

UNIVERSITY OF ZULULAND



DISSERTATION FOR THE DEGREE OF MASTER OF EDUCATION

TITLE

**EFFECTS OF DISCIPLINE ON LEARNERS' WELL-BEING IN RURAL PRIMARY
SCHOOLS IN MUTSHINDUDI CIRCUIT**

TSHISIKHAWE HOPE NEMAKONDE

STUDENT NO: 201860894

SUPERVISOR: DR TZ NGIDI

CO-SUPERVISOR: PROF DR NZIMA

2020

The financial assistance of the National Research Foundation (NRF) towards this research is hereby acknowledged. Opinions expressed and conclusions arrived at, are those of the author and are not necessarily to be attributed to the NRF.

DEDICATION

I hereby dedicate this dissertation to my son Nematikonde Fhatuwani and my mother Phaliso Mashudu

DECLARATION

I Nematikonde TH, declare that this research report is my own work. It is being submitted for the degree of Masters of Education at the University of Zululand. It is original and has not been submitted before for any degree or examination at any other university.

Signature:

13 January 2020

ACKNOWLEDGEMENTS

First and foremost, I would like to thank my promoters, Dr Ngidi and Prof Nzima for their astute commitment and prudent advice throughout the process of planning and executing this study.

I would like to express my deep gratitude to Prof A.P. Kutame for his valuable guidance through studies.

I am greatly indebted to them for their highly valued contribution towards my academic growth and development.

I am indebted to the University of Zululand Research Office for funding the study.

I also wish to register my thanks to school principals, Deputy Principals, HOD's , SMT's and teachers who participated in this study. To them, I want to say that their support is sincerely acknowledged and appreciated.

This study would not have been a success without their cooperation, dedication and positive contribution in terms of their informed responses to questionnaires and making the school records available to me.

I would also like to forward special thanks to the Limpopo Department of Education for having granted me permission to conduct this study in the schools in Mutshindudi circuit.

To several people who assisted me with various aspects of this project, I express my heartfelt and sincere gratitude.

Last, but by no means least, I would also like to acknowledge the moral support and encouragement I have received from my family, friends and administrative staff of University of Zululand throughout my programme of study.

ABSTRACT

The significance of classroom discipline and management has been appreciated both from a social practice perspective and an effective teaching stand. The study investigated the effects of discipline on learners' wellbeing in rural based primary schools in Mutshindudi circuit. This study opted for interpretivist and constructivist paradigms which afforded the researcher to understand the circumstances in which the respondents experienced discipline and its relationship with learners' well-being. The study adopted a case study design which provided an opportunity for triangulation. Purposive sampling was done to draw a sample from a population of learners, staff and SGB members of two primary schools. Data collection was done through open-ended questionnaires and interviews. The findings showed sentiments from all the participating parents that discipline is vital for healthy child development, necessary to build relationships, self-respect and the ability to cooperate with peers. From experience with their children they found that most learners who are not disciplined have their school performance affected adversely. The SGB members who participated in the study revealed how they as leadership were endeavouring by all means to encourage discipline through cooperation with other stakeholders listed as including management, teachers, learners, parents and guardians. One area the SGB is fighting hard is working with the parents to ensure their children do not bring dangerous weapons to school. One extreme case involved a learner who stole his father's gun and brought it to school where he shot at a class teacher. The study found lack of discipline having a bearing on poor class performance and threatening learners' wellbeing. In one school teachers adopt ill-disciplined learners to provide the father-figure that these learners could be missing in their lives. This has led to improved performance by the adopted learners and cessation of misdemeanours. The study recommends that a close working relationship must prevail amongst all stakeholders for a school to afford the best of learners' wellbeing.

CONTENTS

Dedication	i
Declaration	ii
Acknowledgements	iii
Abstract	iv
Contents	v
List of tables	ix
List of figures	x
List of appendices	xi
CHAPTER 1: Background to the study	1
1.1 Introduction	1
1.2 Problem statement	2
1.3 Aim of the study	2
1.4 Research objectives	3
1.5 Research questions	3
1.6 Contribution to the body of knowledge	3
1.7 Delimitations of the study	4
1.8 Operational definitions of terms	4
1.9 Chapter division	5
1.10 Chapter summary	5
CHAPTER 2: Literature review	6
2.1 Introduction	6
2.2 Conceptual framework	6
2.3 Theoretical framework	11
2.3.1 Microsystem	12

2.3.2 Mesosystem	12
2.3.3 Exosystem	13
2.3.4 Macrosystem	13
2.3.5 Chronosystem	15
2.4 The relationship between discipline and wellbeing	15
2.5 Causes of ill-discipline in learners and their effects on academic performance and wellbeing	21
2.6 Disciplinary processes taken by primary schools to address learners' misconduct	25
2.7 Strategies taken for instilling effective discipline in schools	33
2.8 Study gap	45
2.9 Chapter summary	45
CHAPTER 3: Research methodology	46
3.1 Introduction	46
3.2 Research methodology	46
3.3 Research philosophy	46
3.4 Research design	47
3.4.1 Population	47
3.4.2 Sampling procedure and sample	47
3.5 Data collection procedure	48
3.6 Data presentation and analysis	50
3.7 Reliability	50
3.8 Validity	50
3.9 Trustworthiness	51
3.9.1 Credibility	52
3.9.2 Transferability	52
3.10 Triangulation	53
3.11 Dependability	53
3.12 Ethical and safety issues	53
3.13 Chapter summary	54

CHAPTER 4: Data presentation, analysis and discussion	55
4.1 Introduction	55
4.2 Biographical data of participants	55
4.3 Relationship between discipline and learners' wellbeing in rural based primary schools in Mutshindudi circuit	59
4.4 Causes of ill-discipline by learners and the effects of ill-discipline on academic performance and wellbeing	62
4.5 Disciplinary processes taken by rural based primary schools to address learner's misconduct	66
4.6 Strategies for instituting effective discipline in schools for enhancing Learners' wellbeing	67
4.7 Chapter summary	75
CHAPTER 5: Summary, conclusions and recommendations	76
5.1 Introduction	76
5.2 Summary of the study	76
5.3 Conclusions of the study	77
5.3.1 The relationship between discipline and learners' wellbeing in rural based primary schools	77
5.3.2 Causes of ill-discipline by learners and the effects of ill-discipline on academic performance and well-being	77
5.3.3 Disciplinary processes taken by rural based primary schools to address learner's misconduct.	78
5.3.4 Strategies for instituting effective discipline in schools for enhancing learners well-being.	78
5.4 Recommendations for enhancing discipline and wellbeing of learners at primary schools	79
5.5 Suggestions for further study	80
References	81
Appendices	101
Editor's certificate	152

LIST OF TABLES

Table 3.1 Composition of the sample used in the study	48
Table 4.1 Parents participating	55
Table 4.2 SGB members participating	56
Table 4.3 Learners participating	57
Table 4.4 Teachers participating	58
Table 4.5 Principals participating	58

LIST OF FIGURES

Figure 4.1 Gender distribution of participating learners.....57

LIST OF APPENDICES

APPENDIX No. 1: Key Informant's Interview Guide	101
APPENDIX No. 2: Interview 2	107
APPENDIX No. 3: Interview 3	113
APPENDIX No. 4: Interview 4	123
APPENDIX No. 5: Interview 5	128
APPENDIX No. 6: Interview 6	133
APPENDIX 7: Respondents' Questionnaire	138
APPENDIX 8: Learners' Questionnaire	142
APPENDIX 9: Application For Ministerial Consent	145
APPENDIX 10: Research Ethics Clearance	149
APPENDIX 11: Letter From Mutshindudi Circuit	150
APPENDIX 12: Letter From Vhembe District	151

CHAPTER 1

BACKGROUND TO THE STUDY

1.1 Introduction

Classroom management is critical to the wellbeing of students. Lewis, Romi, Qui and Katz (2005) posit that the strategies that are employed by the teacher should instil the notion of responsibility in the learners and should also make them aware of consequences of their behaviour. In other words, strategies used by the educator train the learners to be disciplined in and outside the classroom. The discipline of learners plays an important role in the way that learners access information from their educators (Lewis, 2001). According to Elbla (2012) research into effective teaching has shown that discipline is a prerequisite to an enabling learning environment. He observes that misdemeanours in class by learners ruin lesson delivery even where meticulous planning has been done by the teacher. This is a development of concern to both teachers and school management teams. Evertson and Weinstein (2006) claim that major problems like ill-discipline in schools are caused by an over emphasis on rights by learners.

Pane (2010) posits that punitive measures used in combating ill-discipline in schools have been of limited effect in promoting responsible student behaviour. He recommends that these measures be replaced by methods which are proactive involving interaction with the learners. According to Harmer (1983) discipline is initiated by the teacher and the students have to consciously accept its precepts thereby entering into an unwritten teacher-student contract on type of behaviour acceptable or permissible in class. He says such an awareness of discipline makes teaching and learning to be more effective.

Altinel (2006) opines that the way a teacher manages the learners in class can make them perform at their best levels on their given tasks. This means a teacher must incorporate methods that maintain discipline in class to avoid disruptive ill behaviour.

Engaging students in learning and formulation of classroom and schools' rules assists in keeping the learners from misdemeanours (Everston & Weinstein, 2006). This in turn influences their motivation and achievement to be well disciplined. In this cycle, "the more that students perceive their teacher cares about them, the more the students will care about the class, and the more likely they will be to pay attention in class and consequently behave" (Teven & McCroskey, 1997, p. 167).

This study investigated the causes of learners' ill-discipline in rural schools that have binding regulations and rules. In addition to this, the study will explore the relationship that exists between behavioural practices by learners and their well-being at school and at home. The study will proffer strategies that could be employed to improve learners' behaviour in Mutshindudi circuit.

1.2 Problem Statement

It has been observed that some learners in schools in Mutshindudi Circuit have problems with carrying out instructions given by their teachers. They do not care as they emphasise their rights to do what they want. This has been construed by teachers and management teams to mean insubordination of the teacher's authority by the learners. This in turn has induced a negative attitude on the part of learners resulting in ill-discipline in schools. The Circuit Manager of Mutshindudi Circuit has acknowledged in meetings that lack of training of educators on how to manage ill-behaviour has increased challenges for teaching and learning in schools. She disclosed that schools in the circuit have budgets that can hardly sustain their operations and therefore cannot afford to conduct regular teacher workshop programmes for behaviour management. This has hampered schools' roles in dealing with persistent behaviour problems that are a formidable challenge in learners' well-being. This study proposes to look at the effect of discipline on the well-being of the learner at school.

1.3 Aim of the study

The study aim was to investigate the effects of discipline on learners' wellbeing in rural based primary schools in Mutshindudi circuit

1.4 Research objectives

The following objectives were crafted to guide the study:

- i. To investigate the relationship between discipline and learners' well-being in rural based primary schools.
- ii. To determine major causes of ill-discipline by learners and the effects of ill-discipline on academic performance and well-being.
- iii. To identify disciplinary processes taken by rural based primary schools to address learner's misconduct.
- iv. To explore strategies for instituting effective discipline in schools for enhancing learners well-being.

1.5 Research questions

To adequately address the objectives the following corresponding questions were formulated:

- i. What is the relationship between discipline and learners' well-being in rural based primary schools?
- ii. What are considered to be the major causes of ill-discipline by learners and the effects of ill-discipline on academic performance and well-being?
- iii. What disciplinary processes are taken by rural based primary schools to address learner's misconduct?
- iv. What strategies can be taken for instituting effective discipline in schools for enhancing learner's well-being?

1.6 Contribution to the body of knowledge

The study endeavours to obtain empirical evidence on the effects of discipline on learners' wellbeing in rural based primary schools in the circuit of Mutshindudi. The knowledge on causes of ill-discipline and its effect on academic performance will bring to the fore how schools can identify symptoms of ill-behaviour in learners. The knowledge of other strategies for enhancing school discipline will be of use to principals and management teams. The study is expected to bring new findings and

also corroborate findings from other researches that have been done in the areas of learner discipline.

1.7 Delimitations of the study

The study was undertaken in Mutshindudi Circuit, Vhembe East District, and involved two primary schools. The sampling technique used was purposive sampling. Data was collected from 2 principals, 4 teachers, 10 grade 7 learners from the selected primary schools, 2 SGB members and 8 parents from the two schools who comprised a sample of 26 members. The grade 7 learners were adjudged to be mature enough and being in the final grade at primary school they would have accumulated sufficient experience to participate in a study on wellbeing.

1.8 Operational definitions of terms

Home environment: the study considered the home environment to comprise all the objects, forces and conditions in the home which influence the child physically, intellectually and emotionally (baadalsg.inflibnet.ac.in). Home environment shall mean as parental occupation, parental level of education, family size and availability of food at home.

Primary school: refers to a school with grades one to seven

Deviant behavior: behavior that does not conform to institutional rules, norms or Regulations.

Discipline in school: functioning of a school according to what the school authorities consider as the rules of proper conduct and orderly action.

Disruptive behavior: any utterance or non-verbal action of a pupil which Interferes with the intended learning objectives in a classroom at a specified time of instruction.

Violence: behavior that is intended to hurt someone, for example bullying.

Urban area: an area with improved infrastructure and high level of economic Activity. The area is characterized by many people having access to electricity, health facilities, education facilities, housing, safe water and good sanitation.

Rural area: a remote and underdeveloped area where the main economic

Activity is farming.

Learner: a person who is being taught in a school.

Indiscipline behavior: behavior that violates important group norms and is perceived as a threat to the well-being of the group, for example, absenteeism, fighting, beer drinking, vandalism and theft.

Relationship: the state of being related or interrelated.

1.9 Chapter division

Chapter One: This chapter introduces the study by providing the background of the study, research objectives and delimitations amongst other preliminaries.

Chapter Two: Chapter two provides the theoretical framework and literature review on discipline and wellbeing.

Chapter Three: In this chapter is laid out the research methodology and design. It also explains sampling techniques, methods of data collection, analysis and presentation.

Chapter Four: This chapter presents and analyses data. Discussion is done alongside interpretation so as to establish relevance of results contextually.

Chapter Five: The summary and conclusions of the study are presented. The researcher proffers recommendations based on the findings as well as suggestions for possible research in the future.

1.10 Chapter summary

The discipline of learners plays an important role in the way that they access information from their educators according to studies discussed in this chapter. They contend that misdemeanours in class by learners ruin lesson delivery even where meticulous planning has been done by the teacher. This study examined the effect of discipline on the well-being of the learner at school.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter focuses on the conceptual and theoretical frameworks that guided the study. It also examines relevant literature related to discipline and its relationship to learners' well-being in schools and as well as the effects of discipline on learners' well-being. The chapter also reviews studies on instituting discipline in schools for enhancing learner's well-being.

2.2 Conceptual framework

Kosher, Ben-Arieh, Jiang and Huebner (2014) opine that when children are exposed to their basic rights then can we only talk about the realisation of their wellbeing. To them the dreams of each child and what they desire to become and the culmination of these desires into reality is critical and the bedrock of the wellbeing of the children. They say that the rights of children are given in international charters and international law behoves each country to practice them. According to Kosher et al (2014) it is essential for schools to engage pupils during their daily interactions at school so that they become conscious and active participants in their schooling and wellbeing development procedures. They say that for a learner to be considered as mentally healthy the learner should have the ability to handle pressures that arise both at school and home environments. When such pressures of demands are handled successfully by the pupils then and then only can it be said they exude positive mental health. A direct consequence of this is shown through improved academic performance.

Cortina, Cortina-Borja, Fazel, Hlungwani, Kahn, Stein and Tollman (2013) posit that schools are vital to induce the health of the young learners so they can improve their mental activity productively. When it comes to discipline it means that the school is the most central arena where fear must be eliminated especially when it is caused by

other learners or teachers. Learners spend most of their time at school during the school term and indeed this becomes naturally suitable a place to culture mental health. According to Gutman and Feinstein (2008) if every effort is done to have an atmosphere supportive of their needs both at home and at school it cannot fail to enhance the well-being of children. O'Higgins and Gabhainn (2013) found the school as a convergence point for professional teachers to motivate children into responsible citizens through disciplined behaviour as a means to achieve their wellbeing.

Gutman and Feinstein (2008) looked at factors that adversely affected the wellbeing of children at school. They found these factors to include bullying and victimisation of other children by the naughty ones. Some of these were boys victimising girls or physically weaker boys. Such incidents distorted the views of the victims about themselves, losing confidence in the process. This affected their grades and their well-being nose-dived. Even their ability to maintain friendships were affected which resulted in skipping school. Thus focus at school work was affected and the performance in class took a negative direction. Their study brought out the significant role played by the individual child or learner when it came to absorbing pressure from adverse events at school.

Greenman, Bodovski and Reed (2011) have found a positive relationship between the effort placed by parents at home on their children's work and the performance of their children at school. The children in their study improved their performance in mathematics because of the intervention by parents. Such a positive result can be interpreted in the current study to mean that parental intervention can keep in check ill behaviour at home and at school to improve the extent of the wellbeing of the child. One of the findings by Greenman et al., (2011) was that neighbourhood characteristics and parental practices are pertinent to the children's academic achievement in elementary school. Neighbourhood characteristics in this study would be regarded as including the type of peers the child associates with and goes to school with. These could be the naughty and bullying type of peers who can affect

the behaviour of the other learners when they join in or become victims to the adverse behaviour.

Hall, Critcher, Jefferson, Clarke and Roberts(2013) say that discipline is an elusive concept because they opine that its meaning is not consistent within learned people or the laymen. Different perceptions are found and so when a discussion centres on discipline it is necessary to demarcate its extent of meaning. Their common view is that, whether regarded as a positive or negative concept, discipline invariably contributes to the learning outcomes. Kochhar (2001) has given the position that ill discipline has no boundaries in class and can be committed by the learner or even the teacher. The learner is guided by the school code of conduct for pupils enrolled in that school while the teacher is guided by regulations set by the employer, who in most cases in South Africa, is government through the Department of Basic Education. Whoever breaks their guidelines commits ill discipline. However, to keep this study focused due to time available for collecting data, this study only focused on the discipline as regards the learners and how it affects the learner wellbeing.

According to Kapueja (2014), a code of conduct is meant to put in place cornerstones to behavioural change for in consumers of the code. This could be the learner or teacher. In the case of the current study the code of conduct is meant for the learner. Thus the learners are not meant to acquire academic and sporting skills only but the behaviour that must accrue over time as they observe the code of conduct provided by the school. She goes on to appreciate that a code of conduct introduces and helps enforcement of order at school. Uniformity in enforcement of good behaviour makes reference to the code of conduct. The character of the school is therefore known through the code of conduct.

A study conducted by Ntuli (2013) in the Sekhukhune district schools in Limpopo has found that parental involvement, mentorship, and suspension for serious offences are necessary to help in getting learners to abide by codes of conduct. Mattes (2011) posits a key explanation for the challenge of discipline in contemporary South Africa is tied to what is categorized as the post-apartheid generation, or the “born frees”, who supposedly show less interest in playing an active role in civil society. Some say

this is because most of the born frees do not feel that their participation would be effective and that whatever they do would not be meaningful enough to expend energy on it.

Bourke and Geldens (2007) suggest the virtues of safety and freedom as critical to how good a relationship that can be built between learners. This means that pertinent questions to ask would be how safe a child is from any untoward act that may be perpetrated by a fellow learner toward him or her. Thus hurting acts would curtail the safety of others and consequently their personal freedoms. When these two virtues are endangered relationships cannot be said to be conducive to improved class performance and the learner wellbeing (Bourke & Geldens, 2007).

Jamtsho (2015) posits that when the concept of wellbeing is meant to be understood then the context in which it is discussed on which learners must be stipulated. These two parameters enable a relationship to be established on what the wellbeing is in terms of the process upon which it is dependant. He opines that wellbeing in the end must be a contributory factor the skills and manners that a child exits with at the end of their tenure at school. In families good grades are admired and these are expected to follow improved wellbeing of their child mostly at school. Discipline is a critical fundamental in this process as it determines the atmosphere under which what is taught can be absorbed and understood by the learners. Basically, discipline is the major indicator of the character of a school. Its laxity or strict adherence can be the watchword the community propagates more than anything else. In view of the above, Salifu and Agbenyega (2012) found that bad behaviour attributed to a school is responsible for a reduction or cut in exposure time between the teacher and the learners. The reason given is that teaching and learning time is disrupted when teachers spend time in administrative issues that deal with ill disciplined learners.

Miller, Sen, Malley and Burns (2009) report that Trends International Mathematics and Science Study (TIMSS) has revealed that principals view unfriendly and disruptive behaviour by learners in class as the most reported perennial problem in the majority of the countries that participated in the study. The principals reported this to be prominent with learners in the eighth grade. This grade marks a transition from primary school to secondary school in most countries. Whether the change in

environment causes learners to change as soon as they enter secondary school can be the subject of another study, but for the TIMSS report that was the most notorious grade in repeated misdemeanours.

Bonga (2016) opines that academic achievement or performances are terms that are often used synonymously. He states that when a child undergoes educational processes in a recognised structure like a school the result must be acceptable as academic performance. The school attains its goals through and in the child. That is how it measures the success of its programmes. The family and community also measure success of the school programme through what the child has attained. Therefore there is a common convergence on what the school must achieve by all stakeholders as a way to ascertain that targets are being met. Success by the child in school work should infer integration of discipline in all the processes that occur at school. Even at home discipline is desirable and can be achieved by conscientious parents or guardians who believe it is integral to their child's well-being. Bonga (2016) found that classroom disturbance has a high frequency on responses on factors that adversely affect wellbeing.

Ramsden and Buvaneswari (2008) state that discipline must comprise predetermined set of rules and associated regulations which when enforced can achieve calmness and order amongst learners which are crucial for these children to interact socially and benefit academically both collectively and individually from the teaching and learning processes. Discipline as laid out in the interest of all stakeholders to a school must be everyone's responsibility so as to achieve what the rules and regulations are meant to achieve, to wit academic performance at acceptable levels. The rules and regulations in a way are primarily meant to mould behavioural matters in the child. Rules and regulations without the human touch of love and care that a teacher and parents must lavish on the learners may not afford desired behavioural changes in the child (Clark, 2005).

School connectedness has been debated by several scholars. Among them are Sulkowski, Demaray and Lazzarus (2012) who highlight the importance of learners who identify themselves with the school and what its ethos stand for. This means that the learners are not apologetic that they belong to that institution. They can

proudly talk about each other as class or school mates belonging to the school. Even the support they receive from the community must not be extended grudgingly by members of the community. Manuhwa (2017) found that the use of traditional leaders in instilling discipline in the community where children had taken truancy to unacceptable levels brought acceptable outcomes when the chief convened a community meeting to give orders to the community not to tolerate their children from skipping school. In other words there is that rapport amongst crucial stakeholders of the school. Such school connectedness must be achievable in an atmosphere of discipline which produces successful learner outcomes which lead to proper certification.

Australian Catholic University and Erebus International (2008) have found that improved school connectedness leads learners to be keen with their work and to engage teachers when they experience challenges with their school work and even their relationships at school. Lost items belonging to fellow learners are now brought to the attention of teachers as soon as they are found. Pilfering of school gadgets by learners has stopped as the learners now display a high level of responsibility. Once there appears existence of anti-social activities within and outside the school the other learners are in a position inform the teachers or the parents without fear of any acrimonious recriminations. Thus trust has built within the various stakeholders to instil discipline and shape the wellbeing of their own children. These findings find resonance with those by Osterman (2000) who avers that learners who have overcome fear of each other at school and confide in their teachers and mentors more confidently then even the engagement in their school work is more pronounced. This leads to improved academic grades in school.

2.3 Theoretical framework

This study was guided by Bronfenbrenner's bio-ecological theory which studies human development over time (Bronfenbrenner, 1994). When Bronfenbrenner developed this theory he borrowed from his contemporary psychologist Lev Vygotsky. The theory is based on the premise that interactions between an individual and their environment shape the development of that individual over time.

The Bronfenbrenner's bio-ecological theory has proffered four stages that occur when a child grows and is both consciously and unconsciously engaged in the development of its own being. There are forces that influence the child and these have been classified as systems. These forces comprising the four stages are (Bronfenbrenner, 1994):

- i) Microsystem
- ii) Mesosystem
- iii) Macrosystem
- iv) Exosystem and a fifth system which was added to the above four by other scholars and it is called the chronosystem.

2.3.1 Microsystem

The system known as microsystem is the one that is in close proximity to the child (Berk, 2000). A child is dependent on close family members for support. The support for food, clean clothes, church attendance and playing games is given by those very close to the child. As the child develops lessons that emanate from encounters in these spheres contribute to the wellbeing of the child. A situation where a child grows without friends around him or her can be regarded as abnormal. Or, the absence of members who should feed him or clothe him can be devastating to normal growth of a child.

2.3.2 Mesosystem

Systems do not exist in isolation. When one system is feeding the child, the other system could be teaching the child how to speak or write. These systems impact on the child simultaneously without giving way to each other. They coexist so as to meet all the requirements needed by the child. Therefore the systems are bound to interact as they make their contribution to the growth the child. Thus the mesosystem is made up of the arena where these different systems meet on the child. The interaction is not in discrete manner but continuously so as to furnish the necessities required by the child. The effect of the interaction of the systems on the child who receives could either be favourable to the child or unfavourable (Donald, et al., 2010). In the context of this study a child may feel comfortable in class work and

class time while at the same he is aware the bully who constantly talks to him or her as soon as its school-out. The learners can be adversely affected by the system under which the bully is operating. Therefore the child who is affected adversely can have lower attainments in class work and leading to poor wellbeing.

2.3.3 Exosystem

Systems that impact on the child may not be in the immediate vicinity of the child but can affect the peace of the child through some members who are close to the child. The prefix *exo-* refers to something external to the child. A bad day at work for a parent can affect the way the parent will relate to the child on that day. If it is a relational matter between parent or guardian and other people then the impact on the child could be for good or for worse depending on the nature of the challenge by the stakeholder who is more powerful than the child. The child is not directly involved in the matter at hand here but the child's benefactor is (Swart & Pettipher, 2011). When such a child comes to class the matter in the ecosystem can affect their performance in class and in turn impact on its wellbeing.

2.3.4 Macrosystem

The overarching system that permeates through all other segments is the macrosystem. Its components derive from what builds the society and its belief system where the child is domiciled (Donald, et al., 2010; Swart & Pettipher, 2011). In the area where this study occurred is a Venda area where the tribe is Venda and the language is Venda. This is the macrosystem of the study. The belief system of the Venda has the overall impact on the other systems that fall under this biological model. The economic structures of Limpopo as a province and South Africa as the country have their share in the macrosystem which is the backbone to the development of learners and how their discipline contributes to wellbeing. Values that are respected in the community emanate from ages in the past as practiced by the Venda people; they provide strength to the social fabric that gives identity to these people. Children growing in this cultural basin are taught from their kith and kin virtues like respecting elders and neighbours, obeying parents and how to speak. These are the issues that culminate in disciplined behaviour from the cultural point of view (Donald et al., 2010).

According to Bronfenbrenner the economy of a country has a bearing on the family's life because it introduces uncertainty and instability in the family. Addison (1992) opines that the unpredictable nature of the economy is a negative force within a family that is deprived of its livelihood when there is turmoil in the economy. Members of such a family get affected and that includes the school going child who is under focus in this study as regards discipline and wellbeing. Thus the theory predicts that if there is a disturbance in one system especially in the major macrosystem there is distortion which is introduced in other systems and these distortions can make the child fail to realise the benefits that must accrue from these other systems. Addison (1992) posits that when children are growing they look for the affirmations that arise from child-adult relationship which come at appropriate times. When the affirmations are absent the effects can be noticed during adolescence in the form of rough or rogue behaviour for both sexes.

Bronfenbrenner's bio-ecological theory does have grave implications in the teaching practice. If teachers and school administrators would come to know the breakdowns that occur in the homes of their pupils they would then strive to compliment by offering the required stable and long-term relationships that would enhance the wellbeing of the learner. The school would behave like a foster home for the child who is lacking a positive developmental atmosphere at home. Schools as entities and teachers as *in loco parentis* fulfil a vital role but they cannot provide that complex maze of interactions which the primary adults in the form of mother and father provide. The theory contends that the primary relationship of caring adults, especially parents, is meant for a life-long balanced development of the child. This is the bedrock of wellbeing. When the educational system endeavours to provide the primary role that the parents should provide the society inadvertently abdicates its role of stressing the importance of primary parental relationships that lead to a well-balanced development of the child.

According to Henderson (1995) problems are prone to arise from the conflict that arises in one's employment conditions which have an overall bearing in the income. These affect the relationships at home. Considerate teachers who are professional enough nurture the pupils so that they can provide a haven at school for those affected by conflict at home or from the exosystem. These pupils should be

strengthened in their resolve to remain disciplined in the face of negative forces affecting the core of their being – the family (Henderson, 1995). Thus schools play a vital role in supporting the family when there are problems affecting children at school as they provide counselling and encourage the affected children to remain focused.

2.3.5 Chronosystem

The early model of Bronfenbrenner's theory has faced criticism for failing to take into cognisance the part played by the child in its growth towards maturity. Some scholars pointed out that the initial classes into which a child is graded are determined by its sex, then age and how their health performs. This stage is referred to as the chronosystem. The stage is embedded in time and is integral to a child's development. The child does not choose their sex but at birth they get categorised and as they grow they learn to adjust and live up to the dictates of their gender. Their mental health also grows over time as they come across challenges faced by their parents or they get pinched on the ear by the mother or granny, they are meant to end up with much knowledge which they may not extract from formal schooling. Hence, it is not out of place to expect respondents in this study to refer to discipline as something that should emanate from the precincts of the home.

2.4 The relationship between discipline and wellbeing in schools

Holsted (2015) reports on New Zealand project that was set up for the wellbeing of children at primary school. The schools under study placed considerable emphasis on what the children should acquire over their stay in formal school. They indicated positive school culture and relationships that exuded respect amongst children and their teachers and amongst the children themselves. These were taken to be foundational to the wellbeing of the learner. There was no uniformity in what teachers thought comprised learners' wellbeing. However, what was common to all teachers was to ensure that learners passed their class tests and examinations for promotion to the next level. They acknowledged that discipline was central to the achievement of good grades.

Bates Deckard, Dodge and Pettit (2003) state that teachers and parents should be cognisant of the fact that the way disciplinary measures are taken on a child has the ability to influence their physical mannerisms and state of mind. There must be concerted efforts to come up with disciplinary measures that a school can exercise on children so as to maintain the same within what is acceptable to the law. All stakeholders to a school need to be involved including the community that provides its young ones to attend school at tender and formative years in their lives. The basic line of reasoning must be how to effectively improve the teaching and learning processes which is what basically enhances wellbeing as it is measurable in terms of school marks or grades awarded to the learner. Discipline must of necessity involve parents of the child so as to improve the relationships between them as parents and their child (Tisdall & Liebel, 2008). The parents must be in the know about any disciplinary procedures that may be taken on their son or daughter. Madeleine, Goetz and Lipnevich (2014) posit that there are studies that are focussing on shedding light on emotions that arise in learners and how they can acquire useful skills both emotional and social. These skills help learners navigate their way as participants who are active in how to achieve their wellbeing. Thus learning with children as participants is a much assured way to make them speak out when they become victims of some maladministration of justice or when bullied by ill disciplined learners.

Svirydzenka, Bone & Dorga (2014) posit that there is evidence in some studies that at times the intention of a school to provide conditions that are conducive to enhancing learners' wellbeing have not always yielded expected results. Approaches to dealing with administration of disciplinary measures differs from school to school and when teachers and heads from separate schools meet to share experiences they find some strategies that results on strategies employed do not always provide intended rapport between learners. They have found that counselling learners by teachers has improved the development of a high sense of responsibility in the learners as they are able to handle some issues independently without involving teachers or administration. There is a realisation that these learners do contribute immensely when they are listened to in matters that deal with their own discipline

Marshall and Rossman (2006). This is the approach taken in this study in Mutshindudi Circuit

Pollard and Lee (2003) reviewed literature on how schools measure the wellbeing and they found that the keenness in school describing how they are promoting learners' wellbeing does not emanate from a common understanding of what wellbeing is. Schools have a different understanding of what is meant by wellbeing. As a result some detach discipline details from the process of achieving wellbeing. Some areas where differences have arisen are the dimensions that are physical, cognitive, social and economic. The current study has a working relationship between discipline and wellbeing that is core to its enquiry. The responses from the participating schools are likely to broaden upon the issue of wellbeing as responses are characteristic of how their schools frame their policies to achieve it. However, Rudolph, Monson, Collet and Sonn (2008) opine that tenets of wellbeing must take into consideration the physical and emotional aspects at the same level as safety.

Coleman (2009) studied why so many schools were emphasising on wellness of learners in their policies in the United Kingdom. He focused on the historical context of wellbeing, tracing how the concept evolved. Some institutions were found to incorporate wellbeing in their policies deriving from the political background experienced by the communities within which they thrived. Others, however, were coming from the angle of fulfilling research findings that had empirical evidence of what is expected of children at school and how they could achieve their intended goals of passing and occupying positions of influence in the community. The findings show that the political terrain prevailing in a country does have a bearing on how schools craft their policies to achieve wellbeing of learners at school.

In its November 2009 resolution the UN General Assembly Omnibus urged governments not to compromise when it came to exercising the rights of children. These rights meant that children must be heard or listened to as they comprise the majority in a homestead and therefore community. If the rights are thwarted then

society would produce the next generation of people who are not equipped to reproduce a fair society, even for their own offspring. As a result the UN urged adoption of legislation that was appropriate and accommodative to the promotion of full participation by the younger generation in the settings of the family, school and society. When regulations are enacted, they must be grounded in statutes of the country to have a legal bearing that respects the universal rights of children. The UN resolution encouraged that examination of each member country to be done to verify legal at that level.

There has been an increasingly vocal presence of student voices in several spheres across the globe spanning educational and political fields (Messiou, 2013). Some students have had protracted demonstrations of free higher education like in South Africa in recent years. The position taken by Kanyal and Cooper (2010) is that what children perceive as crucial for their wellbeing must be considered when the children themselves have articulated their position of understanding. The authorities have a duty, just like the teachers and administrators at school, to debate issues for common understanding and adoption into school policies that encourage discipline and wellbeing.

The Universal Foundation launched an initiative that introduced tools for evaluating the level of wellbeing in any particular school. The toolkit referred to as Voices of Children is one piece of evidence pointing to the centrality of learners' rights (Awartani, Gordon & Whitman, 2008) in common legislation for each country. The Voices of the Children is an advocacy instrument that is used by UNICEF staff when they are promoting the freedoms that must be accorded children across the globe (UNICEF, 2010). The toolkit was applied in a study on children in Palestine and it showed that the learner wellbeing was hinged on the teacher-learner in each learner (Liberante, 2012). This means the teacher is the most privileged to know and counsel a pupil when he or she notices an improvement or slight decline in the performance of learner. The caring teacher would like to know what is causing the poor performance.

Blum, Libbey, Bishop and Bishop (2004) posit that students do have their own views on issues relating to their wellbeing. In their study they focused on matters that transfer simultaneously with learners when they progress from primary level school to a high school. The student respondents showed strong positions of what they considered to be vital in their wellbeing although the culture from previous schools was predominant in their responses on wellbeing. This means at school the students begin a new orientation towards new dimensions about wellbeing as they shed off what they were used to in the past seven years of primary school. This involves emotional attachments to old friends that break when new friends and teachers come into the fray. New environment can introduce strange faces some who may be bent on ill-discipline and if a learner catches onto such new friends then they are likely to falter on academic performance and hence on wellbeing. Poor performance sets in when learners are disturbed by learners who inflict physical as well as mental pain on other learners.

Lyamba (2013) carried a study in Zambia which focused on indiscipline at primary schools in Zambia. The interest was on understanding the nature of ill-disciplined behaviour that occurred at the schools and how much influence the home background had on the learners' behaviour. The study involved pupils, teachers and parents who filled questionnaires and attended interviews. Thematic analysis was used in presentation and interpretation of the findings. Fighting between learners was identified as one type of indiscipline that was prevalent. Learners who were involved in this type of misdemeanor showed disdain in the area of respect for teachers. The bullied learners began skipping lessons as a way of taking refuge at home or just loitering in the communal villages. One form of indiscipline had to do with the use of cell phones, to the extent that some learners put on earphones during lessons. The miscreants alluded to the fact that they succumbed to peer pressure from school mates for them to indulge in such behaviour. The teachers revealed that they were extremely stressed by such behaviour at a primary school level confessing that it was disturbing to see their learners failing in academic work. Their intervention was at times rebuffed by some of the rowdy learners.

The system of formal education laid emphasis on the acquisition of knowledge, practical skills and sound character. According to Ojedapo (2011) some schools were initiated by volunteers in times past. The parents cooperated with volunteers who wanted to teach their children and by so doing there was a high degree of discipline found in these schools. The teaching staff and parents exhibited a high sense of accountability and they valued collective responsibility for ensuring the success of these children. Nothing much has changed now except that the government proclaims its socioeconomic approach to education in schools and schools have to comply. Where some learners would be required by parents to repeat a grade, the emphasis now is on progression together with the learner's cohort so that there is no lagging behind with your age group. Ojedapo (2011) mentions the outcry from some teachers is that learners are progressed while they perform poorly but are keen on mischief of disturbing other fellow learners. The regulations for the protection of learners' rights are sometimes blamed for the laxity that has stealthily affected behavioural management in schools.

Nyoni, Nyoni and Bonga (2017) conducted a study at a rural secondary school in Zimbabwe whose aim was to find what caused ill-discipline and how the school was handling poor results that were linked to bad behaviour. Using a case study design the study delved into the intricacies of misdemeanours and the resolution of the same with community and parents in order to redirect the lives of the learners onto the right course. The school embarked on a rigorous programme of careers guidance to help learners to remain focused on what they wanted to achieve. The head of the school also made sure the teacher-pupil ratio was kept manageable although being the only high school in the vicinity some of the classes were carrying more than 50 learners per class. The study also dwelled on factors that were regarded as external to the school but had a bearing on the discipline of learners. Being a rural school the socio-economic status of the school environment was identified as poor and not so conducive to high performance of learners. The children were involved in manual work with parents to help improve family incomes. Thus the time to attend classes at times was jeopardized. Witchcraft beliefs interfered with learners failing to exert themselves to achieve high grades as there was a general belief that jealous neighbors could bewitch them. The study identified a positive link between discipline and good academic performance.

2.5 Causes of ill-discipline in learners and their effects on academic performance and wellbeing

According to Botha (2013) disciplinary problems may arise as a result of internal and external factors, depending on the varying and prevailing conditions in schools. These conditions may either trigger or cause learners to behave in certain ways which may be detrimental to their well-being thus causing problems. Botha (2013) lists major disciplinary problems that are usually witnessed in schools as violence among learners, abuse of drugs and alcohol, family disintegration and poverty

Tozor (2010) avers that ill-discipline and its causes have grasped the attention of educationists and social workers as its consequences are ghastly economically. The resources that are expended in taking a learner through school and anticipated economic contribution of the learner go to waste when ill-discipline is not contained. He adds that it disrupts family income and composure. Thus when the society does not deal with discipline and wellbeing of its youths in time of primary and secondary school lives to address the damage of their behaviour at a later stage becomes very expensive as it will involve assault and rape crimes even murder (Marais & Meier, 2010).

Masitsa (2008) alludes to the problem that is gaining traction in South African schools where learners take advantage of the banning of corporal punishment and instead attack teachers at school. He says unfortunately the cause is mostly blamed on a single aspect of drug abuse which is too narrow when the misbehaviour is built in small instalments over the years of primary and secondary education. These years are pointers to an unfolding future and the educators must be professional enough to diagnose such and receive the necessary support from both government and society in efforts to combat the ill-discipline.

Hernandez and Seem (2004) posit that the way schools deal with disciplinary matters is core to giving direction of which way a school should go. Behaviour that is left to fester into rogue levels at school disrupts both the teaching and learning

processes and can become a menace to the community housing the school. The community is supposed to gain from learners' wellbeing as they sponsor their children in school activities. However, schools are bound by regulations and in the end they are at the mercy of these ill-disciplined learners who have become gangsters while still at school. While the principal can enforce rules through the school governing body much should not be expected if the state does not intervene to deal with drug abuse and use of dangerous weapons which are readily available in some communities now.

Jones and Rattray (2010) have found that when a school manages consultative procedures in dealing with disciplinary matters there are chances of success in eradicating ill-behaviour. They isolate collaborative style of leadership as a key ingredient in managing discipline to achieve wellbeing of learners. It behoves the principal to drive the collaborative dimension than any other person in the school as he is the one occupying the apex position. His subordinates cannot demand it from him lest he views such request unfavourably. Therefore once a principal is open to co-management when it comes to disciplinary issues then the teachers and parents can come in to exert their weight behind the process (Hernandez & Seem, 2004).

Discipline is not expected in learners only but also in the adults in form of teachers and parents. According to Matsoga (2003) violence creeps into schools in bits and pieces. This process grows under the noses of administrators, teachers and parents if no attention is paid to misbehaving learners. Learners could behave like there were no teachers monitoring them at school or like there are no parents guiding them at home. The purpose of proper management of discipline at school is to avoid things like bullying while at school which can lead to disruptive physical confrontation later in life. Adams (2003) insists that the way discipline is handled at a school is a serious strategy that must not be arrived at arbitrarily but should be a culmination of a consultative process with all relevant stakeholders. He says that parents, community, teachers and the principal are key stakeholders to achieving discipline in any school.

Bradshaw, Keung and Rees (2011) studied wellbeing of children at the continental level of the European Union and the national level in England. The continental was labelled macro and the national level micro. They defined their approach on three

types of wellbeing; the personal, the relational and the school wellbeing. Continent-wise the well-being was structured by how much property one had access to as a child. It was materialistic. It also was connected to availability of housing and what type of a house. The study found that the wellbeing at school had no variable that had a bearing on it. There was an assumption therefore that when the family is propertied, well-fed and in good health then the wellbeing at school was guaranteed.

In his study Azazi (2001) has noted physical fighting and verbal cursing of each other constituted the serious offences that resulted in learners being suspended or expelled from school. Some of the offences high up the list included stealing and drug abuse by learners. These offences go beyond the jurisdiction of the school authorities and must be handled by the police. The learners are coming from homes that indulge in beer and drug abuse. They are not getting them from the streets but in the home, which makes them to be treated as cultural rituals yet it is abuse (Zulu et al., 2004).

Naong (2007) aptly posits that there is an overburden of lack of discipline in South African schools. The cases reported far outweigh what schools should experience at primary and secondary school levels. Stress amongst teachers in South Africa due to disciplinary issues has led some teachers to opt for early retirement at the age of 55 instead of 60 years of age (Vein, Marias & Meier, 2010). These teachers reported that the unmatched increase in cases of drug abuse and bullying of teachers followed the outlawing of corporal punishment in schools. The removal of corporal punishment in schools did not find a suitable substitute Alternatives to Corporal Punishment (ATCP) (Tungata, 2006). ATCP has not made an impact because the offending learner is under the influence of drugs and the teacher who is sober is supposed to counsel him; such an atmosphere is untenable.

Maphosa and Shumba (2010) have found that ill-discipline has sprouted in schools despite the introduction of ATCP. The reasons include what learners have boasted about as their right to do what they want in their learning time. As such some indulge in alcohol consumption and drug abuse. The teachers are experiencing stressful situations in school when learners come drunk to school and become unruly. Such

an atmosphere is not conducive for proper learning activities. Teachers feel the situation is beyond their control and the academic performance of learners have taken a nosedive. The school atmosphere in some cases is threatening the teachers' wellbeing and therefore very little learning is taking place.

Senosi (2006) posits that the measures of discipline that replaced corporal punishment were never tested to their efficacy. They are just expected to work without teachers' involvement in their crafting. Teachers are classroom practitioners and should have had a hand in the introduction of the ATCP. However, the other professionals like psychologists, activists of human rights and court lawyers spearheaded the ATCP. Wilson (2002) posits that the educators in South Africa are dismayed at the introduction of the alternatives as they have proved to be not effective. They fail to address the problem of indiscipline which teachers feel the government is trivialising. In this study the researcher investigated on what strategies educators and school management teams are using to curb indiscipline in their schools.

Senge at al., (2000) posit that there is evidence of increasing ill-discipline in schools around the world. Efforts are being put in place to navigate installation of discipline in the absence of corporal punishment. The school campus has become increasingly unsafe. The SASA Act 1996 empowers school governing body to draft and implement a code of conduct as an instrument to bring order into the school. SGBs and parents are struggling to contain order at schools of their choice setting onto the stage the discussion on how to curb indiscipline (Joubert & Bray, 2008).

Stanley (2014) opines in his research that discipline is the basis to achieve academic performance. He found that schools that have ignored prioritising discipline in their day to day activities are suffering the consequences of poor results. Learners exiting the school system with poor results suffer as the commerce and industry opportunities are modelled on school-leaving performances. School discipline was found as directly impacting the results at the end of matriculation. Those principals who have maintained steadfastly discipline in their schools have continued to excel in academic results of the learners. The study found violent behaviour by learners and unenforced codes of conduct as providing loopholes for fanning indiscipline.

Tan and Yuarshan (1998) conducted a study to find out the state of indiscipline in Singapore. The selected schools listed problems in behavioural management which they felt affected their schools adversely. The respondents were free to add other problems which they knew but were not listed on the questionnaire. Top of the list as indiscipline was the problem of telling lies. Students could lie about anything, the situation at home, reasons why they were late for school, why they could not do their home activities. The learners could fabricate lies at ease with no conscience to worry about. Some indiscipline problems amongst others were bullying and theft.

In the state of Victoria overuse of drugs was found to hinder learner wellbeing. According to SOVC (2010), beer drinking topped the list of student abuses. Almost sixty percent (59.8%) of learners consume beer at least once in a year. One in every three young learners in the age group 12–17 Victorian young people (29.9%) smoke regularly. Most of these smoke daily at school or after school. They carry their cigarettes from home or they buy them from their pocket money. The use of illicit drugs was shown in the survey to be as follows cannabis or marijuana (9.6%), glue sniffing (7.5%), and other illicit drugs (2.8%). Poor academic showing has accosted the schools where the ill-discipline in drug abuse is rampant.

2.6 Disciplinary processes taken by primary schools to address learner's misconduct

Hall, Critcher, Jefferson, Clarke and Roberts (2013) posit that discipline is an elusive concept because it is defined differently by many people and it is subject to empirical and philosophical interpretation. Scholars have a common view that whatever definition is proffered, discipline contributes to the teaching and learning processes. The presence of discipline enables learning activities to be carried out within the school environment. According to Rainbow (1984), discipline can be viewed as methods utilised in training which enable individuals to be easily integrated into the more general demands of society.

When discipline as a concept is used according to Foucault then there are no prescribed ways of disciplining students. There would be no required correct or

incorrect disciplinary approaches either. Foucault (1997) posits that the modalities of judgement on what appropriate disciplinary measures need to be taken differ from various worldviews. The issue of taking disciplinary action in South Africa took an uncharted direction when corporal punishment was outlawed as the government had no substitute for replacement (Kapueja, 2014; Maphosa & Shumba, 2010). The ensuing discord in dealing with errant behaviour has led to demoralisation and disillusionment within the profession of teaching (Department of Basic Education [DBE], 2016). Naong (2007) asserts that learner indiscipline in the light of their added rights in the absence of corporal punishment has risen to unprecedented levels in the past two decades. This has brought considerable anxiety on the day to day activities of the teachers. Teachers contend that the fact that learners have been made aware of the rights under the constitution makes it difficult for them to manage problems arising from learner indiscipline.

Bear (2008) posits that there must be put in place fair and reasonable policies governing serious and chronic behaviour problems. At the same time a mechanism needs to be put in place as well for the strategic use of rewards as part of a school-wide discipline programme. He contends that a comprehensive school wide plan consists of a full range of empirically derived strategies and techniques to achieve important goals. He lists the goals as developing self-discipline, preventing misbehaviour, correcting misbehaviour and remediating and responding to serious and chronic behaviour problem.

Cochran-Smith and Demers (2008) posit that studies in disciplinary issues start from a premise that school and its environment is not just a social space where ideologically neutral knowledge is conveyed. But the reality is that in the process of schooling different ideologies are taught or conveyed through content of various subjects that the learners are exposed to which they use to construct their own worldviews (Walsh, 2007). Brendtro and Du Toit (2005) regard discipline as a struggle between adults who seek to control the youngsters and the youngsters who seek autonomy. They say these power struggles need to be understood if the discipline has to be meted out for the benefit of both teaching and learning processes. Without understanding the underlying contradictory motives of authorities and learners in the institution of discipline chaos can only reign supreme.

The existence of rampant riotous behaviour by learners would obviously hamper the existence of wellbeing amongst the learner fraternity.

There is a deliberate move towards wellbeing of the learners in the approach that is termed whole-school approach. This approach brings all members such as parents, staff, parents and community to influence curriculum, culture, teaching practices, policies and procedures with a voluntary aim to achieve student wellbeing (CEOM, 2008). The approach engages all key subjects throughout the year and utilises evidence-based strategies crafted for unifying purposes and reflecting a common set of values. The question of how discipline is implemented in a whole-school approach therefore is integral to the success of the programme. In line with the vision and mission statements of the school it behoves the school authorities and teachers to implement an all-round development programme for the learners.

According to UNESCO (2011) in Bhutan beginning in the late 1990s, as part of the promotion of wholesome education that nurtures wellbeing of the learners schools have witnessed the introduction of programmes in the form of comprehensive health programmes, values education, reproductive health and population education, career guidance and counselling. Before this era promotion of student wellbeing was basically encompassing nutrition, physical fitness, sanitation, and spiritual wellbeing. The World Food Programme promoted the feeding scheme to ensure adequate nutrition, periodic health check-ups, regular cleaning and gardening work by students. There are daily prayer periods are practised and extra-curricular activities which involve performing arts, games and sports are viewed as important for health and physical development as well as development of social skills. UNESCO also reports that many schools have moved on to take up social work and community service as their commitment to good relationships with the community.

The case in Bhutan has not sailed without teething problems. A study by Dorji, Dema, and Penjore (2005) has found that young people across Bhutan report increases in dysfunctional homes plagued by social ills like drug overuse and lack of interest in schooling. The children from the homes have reported abuse through disproportional use of force to discipline them both at home and at school. Thus they have had nowhere to run to. Such measures happening both at home and at school

confused these children and pushed them into substance abuse. Some of these children ended up in psychiatric hospitals (Pelzang, 2012). Their cases are diagnosed as overuse of beer and their ages range from 10 – 19 years. This means the discipline in the Bhutan schools failed to contribute to learners' wellbeing especially that the recipients of the disciplinary measures themselves ended up as psychiatric patients. Pelden (2010) reports that this age group is prone to committing suicide as they could not counter the repulsion they felt at school. In other words they missed a listening ear and a counselling elder to direct their paths. The newspaper reports wrote touching stories without offering any help and the social pressure increased on them leading some of them to take their own lives.

Durlak, Weissberg, Dymnicki, Taylor and Schellinger (2011) posit that positive development views young people in holistic ways; it recognises that as individuals the young people have problems as well as strengths, instead of short-sightedly focussing on prevention of problems and dismissing the young as deficient. They argue that positive youth development programmes should seek the achievement of bonding on several dimensions. These are social, emotional, cognitive, behavioural, and moral competence. They advocate that the programmes should foster resilience, self-determination, spirituality and the ability to claim a clear and positive identity. To them the youths must have a positive belief in the future, exercise pro-social norms and be able to exhibit evidence of positive behaviour and opportunities for pro-social involvement.

CASEL (2003) is a programme whose acronym stands for Collaborative for Academic, Social, and Emotional Learning. The programme dwells on the social learning and the emotional learning of the pupil, hence it is referred to as SEL. Its primary purpose is to impart the ability in learners to know their emotions and how to capitalise on them to forge ahead in their programmes as long they are drawn backward by their emotions. The premise is that SEL can utilise emotions the way the ship sails utilise the wind at the proper orientation. The programme makes the learners appreciate others' emotions while they are able to manipulate their own in setting their life goals.

A study by Durlak, Weissberg, Dymnicki, Taylor and Schellinger (2011) concentrated in their work on social and emotional learning (SEL). When school teachers placed emphasis on managing the emotional dimensions of the learners and training them how to react and prepare for such eventualities in life that could disturb their peace the learners grasped the concept and showed an improvement in school grades. The thrust on SEL helped the learners to feel free and make decisions that are not based on fear about the future or fear of failing. Ill-discipline dropped amongst these learners and academic grades or scores improved and hence wellbeing. The SEL effects at school level were seen to last at least six after the intervention was carried out. Their findings showed that teachers can be trained to implement SEL programmes and that these were effective from the ECD levels to high school levels.

The current study is looking at discipline and its impact on wellbeing of learners. There is a possibility that there could be schools coupling disciplinary measures with SEL programmes amongst the sample that is going to participate. The researcher with keen interest would like to find out how the combination of discipline and an integral SEL in a school would endear wellbeing.

In a major study Gae (2016) argues that perspectives about the well-being at school are always relayed by the teachers. Teachers are adults and do not even share with these children the playing of games at break time or the jokes on the way home. In other words the teachers are out of touch with the learners generationally. Studies mostly do not mingle with the learners with the patience to let them relate their own experiences and stories. They are spoken for by adults and so a lot is missed in the interpretation. The study met and researched around the primary school learner. They were given time to acclimatise and contribute. They spoke. They listed corporate punishment as their biggest fear that could be imposed on them by the teacher. The children disclosed that some incidents of bullying were so subtle that they could be swept under the carpet as too minor to constitute an offence. The learners disclosed the joy they derive from sporting activities. The study concluded that when given an ear the children could make constructive and lasting positions about their welfare at school so that their wellbeing can be guaranteed.

The study by Gae (2016) posits that learners know how they should be treated by their teachers. They are aware when they are punished fairly and unfairly. With the administration of disciplinary measures without much thought given to the process and consequences, these children bottle up emotions which can be explosive when not dealt with professionally by the teacher. The study found that one learner cried uncontrollably when he was relating how the teacher often made reference to the size of his head as 'big'. Thus here there was no physical beating involved by the teacher but a persistent teacher using words without care caused such mental torture for the learner. The study established the relevance of having time to discuss with the learners about their worldview at school and at home. The bullying in words was perpetrated by the teacher who must protect the learner from learner bullies. What a miscarriage of justice for the learner in this case. The study also found the unifying nature of sporting activities at school, and how these bridged the gaps between the poor and the rich learners. They won as a team and that was their common point for celebration.

Cole and Vavrus (2002) found that racial disparities in the United States gave rise to unequal treatment of learners at school. Studies showed that there was unfair treatment of blacks and other non-whites at school. The teachers who were white had prejudicial motivation to throw out of class on the basis of any misconduct no matter how small it was but because it had been committed by a non-white child. These children suffered exclusion, suspension and at times expulsion as disciplinary measures taken against them for varying acts of misconduct (Noguera, 2003; Vavrus & Cole, 2002). Because of such harsh treatment the academics performances of these children suffered while the white children progressed unhindered.

Darling-Hammond, Flook, Cook, Barron and Osher (2019) investigated strategies that rely on relations between the learner and his or her environment as crucial to the discipline and wellbeing of the learner. They posit that the development of the child is dependent on the relationships between the child and the environment. Factors in the environment determine experiences that the child is likely going to experience. The environment has the home and the school components or phases which need to be managed so that the child would not prefer one environment to the other. The

school component must be managed by the teacher while the home component must be managed by the parents. However, the school teacher must encourage parents to understand the school environment and he must make efforts to understand the home environment so that positive relationships can be built which support the school life of the learner.

Fischer and Bidell (2006) opine from their study that the school by virtue of the times spent at school by the child becomes the chief influence in shaping the character of the child. The child has the school as the most memorable reference they talk about with their friends at school and at home and church. Experiences at school construct the behaviour of primary school learners. The study promotes the connectedness that must exist between the home and the school. By connectedness reference must be made to the wedging of programmes set by the school and meant to be done at home so that school experiences must not militate against home experiences and vice versa. A knowledgeable parent must derive joy in helping their child at home while the less knowledgeable must derive joy in getting guidance from the teacher on how to guide in turn the child at home. The home-class axis must be real and enjoyable as long as the child is still going to school. This means that when it comes to meting out punishments exploiting these connections can be beneficial to the wellbeing of the learners.

Osher, Cantor, Berg, Steyer and Rose (2018) in their study found that safety is paramount in the lives of students at school. Some offending behaviours can be attributed to lack of safety for the learner at school or at home. When learners are at school fear must not be on their mind about possible threats that might come from both peers and teacher. At home, the children must not operate from fear that the parents may beat them unnecessarily or without cause as might happen when parents are drunkards. Thus the teacher has a duty to provide safety to the learners under their care. If there are signs that the child is threatened at home then the teacher must make contact with parents to understand the situation at home that might be hostile to the child's wellbeing. Fear can emanate as a consequence of bullying by other learners or even derive from incidences when the teacher can be hush to the students. These situations must be avoided at any cost.

Felner, Seitsinger, Brand, Burns and Bolton (2007) have placed emphasis on communication as the bedrock in discipline and wellbeing of learners. They posit that teachers have a duty to know who their pupils are, their likes and dislikes and general temperament. Since communication is a two-way process the teachers must be available and open to their learners to know them. Teachers can tell their experiences to their learners in a manner that they should appreciate the journey they are travelling academically. Their experiences can change the world-view of the learners to view life at school differently. Once the learners become aware of the challenges that the teacher also faced during his or her school days they become free to open up to them to tell them of challenges they may be facing at school at home and with their friends. Thus anxiety is removed from the learners' minds and they are ready to learn. This was found to contribute to good discipline and wellbeing of learners.

Hamedani, Zheng, Darling-Hammond, Andree and Quinn (2015) researched on methods used to restore relationships in the teaching fraternity that were disrupted by disciplinary measures or the ill-discipline that was perpetrated by the learners. After committing such behaviours some learners were isolated by other learners or teachers and a process of restoration must be deliberately undertaken to put confidence back in the processes of meting out discipline and the teaching process as a whole. Part of the process must involve the community in which the school is situated. The community receives the rejected learners and so it cannot be ignored. If the misbehaving learner is rejected both at school and in the community it might lead them to become outcasts in town or resort to taking drugs to find relief from the supposed enemies. Thus the head of school must play a leading role in enlisting the services and kindness of the community to rehabilitate learners who might become estranged because of the acts of misconduct they have committed at school and in the community.

Reyes, Marc, Brackett, Rivers, White and Salovey (2012) posit that the mental state of the school staff is a prerequisite to a properly run classroom or school. They emphasise that management must make it their preoccupation to see to it that teachers are happy and motivated to work without supervision and treat the teaching career as a calling. The mental state is inclusive of management of one's mood

swings, projecting an empathetic thrust with the plight of the learners by taking time to know their backgrounds and parents or guardians. Some teachers resorted to diarising the birthdays of their learners and recalling them in class, making the learners sing songs on such occasions. When the birthdays fell on school holidays these were also recognised when schools open. Rapport is the watch word for the teacher who is in a good mental state. They found that self-fulfilled teachers are bound to carry out their duties with high energy and ever motivating their pupils to achieve.

2.7 Strategies taken for instituting effective discipline in schools

Sugai and Horner (2006) discuss a behavioural model called the School-wide Positive Behaviour Support (SWPBS) systems that is utilised as a way to reduce indiscipline in schools. The SWPBS being behaviourally based establishes a connection between individual behaviour and the school contexts in which learners are situated. It is guided by three-pronged approach featuring prevention, teaching practice that is based on research findings and proper implementation in the light of the evidence. The model is put into operation by the teaching of relevant social skills, rewarding socially acceptable behaviour, and organising teaching and learning environments in ways that do not reward inappropriate behaviour. This modus operandi for the SWPBS theory aligns with findings by Hirschi (1969) where emphasis is placed on environmental factors and their possible influence on the positive conduct of learners.

There have been concerns that the SWPBS-inspired strategies treat behaviour in absolute mechanistic ways in which life follows patterns that are measurable without the inner human experience. The literature emphasises SWPBS-inspired strategies that match policy proposals with conceptually sound and research-based practices, and develop protocols for schools that organise behaviour and disciplinary issues according to school effectiveness and efficiency concerns. However, a concern in the literature is in that the model approaches human behaviour in very mechanistic ways, where life is defined in measurable terms and not as an inner experience.

Cohen, Manion and Morrison (2007) posit that the SWPBS approach diminishes individual choice and freedom.

Mitchell and Bradshaw (2013) researched on prevailing atmosphere in class and at school. They found that the traditional corporal punishment that was common with earlier generations resulted in some children hating to go to school. Some attended school but were engulfed in perpetual fear while they sat on their desk in class. The fear was that the teacher could pounce on them with his or her stick once they did not perform to the expectation of the teacher. Thus the study found the classroom under a knowledgeable and wise teacher molded the behaviour of the learner while they worked under a relaxed atmosphere to perform their best. This means the teacher has to manage his own stress levels properly, should not make learners become victims of his or her own failures in their chosen social circles and must always treat the learners equally without discrimination. The slow learners must be recognised and treated with respect while being guided accordingly without humiliation in front of peers. This way excellent rapport results in diminished ill-discipline and the whole classroom can approximate the atmosphere at home.

Charles (2005) discusses a model known as Canter's Assertive Discipline which emphasises the right of learners to school climates that match their life aspirations. The important tenets of this model emphasise that schools have a duty to learners wherein they must create spaces of mutual trust and respect between learners and teachers based on the following fundamentals:

- Learners do have clear rights and needs that must be recognised and fulfilled if they are to be taught effectively
- Teachers do have rights and needs in the classroom as well and this must be recognised by the learners.
- The most effective teachers are those who remain in control of the class – while always remembering that their main duty is to help learners learn and behave responsibly.
- A discipline plan based on trust and respect is a prerequisite for helping learners contain their counterproductive behaviour.

- Learners should be afforded positive reinforcement when they behave responsibly and in an acceptable manner.
- It is not enough for teachers to only model proper class behaviour but must practically and directly teach it as well.
- Teachers must successfully teach learners typically regarded behaviour deemed as difficult to manage, and that
- Teachers are most effective when they engage proactive, rather than reactive, approaches to discipline (Charles, 2005, p. 39).

The Canter model desired to place teachers in their classrooms as captains in charge of their vehicles and make positive influences in the behaviour of learners. It subsumes that assertive behaviour could be democratic and cooperative but was heavily dependent on the characteristics of the teacher in the school. The types of teachers that Canter identified are falling into the categories of hostile teachers, non-assertive teachers, and assertive teachers. Charles (2005) posits that assertive teachers have been observed to be fair but firm in the manner in which they exercised school discipline. These teachers were open-minded about learners' strengths and weaknesses and engaged in discussions around these issues. They used an empathetic approach which in turn earned the reward of trust and admiration by learners. The impartial posture of the teacher enabled them to enforce discipline without any fear or favour. The guiding principle with assertive teachers was that they realised that if misdemeanours were not dealt with fairly and justly, then the resultant situation would be prejudicial to and jeopardise the best interests of learners (Charles, 2005).

Wang and Kuo (2018) in their study used a model that was three-pronged. The model gave critical cornerstones academic success as positive attitude by the teacher, wellbeing, and the effectiveness of methods used by the teacher in teaching his or her subject. The study established the teacher's role in managing positively the classroom as pivotal to learners' wellbeing. The classroom environment must be managed with wisdom. They say it is possible for a learner to hate going to school because of the atmosphere in the classroom. Thus a teacher needs to be loving but

firm in control of the class situation, and must look out for class bullies who may hide in the groups that are part of the sitting arrangement. Once discipline coupled with serious learning environment in class is established the result is improved learner marks. The current study would also seek to know how the teachers create positive classroom management in Mutshindudi circuit.

A study by Magaba (2018) aimed at analysing and critiquing school discipline as it interfaced with power and knowledge at school level in a rural district of an impoverished province in South Africa. He looked at practices on three schools in the Eastern Cape Province. The schools showed differences in terms of the character of discipline that obtained at each school. The study aimed to point to ways of thinking that emerged from that district in relation to their specific contexts. The findings revealed that in most cases teachers do what they can do because that is what they are expected to do, and showing very little zeal or genuine commitment to helping the learners. The teachers did not believe they could really change the conditions of learners – certainly not in meaningful ways. In other words they had given up on the learners. Their resolution was to let the status quo be what it was. The study explains that the teachers' professional malaise is connected to their frustrations with weak institutional conditions, which they rightly or wrongly view as a consequence of a government or local districts that have lost interest in the professional educational etiquette because of the largely uncooperative body learners. The teachers revealed that what the Constitution talks of as an environment where learners and citizens dream and pursue their ambitions, to them it was just Utopia with nothing ever being realised. The study found that the teachers' view of discipline in this scenario is thus not one that seeks to instil in learners ordering that will make their lives better, but rather one where teachers need to sanction learners in order to keep control of overwhelming living situations. In such a scenario of disciplinary disarray wellbeing of learners cannot be achieved.

Gregory, Skiba and Noguera (2010) in their study found that emphasis in school disciplinary measures is on building good relationships between the school and parents or community. The learners feel safe when their parents communicate with

their teachers concerning their progress in class. The lazy learners have found it difficult to hide as they are exposed in what they do at home and at school. The only available option left for the learners has been to cooperate and while they felt inconvenienced in the beginning most students revealed that they have become very comfortable with the conversations their parents hold with their class teachers. Some of them used to be thrown out of class for not doing their home activities but now it is a thing of the past. When the situation at home did not allow the child to do her homework, the duty now lies with the parent to inform the teacher. The process has led to reduction in ill-behaviour; improved class marks and general upward lift of learner wellbeing.

Canter (2000), posits that with a well-behaved class, a teacher could claim that teaching is among the best of jobs in the world. But he reckons the presence of unwarranted behaviours by learners that are irritating and capable of disturbing the teacher's wellbeing. This leads to the teacher not enjoying his profession. He also mentions the aggression that some teachers have faced at the hands of learners. Learners are children and when they fight teachers who are at work the longest part of the day the situation can be stressful. They have been witnesses to nasty incidents, giving evidence that has resulted in school expulsions for some learners or suspensions for some and the procedures have brought stress to the teachers.

Avila (2015) has observed in his study that discipline is taking the form of imposing on the learner what the learner dislikes most as a way of punishment. The school authorities also demand that the erring learner must vow they would not repeat the offending act of ill-discipline. This is usually accompanied with promises or threats of dire consequences that will befall the learner if they were to repeat the misdemeanor again. Some teachers have been observed to paint the offending learner as an unkind and undesirable person in the eyes of the rest of the class or school. Some of these measures are geared to make the offending pupil feel out of place and shameful. The methods could be demeaning in themselves. He recommends that effort must be taken to make the perpetrator of the offending act to come to the realization of how inappropriate his or her action was to the other learners. The perpetrator and the victim must be brought in to tell their stories so that the gravity of

the situation can be determined in front of listening teachers or administrators. The process must lead, if properly handled, to reconciliation of the parties and the beginning of a new page in relationships between the learners. Threats must not be part of the process but consequences of disrespect of other learners' rights must be made plainly very clear. Avila (2015) bemoans the aspect of promoting future behavioural patterns that culture emotional development in most of the methods at the disposal of the teachers and administrators. He urges that when disciplinary steps are taken these must be viewed as moments to deliver life-long lessons in character building so that student wellbeing can be achieved.

A study by Mirsky (2011) has given another dimension in building strong disciplinary processes towards attainment of wellbeing of learners. She advocates that the narratives by teachers and learners alike can be listened to within the school selected counselling times by the whole class or school so that at both individual and collective levels discussions around successes scored in the processes undertaken can benefit the whole school and its immediate community. Testimonies stand a good chance of impressing listeners because they are real people telling their story with the audience in a position to ask questions in an interactive fashion. This method has been found to build better levels of understanding within the school community.

Askell-Williams and Lawson (2015) proffer a warning concerning the involvement of school pupils in the process. They say the voice of the pupils cannot be given equal weighting in the intervention process of disciplining them because they are the very subject or recipients of the disciplinary measures. They opine that when the offending learner is talked to by the teachers or school administrators it is for the purpose of assessing their level of understanding the misdemeanour they have committed rather than to consult them on what shall be done with their case. While children are listened to the aim is to see if they feel some remorse in their voice and whether they regret the misconduct they have committed, rather than giving them an upper hand in the way forward.

MacNabb (2013) undertook a study at a school that was located in an area of high poverty. The focus was on how that community defined misbehaviour and their

sentiments on how to deal with the misbehaving children when they are at school. The manner of applying any disciplinary measures in the school also came under scrutiny. Methods for inflicting punishment of misbehaving pupils centered on one type largely, when the pupil was sent to sit outside while the rest of the class continued with the lessons.

MacNabb (2013) therefore argues that when people talk about misbehavior the acts of misbehavior are interpreted variedly and subjectively. This means where some could interpret as needing disciplinary action the other observers may judge differently. He therefore argues that there is no standard in the way the discipline could be applied or measured because of lack of agreed standard. His study found teachers sending children outside the classroom as a form of punishment to be a common occurrence with schools. Because corporate punishment is largely banned in many countries the sending of ill disciplined learners outside the classroom has been so prevalent that it could be regarded by some as segregation. This is so because knowledge taught to other learners is lost completely to the one who is banished outside the classroom. He also found that the racial composition of the community was a determinant on what type of intervention the parents offered to the process of disciplining of the children. He recommends that relationships among the learners' parents and the school teachers and headmasters were the most critical element to promoting discipline and learner's wellbeing. The relationships could be used to formulate an agreeable standard that the community desired.

A study in Bangladesh by Alam (2015) found that there is little community support to the School management Committees (SMC) which are the equivalent of SMTs in South Africa in disciplinary matters that happen at school. The community has been leaving all the responsibilities to the SMCs which are made up of teachers and the community felt these were adequately equipped to handle ill behaviour in schools. The parent-teacher associations were also not keen to get much involved in the disciplining of learners. However, rights education programme with parents resulted in having these bodies changing their attitudes and now they regularly meet to discuss the cases of mischief that are reported by the schools. Parents are impressed with the changes in attitude of their children and the improvement in their

relationships at home. The meetings are a vehicle for discussing remedial action to be taken on ill-disciplined learners so as to improve their wellbeing.

Alam (2015) identified some factors that were capable of affecting the achievement of pupils. He listened to what the parents had to say regarding the quality of education of their children. Critical factors that he identified include how salaried the parents were, the affluence of the residential community, and the suitability of the environment for human habitation, the support rendered by the community to their school, basic health care and unity of purpose of the community in its projects. He found that in the absence of intervention by government and other agents the rural community was unable to cooperate with the teachers in the discipline of children. The quality of discipline was only determined by the teachers and headmasters. The community that was poor was more removed from the affairs of the school than the affluent community. This meant that even the wellbeing of the learner was dependent largely dependent on the whims of the school staff. The neighbourhoods that were not educated did not support their children after school with homework, as expected of course, because they had no capability to do so.

Engin-Demir (2009) opines that successful implementation of the learning process must be inclusive of the family of the learner, his or her friends at school and home and the immediate community in which the learner grew. These stakeholders' involvement has resulted in the achievement of learners' wellbeing. The involvement has witnessed a reduction in bullying activities at school and an increase in sporting activities with school and community teams. Quality discussions have been witnessed and relationships devoid of rancour established. Thus disciplinary issues have been solved collectively.

Jamtsho (2015) discusses cornerstones central to the learning process as control, care and wellbeing of the learner. He says schools are moving away from the reactive type of management where they got to act after an incident in a firefighting mode. Schools now engage in pre-emptive counselling and bring games and activities that broaden the thinking horizon of these children to move away from

stereotypes and open prejudice to fellow classmates who may be performing better or worse than them. This approach makes the children to be accommodative of each other and learn to depend on one another. Findings also revealed that though shared values were difficult to achieve but when tackled through contextualised problem solving activities these were achievable.

CEOM (2007) was set up to rebuild broken relationships that involved learners when a disruptive event has just happened. Thus they focus on relationships that are affirmative or positive and which can restore stakeholders with injured feelings to be healed within manageable time frames. Managing effects and consequential behaviour emanating from conflict has enabled learners to be able to take higher levels of responsibility in class and out of class and at home. The management policies of schools in the circuit under focus in this study will come under scrutiny to find out how far they support learner well-being.

Lansdown (2011) found respect for the learners and provision of opportunities for the learners being avenues for them to build self-confidence in themselves as a formidable way to deal with discipline and ensuring their wellbeing. The learners must be trained in how to making their own decisions and receive immediate response from teachers and parents at home on the appropriateness of the decision they have made. Compliments that encourage the making of decisions that do not inflict pain on others are never out of place for learners. They have to be affirmed so they can cooperate more. Even if the school can introduce awards for acts of kindness done by the learners to others and the community will go a long way in instilling good citizenry elements in these children. The community usually has different tribes or races even, and so when the learners are allowed to venture into such activities that embrace all members of the community from a non-racist perspective they can cause an avalanche of love from the community to cement relationships that are pertinent to their wellbeing.

Some studies have shown that children can be taught to be responsible and desist from ill discipline through practical initiatives. Hart (1997) found in his study in remote villages of Egypt that engaging learners to participate in a sanitation programme

coupled with educational lessons for the community managed to usher transformative behaviour in the community and the learners themselves. These children got involved in sprucing up the immediate neighbourhoods of their schools. They mingled and talked with community members on health issues. The learners after training were regarded as community leaders in the areas they reside and because they respected the community members, despite their young age they got the respect from elders who listened to what they were teaching. The community stopped seeing children but light or knowledge bearers who were fighting diseases in the community. Thus they were chasing away causes of unnecessary illness and unwarranted death in the community. Hart (1997) found that most learners who undergo such training become accountable in both school and community matters which improves their well-being.

Truscott, Kreskey, Bolling, Psimas, Graybill, Albritton et al., (2012) found the ability of the educators to understand the psychology of student or learner behaviour as key to the teachers affording a stress free environment. This way they do not have to spend unnecessary energy on themselves but to concentrate on achieving non-hostile relationships between them and the learners and the parents. The study also affirmed that teacher confidence in dealing with misbehaving students increased after the teachers had undergone training in counselling psychology. When parents are successfully incorporated into the helping their children cope with stress levels to avoid ill-discipline then chances of enhanced learner wellbeing are within reach. Some scholars now refer to such a three-some relationship as Collaborative Problem Solving (CPS) (Schaubman et al., 2011). The misbehaving learners often find themselves sandwiched between caring teachers and caring parents and eventually most of them find no option but to abandon unwelcome behaviour.

Joubert and Serakwane (2000) have found that the manner in which teachers convey their lessons has much to reveal on their abilities to handle behavioural challenge posed by learners. They say that some teachers are not adequately trained to handle these challenges. Respondents numbering 98 % of participants have suggested that from their experience class management techniques are at the centre of behaviour control by the teacher. The teachers need to overcome falling victims to their own stress levels first so they can manage to handle the learners.

One finding is that when students discover the teacher is uncomfortable with his own first challenges they can taunt him or her just to get the teacher irritated for their enjoyment. Thus a capable teacher manages their own wellbeing first before they can handle disciplinary matters of students successfully.

A study by Gomez and Ang (2007) has found as high as 79.2 % of participants opting to say that corporal punishment is the only sure remedy that deal with unruly behaviour in class. This group claims wellbeing cannot be negotiated but must be achieved within the school setting without fail. Also a majority portion of respondents at 67.15% believe punitive measures are effective in shaping behavioural characteristics of learners to achieve acceptable levels of wellbeing. The most challenging time for teachers is that when they enter the field immediately after college. This is the time for them to make it or break it in their new profession. The respondents emphasised the need for maximum support from the more experienced teachers on the ground and from the principal so they can handle disciplinary matters properly especially from the senior classes at the school. The support is necessary so as to build the confidence that is necessary for one to negotiate their way in class.

De Witt and Lessing (2013) posit that teachers could be a source of inconvenience to the learners. They found teachers reacting to situations with emotions uncharacteristic of professionals. The learners found teachers' tantrums as sources of stress. One of the findings was that in excess of 50 % teachers derived stress from the nature of their teaching jobs and at times they were driven to their limits. Ways must be found to deal with teacher challenges that affect the manner in which they can deal with learners who misbehave. The reason is simply that a teacher who is struggling to deal with his own temperament is not mentally fit to deal with ill-disciplined learners as his sense of judgment could be easily impaired and probably lead to an abusive encounter with learners. There is need for in-service training for teachers who deal with learners in an environment where learners' behaviour is a challenge to achieving wellbeing (McDonnell 1997 cited in Hastings 2005).

According to Messiou (2008) there was an unfair treatment observed by learners in certain schools. In his study some learners complained that the teacher was always, letting a few of them participate in answering questions or chosen to do some class work as the teacher considered them to be brighter than others. This practice caused friction amongst the learners creating fissures in the body of learners in one class. This was fertile ground for bullying of some learners by others who felt isolated by discrimination perpetrated by the teacher. Divisions amongst learners that are induced by the teacher are very unfortunate. He recommends that teachers should be more sensitive to needs of all learners without having to show discriminatory tendencies. Learners have equal rights and must be treated with dignity in class. Because they cannot perform at the same pace this must not be a situation that a teacher fails to recognise if he or she is professionally qualified.

Boyle and Aladjem (2006) aver that the leadership quality at a school must be appreciated and improved by all efforts that a school or ministry can invest in. The ability by administration to motivate subordinate staff is critical in behavioural management. It must not be left to the principal alone to implement disciplinary measures but that collective decision making must be encouraged. Literature discussed already has established that discipline is a prerequisite to learners' wellbeing.

St. Leger et al (2010) advocate whole-school approach to the wellbeing of learners. They focus on the school environment which must not be victimizing to learners. It must be physically safe and socially accommodating to learners and their activities. The school policies must be articulated and made known to all stakeholders. These must be crafted in a manner that all stakeholders must identify with the policies and claim to be their owners as a result of a collective process. The other things they mention are clearly visible structures that must exist to complement each other and not compete with each other.

Alam (2015) recommends visitation by guardians and parents as a possible remedy to keep learners' behaviour in check. He opines that when learners know that parents are free to come and inspect their work they go a level higher in trying to

please their concerned parents. The visits must not be a late introduction into the life of a child at school but must be a habit inculcated at an earlier stage in primary school years. When parents are able to see the work of their children at school there are greater chances that cooperation at home activities can be enhanced with learners getting used to working with parents at home and teachers at school. Alam (2015) has also stated that visits at schools have been not easy for poor parents and suggests that the community members can chip in with transport provisions when they are visiting together as a group.

2.8 Study gap

The dispensation of discipline and its impact on wellbeing of learners in the rural circuit in Limpopo is the focus in this study. The literature review has discussed various dimensions of discipline and wellbeing in different contexts globally and here in South Africa. This study focused on a rural circuit in the formally disadvantaged communities in the Venda area with a view to uncovering how issues of discipline and wellbeing are being addressed.

2.9 Chapter summary

The chapter has laid out Bronfenbrenner's bioecological model which has been applied to describe child development on a protracted length of time. The theory contends that the primary relationship of caring adults, especially parents, is meant for a life-long balanced development of the child. This is the bedrock of wellbeing. The literature has shown that discipline cannot be avoided when the learners' wellbeing is to be realised. The next chapter will discuss the research design and methodology the study which were adopted by the study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

The previous chapter discussed the conceptual and theoretical frameworks and relevant literature review guided by the objectives. This chapter presents the research methodology, research philosophy, research design and data collection methods. Presentation of data, analysis and interpretation procedures, reliability, validity and ethical matters come into focus as well.

3.2 Research methodology

Guba and Lincoln (2005) state that methodology demands the researcher to ask how is he or she going to get the knowledge which is desired. According to Wahyuni (2012) the term methodology refers to a pattern followed when one conducts a study within a chosen paradigm. This study opted for interpretivist and constructivist paradigm.

3.3 Research philosophy

This study was located in the constructivism and interpretivism paradigms. The paradigms afford the researcher to understand the intricate circumstances in with the respondents live (Schwandt, 1994). The participants tell their own stories and the researcher is keen on listening to how they relate to their world. By relating their experiences the participants construct the knowledge about their world view (Schwandt, 2000). According to Onwuegbuzie (2000) investigations done in the area of natural sciences differ from how social sciences interpret data from objects that are living human beings and not inanimate objects. The advantage of constructivism is the closeness between the researcher and the participants (Crabtree & Miller, 1999). The researcher in interpretivist / constructivist paradigm according to Patton (1990) assumes empathic neutrality where she is not judgemental but strives to listen and compile a report without bias.

3.4 Research design

The researcher undertook the study in the format of a case study design. Research design is defined as the sum of plan and ways adopted to carry out the study from the beginning to the point of data collection (Creswell, 2009; Patton, 2008). A case study is regarded as a research design that enables a more focused investigation of an actual existing event or events in their natural settings (Woodside, 2010). According to Hayes (2006) case studies do not necessarily have to be entirely qualitative and ethnographic because while numbers can be significant the case study design reaches beyond the surface features of numbers, or policy documents and management plans. He says that case study rightly asks questions like what motivates the people, why do students behave in that manner, or how inter-relationships and hierarchy impact upon decisions taken. This research design also provided an opportunity for triangulation. Cohen and Manion (2000) define triangulation as a way of explaining a social phenomenon from multiple sources. This would lead to a better understanding of the phenomenon.

3.4.1 Population

According to Wegner (2013) a study population is the cumulative number of objects or people of interest that one wishes to investigate. It can also be regarded as the sum of all variables within a specific environment or location with a defined boundary (Creswell, 2012). The population in this study will comprise the learners enrolled and the staff and SGB members from 21 primary schools of Mutshindudi circuit.

3.4.2 Sampling procedure and sample

A sampling frame is the number of variables that directly contribute towards achieving the objectives of the study (Bless and Higson-Smith, 1995). A sample is an extract from the population which enables the study of the variables efficiently and also be able to collect data which is necessary to achieve the intended objectives (Neumann, 2003).

The sampling technique that was used is called purposive sampling. Two schools shall be selected to make up the sample. From the schools the following people - 2 principals, 4 teachers, 10 grade 7 learners from the selected primary schools, 2 SGB members and 8 parents from the two schools will make up the sample. In all 26 individuals shall make the sample.

Table 3.1 below shows the selected respondents that will participate in the study.

Table 3.1 Composition of the sample used in the study

Category of respondents	Number selected	% representation in sample
Principal	2	7.7
Teachers	4	15.4
SGB members	2	7.7
Parents	8	30.8
Learners	10	38.4
TOTAL	26	100

3.5 Data collection procedure

Melash (2005) defines a research instrument as what one uses to generate the information in a qualitative or quantitative field study. In this study, the research instruments utilised are questionnaires followed by interviews.

a) Questionnaire

The questionnaire is the single most widely used method in education and demands a careful, clear statement of the problem underlying the questionnaire (Isaac &

Michael, 1984). The distinctive feature of questionnaires from other data collection methods is that due to their design they can be used to collect data when the researcher is not physically present with the respondent (Sullivan & DeJong, 2005). A questionnaire with open ended questions will be administered to collect quantitative data. The open ended questions are in keeping with the qualitative approach, to allow the respondents to respond freely according to their own choice of words.

b) Interviews

Interviews are conducted face to face in the majority of cases as the researcher attempts to dig into the reserve knowledge and wisdom of the interviewee (Harrell & Bradley, 2009). It can also be done through the voice calls or on whatsapp media application. A particular strength of interviews is that they provide lot of information over a short space of time and when you involve one interviewee he or she could disclose information that would have been difficult to release in the company of other people (Marshall & Rossman, 2006). The researcher will engage participants in interviews that seek to get information as dictated by the study objectives and clarification on issues deriving from responses to the questionnaire.

c) Documents

The non-human sources of information such as documents and records are an attraction because they are available at a lower cost and are factual even though they might be unrepresentative, selective or lacking in objectivity (Lincoln & Guba, 1985). Documents might give useful information but they do not all provide an objective truth and so have to be treated with care and there is a need to contextualise within the circumstances of their construction (Woods, 2006). The records to be used in the study are those that pertain to performance of learners in the two schools chosen. These records are not restricted to individuals in the selected sample but will cover the whole class or school so as to have a backdrop against which participating learners' performance can be contextualised.

3.6 Data presentation and analysis

Analysis of qualitative data will follow emerging themes as directed by the study objectives. Relevant interpretation and discussion will be done alongside the data presented so that they can be understood within relevant context. Data of a quantitative nature like performance marks will be presented in form of tables, charts or graphs.

3.7 Reliability

For quantitative research the types of reliability relate to the extent a given instrument for data collection can remain steadfast in collecting the same information or data in a stipulated range of time (Kirk & Miller, 1986). When a prior smaller study is done, it assists in detecting any weaknesses or errors in the instrument (Cooper and Schindler. 2003). In this study a preliminary pre-testing to evaluate the information provided in the questionnaire was done using learners and teachers from the school where the researcher is based. This was aimed at building the reliability and check if there were any shortcomings in the questionnaire. Ambiguities identified on the questionnaire were corrected before the final questionnaires were used for the study.

3.8 Validity

Joppe (2000) opines that by validity researchers endeavour to measure in the study what he or she sets out to get. The traditional criteria for validity derive from positivist tradition (Golafshani, 2003). The participants in the study are teachers employed by the department of education, learners enrolled at the schools and SGB members. By virtue of their respective positions, experiences and accountability to their respective school committees and the department the researcher was confident the data provided to be valid.

3.9 Trustworthiness

A study is regarded as trustworthy when the consumer of the research report judges it to be so (Rolfe, 2006). According to Yin (1994) trustworthiness exposes the robust nature of the design adopted for the study. Sandelowski (1993) posits that trustworthiness is basically a test of how the researcher has made the path of his or her study to be very clear and visible for consumers of the report to follow without any ambiguity. Therefore the path travelled must be auditable. In this study the participants are learners and office bearers in government sanctioned institutions in the form of schools and SGBs. This makes the process of data collection above board and traceable. The process is therefore auditable rendering the process trustworthy.

3.9.1 Credibility

Trochim (2006) posits that the credibility criterion involves efforts to place results on a platform that is credible. The readers of the research report have the onus to judge a research report as credible. It is their right to proclaim their position on any research results. However, the researcher is not exempt from making every effort to make the procedure and results thereby released to be credible. A qualitative investigator's equivalence of internal validity is credibility which deals with how close the findings are identifiable with reality (Shenton, 2004). Shenton (2004) posits that in order for the research process to be credible it must adopt, amongst issues, research methods that are well established both in qualitative investigation and in information science as well as and develop an intimate familiarity with the culture of participating organisations ahead of the data collection process. In this study this requirement has been fulfilled by virtue of the researcher being a teacher in a school in the Circuit under focus and very familiar with the culture of participating schools. She is not a stranger as she resides in the contextual environment where the study is being conducted. This adds to the credibility of the study.

3.9.2 Transferability

Krefting (1990) defines transferability as the ability to have study findings which can be approximated in other study contexts. The new contexts must be comparable to the one from which the results have been obtained. Shenton (2004), states that it is critical that each phenomenon under study be sufficiently described by the researcher so that comparisons can be made when studying the same phenomenon but in diverse contexts. Davies and Dodd (2002) posit that it is critical that a report clearly stipulates delimitations of the study which must be considered before any attempts at transference can be undertaken. This condition is met in this study as the research report has made clear the area and procedures of the study. The participants are established in their occupations, the circuit is rural like hundreds of circuits running schools in the previously disadvantaged black areas of South Africa and so the degree of transferability is perceived to be very high within rural contexts.

3.10 Triangulation

Triangulation is when a researcher cross-checks information and conclusions through use of multiple procedures or sources (Johnson & Turner, 2003). The multiple sources of data are the participants drawn from learners, staff, SGB members and documents. These sources fulfilled the requirements for triangulation in this study.

3.11 Dependability

The manner in which a research is carried out should qualify as consistent through given periods of time (Gasson, 2004). This consistency should also include instruments used to compile data. Morrow (2005), posits that the process by which the study arrives at findings must as well be traceable or auditable. According to Cohen and Crabtree (2006) an audit trail must be an easy to understand explanation of the path from beginning to the finishing line of the study. The collection of data followed interviews using an interview guide and transcribed recordings and open ended questionnaires. The procedures were described on how data was collected and met the demands of dependability.

3.12 Ethical and safety issues

The researcher obtained an Ethical Clearance letter from the University of Zululand. She then sought the respondents' permission to conduct the study. The respondents were given the type of the information to enable them to make decisions to participate or not. This encouraged the respondents to provide their views without fear of anything.

The learners who are part of the respondents were encouraged to contribute as they were informed that what they bring up in the research would not be divulged to their teachers or principals for disciplinary measures. Their contributions were to be assessed as a collective without mentioning any name to anybody.

The parents involved in the research were assured that their contribution would not be traced to who their child is in the school and so adverse repercussions would be avoided. The findings of the research have been reported fairly and accurately and with no harm intended on anybody. Permission to enter schools and conduct the research shall be sought from the District and Circuit offices of the Department of Basic education.

3.13 Chapter summary

The methodology and the underpinning research philosophy have been adequately covered. The research design was explained to include the study population, sample size and the sampling techniques. Data collection method, the research instruments, reliability, validity and other relevant parameters have also been covered. Chapter 4 will present the data, analyse and discuss the results.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

The previous chapter has outlined the methodology, research philosophy and the research design. Chapter 4 presents and analyses data and discusses the results. Thematic analysis is achieved under the order of the research objectives.

4.2 Biographical data of participants

The biographical data of respondents are given in Table 4.1 below:

Table 4.1 **Parents participating**

Parent code & gender		Number of children at school	Village
F1	Female	2	Tshikambe
F2	Female	1	Tshivhilwi
F3	Female	3	Tshikambe
F4	Female	1	Tshikambe
F5	Female	3	Tshivhilwi
M1	Male	2	Tshivhilwi
M2	Male	3	Tshivhilwi
TOTAL	7	15	

Table 4.1 shows a total of 7 parents who were engaged in the study. Five (5) are female and 2 male. The parents are having children at the schools under study. The total number of children of the parents is fifteen (15). This means the 7 parents have had enough experience with disciplinary matters concerning children at school. This

enhances the validity of the data collected. The participants were drawn from the villages of Tshikambe and Tshivhilwi.

Table 4.2 **SGB members participating**

Governor code and gender	code	and	Village
G1	Male		Tshivhilwi
G2	Female		Tshikambe
G3	Female		Tshikambe
G4	Female		Tshivhilwi

A total of four governors participated in the study as shown in table 4.2. Each school had two governors participating. The representation by two governors per SGB was deemed to be enough by the researcher. The governors completed the open-ended questionnaires independent of each other. This enabled different perceptions to be proffered on disciplinary issues dealt during the tenure of the current SGB, thereby affording rich data to be collected.

The study involved learners who participated in giving data on disciplinary issues as they experienced them at the schools as shown in Table 4.3. The choice of grade 7 learners was done on the premise that being in the last year of their primary school education these learners were in a position to provide the widest range of experiences concerning misbehaviours from their colleagues and their own experiences during the seven years at primary school.

Table 4.3 **Learners participating**

Learners participating		
Girls [Coded GL1, GL2, etc]	Boys [Coded BL1, BL2, etc]	Grade
16	6	7
Total number of learners = 22		

A total of 22 learners in Grade 7 participated. Sixteen (16) or 72.7 % were girls and 6 or 27.3 % were boys as illustrated in Figure 4.1 below:

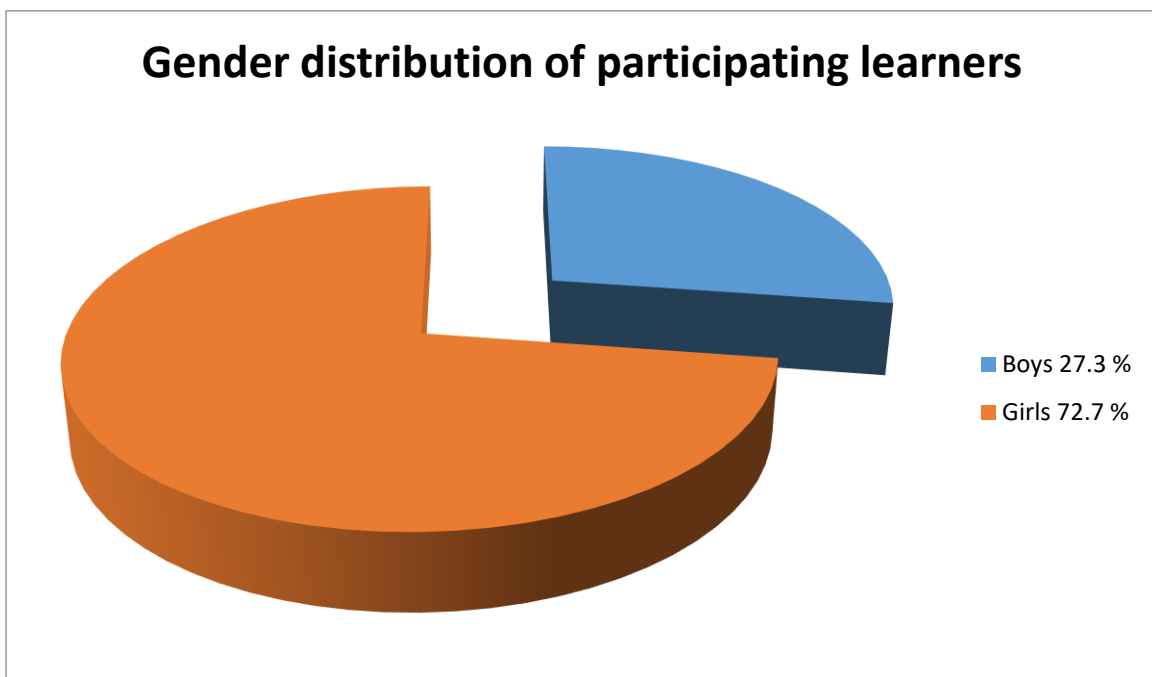


Figure 4.1 **Gender distribution of participating learners**

The 22 learners from the two schools were deemed to be enough to exhaust disciplinary issues as they were experienced by the learners themselves. The learners were drawn from Grade 7 which is the most senior class at primary school. This means these learners had spent the longest period of years that are represented by the grades offered at primary school.

Interviews were held with 4 teachers as shown in the Table 4.4 below:

Table 4.4 Teachers participating

Teacher code	Gender	Age group	Years of teaching experience
F1	Female	40 - 49 years	18
F2	Female	50 – 59 years	33
M1	Male	50 – 59 years	26
M2	Male	50 – 59 years	28
			Total = 105

Two male and two female teachers participated in the interviews. Their combined years of teaching experience amongst the teachers are 105. Such combined experience was relied upon to be sufficient to answer to issues of discipline and wellbeing adequately.

Table 4.5: Principals participating

Principal code	Gender	Age group	Years of administrative Experience
P1	Male	50 - 59 years	10
P2	Male	50 – 59 years	14
			Total = 24

Two participating principals shown in Table 4.5 have a total of 24 years in administration which the study considered adequate for them proffer rich experiences in the area of discipline. The large combined years of experience of all the participants added to the validity of data collected.

4.3 Relationship between discipline and learners' wellbeing in rural based primary schools in Mutshindudi circuit

Parents who were part of the sample were asked how they thought discipline impacts on children's wellbeing. The 7 parents were of the view that lack of discipline on part of the learners impacted on their performance. Some of the statements given by the teachers are provided below:

“Yes. Discipline is vital for healthy child development, necessary to build relationshipsself-respect and ability to cooperate with peers”: F1

This teacher in one breadth spoke about building of relationships, self-respect and cooperating with others as being dependent on discipline. Relationships that are cordial require self-discipline. Ill-discipline introduces antagonism between the perpetrator and the victims who are fellow learners. Rapport in relationships within the student body should therefore contribute to learner wellbeing. The sentiments by F1 are supported by the finding by Maphosa and Shumba (2010) who state that the critical factor concerning teachers who experience stress is that the stress can impede their ability to deal with disciplinary matters which arise at school. They found that once the core business of the school is negatively affected then the performance of the learners will be adversely affected. The relationship dimension suffers a dent in the findings by Canter (2000), who posits that with a well-behaved class, a teacher could claim that teaching is among the best of jobs in the world. But he reckons that what has been happening is that untoward behaviour by learners has not declined despite the presence of punishments. There is a shock when teachers now face a wave of attacks from rogue students who do not want to be disciplined. Even some parents protect the behaviour of their children which is not acceptable even when the behaviour is offensive.

This finding reinforces that by Kapueja (2014) that the issue of taking disciplinary action in South Africa took an uncharted direction when corporal punishment was outlawed as the government had no substitute for replacement. Nowadays the

occasions when teachers are victimised by the learners are prevalent, and in the process they cannot in some schools simply enforce disciplinary measures safely.

“The learners who are not disciplined have their school performance affected adversely”: F2.

The parent quoted above from experience states that class performance declines with ill discipline. The negative impact of ill discipline on class performance was mentioned by all the parents who took part in the study. This finding corroborates the finding Tozor (2010) that the problem of learner indiscipline is very serious and pervasive and negatively affecting students' learning.

“Learners without discipline do not respect all stake holders. They can do everything bad without any respect to the teacher. They will produce ill discipline to the institution”: M1.

Ill-disciplined learners have no boundaries with their behaviour. Any stakeholder can be shown disrespect to the extent that the whole school can be viewed in a negative light just because of the malcontents. M1 emphasises that they can do anything bad regardless of the presence of the teacher. This finding supports the finding by Brendtro and Du Toit (2005) that regards discipline as a struggle between adults who seek to control the youngsters and the youngsters who seek autonomy. They say these power struggles need to be understood if the discipline has to be meted out for the benefit of both teaching and learning processes. Without understanding the underlying contradictory motives of authorities and learners in the institution of discipline chaos can only reign supreme. The type of learners who disrupt the atmosphere of the school may be a reflection that teachers have given up on them as they cannot control them. The finding could be a consequence of what Naong (2007) describes as learner indiscipline which in the light of their added rights in the absence of corporal punishment has risen to unprecedented levels in the past two

decades. This has ushered considerable anxiety on the day to day activities of the teachers who claim that the fact that learners have been made aware of the rights under the constitution makes it difficult for them to manage problems arising from learner indiscipline. Such atmosphere negates the performance of learners in their school work. Adewusi (2012) found that in Nigeria government and non-government organisations agencies have come in to protect the rights of students. This move has left it more difficult for Nigerian teachers to decide if they have to discipline children or not. Those who discipline resort to punishments like school detention, cleaning of toilets, weeding, and digging of pits. Schools also consider that any punishment to be administered must also consider the age of the student.

“Our learners do not have a proper speech; they just talk anyhow. At times they don’t differentiate good words and bad words. They have a baggage they bring from their homes. They are swearing words they hear from their parents which they say anyhow as though it is a normal way of talking. We need to discipline our learners on the swearing words they use which are vulgar. The second point is neglect of school work. They do not do their class work; when you give them work for their homework they skip writing that work also. The learners are not completing their projects which contribute to their final passing marks. They do not do the project just like the class and home activities. They believe they will pass even if they have not done any project”:

M2

The narration by M2 reveals practices by learners which they commit wily nilly. One of these is use of indecent words which have been termed as baggage from the homes. The vulgar words according to this teacher are punishable. Spoken anywhere in the school precincts it shows that the habit of swearing is bound to hurt those in the vicinity including educators. This shows negligence by perpetrators of misbehaviour. This corroborates the findings by Masitsa (2008, p. 57) who alludes to the fact that in South Africa there are reported cases of learners who have murdered other learners or teachers. He says that this phenomenon has been on the rise in most South African schools but has been more linked to drug abuse.

These learners are said to be skipping doing their written work, including projects which are part of their continuous assessment. This means they will have poor marks at the end of the term and the year. Thus this misbehaviour affects performance in class adversely and so abates the opposite of wellbeing. The narrator says that these learners believe that they will pass even though they are not doing their work. This is dangerous presumption. This behaviour qualifies for what Durlak, Weissberg, Dymnicki, Taylor, and Schellinger (2011) consider in some schools that have more encompassing disciplinary systems were the learners have improved in their outlook towards others. They are changing their attitudes about self and others and gradually they are able to cooperate with their schoolmates and educators. They found that the programmes improved students' behavioural adjustment in that they exhibited prosocial behaviours. These programmes would impact positively on the schools participating in this study.

4.4 Causes of ill-discipline by learners and the effects of ill-discipline on academic performance and wellbeing

The causes of ill-discipline were different and quite many. Some of those causes mentioned by stakeholders included ill treatment at home by parents or guardian parents, poor level of grasping what was taught resulting in anger any disruptive behaviour, poor background were parents had no sufficient material provisions for the children which resulted in bullying and stealing food items from classmates. However, some learners did not have a deprived background but displayed ill-discipline for the sake of just having fun and enjoying it. These findings concur with the findings by MacNabb (2013) that teachers and parents should understand the causes of ill behaviour so that they can work on them once they understand the background to the behaviour before correcting it. Teachers spend more time with the learners at school than most parents of these learners. As such teachers witness most of the mischief by the learners than the parents.

Parents were asked to share their experiences as parents about disciplining their child or children. The question was meant to probe how far the parents can go in

their own home environments as regarding disciplining their children. The following are some excerpts of responses from parents:

“My child is very disciplined and she can do whatever I say she must do”: F2.

The obedience of the child to the extent described by F2 could be genuine as long as the parent is not overbearing and extreme on taking measures that inflict punishment on the child. Such obedience should not be out of fear of consequences from cruel parents but out of respect for the role of the parent which the child recognises.

“The learners must do away with drinking alcohol. My child should obey and respect school rules and regulations”: M1.

“As a parent you must be very strict with your child and allow teachers to discipline your child because they are the ones who know your child better than you”: F2.

“I see discipline as a good way; because if she has been taught to not fight with others, it is going to help her to have good manners”: M2.

The testimonies by these parents have a way of opening up to more ideas on understanding how to deal with ill-discipline. This agrees with findings by Mirsky (2011) who suggests that where possible learners must relate their testimonies to fellow learners as a way of encouraging new friendships to develop. She suggests that testimonies can help others see positive changes in other learners which may challenge them to effect behavioural changes in their lives. Most teaching is done at school so these testimonies become a useful background that the teachers need to

know as they craft ways to deal with discipline and improving the wellbeing of learners.

The first question asked to the SGB members was “Explain how discipline at your school is related to the wellbeing of your learners at school?”

G1 gave the following explanation:

“Discipline is good. The leadership is trying by all means to encourage it. The leadership includes all stakeholders to provide good discipline at school. Stakeholders include management, teachers, learners and SGB. The level of discipline is related to good academic performance at our school. We had a situation two years ago where some learners were bullying other learners especially those in lower grades became victims. We ended up with complaints of learners who did not want to come to school for fear of bullies. We overcame the problems by involving parents and the police. Last year and this year no complaints have been lodged and our learners are performing well in school.”

G3 gave the following narration:

“There are learners who misbehave and bring things not needed such as knives, wires, razor blades to hurt other learners. These learners, we have asked them to bring their parents to school. We have informed the parents that they must make sure their children do not bring dangerous weapons to school. We told the parents that they are held responsible if their child hurts another learner with any weapon that they bring to school.”

This narrative supports the finding by Marais and Meier (2010) that the problem of indiscipline manifests in form of violent behaviour such as smoking and vandalising of property. This explains why the parents had to be called to intervene in cases where their children got involved in misdemeanours.

G4 expressed that:

“The discipline at our school is so good because we have dealt so much with some learners who always did whatever they wanted to do disregarding the fact that they are at school. There was bullying of learners by other learners after school-out on their way to their homes. Other learners lived in fear of some of the learners but after effective disciplinary measures were taken normalcy returned to school.”

The practice of involving parents contradicts the finding by Mncube (2009) where parents complained that they were not given the chances of full participation as individuals or as members of the SGB. He found that school decisions were taken by the SMT instead of by the SGB.

“Bully learners only explain their situation at home where they stay without them knowing what could be the cause of their ill-behaviour. However, as teachers we have seen the link between the conditions at home and such type of behaviour. Broken families where fathers are absent on account of polygamous relationships are adversely affecting learners.” F2

The narrative by F2 brings out another dimension where the learner may not be in a position to pin point the source of his or her ill discipline. But when they relate their situation at home the teacher should be able, by virtue of his or her training, to link such background to the behaviour under question. Therefore the teacher must be keen to find out family circumstances so that they can fully be helpful to the learner who needs the counselling and support. The observation by F2 is that broken families where fathers are absent due to polygamous relationship are conducive for ill-discipline to grow at home and at school, by extension, is worth noting. While teachers do not interfere for polygamous relationships to be abandoned, their work

must be to counsel the learner to live within his or her environment with an attitude that does not jeopardise their wellbeing.

4.5 Disciplinary processes taken by rural based primary schools to address learner's misconduct.

Interviews with teachers and principals revealed which misdemeanours would attract disciplinary action at school. They mentioned bullying, bringing dangerous weapons at school, not doing school work and home work, aggression in form of fighting and reckless talking and making noise that disturbs the teaching environment. Bullying was mentioned as the most prevalent with consequences that the victims stop coming to school. When learners stop coming to school they miss lessons and performance takes dip.

The schools which participated in the study related how they deal with disciplinary matters that arise from time to time. The school information was provided by members of the SGB who participated. The participants were requested to provide just one case of ill-discipline that is of such gravity to relate to other SGBs for purposes of guidance. Two cases of ill-discipline were given.

Case 1 as narrated by G1

“A learner stole his father's gun, and he shot at the class teacher. We discussed with all stakeholders and came to a conclusion to suspend the child from school pending completion of the court process. The SGB reported the case to the police so they could arrest and process the case for court appearance.”

Case 2 as narrated by G3

“There was a learner who smoked drugs in the toilet. He was aggressive and fought both learners and educators. He ran home when confronted to fetch a

knife and wanted to stab the class teacher. We immediately called the police who suddenly arrived to handle the case. The police informed the parents of this child that their child was not good to be at our school. The parents asked for a transfer letter which we immediately granted and the child was taken to another school.”

The police became vital to the G2 and G3 cases so that the learners could become aware that their misdemeanours are of societal concern. These acts disturb the overall outlook of the school as they are outliers to common acts like that of just making noise in class or stealing another learner’s pen. The involving of the parents is emphasized by the finding by Okotoni and Okotoni (2003) that when teachers act in *“in-loco parentis”*, they must understand the learners the way the parents would understand them at home so that the task of counselling is made easier at school. The teachers’ relationships with parents help in that the same type of counselling can be done at school by teachers and at home by parents without confusing the child. The case narrated by G3 would have become difficult to solve had there been no relationship between parents and teachers. The transfer request by the parents for their child meant they needed a new environment where the child could, hopefully, perform on his school work without ridicule from other learners who would have kept taunting him about the knife incident.

4.6 Strategies for instituting effective discipline in schools for enhancing learners’ wellbeing

The participating schools have acknowledged that they have policy in place for dealing with disciplinary matters. One school embarked on what I may refer to as a remarkable way of accommodating learners who displayed ill-discipline. They invited the parents who disclosed experiencing similar problems at home with their children. In order to help these learners teachers adopted the ill-disciplined learners. Principal P1 disclosed a strategy that has been successful in dealing with ill-disciplined learners at his school.

“We rope in the parents to discuss the behaviour of their children. Quite often the parents disclose that they experience problems at home with the said

learners. Some parents have given up on their children because of the problems they cause at home and the community. We then ask teachers to adopt the ill-disciplined learners so that they can mentor them. We have had success with every learner who has been adopted by a concerned teacher.”

P1.

The adoption of ill-disciplined learners extends the frontier of teacher caring to a new level. The teachers and the principal show uttermost care. The well-being of the learners got improved by the efforts of mentoring. There is a concerted effort by the teachers in terms of counselling and provision of a guardian or father-figure at school to cater for the emotional needs of the ill-disciplined learner. The principal of the school utilising this method reported that all adopted learners developed bonds with the mentoring teachers. The bad behaviour gradually fell away and class performance improved, indicating that adoption positively impacted on learners' wellbeing. The finding on adoption supports the finding by Kunter et al., (2008) who opine that work teachers who find pleasure in their work have been found to motivate learners excellently. When teachers are able to forge Further, teachers who feel enthusiastic about their work are able are also able to achieve better learning outcomes (Keller, Goetz, Becker, Morger & Hensley, 2014; Kunter et al., 2013).

“From my observation ill-disciplined learners are mostly learners who cannot perform well, irrespective of the fact that the learner is having a negative attitude towards other learners. As I have said there are certain influences that are there within the learner. If the learner is not having a secure attachment it will make the learner not to perform well. And that learner in the class he will be seeking to do harm or damage to others. And if the teacher doesn't notice that say a learner who is quiet does not mean that he is paying attention or listening when the teacher is talking.” P2.

P2 places an emphasis on the learner not having a secure emphasis as leading him or her not to perform well. The secure attachment means safety to the learner at school or as a child at home with their parents or guardian. Thus communication and co-counselling of the learner by both school teachers and parents becomes

important for a secure attachment to be established. The teacher has been advised by the narrative of P2 that when the child in such an insecure attachment is quiet in class they must not assume he is paying attention. There is therefore a need for the teacher to probe the learner so as to find out his circumstances. The probe must be extended to the parents so that remedial action must be instituted as a way of establishing that all important secure attachment. Once in place, a secure attachment must be that enabling environment for the learner to gain an upper hand in class performance, which improves wellbeing.

The concerted efforts by stakeholders like parents, teachers, school principal and the community represented officially through the SGB is evidence of the macrosystem being the overriding system of that encompasses attitude, beliefs, values and ideologies that influence all other social systems (Donald, et al., 2010; Swart & Pettipher, 2011). The macrosystem also covers the political and economic dimensions. The finding by Donald et al., (2010) when learners show respect to traditional elders has been incorporated in some methods of counselling by teachers. This became a focus of some strategies that schools are employing. This aspect corroborates findings by Engin-Demir (2009) that learning must be supported by the three-some party comprising the family, friends and community were the learner has been brought up. These are key pillars in determining good academic performance and wellbeing.

The adoption for mentorship by teachers does not agree with the finding by Spilt, Koomen and Thijs (2011) that strong relationships between the learner and student have been ignored yet they lay a better foundation to dealing with ill discipline and enhancing student wellbeing. Butler (2012) and Hagger and Malmberg (2011) support the close relationship brought by adoption of ill disciplined learners in his finding that teachers make efforts the attitudes of learners positively as they can identify the teacher as their mentor. By so doing these learners interpret the efforts by the teacher as reaching out to accommodate them despite their reputation as mischievous learners. This improves their well-being as evidenced by higher scores in their school work. This finding is in line with that by Fischer and Bidell (2006) who say that from an ecologically the school provides refuge to the learner and is instrumental in shaping their behaviour. Therefore relationships that link home and

school are critical to thawing the relations between the learner and home with the facilitation of the teacher. The basis of such connection should be the learner with the primary aim of weeding out ill-discipline that they may become tempted to commit in the absence of this cordial relationship between school and home.

Principal P2 proffered another method for dealing with ill-discipline as to have learners with such bad habits according to teachers to be re-assigned to handle some duties of responsibility in the class, for example becoming a group leader, monitor or just making sure the class is kept clean without papers littered around. These positions report to the teacher giving the learners a privileged position and in the process the learner bonds with the teacher. This is in agreement with the finding by Vandenbroucke, Spilt, Verschueren, Piccinin, and Baeyens (2018) who found that there is extensive empirical evidence showing that students who feel appreciated and supported by their teachers attain more positive affective, behavioral, and cognitive outcomes.

Yet another strategy that involves the learners deemed to be misbehaving in sporting activities has had a positive impact on their overall world view.

“Strategies are helping. Each school quarter they offer sporting activities in which the ill-disciplined also participate. By so doing they mix with other learners which reduces bad behaviour and attitudes. Sports encourage team work, family values and friends.” F1

The learners recognise that they are part of a team and have to give way to interests of other members of the team. They have learned to share and compromise and their selfish tendencies seemed to decline notably through sporting activities. Such responsibilities have made some misbehaving learners to feel that they are loved and are part of the rest of the class or school leading to behavioural changes. The findings on strategies that these schools are using contradict the findings by Avila (2015) who avers that what is missing are the pans to preempt ill-discipline before it happens as opposed to pursue reactive models. The participating schools showed

their ability to be proactive especially in rehabilitating ill-disciplined learners through adoption.

The adoption of ill-disciplined learners and their posting to responsible positions as well as involving them in sports is in line with the discussion by Sugai and Horner (2006) about the behavioural model called the school-wide positive behaviour support (SWPBS) systems that is utilised as a way to reduce indiscipline in schools. The SWPBS is behaviourally based and establishes a connection between individual behaviour and the school contexts in which learners are situated. Its three cornerstones are to prevent, get evidence and implement corrective measures only based on evidence. The model is put into operation by the teaching of relevant social skills, rewarding socially acceptable behaviour, and organising teaching and learning environments in ways that do not reward inappropriate behaviour.

The involvement of parents and the school staff ushers in the microsystem in Bronfenbrenner's bio-ecological theory. This is in line with the explanation by Berk (2000) that the microsystem is in close proximity with the child than any other. It comprises among others the family and teachers. These people exert tremendous influence on the learner. This study has found that active members within the school system, such as teachers, parents and learners were included in activities that positively affected the learners' wellbeing and learning.

There are some strategies that seem to be ordinary and may not be taken as such by observers:

“Yes we do have those strategies. At assemblies we urge good behaviour at school and at home.” F1.

The urging of good behaviour at assemblies is proper for the occasion. The individual teacher however goes beyond the simplicity of assembly motivational speeches to dwell on learners as they behave in individual classes.

Participants were asked from their own perspective what they thought as the most effective strategy for enhancing discipline and learners' wellbeing at school. The responses were varied:

“Good relationship between the parents and the school. If this relationship is good the learners who misbehave will have nowhere to hide. That is the most important relationship.” P2

The above narrative from a principal clearly posits that the relationship between the parents and the school can make those bent on ill discipline to fail to find any place to hide. This means discipline and wellbeing are catered for when there is the sharing of ideas and plans between parents and school staff, to wit teachers.

Another principal had this to say:

“Educational competition in the schools; this includes writing essays, arts and culture, sports and recreation and agricultural activities, library competition. They are kin to write their own stories in competitions.”P1

The principal P2 perceives that competitions in writing stories, culture and sports amongst others could be the most effective means of enhancing discipline among learners. The complete array of items in the response by P2 shows areas where team work could be best utilised. Team work has been discussed earlier as one that makes bullies and other ill-disciplined learners to start shedding off selfish tendencies and find their place amongst a team without domination of weak persons or victimisation. In team work the desire to work alone is greatly curtailed as the ill-disciplined children or learners begin to know the values of cooperation, because they are best recognised as a team not as individual players. This is summarised by the response from a senior teacher:

“We are involving these learners in sports where they participate as teams. This way the learners begin to appreciate each other and the role they play in

complementing each other. They play and win as a team. They become easy for them to think of themselves as family. We have introduced volleyball and the tennis ball. We are doing our best to put more sports in our school. We are doing cultural dances and they're discovering their talents. The former 'enemies' are beginning to appreciate each other within their teams and the bullying gets finished in this manner."M2

The teacher narrates that the former "enemies" are beginning to appreciate each other. This level of understanding introduces values that should be based on the Ubuntu philosophy for the African child. They are not competitors like animals of the wild but they complement each other's actions. Animosity in actions of bullies and other malcontents is diminishing as the rapport is built through the cooperation found in sports and dances. Thus the new lifestyle is self-disciplining and enhances the well-being of the learners. The atmosphere has become serene with no enemies in sight for the previously fearful learner who was on the receiving end for a long time.

4.6.1 School policy availability

The study asked particular questions on formulation and implementation of school policy pertaining to behaviour management that would encompass the subject under focus in this report. One of the questions was:

Do you have a school policy on behavioural change management?

Some teachers had no knowledge of whether their school had such a policy or not. Some of the responses are given below:

"No"

"School policy? I am not quite sure but I hope with the SMT something can be found from there."

"Yes we do although it sounds more like a code of conduct without much of behavioural change management."

“Yes we do.”

The answers if placed on a continuum would have the two extremities with “yes” and “no” and the other responses lying in between. One teacher discloses that he is not quite sure and assumes they could be something with the SMT. This state of affairs needs attention. School policies of any kind to deal with discipline and other matters must be known to teachers. A teacher’s file would not be complete without relevant policies or their excerpts filed in them. Especially where it comes to ill-discipline and how it must be addressed such a policy must be known to the teachers as it is integral to the teaching and learning processes. The other teacher mentions that the policy of their school sounds more like a code of conduct without much of behavioural change management. This means that policy documents may be missing in some schools and only extracts like the code of conduct may be the nearest the teachers would assume to link with behavioural change management. There is need for school policies on discipline to be crafted or they are available to be given to teachers so that they can fully execute their roles in disciplinary matters from the vantage point of knowing.

There is a possibility of terms that might be understood mostly in other professions than they are in use in the teaching field. “Behavioural change management” could sound more as found in human resources management area than in teaching yet the method of adopting ill-disciplined learners and other methods to contain the ill-discipline are perfect examples of practices in behavioural change management.

On the formulation of the school policy on disciplinary matters the answers covered a wide range also. One teacher proffered the following response:

“The community is not involved. Only the SMT and leadership of the school. If the community was involved then that would mean the involvement of the school governing body, which is not the case at the school.” F1

In this school the formulation of the school policy is done by the SMT and the principal only. The SGB is not involved. And as rightly stated by the teacher, if the community was involved then the SGB would have been involved as most of the governors in the SGB derive from parents in the community. When the policy formulation does not involve the community there could be that feeling of exclusion amongst parents and they may not be that cooperating when it comes to getting involved in matters of discipline. It is crucial then that the school management must involve the community as they rely on the same community when it comes to disciplining the learners who are truant or naughty.

A different answer is provided by another teacher on the formulation of school disciplinary policy:

“The SGB and the SMT. I guess the community was represented in the SGB.” M1

At this school the SMT and the SGB are involved with the formulation of policy for the school. This meets the requirements of the SASA Act 1996 which provides for the SGB to lead in the formulation of policy for their school. This means the circuit manager must task the schools that fall under his or her jurisdiction to let the SGB carry out its duties on policy formulation as matters of discipline fall largely under the parents and guardians of these learners. Without the cooperation of the parents as members of the community achieving discipline and wellbeing of learners could perpetually remain a pipe dream.

4.7 Chapter summary

The results in this chapter have shown that stakeholders to a school are agreed that lack of discipline amongst the learners adversely affects the performance of learners and therefore their well-being. Parents have generally been cooperating with the school when their children face disciplinary action. Several strategies are in use at

the schools that are aimed at improving well-being of learners. The following chapter will give the summary, the findings and recommendations.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The data were presented, analysed and interpreted through discussion according to themes deriving from research objectives. This chapter presents a summary of the study, conclusions, recommendations and possible topics for further study.

5.2 Summary of study

The study looked at effects of discipline on learners' wellbeing in rural based primary schools in Mutshindudi circuit of Limpopo province, South Africa. This study was guided by the constructivism and interpretivism paradigms and pursued a case study design. The sample was made of 2 principals, 4 teachers, 10 grade 7 learners, 2 SGB members and 8 parents from the two schools in the circuit. The data were collected by open-ended questionnaires and interviews on experiences on discipline and learners' well-being. This chapter will outlay the findings and corresponding recommendations. The epilogue proffers suggestions on areas for further study.

5.3 Conclusions of the study

This section will outlay the conclusions deriving from the study in the order of the guiding research objectives.

5.3.1 The relationship between discipline and learners' wellbeing in rural based primary schools

The study found that discipline was a vital antecedent for learners' well-being. The common way that the stakeholders determined well-being was class performance by the learner. Thus good class performance meant that the question of well-being was addressed.

5.3.2 Causes of ill-discipline by learners and the effects of ill-discipline on academic performance and well-being

The study found that all stakeholders held a strong view that ill-discipline resulted in a downward trend in learners' well-being. The parents, learners, teachers and principals were resolute on that trend as ill-discipline deprived the child of their time to focus on their studies and having therefore poor marks. Causes of ill-discipline were varied. Teachers felt that the issue of withdrawal or banning of corporal punishment abated bad behaviour and was detrimental to well-being of learners. The background of the learner was critical to his or her behaviour at school. Some learners with parents or guardians who mistreated them ended up with emotions that were vented through ill-discipline both at home and school. Some learners, even though they hailed from affluent homes could engage in bad behaviour just to enjoy themselves. In all cases of ill-discipline the indicator was declining academic performance in class work which was inferred to mean compromised well-being of the learners.

5.3.3 Disciplinary processes taken by rural based primary schools to address learner's misconduct.

Disciplinary processes involved engaging the learners in manual labour of sweeping the yard, corridors or classroom. Some were detained at school-out time to finish their class and home work or even deprived of their school break. Serious exhibition of ill-discipline involving dangerous weapons and drugs involved the police so as to bring out the gravity of the cases. The reason was that some acts of misdemeanour were that serious to be classified as criminal and the appropriate authority was roped in to address what rightly fell within their scope of jurisdiction.

5.3.4 Strategies for instituting effective discipline in schools for enhancing learners well-being.

There were strategies that the schools could vouch for their effectiveness. The most incredible one practiced by one school was the adoption of ill-disciplined learners by teachers for mentoring. These learners bonded with the teacher who provided a

father or mother figure to the learner for guidance purposes. All the learners who were placed under this programme reformed, improved their social interactions, and enhanced their academic performances and therefore their well-being.

Another strategy involved giving the learners who mis-behaved some positions or assignments of responsibility where they have to report to the teacher. This had positive impact on the misbehaving learner and they managed to abandon traits of ill-discipline. One strategy that has produced results involves sporting activities by the identified mis-behaving learners. The learners recognise as part of a sports team have to give way to interests of other members of the team. They recognised they can only win as a team with shared goals and this inculcated good behaviour tendencies in them. This has contributed immensely to the well-being of the learners.

5.4 Recommendations for enhancing discipline and wellbeing of learners at primary schools

The study would like to make recommendations that may be used to improve the discipline of learners and in the process enhance the well-being of the learners at the primary school level. There is need for teachers to be provided with a variety of alternative methods to discipline learners since corporal punishment is no longer a legal option to take. Some teachers have abandoned effective disciplining of learners because they do not have broad understanding of positive discipline that can be applied in the absence of corporal punishment. The Department of Basic Education and non-governmental organisations, NGOs, can be tasked to shoulder such responsibilities through in-service training of teachers. The absence of alternatives makes some teachers to give up on the learners because they were used to corporal punishment over the years before it was banned.

While the primary school children may seem to be too young to indulge in serious acts of ill-discipline the study recommends that the age should not be taken as representing innocent children. There is need for close relationships that must exist between the students and the teachers so that they can identify on an early stage

the signs of truant behaviour in the learners. The closeness can pre-empt wayward behaviour by the learners so that the risk for ill-discipline is reduced.

There must be a deliberate policy on extra-mural activities where the learners can be engaged early in the years at primary school so that principles of teamwork can be exercised. Teamwork engenders the spirit of respecting fellow members of the team and even teachers and parents. There needs to be a proactive involvement in selecting team members who involve learners inclined to ill-discipline so that they can benefit from teams through early association.

Parents who identify from home elements of ill-discipline in the children must be encouraged to report these to the class teacher so that professional counselling can be given at an early stage. Visits by parents to class teachers must be undertaken so as to impress in the young minds the fact that their parents and teachers are having a common aim of enhancing learners' well-being.

5.5 Suggestions for further study

From the findings of the study and the literature review engaged in this research the following topics are hereby suggested for further study:

- i. A comparative study between urban and rural schools on disciplinary matters and wellbeing of learners.
 - ii. An examination of impact of student behaviour on the wellbeing of primary school teachers in the rural circuits.
-

REFERENCES

- Addison, J. T. (1992). Urie Bronfenbrenner. *Human Ecology*, 20(2), 16-20.
- Adewusi, A. O. (2012). Disciplining of student's vis-à-vis the duties/responsibilities of vice principals in secondary institutions in Oyo State: Yesterday and today
- AIHW. (2012). Social and emotional wellbeing: Development of a Children's Headline Indicator (Vol. Cat. no. PHE 158). Canberra: Australian Institute of Health and Welfare. <http://www.aihw.gov.au/publication-detail>
- Alam, S. (2015). Effect of Community Factors on Primary School Learners' Achievement in Rural Bangladesh *Journal of Learning for Development* VOL. 2, No. 1.
- Altinel, Z. (2006). Student misbehaviour in EFL classes: Teachers and students' perspectives. Unpublished master thesis. Cukurova University: Adana, Turkey.
- Amineh, R. J., & Asl, H. D. (2015). Review of constructivism and social constructivism. *Journal of Social Sciences, Literature and Languages*, 1(1), 9–16.
- and the behavioural sciences. 2nd Edition. San Diego: Edits Publishers
- Askel-Williams, H., & Lawson, M. J. (2015). Relationships between students' mental health and their perspectives of life at school. *Health education*, 115(34), 249–263.
- Atkins, L. (2012). Researching 'with', not 'on': engaging marginalized learners in the research process. *Research in Post-Compulsory Education*, 18(1-2), 143– 158.
- Australian Catholic University and Erebus International (2008) *Scoping study into approaches to student wellbeing: Literature review*. Report to the Department of Education, Employment and Workplace Relations: Canberra
- Avila, C. (2015) Rethinking Discipline to Improve School Climate. Center for Mental Health in Schools at UCLA

- Awartani, M., Whitman, C. V. & Gordon, J. (2008). Developing instruments to capture young people's perceptions of how school as a learning environment affects their well-Being. *European Journal of Education*, 43(1), 51–68.
- Awartani, M., Whitman, C. V. & Gordon, J. (2008). Developing instruments to capture young people's perceptions of how school as a learning environment affects their well-Being. *European Journal of Education*, 43(1), 51–68.
- Aziza A (2001). *Expulsion of Learners from Secondary Schools in the Western Cape*. Western Cape: WC Press.
- Banfield, S. R., Richmond, V. P., & McCroskey, J. C. (2006). The effect of behaviours on teacher credibility and affect for the teacher. *Communication Education*, 55, 63-72.
- Berk, L.E. (2000). *Child Development* (5th ed.). Boston: Allyn and Bacon. 23-38
Boston, McGraw Hill
- Blum R, Libbey H, Bishop J. & Bishop M. (2004). School connectedness—strengthening health and education outcomes for teenagers. *Journal of School Health*. 2004; 74(7): 231–235.
- Bonga W.G (2016). The Need for Official Acknowledgement of Education Achievement At Each Level In The Face Of Declining Industries: A Zimbabwean Case. *Researchjournal's Journal of Economics*, Vol 4, No. 2, pp 1-9.
- Botha, Jeanette Clair (2011) The role of higher education policy in distance education provision in South Africa, University of South Africa, Pretoria, <http://hdl.handle.net/10500/4937>
- Botha, R.J. (2013). *The effective management of a school: Towards Quality Outcomes*, Van Schaik Publishers, Pretoria. South Africa.
- Bourke, L & Geldens, P. (2007). What does wellbeing mean? Perspectives of wellbeing among young people and youth workers in rural Victoria. *Youth Studies Australia* 26 (1), 41-49.

- Bradshaw, J., Keung A., Rees G., et al. Children's subjective well-being: international comparative perspectives *Children and Youth Services Review*, 2011, vol.33, no. 4, p. 548-556
- Brendtro, L. & Du Toit, L. (2005). *Response Ability Pathways*. Cape Town: Pretext Publishers
- Bronfenbrenner, U. (1990). Discovering what families do. In *Rebuilding the Nest: A New Commitment to the American Family*. Family Service America [web site].
- Bronfenbrenner, U. (1994). Ecological models of human development. *Readings on the Development of Children*, 2(1), 37-43.
- Bronfenbrenner, U., & Ceci, S. J. (1994). Nature-nurture reconceptualized in developmental perspective: A bioecological model. *Psychological Review*, 101(4), 568-586.
- Bronfenbrenner, Urie, and Pamela A. Morris. "The bioecological model of human development." *Handbook of Child Psychology* (2006). Available from <https://www.learning-theories.com/bronfenbrenners-bioecological-model-bronfenbrenner.html>
- Burton, P., & Leoschut, L. (2012). School violence in South Africa: Results of the 2012 National school violence study. Centre for Justice and crime prevention. *Monograph series*, no. 12, Cape Town.
- Butler, R. (2012). Striving to connect: Extending an achievement goal approach to teacher motivation to include relational goals for teaching. *Journal of Educational Psychology*, 104, 726–742.
- Canter, L. (2000). *Assertive Discipline in C. H. Edwards*, ed., classroom discipline and management, 3rd Ed., John Wiley and Sons, MA, USA.
- Canter, L. (1989). Assertive discipline: More than names on the board and marbles in the jar. *The Phi Delta Kappan*, 71(1): 57-61. Charles, C.M. 2005. *Building Class Discipline*. Collaboration by Gail W. Senter. Pearson: New York
- CASEL. (2003). Social and emotional learning (SEL) and student benefits: Implications for safe schools/ healthy students core elements. Available from http://casel.org/wp-content/uploads/1A_Safe_Sound-rev-21.pdf
- CEOM. (2008). Clusters research document 4. Melbourne: Author. Available at <http://web.education.unimelb.edu.au/swap/resources/publications/>
- Cochran-Smith, M. & Demers, K.E. 2008. Education as a bridge? Unpacking curriculum controversies, in F.M. Connelly, M.F. He & J. Phillon (eds.). *The Sage*

- Handbook of Curriculum and Instruction*. Los Angeles: Sage Publications. pp. 261-281.
- Cohen J, McCabe EM, Michelli N. M, Pickeral T. School climate: Research, policy, practice, and teacher education. *Teachers College Record*. 2009; 111:180–213.
- Cohen, J.D., and Manion. T. (2000). *Research methods in education*. London: Routledge
- Cohen, L., Manion, L. & Morrison, K. 2007. *Research Methods in Education*. New York: Routledge
- Coleman, J. (2009). Well-being in schools: empirical measure, or politician's dream? *Oxford Review of Education*, 2009, vol. 35, n° 3, p. 281-292
- Collie, R. J., Shapka, J. D., & Perry, N. E. (2012). School climate and social-emotional learning: Predicting teacher stress, job satisfaction, and teaching efficacy. *Journal of Educational Psychology*, 104, 1189-1204. doi: 10.1037/a0029356
- Cooper, D. R. & P. S. Schindler (2006). *Business research method*, 9th edition. Boston: McGraw-Hill
- Crabtree, B. F., & Miller, W. L. (Eds.). (1999). *Doing qualitative research*. Sage publications.
- Cortina, A. M., Cortina-Borja, M., Fazel, M., Hlungwani, M.T., Kahn, K., Stein, A., & Tollman, S. (2013). Childhood psychological problems in school setting in rural Southern Africa. *Childhood Psychological Problems*, 8(6), 1–9.
- Coverdale, E. G., & Long, A. F. (2015). Emotional wellbeing and mental health: An exploration into health promotion in young people and families. *Perspectives in Public Health*, 35(1), 17–26.
- Creemers, B., & Kyriakides, L. (2009). Situational effects of the school factors included in the dynamic model of educational effectiveness. *South African Journal of Education*, 29, 293–315.
- Creswell, J. W. (2013). *Steps in Conducting a Scholarly Mixed Methods Study*. Paper presented. Department of Educational Psychology University of Lincoln: 2013
- Creswell, J.W. (2012). *Research design: Qualitative, quantitative and mixed methods approaches*. New York: Sage

- Darling-Hammond, I., Flook, L. Cook, C., Barron, B. & Osher, D. (2019) Implications for educational practice of the science of learning and development. *Applied Developmental Science*. <https://doi.org/10.1080/10888691.2018.1537791>
- Davies, D. & Dodd, J. (2002). Qualitative research and the question of rigour. *Qualitative Health Research*, 12(2), 279 – 289.
- Day, C., Elliot, B., & Kington, A. (2005). Reform, standards and teacher identity: Challenges of sustaining commitment. *Teaching and Teacher Education*, 21, 563-577.
- De Vos A. S , Delpont C.S.L and Fouche C.B (2011). Research at grass roots: for the social sciences and human service professions. 4th ed. Van Schaik: Pretoria.
- De Witt, M & Lessing, A. C. (2013). Teachers' perceptions of the influence of learners' undisciplined behaviour on their working life and of the support of role-players. *Koers (Online)* vol.78 n.3 Pretoria Jan. 2013
- Department of Basic Education (2016). Draft National Strategy on Discipline in Schools. Pretoria: Republic of South Africa.
- Department of Basic Education. (2012). South African integrated school health policy. South Africa. Pretoria: Department of Basic Education.
- Department of Education (DoE). 2000. Alternatives to Corporal Punishment. The Learning Experience: A Practical guide for Educators. Pretoria: DoE.
- development. *Journal of Educational Psychology*, 105, 805–820
- Dorji, L., Dema, Y., & Penjore, D. (2005). Voices of Bhutanese youth: Through their dreams, experiences, struggles and achievements. Thimphu: The Centre for Bhutan Studies.
- Desimone, L. (2002). How can comprehensive school reform models be successfully Implemented? *Review of Educational Research*, 72(3), 433-479.
- Durlak, J.A., Taylor, R.D., Kawashima, K., Pachan, M.K., DuPre, E.P., Celio, C.I., Berger, S.R., Dymnicki, A.B. & Weissberg, R.P. (2007). Effects of positive youth development programs on school, family, and community systems. *American Journal of Community Psychology*, 39, 269–286.

- Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K.B. (2011). The impact of enhancing student' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82 (1), 405-432.
- Educational Research and Reviews Vol. 7(8), pp. 192-195, 26 February, 2012
- Elbla, A. I. F. (2012). Is punishment (corporal or verbal) an effective means of discipline in schools? Case study of two basic schools in Greater Khartoum/Sudan. *Procedia - Social and Behavioral Sciences*, 69, 1656-1663.
- Ellis, J. (2006). Researching children's experience hermeneutically and holistically. *The Albert Journal of Educational Research*, 52(3), 111-126.
- Elias, M. J., Zins, J. E., Graczyk, P. A., & Weissberg, R. P. (2003). Implementation, sustainability, and scaling up of social emotional and academic innovations in public schools. *School Psychology Review*, 32(3), 303-319.
- Engin-Demir, C. (2009). Factors influencing the academic achievement of the Turkish urban poor. *International Journal of Educational Development*, 29(1), 17-29.
- Evertson, C. M., & Weinstein, C. S. (Eds.). (2006). Handbook of classroom management research, practice, and contemporary issues. Mahwah, NJ: Lawrence Erlbaum.
- Faircloth, B. S. (2009). Making the most of adolescence: Harnessing the search for identity to understand classroom belonging. *Journal of Adolescent*
- Falout, J., & Maruyama, M. (2004). A comparative study of proficiency and learner demotivation. *The Language Teacher*, 28, 3-9.
- Felner, R. D., Seitsinger, A. M., Brand, S., Burns, A., & Bolton, N. (2007). Creating small learning communities: Lessons from the project on high-performing learning communities about "what works" in creating productive, developmentally enhancing, learning contexts. *Educational Psychologist*, 42(4), 209–221.
- Foucault, M. 1977. Discipline and Punish: The Birth of the Prison. Translated by A. Sheridan. London: Alan Lane, Penguin.

- Fischer, K. W., & Bidell, T. R. (2006). Dynamic development of action, thought, and emotion. In W. Damon & R.M. Learner (Eds.), *Theoretical models of human development, Handbook of child psychology* (6th ed., Vol. 1, pp. 319–399). New York: Wiley.
- Fredrick, J. A. & Eccles, J. S. (2005). Developmental benefits of extracurricular involvement: Do peer characteristics mediate the link between activities and youth outcome? *Journal of Youth and Adolescence*, 34(6), 507-520.
- Friedel J., Karachi, R., & Midgley, C. (2002). "Stop embarrassing me!" Relations among student perceptions of teachers, classroom goals, and maladaptive behaviors. Paper presented at the annual meeting of the American Educational Research Association April 2002, New Orleans, LA.
- Ferguson, A. *Bad Boys: Public Schools in the Making of Black Masculinity*. (2000). Ann Arbor: University of Michigan Press.
- Gae, W. (2016). Primary school learners' perspectives on factors that impact their learning and wellbeing at school
- Gasson, S. (2004). Rigour in grounded theory research: An interpretive perspective on generating theory from qualitative field studies. In M. E. Whitman & A. B. Wosczynski (Eds) *The handbook of information systems research*. pp.79-102 . Hershey, PA: Idea Group.
- Golafshani, N. (2003). Understanding reliability and validity in qualitative research. *The Qualitative Report* Volume 8(4). December 2003 p. 597 – 607.
- Gough, I., McGregor, J.A. & Camfield, L. (2006). Wellbeing in developing countries. University of Bath, United Kingdom.
- Grayson, J. L., & Alvarez, H. K. (2008). School climate factors relating to teacher burnout: A mediator model. *Teaching and Teacher Education*, 24, 1349-1363. Doi: 10.1016/j.tate.2007.06.005
- Greenman, E., Bodovski, K., & Reed, K. (2011). Neighborhood characteristics, parental practices and children's math achievement in elementary

- school. *Social Science Research*, 40, 1434–1444. 10.1016/j.ssresearch.2011.04.007
- Gregory, A., Skiba, R., Noguera, P. (2010). The Achievement Gap and the Discipline Gap: Two Sides of the Same Coin? *Educational Researcher*. Vol. 39, No. 1, 59-68
- Guba, E.G. & Lincoln, Y.S. (2005). Paradigmatic controversies, contradictions, and Gutman L and Feinstein L (2008). Childrens' Well-being in primary school: Pupil ad school effects: Wider benefits of learning research report No 25. Centre for research on wider benefits of learning, Institute of Education, University of London, London.
- Hagger, H., & Malmberg, L.-E. (2011). Pre-service teachers' goals and future-time extension, concerns, and well-being. *Teaching and Teacher Education*, 27, 598– 608.
- Hakanen, J. J., Bakker, A. B., & Schaufeli, W. B. (2006). Burnout and work engagement among teachers. *Journal of School Psychology*, 43, 495-513.
- Hall, S., Critcher, C., Jefferson, T., Clarke, J. & Roberts, B. (2013). Policing the Crisis. London: Palgrave-MacMillan.
- Hamedani, M. G., Zheng, X., Darling-Hammond, L., Andree, A., & Quinn, B. (2015). Social emotional learning in high school: How three urban high schools engage, educate, and empower youth. Stanford, CA: Stanford Center for Opportunity Policy in Education.
- Hammond, M. and Wellington, J, (2013). Research methods. London: Routledge. *Handbook of Qualitative Research* (3rd Ed.). Thousand Oaks: Sage
- Harmer, J. (1983). The practice of English language teaching. London: Longman.
- Harrell, M. C. & Bradley M. A. (2009). Data collection methods. National Defence Research Institute. Santa Monica, C A.
- Hart, R. (1997) *Children's Participation: the theory and practice of involving young citizens in community development and environmental care*, UNICEF, New York, 1997
- Hastings, R.P., 2005, 'Staff in special education settings and behaviour problems: Towards a framework for research and practice', *Educational Psychology* 25(2/3), 207-221.

- Hayes, D. (2006). *Case study*. Retrieved from <http://www.socialresearchmethods.net/kb/qualmeth.php> on 5/23/2019
- Hernandez, T. J and Seem, S. R (2004). *A Safe School Climate: A Systemic Approach and the School Counselor*. ASCA, Professional School Counseling, Vol 7 (4), 256-262
- Henderson, Z. P. (1995). Renewing our social fabric. *Human Ecology*, 23(1), 16-19. Hills: Sage Publications.
- Hirschi, T. 1969. *Causes of Delinquency*. Berkeley: University of California Press.
- Hoberg, S.M (ed). 1999. *Education management: Research methodology*. Pretoria: UNISA.
- Holsted, I. (2015). *Wellbeing for children's success at primary school*. Youth Mental Project. New Zealand.
- Holfve-Sabel, M. (2014). Learning, interaction and relationships as components of student well-being: Differences between classes from student and teacher perspective. *Social Indicators Research*, 119, 1535–1555.
- Hughes, J. N., & Chen, Q. (2011). Reciprocal effects of student-teacher and student-peer relatedness: Effects on academic self- efficacy. *Journal of Applied Development*, 32, 278–287.
- Isaac, S. & Michael, W. B. (1984). *Handbook of research an evaluation for education and the behavioural sciences*. 2nd Edition. San Diego: Edits Publishers
- Jamtsho, S. (2015). *Implementing a Whole-School Approach to Student Wellbeing: A Study Examining the Implementation Experiences of Bhutanese and Australian Teachers in Wellbeing Leadership Roles*. PhD Thesis: University of Melbourne, 2015.
- Jeloudar, S. Y, &Yunus, A. S. (2011). Exploring the relationship between teachers' social intelligence and classroom discipline strategies. *International Journal of Psychological Studies*, 3(2), 149-155.
- Johnson, D. W., & Johnson, F. (2006). *Joining together: Group theory and group skills* (9th Ed.). Boston: Allyn& Bacon.
- Johnson, R. B., & Turner, L. A. (2003). *Data collection strategies in mixed methods*

- Research. In A. Tashakkori & C. Teddlie (Eds.), *Handbook of Mixed Methods In Social and Behavioral Research* (pp. 297-319). Newbury Park: Sage.
- Jones M. & Rattray J. (2010) *Questionnaire Design in The Research Process in Nursing*, 6th edn. (Gerrish K. & Lacey A., eds), Wiley-Blackwell, Oxford.
- Joppe, M. (2000). The Research Process. Retrieved December from <http://www.ryerson.ca/~mjoppe/rp.htm> *Journal of Nursing Scholarship*, 2000, 33:1, 93 – 96.
- Joubert R & Squelch J. (2005) *Learner discipline in schools*: Pretoria: Centre for Education Law and Policy (CELP)
- Joubert, R. & Serakwane, J., 2009, 'Establishing discipline in the contemporary classroom', *Journal of Educational Studies* (8), 25-137.
- K Denzin and Y S Lincoln (eds). *Handbook of Qualitative Research*. 118 – 137
- Kanyal, M. & Cooper, (2010). Young children's perception of their school experience: a comparative study between England and India. *Procedia Social and Behavioural Sciences*, 2, 3605–3613.
- Kapueja, I.S. 2014. *Discipline in schooling: A study of rural secondary schools in KwaZulu-Natal*. Doctoral dissertation. University of Zululand, Mhlathuze.
- Khotari C.R, (2004). *Research methodology, methods and techniques*, 2nd, New Age International (P) Limited Publishers, Delhi.
- Kirk, J., & Miller, M. L. (1986). *Reliability and validity in qualitative research*. Beverly Hills: Sage Publications.
- Krefting, L. (1991). Rigor in qualitative research: The assessment of trustworthiness. *American Journal of Occupational Therapy*, 45, 214-222.
- Kunter, M., Klusmann, U., Baumert, J., Richter, D., Voss, T., & Hachfeld, A. (2013). Professional competence of teachers: Effects on instructional quality and student development. *Journal of Educational Psychology*, 105, 805–820

- Kunter, M., Tsai, Y.-M., Klusmann, U., Brunner, M., Krauss, S., & Baumert, J. (2008). Students' and mathematics teachers' perceptions of teacher enthusiasm and instruction. *Learning and Instruction*, 18, 468–482.
- Kurki, A., Boyle, A., & Aladjem, D. K. (2006). Implementation: Measuring and explaining the fidelity of CSR implementation. *Journal of Education of Students Placed At Risk*, 11(3&4), 255-277.
- Kochhar, S.K. (2001) Secondary Administration. India: Sterling Publisher.
- Kosher, H., Ben-Arieh, A., Jiang, X. & Huebner, E. S. (2014). Advances in children's rights and children's well-being measurement: Implications for school psychologists. *School psychology quarterly*, 29(1), 7-20.
- Lansdown, G. (2011). Every child's right to be heard. A resource guide on UN Committee The Save the Children Fund , UK, 2011
- Lewis, R. (1999). Teachers coping with the stress of classroom discipline. *Social Psychology of Education*, 3, 1-17.
- Lewis, R. (2001). Classroom discipline and student responsibility: The students' view. *Teaching and Teacher Education*, 17, 307-319.
- Lewis, R., Romi, S., Katz, Y. J., & Qui, X. (2008). Students' reaction to classroom discipline in Australia, Israel, and China. *Teaching and Teacher Education*, 24, 715-724.
- Lewis, R., Romi, S., Qui, X., & Katz, Y. (2005). A comparison of teachers' classroom discipline in Australia, China and Israel. *Teaching and Teacher Education*, 21, 729-741.
- Liberante, L. (2012). The importance of teacher–student relationships, as explored through the lens of the NSW Quality Teaching Model. *Journal of Student Engagement: Student Matters*, 2(1), 2–9.
- Lincoln, Y. S. & Guba, E. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage Publications, Inc.

- Lyamba, B. (2013) the relationship between home environment and discipline among pupils in selected primary schools in Mongu district. MEd Dissertation University Of Zambia Lusaka
- MacNabb, A. (2013). "Disciplinary Practices in the Elementary School Setting". Senior Theses, Trinity College, Hartford, CT 2013. Trinity College Digital Repository, <http://digitalrepository.trincoll.edu/theses/280>
- Magaba, T. M. (2018) Discipline, Power and Knowledge at three schools in the Eastern Cape Masters Dissertation. University of Stellenbosch: 2018
- Maini, R. d. S. (2011). *Teacher training in a proactive approach to classroom behaviour management: Teacher and student outcome*. Doctoral Dissertation, University of Toronto, Canada.
- Maphosa C & Shumba A 2010. Educators' Disciplinary Capabilities after the Banning of Corporal Punishment in South African Schools. *South African Journal of Education*, 30:387- 399. Available at <http://www.scielo.org.za/pdf/saje/v30n3/v30n3a04.pdf>.
- Maphosa, C. & Shumba, A. 2010. Educators' disciplinary capabilities after the banning of corporal punishment in South African schools. *South African Journal of Education*, 30: 387-399.
- Marais P & Meier C 2010. Disruptive Behaviour in the Foundation Phase of Schooling. *South African Journal of Education*, 30:41-57.
- Marais, P. & Meier, C. (2013). Disruptive behavior in foundation phase of schooling. *South African Journal of Education*, 30, 41-57.
- Marshall, C. & Rossman, B. G. (2006). *Designing qualitative research*. Sage Publications
- Masitsa G 2008. Discipline and Disciplinary Measures in the Free State Township schools: Unresolved Problems. *Acta Academia*, 40(3):234-270..
- McCarthy, C. J., Lambert, R. C., O'Donnell, M., & Melendres, L. T. (2009). The relation of elementary teachers' experience, stress, and coping resources to burnout symptoms. *Elementary School Journal*, 109, 282-300.
McGraw-Hill Irwin
- McMillan, J.H. & Schumacher, S. (2001). Research in education: A conceptual introduction. New York: Addison Wesley Longman.

- meeting of the Association for the Advancement of Educational Research,
 MacNabb, A. (2013). "Disciplinary Practices in the Elementary School Setting".
 Senior Theses, Trinity College, Hartford, CT 2013. Trinity College Digital
 Repository, <http://digitalrepository.trincoll.edu/theses/280>
- Madeleine, B., Goetz, T., & Lipnevich, A. (2014). What students think they feel differs
 from what they really feel- Academic self-concept moderates, the discrepancy
 between students' trait and state emotional self-report. *PLoS one*, 9(3), 1–9.
- Manuhwa, E. (2017). Dysfunctional schools: A case study of secondary schools in
 Rakwadu circuit of Tzaneen district, Limpopo Province. PhD thesis:
 Zimbabwe Open University, 2017.
- Matsoga, J. T. (2003). Crime and School Violence in Botswana Secondary
 Education: The Case of Moeding Senior Secondary School, PhD Dissertation.
 Ohio University.
- Mattes, R. (2011). *The born frees: The prospects for generational change in post-
 apartheid South Africa*. Afrobarometer Working Paper No. 113.
<http://afrobarometer.org/sites/default/files/publications/Working%20paper/>
- Melash, K. (2005). *Methods for decision making in an uncertain environment*.
- Messiou, K. (2008). Understanding children's constructions of meanings about other
 children: Implications for inclusive education. *Journal of Research and
 Special Educational Needs*, 8(1), 27–36.
- Messiou, K. (2012). Engaging with students' voices: Using a framework for
 addressing marginalisation in schools. *Revista de
 InvestigacionenEducacion*, 11(3), 86–96.
- Miller, D.C., Sen, A., Malley, A.B. and Burns, S.D. (2009) Comparative indicators of
 Education in the US and other G - 8 Countries: 2009. Washington, DC:
 National Center for Education Statistics.
- Mirsky, L. (2011). Building Safer, Saner Schools. *Educational Leadership*, 69(1), 45-
 49.
- Mirsky, L. (2011). Restorative Practices: Giving Everyone a Voice to Create Safer
 Saner School Communities. *The Prevention Researcher*, Vol. 18,
 Supplement.

- Mitchell, M. M., & Bradshaw, C. P. (2013). Examining classroom influences on student perceptions of school climate: The role of classroom management and exclusionary discipline strategies. *Journal of School Psychology, 51*(5), 599-610.
- Mncube, V. (2009). 'The perception of parents of their role in the democratic governance of schools in South Africa: Are they on board?' *South African Journal of Education* volume 29: 83-103. Doctoral Thesis, University of Birmingham, UK.
- Monette, D. R., Sullivan, T. J. & DeJong, C. R. (2005). *Applied social research. A Tool for the human services*, 6th edition. Sage
- Morrow, S. (2005). Quality and trustworthiness in qualitative research in counselling psychology. *Journal of Counselling Psychology* vol.52 (2), pp. 250 – 260.
- Morrow, S. (2005). Quality and trustworthiness in qualitative research in counselling psychology. *Journal of Counselling Psychology* vol.52 (2), pp. 250 – 260.
- Mtsweni J 2008. The Role of Educators in the Management of School Discipline in the Nkangala Region of Mpumalanga. Master's dissertation. Pretoria: University of South Africa.
- Murriss, K. (2012). Student teachers investigating the morality of corporal punishment in South Africa, *Ethics and Education, 7*(1), 45–58.
- Naong M (2007). The Impact of the abolition of Corporal Punishment on Teacher Morale:1994-2004. *South African Journal of Education, 27*:283-300.
- Naong, M. 2007. The impact of the abolition of corporal punishment on teacher morale: 1994 – 2004. *South African Journal of Education, 27*(2): 283-300.
- Neumann W.L, (2011). Social research methods: qualitative and quantitative approaches 7th Ed. Pearson. Cape Town.

- Neumann W.L, (2011). Social research methods: qualitative and quantitative approaches 7thEd. Pearson. Cape Town
- Nie, Y., & Lao, S. (2009). Complementary roles of care and behavioral control in classroom management: The self-determination theory perspective. *Contemporary Educational Psychology*, 34, 185-194.
- Ntuli, L.T. (2013). Managing discipline in a post-corporal punishment era environment at Secondary Schools in the Sekhukhume School District, Limpopo. Unpublished master's thesis. University of South Africa, Pretoria.
- Nyoni, M., Nyoni, T & Bonga, W. G. (2017) Factors Affecting Students' Academic Achievement in Zimbabwe's Rural Secondary Schools: A Case Study of Marimasimbe Secondary School in Jiri Community *Dynamic Research Journals (DRJ) Journal of Economics and Finance (DRJ-JEF) Volume 2 ~ Issue 3 (March, 2017) pp: 01-15*
- O'Connor, K. E. (2008). "You choose to care": Teachers, emotions and professional identity. *Teaching and Teacher Education*, 24, 117–126.
of Mixed Methods Research, 1(1), 48-76.
- Ojedapo, D.O. (2011) "Indiscipline in secondary schools: a cry to all stakeholders in education." *Journal of Educational and Social Research*, 1 (5), 81 – 87.
- Okotoni O, Okotoni A (2003). Conflict management in secondary schools in Osun State. *NJAS*, 12(1): 23-38.
- Onwuegbuzie, A. J. (2000). *Positivists, post-positivists, post- structuralists, and post-modernists: Why can't we all get along? Towards a framework for unifying research paradigms*. Paper presented at the annual meeting of the Association for the Advancement of Educational Research, Pont Vedra, Florida.
- Osher, D., Cantor, P., Berg, J., Steyer, L., & Rose, T. (2018). Drivers of human development: How relationships and context shape learning and development. *Applied Developmental Science*, 1.
DOI: 10.1080/10888691.2017.1398650
- Osterman, K. (2000) Students' need for belonging in the school community. *Review of Educational Research*. 70(3)

- Pane, D. (2010). Viewing classroom discipline as negotiable social interaction: A communities of practice perspective. *Teaching and Teacher Education*, 26, 87-97.
- Patton, M Q (1990) *Qualitative Evaluation and Research Methods*, 2nd edition, Newbury Park, CA: Sage.
- Pelden, S. (2010). The Downside of development: The concomitant of a rapid transitional society. Kuensel. Retrieved from <http://www.kuenselonline.com/>
- Pelzang, R. (2012). Pattern of psychiatric admission in a referral hospital, Bhutan. *WHO South East Asia Journal of Public Health*, 1(1), 52-58.
- Pollard, E., Lee, P. (2003). Child Well-being: A Systematic Review of the Literature *Social Indicators Research*, January 2003, vol. 61, n° 1, p. 59-78.
- Professional competence of teachers: Effects on instructional quality and student projects. *Education for Information* 22(2004) 63-75.
- Psunder, M., 2005, 'Identification of discipline violations and its role in planning corrective and preventive discipline in school', *Educational Studies* 31(3), 335-345.
- Rabinow, P. (ed.). 1984. *The Foucault Reader: An Introduction to Foucault's Thought*. St Ives: Penguin Books.
- Radile, S. R. (2007). *Impact of Corporal Punishment on Learner Discipline at Secondary Schools in Kutloanong, Free state, South Africa*. Master's dissertation. Pretoria: Tshwane University of Technology.
- Republic of South Africa. (1996). *South African Schools Act 84 Of 1996*. Pretoria: Government Press.
- Reyes, M.R., Marc A., Brackett, M.A., Rivers, S.E., White, M. & Salovey, P., (2012). 'Classroom emotional climate, student engagement, and academic achievement', *Journal of Educational Psychology* 104(3), 700-712
- Rolfe, G. (2006). Validity, trustworthiness and rigour: quality and the idea of qualitative research. *Journal of Advanced Nursing* 53(3), pp. 304-310
- Rudolph, N., Monson, J., Collet, K. & Sonn, B. (2008). *How to build a caring school community*. Champions for children handbook. Cape Town: Children's institute, University of Cape Town. Rutledge: Sage Publications.

- Salifu, I. and Agbenyega, J.S. (2012) "Impact of discipline issues on school effectiveness: the views of some Ghanaian principals." *MIE Journal of Educational Studies, Trends and Practice*, 2 (1), 50-65.
- Sandelowski, M. (1993). Rigor or rigour mortis: the problem of rigor in qualitative research
- Schaubman, A., Stetson, E. & Plog, A., 2011, 'Reducing teacher stress by implementing collaborative problem solving in a school setting', *School Social Work Journal* 5, 72-93.
- Schwandt, T A (1994) 'Constructionist, interpretivist approaches to human inquiry.' In Senosi N (2006). Non-compliance with the Legal Prohibition on Corporal Punishment. Johannesburg: Education Policy-University of the Witwatersrand.
- Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research
- Shulruf, B. (2010). Do extra-curricular activities in schools improve educational outcomes: A critical review and meta-analysis of the literature. *International Review of Education*, 56, 591-612.
- Spilt, J. L., Koomen, H. M., & Thijs, J. T. (2011). Teacher wellbeing: The importance of teacher-student relationships. *Educational Psychology Review*, 23, 457-477.
- Stanley, E. S.(2014)Discipline and Academic Performance *International Journal of Academic Research in Progressive Education and Development* January 2014, Vol. 3, No. 1
- Stead, R. & Nevill, M. (2010). The impact of physical education and sport on education outcomes: a review of literature. Institute of Youth Sport, University of Loughborough.
- Sugai, G. & Horner, R.R. 2006. A promising approach for expanding and sustaining schoolwide positive behaviour support. *School Psychology Review*, 35(2): 245-259.
- Sulkowski, M., Demaray, P, M. and Lazzarus. (2012) Connecting students to school to support their emotional wellbeing and academic success. *NASP Communique*. 40(7)

- Sviridzenka, N., Bone, C., & Dogra, N. (2014). School children's perspectives on the meaning of mental health. *Journal of Public Mental health*, 13(1), 4–12.
- Tan, E. and Yuanshan, C. (1998) Discipline Problems in Schools: Teachers Perception.
- Tartwijk, J. V., Brok, P, Veldman, L., &Wubbels (2009). Teachers' practical knowledge about classroom management in multicultural classrooms. *Teaching and Teacher Education*, 25(3), 453-460.
- Teven, J., & McCroskey, J. (1997). The relationship of perceived teacher caring with student learning and teacher evaluation. *Communication Education*, 46, 167-177.
- Themane, M. & Osher. F. (2014). Schools as enabling environments. *South African Journal of Education*, 34(4), 1–6.
- Tisdall, K. M. &Liebel, M. (2008). Overview paper- Theorising children's participation in 'collective' decision-making, paper presented at the European Science foundation seminar children's participation in decision-making: Exploring theory, policy and practice across Europe', Berlin, June 2008.
- Tozer, J. (2010). We're Letting the Pupils Take Over': Teacher Cleared over Confrontation with Girl, 13, Warns of Anarchy Threat. [Online]. South Africa: Available from url:<http://www.mailonline>. Accessed: 31 June 2018
- Trochim, M K (2006) *Qualitative Methods*. Retrieved from <http://www.socialresearchmethods.net/kb/qualmeth.php> on 5/23/2019
- Truscott, S.D., Kreskey, D., Bolling, M., Psimas, L., Graybill, E., Albritton, K. *et al.*, (2012). 'Creating consultee change: A theory-based approach to learning and behavioral change processes in school-based consultation', *Consulting Psychology Journal: Practice and Research* 64(1), 63-82.
- Tungata, M. (2006). Maintaining Discipline in schools in the Post–corporal punishment Era. M.Ed Research Report, Nelson Mandela Metropolitan University.
- UN General Assembly, Promotion and Protection of Children's Rights, A/C.3/64/L.21/Rev.1
- UNESCO. (2011). Bhutan. World Data on Education (7th ed). Paris: Author.

- United Nations Children's Fund (UNICEF) (2010). *Understanding advocacy in UNICEF*. New York, 2010
- United Nations Convention on the Rights of the Child. (1989). Convention on the Rights of the Child. Geneva, Switzerland: United Nations General Assembly, New York.
- Vally, S. (2005). Corporal punishment and bullying: The rights of learners. Education rights programme, book 11, South Africa.
- Van der Want, A. C., den Brok, P., Beijaard, D., Brekelmans, M., Claessens, L. C. A., & Pennings, H. J. M. (2014). Teachers' interpersonal role identity. *Scandinavian Journal of Educational Research*, 59, 424–442.
- Vandenbroucke, L., Spilt, J., Verschueren, K., Piccinin, C., & Baeyens, D. (2018). The classroom as a developmental context for cognitive development: A meta-analysis on the importance of teacher-student interactions for children's executive functions. *Review of Educational Research*, 88, 125–164.
- Wahyuni, D (2012) 'The research design maze: Understanding paradigms, cases, methods and methodologies' *JAMAR* Vol.10, No 1 2012.
- Wallen, N.E. & Fraenteel, J.R. (1991). Educational research: A guide to the process. New York: McGraw-Hill.
- Walliman, (2011). Your research project: designing and planning your work, 3rded, Sage Publications, London.
- Walsh F (2007) Traumatic loss and major disasters: strengthening family and community resilience. *Family Process* 46(2):207–227
- Wang W. & Ho. C. Kuo (2018). Relationships among Teachers' Positive Discipline, Students' Well-being and Teachers' Effective Teaching: A Study of Special Education Teachers and Adolescent Students With Learning Disabilities in Taiwan. *International Journal of Disability, Development and Education* Volume 66, 2018 - Issue 1
- Watson, D. Emery, C. & Bayliss, P. (2012). Children's social and emotional wellbeing in schools: A critical perspective. University of Chicago Press: Chicago.
- Wegner, T., (2013), *Applied business statistics*. Cape Town: Juta and Co.
- Woods, P. (2006). *Qualitative research*. University of Plymouth: 2006.

Woodside, A. G. (2010). Bridging the chasm between survey and case study research: Research methods for achieving generalization, accuracy, and complexity. *Industrial Marketing Management*, 39(1), 64-75.

www.edu.plymouth.ac.uk/resined/Case-study/casest.htm on 5/15/2019

Yin, R. K. (1994). *Case study research: Design and method* (2nd Ed.). Beverly Hills, CA.

Zulu BM, Urbani G, Van der Merwe A & Van der Walt JL 2004. Violence as an Impediment to a Culture of Teaching and Learning in some South African Schools. *South African Journal of Education*, 24:170-175.

APPENDICES

APPENDIX No. 1

KEY INFORMANTS' INTERVIEW GUIDE UNIVERSITY OF ZULULAND



FACULTY OF EDUCATION

These questions are directed to key informants (Teachers and the Principal)

I am undertaking a research study entitled, “**EFFECTS OF DISCIPLINE ON LEARNERS WELLBEING IN RURAL PRIMARY SCHOOLS IN MUTSHINDUDI CIRCUIT**”. The study is a requirement to complete my Master’s Degree in Education. I humbly request, for your objective assistance by completing this questionnaire. Your responses will be solely used for academic purposes only and information collected will be treated with utmost confidentiality.

Researcher : Tshisikhawe Hope NemaKonde

Student No : 201860894

Supervisor : Dr TZ Ngidi

Co-Supervisor : Prof DR Nzima

SECTION A

i. Gender: Male _____ Female: **X**

ii. Which age category that applies to you:

Below 30 years [] 31-39 years [] 40-49years [**X**] 50-59 years []

60 years and above []

iii. How long have you been teaching?

Section B

To investigate the relationship between discipline and learners' well-being in rural based primary schools in Mutshindudi circuit

1. Do you think discipline impacts on children's well-being? How so? May you explain from your experience in the teaching field?

From my experience the learners who are not disciplined do not do well at school.

2. Which behaviours do you perceive as deserving disciplinary measures? Why do you say so?

The behaviours that deserve disciplinary measures include bullying. Those who bully others lack self-confidence in themselves. The bully is trying to show others who could be performing better in class that he can also do something.

3. From your experience do learners who are ill-disciplined perform poorly academically? May you explain your observations?

Generally ill-disciplined learners have been performing poorly in my subject. At times you meet others though in the minority who do well in some areas than in others.

4. How has misbehaviour by a learner interfered with the performance of fellow classmates? Can you relate individual performances of learners to their actual marks or grades obtained in tests or class work?

Disruptive behaviours have often disturbed the concentration of other learners. I normally act to remove such learners that cause disruptions from other positions in the classrooms and make them sit at those desks close to me. I have witnessed changes in performance when other learners befriend misbehaving learners, their marks go down.

5. Have you received complaints on the ill-discipline of some learners from other learners or parents? May you elaborate on the nature of complaints?

Some parents have complained about bullying of their children by other learners in the playgrounds and on their way home. Fighting has been a common complaint. Some parents have also reported love affairs by their children which they say could be forced on their girls by some of the naughty boys. We have taken corrective measures for inappropriate behaviours that occur on our school campus instead of stretching ourselves on matters that occur outside school hours.

To determine the effects of discipline on learners' well-being.
--

6. Learner's well-being involves promotion of good behaviour and elimination of anti-social behaviour at school and at home. Have you seen the disciplinary measures taken at school achieving this end?

Yes. We have observed that when we are strict on say the submission of written home work most comply when punished at school. Friends of

the boys and girls who have been naughty have at times come forward to say their friends are now changing their style of behaviour.

7. Have you interacted with parents whose concern was the ill-discipline of their children both at home and at school? How did they narrate the type of behaviour? How do they relate the behaviour to the academic performance of their children?

Parents are called in when the behaviour we are trying to stop in their child seems to be not progressing. We consult with them and tell them what is expected of their child at school. At times at end of school term they come to lodge their complaints.

8. Are there parents or guardians who have voiced concern about disruptive behaviours done by other learners at school which have influenced the performance of their children? Explain on any such experience.

Yes some parents have voiced worries about behaviour of other learners at school which their children have informed them at home as having disruptive behaviours. One parent made a complaint at a parents/teachers' meeting at school. They even mentioned the name of one particular learner involved in bullying and beating other learners.

9. How have learners explained their reasons for engaging in ill-discipline? Do they blame this on fellow students or friends in the community or their homes? ***Bully learners only explain their situation at home where they stay without them knowing what could be the cause of their ill-behaviour. However, as teachers we have seen the link between the conditions at home and such type of behaviour. Broken families where fathers are absent on account of polygamous relationships are adversely affecting learners.***

To identify disciplinary measures used by rural based primary schools in Mutshindudi circuit

10. Do you have a school policy on behavioural change management?

No

11. What disciplinary measures in line with your school policy do you take when faced with unbecoming behaviour from learners?

Most of the times, we first talk to the learners to try and discipline the learner. If this does not work we call the parents to come for the counselling. At times the ill-disciplined learner takes heed and changes behaviour after intervention of the parents or guardian.

12. Is the school policy on disciplining learners well-articulated that you implement it with understanding?

No

13. Do you have school workshops that deal with how you mete out disciplinary measures?

No

14. Who was involved in drafting your school code of discipline? Was the community involved? May you explain?

Yes through the SGB

To explore strategies for instituting discipline in schools for enhancing learners well being

15. Do you have strategies that deal with encouraging discipline in the school?

Yes we do have those strategies. At assemblies we urge good behaviour at school and at home.

16. Who is involved in fostering discipline in the school according to the strategies in use?

Everyone, principal, teachers and the SMT

17. Are the strategies you use for disciplining learners effective in enhancing learner's discipline? May you expand on this?

Some strategies work some do not work. The government has removed corporal punishment and replaced it with nothing so we try different strategies to get results.

18. What from your perspective can you recommend as the most effective strategy for enhancing discipline and learners' wellbeing at school?

Corporal punishment

Your participation is highly appreciated. Thank you.

APPENDIX No. 2: Interview 2

SECTION A

i. Gender: Male Female

ii. Which age category that applies to you:

Below 30 years [] 31-39 years [] 40-49years [] 50-59 years []

60 years and above []

iii. How long have you been teaching? **Twenty five years**

Section B

To investigate the relationship between discipline and learners' well-being in rural based primary schools in Mutshindudi circuit

1. Do you think discipline impacts on children's well-being? How so? May you explain from your experience in the teaching field?

Discipline has an impact. I can say discipline from a biblical point has been practised from long ago. In African perspective we believe a child to be shown way to its wellbeing discipline must play a role. If you don't discipline the child they'll miss some values that are critical in them becoming mature adults. For example when I was growing up as a child I would be disciplined if I did not bow down when greeting elderly people. Even when we were herding goats and cattle and some two or three animals went missing you knew you would be disciplined. You could even come home at midnight from looking for the missing animals. That made us to be responsible grown up people. But now when we look at our government, it says no one is going to beat the child, and you see our children do not have respect for the adults; they can even push

you around. At school they do not differentiate people who visit the school from the local teachers; they just mix and mingle with the teachers and in the process disturbing activities of their mentors.

May be the government may change the rules. In our country many teachers are losing their lives as pupils are stabbing their teachers. There is no discipline at all. What must be done? I tell you the child needs to be rehabilitated; let us go and find ways of how to discipline a child. Nothing has been tabled but as a teacher you have to devise other means. The nation is crying, parents are crying, everyone is crying about our children but things are just going on like that.

2. Which behaviours do you perceive as deserving disciplinary measures? Why do you say so?

Our learners do not have a proper speech; they just talk anyhow. At times they don't differentiate good words and bad words. They have a baggage they bring from their homes. They are swearing words they hear from their parents which they say anyhow as though it is a normal way of talking. We need to discipline our learners on the swearing words they use which are vulgar. The second point is neglect of school work. They do not do their class work; when you give them work for their home work they skip writing that work also. The learners are not completing their projects which contribute to their final passing marks. They do not do the project just like the class and home activities. They believe they will pass even if they have not done any project.

Interviewer: Let's come to the behaviours that deserve disciplinary action to be undertaken.

Thank you. Bullying also deserves a strict punishment. Bullying will lead these children to do crime in their future. If a bully is not disciplined we are building a criminal in future. They can be turned into thugs or real criminals because no one is disciplining them. The other habit is aggression. I mean when the learners are angry they even manhandle other learners in a bad way – beating other learners. Some boys are aggressive to girls as they are not that strong to match them. The aggression extends to bullying the girls. The learners /

bullies need to be disciplined and taught to accept other learners and to protect other learners at school the way the aggressors would want to protect themselves.

3. From your experience do learners who are ill-disciplined perform poorly academically? May you explain your observations?

Not all learners who are ill-disciplined perform poorly. Some do well. However, some learners who perform well academically are treated badly by the bullies. They are victims of the good performance they achieve in class. There is a tendency of other good performers who now operate from fear; they are afraid of being beaten by the bullies such that they underperform to be like the rest of the class so that they do not get outstanding marks.

Interviewer: I understand you're talking about those who are being bullied; what about those who are bullying – how do they perform?

OK. Many of the bullies perform badly – those who are ill-disciplined perform badly. I have an example of a learner whose performance plummeted because he had joined the group of those who were bullying other learners.

Because of the peer pressure the learner remained at that level for a very long time such that in the second year of intervention, the learner started picking up, started believing in himself then his marks began to pick up.

4. How has misbehaviour by a learner interfered with the performance of fellow classmates? Can you relate individual performances of learners to their actual marks or grades obtained in tests or class work?

Yes I have received complaints from learners for disruptive behaviour from an ill-disciplined individual; while learners were doing their projects and class activity there was this ill-disciplined learner who kept on insulting them with bad language. This is not an isolated case. Yes I am able to relate the learners' behaviour to their marks for class work or tests.

5. Have you received complaints on the ill-discipline of some learners from other learners or parents? May you elaborate on the nature of complaints?

I also got a complaint from a parent. She said can you please change my child on the sitting arrangement because she mentioned a learner who was beating and stealing money from her child. She said they steal food from the lunch box of her child. These learners, the mother claimed they were saying vulgar words to her child and attempting to touch her private parts.

<p>To determine the effects of discipline on learners' well-being.</p>

6. Learner's well-being involves promotion of good behaviour and elimination of anti-social behaviour at school and at home. Have you seen the disciplinary measures taken at school achieving this end?

I have seen and I can confirm that when a learner is disciplined he comes to his own senses as he is away from his group and a good character is being built in him.

7. Have you interacted with parents whose concern was the ill-discipline of their children both at home and at school? How did they narrate the type of behaviour? How do they relate the behaviour to the academic performance of their children?

I interacted recently with a parent who was concerned about the behaviour of her grandson. The parents of the child are separated. I meet with the guardians who are the grandparents from the mother's side and from the father's side. The fact that parents are far away from their children confuses these young children who are usually ignored by the grandparents some of whom are heavy beer drinkers.

8. Are there parents or guardians who have voiced concern about disruptive behaviours done by other learners at school which have influenced the performance of their children? Explain on any such experience.

Yes. Parents when they come to complain they normally blame the other learner identified by their child. They hardly think of what their child could have done in contribution to the misbehaviours.

9. How have learners explained their reasons for engaging in ill-discipline? Do they blame this on fellow students or friends in the community or their homes?
Most learners blame their peers at school and in the village. They do not want to take responsibility for their behaviours.

To identify disciplinary measures used by rural based primary schools in Mutshindudi circuit

10. Do you have a school policy on behavioural change management?

Yes we do although it sounds more like a code of conduct without much of behavioural change management.

11. What disciplinary measures in line with your school policy do you take when faced with unbecoming behaviour from learners?

We invite parents or guardians so we can reason together with their children.

12. Is the school policy on disciplining learners well-articulated that you implement it with understanding?

Yes it is well-articulated such that a teacher is encouraged to ask before meting out any punishment.

13. Do you have school workshops that deal with how you mete out disciplinary measures?

These are school meetings by teachers and principal. These also come up for discussion with parents during the parents / teachers' meetings.

14. Who was involved in drafting your school code of discipline? Was the community involved? May you explain?

The SMT. No community

To explore strategies for instituting discipline in schools for enhancing learners well being
--

15. Do you have strategies that deal with encouraging discipline in the school?

Appraisal of students are done well at school academically and in sports.

16. Who is involved in fostering discipline in the school according to the strategies in use?

The principal, HOD and SMT

17. Are the strategies you use for disciplining learners effective in enhancing learner's discipline? May you expand on this?

Strategies are helping. Each school quarter they offer sporting activities in which the ill-disciplined also participate. By so doing they mix with other learners which reduces bad behaviour and attitudes. Sports encourage team work, family values and friends.

18. What from your perspective can you recommend as the most effective strategy for enhancing discipline and learners' wellbeing at school?

Sports and cultural competitions.

Your participation is highly appreciated. Thank you

APPENDIX No. 3: Interview no. 3

SECTION A

i. Gender: Male Female

ii. Which age category that applies to you:

Below 30 years [] 31-39 years [] 40-49years [] 50-59 years []

60 years and above []

iii. How long have you been teaching? **26**

Section B

To investigate the relationship between discipline and learners' well-being in rural based primary schools in Mutshindudi circuit

1. Do you think discipline impacts on children's well-being? How so? May you explain from your experience in the teaching field?

I think discipline has a positive and negative impact on primary school children especially when we consider how a child is brought up. It can start in the family or at school. When we look at the learner as it is, a learner grows through different stages and each stage there is a particular point for a parent or an adult to occupy in the disciplining the child. A child may grow in a family where there is violence. If we look at the Systematic Theory every system in which the child grows has an impact on the child. When it comes to violence a child in coming from a system where it was exposed to violence may pose problems or challenges when they get to school. This is why the Department has a programme called SIAS whereby we screen the children and you identify the problems. Some are caused by behavioural issues around the learner and some are caused by family ignorance wherein the parent doesn't take the responsibility to discipline the child. If

the child does not have proper discipline per se it means that the wellbeing of the child will be negatively affected. So we need to have some measures or some disciplinary actions on how we can help the learner.

We need to have behaviour management control to all learners that might be having disciplinary problems; we need to sit down with them to assist them. Sometimes if it is the classroom we need to see how the instructions set –up is done or physical arrangement of desks. You may find the teacher may have problems in instructing the learners herself or himself and the learners may experience learning challenges. Our school is in the rural areas and children face different cultures. Some learners come from home where there are strict cultures and some from not so strict. There could be problems of understanding cultures, the school is a pot of diverse cultures and learners may experience problems adjusting or settling in such an environment. We are very hard to make learners adjust to diverse cultures. If the external system is not well managed it means that child will be not well informed.

2. Which behaviours do you perceive as deserving disciplinary measures? Why do you say so?

There are behaviours that are outside the learner and some that are within the learner; some are extrinsic and some intrinsic depending on how the learner is growing up. Sometimes you may find that the learner is so aggressive not because the learner is aggressive but that the learner doesn't have somebody they could look up to who can give him or her that support the child needs. Sometimes you may find the learner is aggressive because that other theory... If you have a good attachment or good bonding, that child will experience a secure attachment and aggressiveness, feeling of loneliness or the like do not come up. But learners who do not such support or a well bonded relationship you will find them fighting, pulling and punching each other because the child is feeling insecure within him. It's like I am fighting because someone could not provide me with security as there was no proper bonding with a senior person or mentor. I have an uncle who did not have proper attachment when

he was young and that led him to have too much negative attitude in whatever people were doing. Even if you are coming with a positive idea he would always have a negative inclination telling us that whatever was suggested can't work. It's because he didn't have someone who could coach him on issues around him and society. When such a person is in a community or church you can find him dancing far away from others when others are grouping on one side. He will be alone, separating himself. So these are the effects which impact on the well-being of a learner.

With bullying you will find that a bully mistreats another learner because he gets happiness from inflicting the pain. The bad behaviour can even be exhibited in sports where a learner can do rough tackling in ball games.

Interviewer: Which behaviours do you perceive as deserving disciplinary measures?

It depends on who is administering the measures. Bullying is one such behaviour. Some children feel psychologically unwanted. One might want to join a group of other playing children and when he or she gets to the group they just shift positions and go to play in another side of the playfield. You may find other children talking family issues. You may find that someone is sick and the community knows about that sickness. And you may find children playing games about that sickness like it is the subject of the day. The other child who is part of the family with the sick person will never feel welcome to play with others when it is done at school or in the village. We are dealing with social issues and we try to make these children not to play games with such serious issues as we want these learners to know that they are equal and they should feel so. We deal with the erring learners and find what measures to take, which is not corporal punishment as this has been disallowed.

3. From your experience do learners who are ill-disciplined perform poorly academically? May you explain your observations?

From my observation ill-disciplined learners are mostly learners who cannot perform well, irrespective of the fact that the learner is having a negative attitude towards other learners. As I have said there are certain influences that are there within the learner. If the learner is not having a secure attachment it will make the learner not to perform well. And that learner in the class he will be seeking to do harm or damage to others. And if the teacher doesn't notice that say a learner who is quiet does not mean that he is paying attention or listening when the teacher is talking. Quietness could be a sign that something is not going well with the learner. When you pose a question the learner doesn't respond; even to raise a hand, even if you have to do whatever you need to do the learner will not raise a hand. So most of these children, they do not perform well. If you find somebody who performs very well it means that learner is not having learning problems but other problems which are around behaviour. That means the learning problem could not be a problem affecting this child. But other learners could be having social problems that make them not to participate in class.

4. How has misbehaviour by a learner interfered with the performance of fellow classmates? Can you relate individual performances of learners to their actual marks or grades obtained in tests or class work?

The misbehaviour of a learner interferes with the performance of other learners because if there is a bully in the classroom, number one the mind of the victim will worry that at break time they will meet that bully and what will she or he do; or it's going to be school-out and I'll meet that bully again so the mind of the learner is not settled. And tomorrow morning the learner will face the bully again, so instead of concentrating on his or her work that learner will be suffering from consequences of the behaviour of the bully. Even the mark of the victimised learner, it will deteriorate. The mark goes down, down, down; you may find that at the beginning of the year a learner is having good high marks but as the term moves, come March, come the second term the marks are declining. As teachers we get to finding out what's the matter. The concentration of the learners has gone down from

the beginning of the year when he or she was getting top marks. Now the concentration is on who is bullying who. The bully threatens these learners not to tell anyone about how they are being treated saying they would kill them if they report to anyone. This causes the victim to perform badly as they cannot concentrate on their work. It is our responsibilities as teachers to investigate what is the cause of this deterioration. We must go deeply and find out the root cause or what is the problem about.

5. Have you received complaints on the ill-discipline of some learners from other learners or parents? May you elaborate on the nature of complaints?

Before parents come into the picture in most cases the learner comes to say, Sir so and so is beating me. Some don't report to me we just see the parent coming. We believe the school functioning depends on three people- the child, educator and parent. Communication must not break between these three. Reports are usually about beating by bullies. At times they talk about social issues where one reports that so and so said that her mum is a witch! Such complaints are reported in our rural area schools. We don't have complaints about stealing of money and books; these are not common in this type of school. Some complaints are about swearing, witchcraft accusations

Interviewer: Are the learners talking to you first before they talk to their parents?

Yes, they report to you because we have told them that at school we are their parents. They report to the class teacher. If the class teacher determines they cannot handle it then they come to the head for help. We do bring two learners who are fighting or in a scuffle together and resolve the problem.

To determine the effects of discipline on learners' well-

being.

6. Learner's well-being involves promotion of good behaviour and elimination of anti-social behaviour at school and at home. Have you seen the disciplinary measures taken at school achieving this end?

To others we acknowledge change in behaviour. Sometimes we call the learner to the office to appreciate the change in behaviour. Tell the learner that this week your name has not appeared in our records. Sometimes teachers in the classrooms issue stickers to learners in promotion of good behaviour amongst learners. Some learners are appreciating the steps taken by the teachers. We have learners whose behaviour at the beginning of the year was bad but now the stickers have managed to promote behavioural change for the better.

7. Have you interacted with parents whose concern was the ill-discipline of their children both at home and at school? How did they narrate the type of behaviour? How do they relate the behaviour to the academic performance of their children?

Recently I interacted with a guardian about the behaviour. The parents are separated. The grandparents are the maternal and paternal. I told them they did not need to put pressure on the child so they do not confuse the child. The child will not have a clear direction. When we interact with parents we reduce the misbehaviour of the learners. We look at both the home and the school environment for us to best counsel with the child.

8. Are there parents or guardians who have voiced concern about disruptive behaviours done by other learners at school which have influenced the performance of their children? Explain on any such experience.

Yes there are. A case in particular concerns a grade 6 girl who is reporting home late after school-out. The mother came to make a complaint about it at the school. The reason was that there is a boy who

was blocking her way home every day as he was proposing love to this grade 6 girl. The boy is also a primary school learner attending the same school. We need parents to intervene at this stage to guide their children accordingly.

9. How have learners explained their reasons for engaging in ill-discipline? Do they blame this on fellow students or friends in the community or their homes?

Some learners are blaming their homes for such behaviours. Remember we are teaching learners most of who are coming from broken homes. Some are having only the guardians mostly maternal grandparents while the parents are working in towns faraway like Joburg. Some parents never got married, these are children from outside wedlock. Some of the grandparents do not have time for these children, letting them to play at will without supervision until late.

There are learners staying with parents. We still have parents who beat their children which amount to physical abuse. We see learners with bruises from beating by the parents. Most of the children do not talk.

We have a case of a child who was being sexually molested by an uncle at home. It took us six months observing that the child was very reserved, quiet, no contributions in class, crying always when she got the chance; we got a lady teacher to intervene by talking to the girl and the truth came out.

Some children are living with relatives; subjected to such a lifestyle where they do the household chores; even if it's a boy, it is given girl's work to do; given heavy work to do at home which disturbs their growing up and never get time to do school work. They are suffering in homes were relatives should be providing an environment to prepare these children for a better future.

To identify disciplinary measures used by rural based primary
--

10. Do you have a school policy on behavioural change management?

School policy? I am not quite sure but I hope with the SMT something can be found from there.

11. What disciplinary measures in line with your school policy do you take when faced with unbecoming behaviour from learners?

The disciplinary measures we are taking depend on the type of behaviour we are dealing with. For example if a learner did not do their homework we force them to write at school all work not done. We are not using corporal punishment as you know this has been abolished. If the misbehaviour requires parents to intervene we normally call the parents to discuss.

12. Is the school policy on disciplining learners well-articulated that you implement it with understanding?

Not at all. Some of the measures can be articulated; as teachers we write letters to parents explaining what behaviour we are observing and how they can help.

13. Do you have school workshops that deal with how you mete out disciplinary measures?

No we don't have.

14. Who was involved in drafting your school code of discipline? Was the community involved? May you explain?

The community is not involved. Only the SMT, leadership of the school. If the community was involved then that would mean the involvement of the school governing body, which is not the case at the school.

<p>To explore strategies for instituting discipline in schools for enhancing learners well being</p>

15. Do you have strategies that deal with encouraging discipline in the school?

We have some, some appraisal of learners when they are at school, at circuit level we have appreciation of learners who have done well. In sports and in class even at school level they are being appreciated.

16. Who is involved in fostering discipline in the school according to the strategies in use?

The principal the HOD and SMT

17. Are the strategies you use for disciplining learners effective in enhancing learner's discipline? May you expand on this?

The strategies are helping a lot. Each and every quarter we don't see the same being appreciated; which means, we have more children getting appreciated for good behaviour. We are involving these learners in sports where they participate as teams. This way the learners begin to appreciate each other and the role they play in complementing each other. They play and win as a team. They become easy for them to think of themselves as family. We have introduced volleyball and the tennis ball. We are doing our best to put more sports in our school. We are doing cultural dances and they're discovering their talents. The former 'enemies' are beginning to appreciate each other within their teams and the bullying gets finished in this manner.

18. What from your perspective can you recommend as the most effective strategy for enhancing discipline and learners' wellbeing at school?

Educational competition in the schools; writing essays, arts and culture, sports and recreation and agricultural activities, library competition. They are kin to write their own stories in competitions.

Your participation is highly appreciated. Thank you

APPENDIX No. 4: Interview 4

SECTION A

i. Gender: Male Female _____

ii. Which age category that applies to you:

Below 30 years [] 31-39 years [] 40-49years [] 50-59 years []

60 ears and above []

iii. How long have you been teaching? **25 (principal)**

Section B

To investigate the relationship between discipline and learners' well-being in rural based primary schools in Mutshindudi circuit

1. Do you think discipline impacts on children's well-being? How so? May you explain from your experience in the teaching field?

Yes it has an impact. When the learners are disciplined, actually what they do is the best amongst others who may not be disciplined. They are motivated, they know what to do and they know what they are not to do. In fact they are our best performers in class.

2. Which behaviours do you perceive as deserving disciplinary measures? Why do you say so?

Bullying deserves disciplinary measures because these learners cause others not to come to school. The victimised learners end up not coming to school because they fear the bully.

3. From your experience do learners who are ill-disciplined perform poorly academically? May you explain your observations?

Exactly, learners who are ill-disciplined perform poorly academically. They lose materials they should use in class, make noise most of the time disturbing others and so on.

4. How has misbehaviour by a learner interfered with the performance of fellow classmates? Can you relate individual performances of learners to their actual marks or grades obtained in tests or class work?

The misbehaving learners affect others. You find that a learner who has been doing well in class and getting good marks starts to associate with ill-disciplined learners then his marks start to decline. These learners who misbehave interfere with the progress of the other learner who has joined him in playfulness and mischief.

5. Have you received complaints on the ill-discipline of some learners from other learners or parents? May you elaborate on the nature of complaints?

We usually receive complaints from the learners about those who are bullying them, taking their money. We call those bullies and talk to them.

<p>To determine the effects of discipline on learners' well-being.</p>

6. Learner's well-being involves promotion of good behaviour and elimination of anti-social behaviour at school and at home. Have you seen the disciplinary measures taken at school achieving this end?

Exactly, most of the learners who were not performing well we call them and discuss their behaviour at class and at school which is making them get poor marks at school. And some have changed by heeding our advice and have started doing better.

7. Have you interacted with parents whose concern was the ill-discipline of their children both at home and at school? How did they narrate the type of behaviour? How do they relate the behaviour to the academic performance of their children?

Usually I interact with the parents. They say the children are also mischievous at home. They ask us to help their children and we have succeeded in that most of them change their behaviour.

8. Are there parents or guardians who have voiced concern about disruptive behaviours done by other learners at school which have influenced the performance of their children? Explain on any such experience.

Yes, these parents they complain about disruptive behaviours. We tell them what they can do and what we can do as a school. We tell them what measures they take and what we take as a school should be communicated so that we complement each other.

9. How have learners explained their reasons for engaging in ill-discipline? Do they blame this on fellow students or friends in the community or their homes?

Usually they blame their friends as causing the misbehaviour. Some blame their parents who abuse them and they no longer have a good relationships at home.

To identify disciplinary measures used by rural based primary schools in Mutshindudi circuit

10. Do you have a school policy on behavioural change management?

Yes we do.

11. What disciplinary measures in line with your school policy do you take when faced with unbecoming behaviour from learners?

We call the learners and explain the things that they must not do at school. If they continue, we call the parents to discuss with the learners present. If they continue doing that we adopt the child as a school.

12. Is the school policy on disciplining learners well-articulated that you implement it with understanding?

Yes exactly, that is correct.

13. Do you have school workshops that deal with how you mete out disciplinary measures?

It's not a workshop; it is a meeting where we discuss how we deal with mischief in the presents of parents, focusing on our school policy and how disciplinary measures should be done. The meeting comprises teachers, administration and parents.

14. Who was involved in drafting your school code of discipline? Was the community involved? May you explain?

The SGB together with school management. The SGB on behalf of the community draft the policy using the SASA Act for guidance.

To explore strategies for instituting discipline in schools for enhancing learners well being
--

15. Do you have strategies that deal with encouraging discipline in the school?

Yes we do. We have different strategies. The one I have said before. Teachers adopt learners who are ill-disciplined; the learners feel they are loved, they feel comfortable. Learners who are ill-disciplined we encourage them to do something that they can achieve and be rewarded like in sport. When they participate and win they start to realise that there is something good in them and they change their behaviour.

16. Who is involved in fostering discipline in the school according to the strategies in use?

The principal together with the disciplinary committee.

17. Are the strategies you use for disciplining learners effective in enhancing learner's discipline? May you expand on this?

Exactly, the strategy we use is very good because most of the learners who were ill-disciplined are behaving well now and even their marks are getting better. Those learners are the ones encouraging others to avoid the behaviours they were having. We also give them positions of responsibility now.

18. What from your perspective can you recommend as the most effective strategy for enhancing discipline and learners' wellbeing at school?

Good relationship between the parents and the school. If this relationship is good the learners who misbehave will have nowhere to hide. That is the most important relationship.

Your participation is highly appreciated. Thank you

APPENDIX No. 5: Interview 5

SECTION A

i. Gender: Male Female

ii. Which age category that applies to you:

Below 30 years [] 31-39 years [] 40-49years [] 50-59 years []

60 years and above []

iii. How long have you been teaching? (*Principal*)

Section B

To investigate the relationship between discipline and learners' well-being in rural based primary schools in Mutshindudi circuit

1. Do you think discipline impacts on children's well-being? How so? May you explain from your experience in the teaching field?

Discipline in this circuit has gone down. It has got a negative impact on learners. They no longer perform as they should and have become a threat to themselves and to teachers as well. The ill-discipline has had a very negative influence on the performance of learners in this circuit.

2. Which behaviours do you perceive as deserving disciplinary measures? Why do you say so?

Mostly learners are using drugs. They come with different weapons at school. They don't even do their school work. If we can't discipline then for these misbehaviours then they will not pass. Such behaviours need disciplinary measures.

3. From your experience do learners who are ill-disciplined perform poorly academically? May you explain your observations?

Most of these learners perform very poorly. Most of these ill-disciplined are boys and you'll find girls performing better.

4. How has misbehaviour by a learner interfered with the performance of fellow classmates? Can you relate individual performances of learners to their actual marks or grades obtained in tests or class work?

The misbehaviours interfere with other learners. Some are laughing while others are concentrating and they get disturbed. Some of the learners take this behaviour to be normal to them and they miss on their school work.

5. Have you received complaints on the ill-discipline of some learners from other learners or parents? May you elaborate on the nature of complaints?

Normally I receive when those learners are insulting others. Bullying of learners is a serious problem and both parents and learners come to complain.

<p>To determine the effects of discipline on learners' well-being.</p>

6. Learner's well-being involves promotion of good behaviour and elimination of anti-social behaviour at school and at home. Have you seen the disciplinary measures taken at school achieving this end?

Disciplinary measures achieve a good end to others. Some of these learners have such bad behaviours that the school cannot be addressed by the school alone. They need parents to partner us. For some the discipline works and for others it's failing.

7. Have you interacted with parents whose concern was the ill-discipline of their children both at home and at school? How did they narrate the type of

behaviour? How do they relate the behaviour to the academic performance of their children?

I have done some interaction. Some parents are fed up with the behaviour of their children. Even the performance of such a child you will find there is no improvement in that child. If the parents are in a position to say they want us to work together on the child then you will find that the behaviour of the child can be moulded and they start doing better.

8. Are there parents or guardians who have voiced concern about disruptive behaviours done by other learners at school which have influenced the performance of their children? Explain on any such experience.

Parents complain on the bullying issue. Those learners who are bullied stop coming to school and absenteeism sets in. Because of fear the bullied learners do not perform as they should.

9. How have learners explained their reasons for engaging in ill-discipline? Do they blame this on fellow students or friends in the community or their homes?

Misbehaviour is a socio-economic problem. Most learners spend time with their grandparents and supervision under these grandparents is not strict. As a result these learners start to eat and drink anything especially beer and drugs.

To identify disciplinary measures used by rural based primary schools in Mutshindudi circuit

10. Do you have a school policy on behavioural change management?

Yes we have a school policy.

11. What disciplinary measures in line with your school policy do you take when faced with unbecoming behaviour from learners?

We take disciplinary measures. Since no corporal punishment is allowed we punish learners in other forms. We give them extra physical work after school. We also sit down with parents to caution their children.

12. Is the school policy on disciplining learners well-articulated that you implement it with understanding?

Yes it is.

13. Do you have school workshops that deal with how you mete out disciplinary measures?

We do at school meetings, but not always.

14. Who was involved in drafting your school code of discipline? Was the community involved? May you explain?

The drafting of the code of conduct was done by the SGB. The draft is then given to the principal and teachers for discussion before it becomes policy.

<p>To explore strategies for instituting discipline in schools for enhancing learners well being</p>

15. Do you have strategies that deal with encouraging discipline in the school?

We encourage learners to treat each other with dignity and respect. We also bring motivational speakers to address the learners.

16. Who is involved in fostering discipline in the school according to the strategies in use?

The HOD fosters discipline in the school.

17. Are the strategies you use for disciplining learners effective in enhancing learner's discipline? May you expand on this?

The strategies are effective to some in the majority. But to some who are hard-headed the disciplinary measures are ineffective. Mostly when parents come to participate in the counselling then the measures are very effective.

18. What from your perspective can you recommend as the most effective strategy for enhancing discipline and learners' wellbeing at school?

I would recommend disciplinary measures that combine the school and the parents working hand in hand.

Your participation is highly appreciated. Thank you

APPENDIX No. 6: Interview 6

SECTION A

i. Gender: Male _____ Female _____ **X** _____

ii. Which age category that applies to you:

Below 30 years [] 31-39 years [] 40-49years [] 50-59 years [**X**]

60 years and above []

iii. How long have you been teaching?

Section B

To investigate the relationship between discipline and learners' well-being in rural based primary schools in Mutshindudi circuit

1. Do you think discipline impacts on children's well-being? How so? May you explain from your experience in the teaching field?

If one learner in my class misbehaves and there is no discipline you will find that the whole class can follow that learner's behaviour. So disciplining the errant child helps in controlling other learners in line.

2. Which behaviours do you perceive as deserving disciplinary measures? Why do you say so?

Moving from one corner to another; noise in class; not doing homework and class work; all these deserve punishment.

3. From your experience do learners who are ill-disciplined perform poorly academically? May you explain your observations?

Misbehaviour interferes with school work. Those ill-disciplined learners do not perform well.

4. How has misbehaviour by a learner interfered with the performance of fellow classmates? Can you relate individual performances of learners to their actual marks or grades obtained in tests or class work?

Those learners who associate with ill-disciplined learners also start getting poor marks as they fail to get time to study or do their class work. We are able to match the marks of learners to those times when their behaviour was acceptable and to the times when they started misbehaving.

5. Have you received complaints on the ill-discipline of some learners from other learners or parents? May you elaborate on the nature of complaints?

We have received complaints from parents when the performance of their child declines. Some of the complaints from parents were about love affairs between their children and class or school mates at grade 6 level.

<p>To determine the effects of discipline on learners' well-being.</p>

6. Learner's well-being involves promotion of good behaviour and elimination of anti-social behaviour at school and at home. Have you seen the disciplinary measures taken at school achieving this end?

Some measures that we take at disciplining learners are improving their behaviour also at home especially in cases where parents or guardians take keen interest.

7. Have you interacted with parents whose concern was the ill-discipline of their children both at home and at school? How did they narrate the type of

behaviour? How do they relate the behaviour to the academic performance of their children?

The learners who are staying away from parents are failing to do their work. The class work is poor and they sometimes do not even do the home activity because no one is monitoring them.

8. Are there parents or guardians who have voiced concern about disruptive behaviours done by other learners at school which have influenced the performance of their children? Explain on any such experience.

Yes some approach us with such complaints about other learners who interfere with their children and now the children do not do well in class.

9. How have learners explained their reasons for engaging in ill-discipline? Do they blame this on fellow students or friends in the community or their homes?

They always blame some learners; no one accepts originating the mischief themselves. The life style at home contributes quite much. Some drink beer with their grandparents as parents are mostly away at work in other towns or provinces.

To identify disciplinary measures used by rural based primary schools in Mutshindudi circuit

10. Do you have a school policy on behavioural change management?

Yes we do.

11. What disciplinary measures in line with your school policy do you take when faced with unbecoming behaviour from learners?

We are punishing them by giving more physical work to do by cleaning or digging in the garden. We also try to give them responsible positions like

class prefect so that they are restricted by the duties of the post from being a nuisance.

12. Is the school policy on disciplining learners well-articulated that you implement it with understanding?

Yes are informed about it in staff meetings. Some of us female teachers we always seek help from the HOD or some male teachers when it comes to disciplining learners especially the rough ones.

13. Do you have school workshops that deal with how you mete out disciplinary measures?

We have such discussions only in staff meetings and in parents-teacher meetings.

14. Who was involved in drafting your school code of discipline? Was the community involved? May you explain?

The SGB and the SMT. I guess the community was represented in the SGB.

To explore strategies for instituting discipline in schools for enhancing learners well being
--

15. Do you have strategies that deal with encouraging discipline in the school?

Yes. Mostly giving them responsible positions.

16. Who is involved in fostering discipline in the school according to the strategies in use?

The Disciplinary Committee

17. Are the strategies you use for disciplining learners effective in enhancing learner's discipline? May you expand on this?

We bring in the parents of errant children to discuss problems associated with their children. Where parents get involved there is improvement in behaviour.

18. What from your perspective can you recommend as the most effective strategy for enhancing discipline and learners' wellbeing at school?

Allow parents and guardians to tackle disciplinary issues together.

Your participation is highly appreciated. Thank you

**APPENDIX 7: RESPONDENTS' QUESTIONNAIRE
UNIVERSITY OF ZULULAND**



DEPARTMENT OF EDUCATION

This questionnaire is directed to SGB Members and Parents.

I am undertaking a research study entitled, **“EFFECTS OF DISCIPLINE ON LEARNERS WELLBEING IN RURAL PRIMARY SCHOOLS IN MUTSHINDUDI CIRCUIT”**. The study is a requirement to complete my Master’s Degree in Education. I humbly request, for your objective assistance by completing this questionnaire. Your responses will be solely used for academic purposes only and information collected will be treated with utmost confidentiality.

Researcher : Tshisikhawe Hope Nemalekonde

Student No : 201860894

Supervisor : Dr TZ Ngidi

Co-Supervisor : Prof DR Nzima

ADMINISTRATIVE INFORMATION

Date :

Questionnaire no :

SECTION A: PARENTS OF LEARNERS AT THE SELECTED PRIMARY SCHOOLS

1. Which village do you stay in?

Thivhilwi	
Tshikambe	
Mukula	
Ha-Luvhimbi	
Other (specify)	

2. May you indicate your gender: Male: _____ Female: _____

3. Have you ever been involved in disciplinary matters involving your child at school?

Explain how the process rolled out.

4. Do you think discipline impacts on children's well-being? How so? May you explain from your experience as a parent?

5. Which behaviours do you perceive as deserving disciplinary measures? Why do you say so?

6. From your experience do children who are ill-disciplined perform poorly academically? May you explain your observations?

7. What complains, if any, on ill-discipline at school have been presented to you by your children after school? Explain.

SECTION B: SGB MEMBERS

8. Explain how discipline at your school is related to the wellbeing of your learners at school?

9. Have you encountered cases of ill-discipline where you had to suspend or expel a learner? How did you resolve the case and what was its impact on learners' wellbeing?

10. What are your recommendations on how to enhance the well-being of learners from the perspective of SGB members?

Your participation is highly appreciated. Thank you

APPENDIX 8: LEARNERS' QUESTIONNAIRE
UNIVERSITY OF ZULULAND



DEPARTMENT OF EDUCATION

I am undertaking a research study entitled, **“EFFECTS OF DISCIPLINE ON LEARNERS WELLBEING IN RURAL PRIMARY SCHOOLS IN MUTSHINDUDI CIRCUIT”**. The study is a requirement to complete my Master’s Degree in Education. I humbly request, for your objective assistance by completing this questionnaire. Your responses will be solely used for academic purposes only and information collected will be treated with utmost confidentiality.

Researcher : Tshisikhawe Hope Nemalekonde

Student No : 201860894

Supervisor : Dr TZ Ngidi

Co-Supervisor : Prof DR Nzima

ADMINISTRATIVE INFORMATION

Date :

Questionnaire no :

QUESTIONNAIRE

1. What is your gender? Boy _____; Girl _____
2. What grade are you doing? _____
3. Have you come across bad behaviour at school from other learners? Were the learners punished for their bad behaviour? Explain.

4. How does bad behaviour affect your class work? Do you perform well or badly?

5. Do you have class mates who behave badly? Does this affect your attention in your class?

6. Are your parents or guardians worried about bad behaviour at your school? Have they warned you against bad behaviour? Explain.

7. Have you witnessed bullying at school from other students? Did you report to your teacher and parents? Was there punishment given to those bullying you? Explain.

8. Did the bullying make you want to stay at home? Who encouraged you to keep going to school? Explain.

9. Do you think punishment must be given to learners who behave badly at school? Does this help you to stay at school without fear? Explain.

THANK YOU FOR YOUR PARTICIPATION

APPENDIX 9: APPLICATION FOR MINISTERIAL CONSENT

ANNEXURE I

FORM A

DEPARTMENT OF HEALTH

APPLICATION FOR MINISTERIAL CONSENT FOR NON-THERAPEUTIC RESEARCH WITH MINORS

1. INSTRUCTIONS

- 1.1 This application form must be completed for all protocols that are classified as “non-therapeutic” and involve the participation of minors.

Non therapeutic research is defined in the regulations relating to research on human participants as “research that does not hold out the prospect of direct benefit but holds out the prospect of generalizable knowledge.” Minors are defined as person under the age of 18 by Section 17 of the Children’s Act, 2005 (Act No. 38 of 2005).

- 1.2 This application form should be submitted with a copy of the protocol and supporting documents.
- 1.3 This application should be submitted to the Minister of Health or the delegated authority in terms of Section 92(a) of the Act.
- 1.4 This application form should describe how ‘non-therapeutic’ research protocols with minors meet the conditions set out in Section 71 (3)(b) of the Act of the Act (described below).
- 1.5 All sections of the form must be completed in full.

1.6 Ministerial Consent may be granted for non-therapeutic health research with minors when certain conditions set out in Section 71(3) of the Act are met and these conditions are:

- a) The research objectives cannot be achieved except by the enrolment of minors;
- b) The research is likely to lead to an improved scientific understanding of conditions, or disorders affecting children;
- c) Any consent give to the research must be in line with public policy; and
- d) The research does not pose a significant risk to minors, and if there is some risk, the benefit of the research outweighs the risk.

2. INVESTIGATOR'S DETAILS

Name of principal investigator	Tshisikhawe Hope NemaKonde
Title of research protocol	EFFECTS OF DISCIPLINE ON LEARNERS WELLBEING IN RURAL PRIMARY SCHOOLS IN MUTSHINDUDI CIRCUIT
Institutional affiliation	UNIVERSITY OF ZULULAND
Postal Address	Guldengracht st & East Arterial Road, Arboretum, Richards Bay, 3900
Physical Address	University of Zululand Private Bag X1001 KwaDlangezwa 3886
Email Address	tshisihope@gmail.com
Date of Application	2018/07/21
Signature of Application	Tshisikhawe Hope NemaKonde

3. APPLICATION

3.1 Condition 1: The research objectives cannot be achieved except by the participation of minors

Describe the scientific justification for the enrolment of minors. Explain why this research must be done with minors as participants:

The research deals with the wellness of children. It focuses on improving their lot when it comes to discipline. The approach will be user-friendly because as teachers we need to expand the horizon of perceptions on how we administer discipline for the intended bright future of these children. They are the recipients of disciplinary measures and their exclusion from the study will lead to fictitious findings.

3.2 Condition 2: The research is likely lead to an improved scientific understanding of certain conditions, diseases or disorders affecting minors.

Describe how the research might, or aims to, advance knowledge affecting the health and welfare of minors as a class. Note that 'condition' is defined in the Regulations as 'physical and psycho-social characteristics understood to affect health' allowing that this research does not only involve children with an illness.

The emphasis on discipline is coming from the educators and parents who believe that discipline is basic to a balanced development of their learners / children. Ill-discipline can be born out of an unhealthy state of mind. Understanding what causes it and how it can be addressed will benefit the learner at the two most important places of their lives – home and school. This leads to the wellbeing of the learners who are the primary beneficiaries of the anticipated findings of this study.

3.3 Condition 3: Any consent given to the research is in line with public policy

Consent given by authorized persons must be in line with public policy considerations. Describe how consent to the research will be in line with

public policy or would be acceptable, for example, show how the research poses acceptable risks and promotes the rights of minors:

The research fulfils the primary role of adults in the upbringing of minors. It will enhance the capacity of the appointed educators and the natural parents to use discipline for teaching purposes and not for the sake of punishment. The risk is as benefitting as a dose of vaccination given to the young child. The benefits are for lifetime yet there is a very temporary inconvenience that the child suffers during and in the aftermath of inoculation.

3.4 Condition 4: The research does not pose a significant risk to minors; and if there is some risk, the benefit of the research outweighs the risk.

Describe how the potential risks from the research procedures and/or intervention to minor participants will be minimized and describe any possible benefits from the research to society in the form of knowledge:

There is no intended risk. The potential risk is minimized in that research is taking place at their place of school. This is their place of play as well. The society starts with the family and the beneficiaries of the study are both members of the family – that is the child / learner and the parent / teacher. This means the research is primarily aimed at regulating discipline and harvesting its fruits in the society through the family first and by extension through the society. In African culture your child is my child. As such discipline will benefit the society at large. The wellbeing of the learner leads to the wellbeing of the family and hence to that of the society.

APPENDIX 10: RESEARCH ETHICS CLEARANCE LETTER

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



RESEARCH & INNOVATION
Website: <http://www.unizulu.ac.za>
Private Bag X1001
KwaDlangezwa 3886
Tel: 035 902 6731
Fax: 035 902 6222
Email: DlelanaM@unizulu.ac.za

ETHICAL CLEARANCE CERTIFICATE

Certificate Number	UZREC 171110-030 PGM 2018/605			
Project Title	EFFECTS OF DISCIPLINE ON LEARNERS WELLBEING IN RURAL PRIMARY SCHOOLS IN MUTSHINDUDI CIRCUIT			
Principal Researcher/ Investigator	TH NEMAKONDE (201860894)			
Supervisor and Co-supervisor	Dr TZ Ngidi	Prof DR Nzima		
Department	Education			
Education	Education			
Type of Risk	Med Risk-Data collection from people			
Nature of Project	Honours/4 th Year	Master's	<input checked="" type="checkbox"/> 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. The Researcher may therefore commence with data collection as from the date of this Certificate, using the certificate number indicated above.

- Special conditions:
- (1) This certificate is valid for 1 year from the date of issue.
 - (2) Principal researcher must provide an annual report to the UZREC in the prescribed format [due date-27 February 2020]
 - (3) Principal researcher must submit a report at the end of project in respect of ethical compliance.
 - (4) The UZREC must be informed immediately of any material change in the conditions or undertakings mentioned in the documents that were presented to the meeting.

The UZREC wishes the researcher well in conducting research.


Professor Gideon De Wet
Chairperson: University Research Ethics Committee
Deputy Vice-Chancellor: Research & Innovation
26 February 2019

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

03-03-2019

RESEARCH & INNOVATION OFFICE

APPENDIX 11: LETTER FROM MUTSHINDUDI CIRCUIT



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION
VHEMBE DISTRICT

EDUCATION

REF: 14/7/R
ENQ: MADZHIE P.V
CELL: 072 213 1461

MUTSHINDUDI CIRCUIT
P/BAG X4000
TSHIDIMBINI
0972

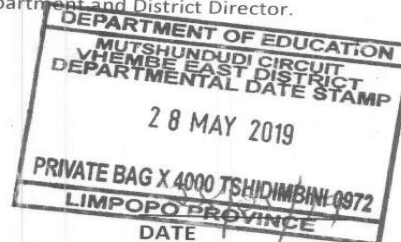
Nemakonde T.H
P.O.Box 657
Sibasa
0970

28 May 2019


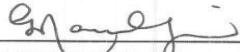
***PERMISSION TO CONDUCT RESEARCH IN TWO OF THE PRIMARY SCHOOLS UNDER
MUTSHINDUDI CIRCUIT.***

1. The above matter refers.
2. Kindly be informed that permission has been granted to you.
3. Conduct of this research should not disrupt the school programs.
4. Attached are letters from the head of Department and District Director.
5. Wishing you the best.

CIRCUIT MANAGER



APPENDIX 12: LETTER FROM VHEMBE DISTRICT

 LIMPOPO PROVINCIAL GOVERNMENT REPUBLIC OF SOUTH AFRICA		DEPARTMENT OF EDUCATION VHEMBE DISTRICT		DEPARTMENT OF EDUCATION VHEMBE DISTRICT 2018 -08- 02 PRIVATE BAG X 2250 SIBASA 0970 TEL: 015 962 1313/4 FAX: 015 962 6039 LIMPOPO PROVINCE
REF : 14/7/R	ENQ : MATIBE M.S	CELL : 082 3004 774		
NEMAKONDE T.H				
P.O.BOX 657				
SIBASA				
0970				
REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN TWO OF THE PRIMARY SCHOOLS IN MUTSHUNDUDI CIRCUIT				
<ol style="list-style-type: none">1. This serves to inform you that your request for permission to conduct research on the topic "Effects of discipline on learners' wellbeing in rural primary schools in Mutshundudi Circuit" has been granted.2. You are expected to ensure that your interviews with principals ,educators and Grade 7 learners will not disrupt teaching and learning activities.3. Kindly inform the circuit manager and principals of the two selected schools prior to commencing your engagements with the research subjects.4. Wishing you the best in your studies.				
 DISTRICT DIRECTOR		02/08/2018 DATE		
<small>Thohoyandou Government Building, Old Parliament, Block D, Private Bag X2250, SIBASA, 0970 Tel: (015) 962 1313 or (015) 962 1331, Fax: (015) 962 6039 or (015) 962 2288</small>				
The heartland of southern Africa - development is about people!				

EDITOR'S CERTIFICATE

For the dissertation of

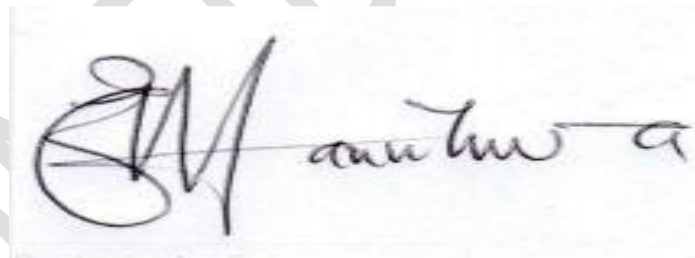
TSHISIKHAWE HOPE NEMAKONDE

STUDENT NO: 201860894

TITLE: EFFECTS OF DISCIPLINE ON LEARNERS' WELLBEING IN RURAL BASED PRIMARY SCHOOLS IN MUTSHINDUDI CIRCUIT, LIMPOPO PROVINCE, SOUTH AFRICA

I write to certify that I have had the privilege to edit and proof-read the dissertation of the above-mentioned candidate who is an MED candidate at the University of Zululand. I have checked for, among other things, grammatical errors, repetitions, readability and logical flow of the dissertation, presentability of figures and tables, citations and the reference list and, to the best of my knowledge, the dissertation is now ready for examination.

Thank you.

A handwritten signature in black ink, appearing to read 'Elia Manuhwa', is written over a light-colored rectangular background. The signature is cursive and somewhat stylized.

Dr Elia Manuhwa PhD

6 December 2020

Independent Academic Consultant,

318 Galloway Road, Norton

Zimbabwe

+263 772 235 122; +263 775 977 391

manuhwa@hotmail.com