
5th respondent	I've never come across children who use vulgar language in my presence.				

6th respondent	They don't insult me. Even if I hear them maybe insulting each other when I am passing them, I act as if I didn't hear and continue to where I am going. Or maybe look at them, and they will run away because they'll see that they were saying something wrong.				

Respondents	Physical aggression	Theme	Advantages	Theme	Disadvantages	Theme
1	I normally call the police in such a case. **Temporarily,** because they continue with the behaviour when they are outside the school.		This behaviour can be declined	Behaviour decreased		
2	Simple call those learners. Find out the problem, exactly the problem. What causes the fight.	Call fighting learners. Listen to the causes.	They fear to do it again	Arises fear.		

	Then we talk to these two sides and call disciplinary committee and talk to those learners and punish them. Sometimes we suspend them from two to three days then they come back. Firstly call the learner, then call the disciplinary committee and the parent and may consider suspending the learner. **Permanently**	Involve disciplinary committee. Suspend them for 2-3 days. Parental involvement.			
3	I call them, both of them. And then I identify the problem from both of them and then they'll tell me what is the problem and then ill ask them never never again to do that. They are not allowed to fight in school. Refer to the school rules **Temporarily**	Refer to School rules	As from the beginning of the school, they know how to behave at school. If you remind them about the school rules they won't do it again.	Learners get to know.	

5	That's a disciplinary hearing. I go to the office, sit down, the parents are called, they get letters, they get a disciplinary hearing. Depending on the offense, they'll be suspended for three days.	Disciplinary committee Involve parents \ Out of school suspension.			
6th respondent	I take them to the principal's office. Permanently	Inform principal			
6th respondent	I talk to the parent because I do have the numbers. But at school they just tell learners that when they fight they are going to be suspended. That's why you would not find learners fighting in most of the times. Permanently	Parental involvement.	Talking to parent is a good thing to do. Learners respect their parents, so they stop doing wrong things sometimes because they know that their parents are going to be told.	Talking to parent prevent learners from misbehaving	

1st respondent

If the whole staff can be strong to these learners maybe that may be a solution.

Setting the rules, if a learner does an undesirable behaviour just follow that learner.

Setting the rules and sticking to them; if such thing can be done by the whole staff.

2nd respondent

I think the teacher must set his or her rules so that he and his learners may know the rules

Stick to the rules.

3rd respondent

Maybe I'll tell them to stick to the school rules.

And after that there mustn't left their learners alone in the class maybe they'll keep them learning all the time.

5 respondent

Stay calm, It won't remove the misbehavior

One thing that I discovered is that you as a educator have to stay true to your own nature.

So things that will work for you in the classroom might not work for me.

It like when I am invigilating in the… when they're writing exams, I have a specific way of doing things, my classes are calm, when you walking to these classroom while I am busy teaching, everybody is talking and enjoying it. So like I say something work for you, but it might not work for me.

They have to be strict.

They have to be firm.

they have to know where they stand with you

not being abusive or being nasty. I can be very nasty sometimes. But we must also us as educators remember that we also went to school, we were also young and we were all naughty.

And we must be there to guide them.

And never react out of anger.

We must react because we love them as our children.

5th respondent

Firstly you need to isolate them form the rest of the class, by ignoring them.

In the first instant if they persist, you tell them to leave the class to wait for you. In front of the door. Then you continue teaching and then later attend to that child once you've given class activities. Then attend to the child.

6th respondent

I think when you love teaching, you don't get offended very easily or react in a harsh way toward learners who does wrong.

Teachers must give their learners the rules to follow and like most of the time talk to the parents.