

Exploring the collaborative roles of stakeholders to sustain discipline in selected primary schools in the Motheo district

by

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DECLARATION

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I declare that the topic “Exploring the collaborative roles of stakeholders to sustain discipline in selected primary schools in the Motheo district” is my own project and that all sources that have been used or cited have been listed and recognised through means of comprehensive references.



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ABSTRACT

Sustained discipline for learners is very important for successful teaching and learning. It is of increasing importance that all stakeholders – school principals, parents, teachers, and learners – become involved with enforcing discipline in the school. Control of learners' behaviour by the various stakeholders is problematic. Resultantly, there is a growing tendency of school principals and teachers resigning their careers.

The aim of the study is to explore the collaborative roles of stakeholders to sustain discipline in selected primary schools in the Motheo district. There is a lack of cooperation among the various stakeholders to sustain discipline in their schools. Consequently, this study endeavoured to determine the extent to which the various stakeholders practised collaborative roles in sustaining discipline in the school environment. The community's contribution as stakeholders in sustaining discipline in the school was also investigated.

The study was undertaken at four primary schools in the Motheo district. The qualitative research approach, as well as the theory of Freud as the theoretical approach, was used in this study. The interpretivist paradigm was employed for the collection process of the data. This included semi-structured interviews with HOD's and teachers as well as open-ended questionnaires filled out by the school principal, SGB and two learners. The results thus obtained through the various participants indicated that varying strategies were implemented by participants to eradicate misbehaviour in schools and to sustain discipline in place thereof. The main cause of misbehaviour is also discussed from the data gained through the investigation, and categories and themes have been identified. The investigation of the lack of discipline in schools, as well as the possible stumbling blocks that contributed to the problem, formed the basis of this study. The findings proved that there was a lack of cooperation in sustaining discipline at the schools participating in the investigation. The co-operation of the community in this respect was also found to be negligible. Recommendations suggested as a result of the study are that the different stakeholders should co-operate in sustaining discipline in the school environment. Non-punitive forms of discipline should be used to motivate learners.

KEY CONCEPTS: Misbehaviour, Principal, School Governing Body (SGB), Head of Department (HOD), Level One teacher, Learners.

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ACRONYMS AND ABBREVIATIONS

ADHD	Attention deficit hyperactivity disorder
AIDS	Acquired immunodeficiency syndrome
CAPS	Curriculum Assessment Policy Statement
FEDSAS	Federation of Associations of Governing Bodies of South African Schools
HOD	Head of Department
OBE	Outcomes-based education
SA SAMS	South Africa School Administration Management System
SAOU	South African Teachers' Union
SAPS	South African Police Service
SGB	School Governing Body
SMT	School Management Team

LIST OF APPENDICES

Appendix A: Title Registration

Appendix B: Ethical clearance

Appendix C: Approval from the Free State Department of Education to conduct research

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Appendix E: Information leaflet

Appendix F: Consent form, Parental Consent form and Participant information leaflet and assent form

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Chapter 1:

Introduction and background

1.1 Introduction

The acceptance of the Constitution of the South African Schools Act creates a disciplined and efficient school environment (Van Deventer, 2016:111). Education is a basic human right and every child must have the right to have access to basic education. According to the law, the objective of education is to develop a learner's talents and personality. A learner's brain capacity and physical abilities should always be taken into account. The learner must be prepared to participate in the community as an adult. It is necessary to create a disciplined school environment and expect a certain level of behaviour from the learners (Joubert, 2016:114). The task of the school governing body is to compile a code of conduct according to Sections 8 and 20 of the Schools Act in collaboration with the learners, parents and teachers of a school (Landsberg, 2013: 243). In doing so, discipline will be ensured in the school environment. School rules form the basis of a code of discipline in the school and the classroom (Van Deventer, 2016:262). The governing body should motivate teachers to carry out their professional mandate and enforce discipline in the school. Different stakeholders in schools play an important role in sustaining discipline in the school environment. At the four schools investigated in the Motheo district, the stakeholders included the principal, an SGB member, a Head of Department (HOD), a Level One teacher and two learners.

It is the duty of the school principal as a figure of leadership to create a vision for the school. The school principal has to motivate the teachers to be productive. The school principal has to work with the various stakeholders to cooperate and manage the various human resources and extramural activities (Van Deventer et al., 2009:92). Investigation of the roles of teacher in the classroom has become urgent so that discipline may be effectively enforced in the classroom. The teachers as leaders in the classroom play an important role in this regard. The escalating number of undisciplined children and teachers are confronted with in the classroom leads to teachers complaining all the more about misbehaviour including bullying and vandalism in the school. Teachers as leaders have an important task to help learners with behavioural problems and it has become

necessary to aim for the collaborative roles of the stakeholders to maintain discipline in the school environment (Van Deventer et al., 2009:106).

Learner discipline has become a major problem in state schools. This negatively impacts effective learning and teaching. It is imperative that learners know what is expected of them and that they behave accordingly (Van Deventer, 2016:363). The values of the Free State community have progressively changed. The values of the families have also changed regarding economics and culture. The Department of Education, principals, teachers, parents and learners including the community are experiencing a lack of resources to establish effective discipline strategies and measures in the schools. Positive changes are required in public schools before this matter becomes untenable (Gouws et al., 2011:129).

1.2 Background

In order to cultivate a culture of learning, the school environment must be safe for learners and teachers. One of the school's tasks is to ensure that discipline teaches learners moral values. Good discipline is therefore to be directed to the learners by means of verbal explanations, delivered positively. Some school principals are not natural leaders and do not adequately manage their schools. Besides having to entertain parents' needs and requirements and keep them content, school principals also have to aim for an increase in learners' numbers at a school. School principals also have to deal with problems teachers experience in battling undisciplined learners in their classes. This leads to teachers eventually losing interest in their careers. All schools have rules and the teachers convey these rules verbally and in writing to learners and parents (Gouws et al., 2011:129). As a result of learners increasingly displaying undisciplined behaviour in schools, teachers are experiencing a growing level of stress which results in mass resignations. Teachers are also uncertain about what their legal relationship is with their learners (Tsiane, 2010:5). Internationally, corporal punishment is still being used in the United States of America to discipline learners in certain schools (Gershoff, 2018:3). The effectiveness of South African punitive measures is currently under scrutiny, as more learners are displaying ill-discipline in the school environment (Allman et al., 2011:5). On an African continental level, a survey has been done in Nigeria on the disciplinary and academic behaviour of learners because it has been found that the effective application of school discipline leads to good academic achievement (Stanley, 2014). School

discipline is also required of teachers in South Africa to ensure academic progress. On a national level, a survey has been undertaken in Limpopo regarding the utilisation of democratic discipline and procedure. Corporal punishment is not allowed in this instance, but alternative means of punishment are in place to maintain good discipline (Ntuli, 2012:23). A study should be undertaken to decide if these new means of punishment are effective enough to enforce discipline. On a local level, a survey was undertaken (Masitsa, 2017:1) to determine how discipline being enforced was in the interest of the learners in schools. The stakeholders' role in the disciplining of children should be done in such a manner that children's rights are not violated (Joubert 2016:65). The question arises which punitive measures would be the best and who should be held responsible for the enforcement of discipline in the school environment. There is also a need to discuss the collaborative roles of the stakeholders in the development of positive behaviour in schools (Gouws et al., 2011:74).

This research has revealed that learners are progressively displaying misconduct which results in escalation of behavioural problems. The South African school act is disobeyed by learners which results in behaviour problems. Learners with behavioural problems seek attention and disrupt classes. Some learners have grown up in chaotic homes and are undisciplined. Some learners with behavioural problems are hurt by the teachers in the classroom and such learners also hurt other learners. Other discipline problems include drugs, bullying and theft as well as sexual assault. (Lemmer et al., 2014 :149) reports that schools increasingly refrain from expelling learners.

Teachers are experiencing difficulty in following and completing the curriculum. The root of this problem needs to be probed and suitable solutions must be found (Carl, 2016:81).

1.3 Problem statement

Most schools are experiencing problems maintaining discipline in the school environment. Various studies have been undertaken in the past on the enforcement of discipline in the school (Van Deventer, 2016:6). Joubert (2016:136) reports that learners in some places or locations are out of control and teachers are not able to enforce discipline. It is imperative that a solution be found that will address the disciplinary problems experienced in schools. The collaborative role of teachers to change the negative behaviour of some of the children in school is also crucial (Lemmer et al., 2014:145).

The root causes of a decrease in discipline in schools can be arranged into different groups. These include the school environment, the home environment, as well as the community. Furthermore, the disposition of individual learners has to be taken into account. Often when the matter of learner discipline is addressed by the teacher, the teacher is alone in decision making and is held responsible for the actions of learners. This influences the morale of the teachers. At times, learners are often absent from school and tend not pay attention in class. Other contributing factors to misbehaviour of learners in schools include social and economic problems (Gouws et al., 2011:214) as well as poverty and peer pressure. The laissez-faire attitude of teachers also leads to undisciplined learners. They claim the syllabus and exams to be in excess and too difficult, which result in the neglect of extra-mural activities (Kruger et al., 2009:21). This leads to teachers becoming undisciplined and also results in a lack of communication between the stakeholders of the school. There is clearly a problem with the level of authority to maintain discipline in the schools. The various stakeholders have to be aware of their roles in the education system and act accordingly (Maree et al., 2008:159). The laissez-faire attitude of principals also leads to undisciplined schools and the Department of Education is blamed for the existence of such problems in the schools (Joubert, 2016:16).

The absence of a framework for the counselling of learners who are experiencing learning and discipline problems affects discipline in schools. Undisciplined parents without power give the learners much freedom which result in misbehaviour in schools. Methods such as detention, temporary expulsion and total expulsion as valid solutions need to be explored/implemented. Final solutions for misbehaviour must be sought so that discipline can be maintained in the schools and learners can be educated holistically (Van Deventer et al., 2009:110).

1.4 Research question

How can the collaborative roles of stakeholders sustain discipline in selected primary schools in the Motheo district?

1.5 Sub research questions

- 1) What are the collaborative roles of the stakeholders in sustaining discipline in selected primary schools in the Motheo district?

- 2) How do teachers engage in collaborative activities to maintain discipline in the classroom?
- 3) How can the community help the stakeholders to sustain discipline in the school environment?

1.6 Aims of the study

The aim of the study is to explore the collaborative roles of stakeholders to sustain discipline in selected primary schools in the Motheo district.

1.7 Objectives of the study

- 1) To determine the collaborative roles of the stakeholders to sustain discipline in selected primary schools in the Motheo district.
- 2) To explore the activities teachers use to sustain discipline in their classroom.
- 3) To determine what the community do to help stakeholders sustain discipline in the school environment.

1.8 Theoretical framework

Theory plays a crucial role in research. Theories consist of propositions that are made up of concepts. The theory explains the relationship between independent and dependent verbal (Creswell, 2008:648). This study is underpinned by Freud's psychoanalytic theory which postulates that human behaviour is shaped by the interactions among the three components of the mind which are the id; ego and superego (Moore et al., 2017:79). This theory, also known as Freud's structural theory of personality, places great emphasis on the role of unconscious psychological conflicts in shaping behaviour and personality. Dynamic interactions among these fundamental parts of the mind are thought to progress through five distinct psychosexual stages of development which will be discussed further in chapter 1 of this study. The theory is about enhancing an individual's personality so he can stand apart from the rest and make a mark of his own (Bergh et al., 2008:304). The application of Freud's theory for this study was deemed appropriate as it will give primary school teachers an understanding of the collaborative roles they can play to sustain discipline in schools. The theory would also help the stakeholders to understand the behaviour of learners in the school. For schools to have sustained discipline, stakeholders have to play specific collaborative roles to sustain discipline. These

collaborative roles to be played by the teacher, in turn propel teachers to understand how they can help learners enhance their personalities. Then the learners must be able to withstand peer pressure and made a mark of their own (Bergh et al., 2008:304).

The value of the theoretical framework is in the structure it provides for the research. The framework assists in positioning and contextualising formal theories into a research study as guidance (Adom *et al.*, 2018:438). A broader discussion of the theory is made in Chapter 2 under the literature review and theoretical framework.

1.9 Definition of concepts

1.9.1 Discipline

There is no standardised definition of school discipline and educators define discipline in various ways. The term 'discipline' is derived from the Latin word *disciplina*, which means to teach. Discipline also entails the inculcation of self-control, character, orderliness and obedience. It encompasses the acquisition of moral character, as well as setting a standard and pattern for behaviour (Joubert 2016:118). According to Masingi (2017:7), discipline can be defined as the act of behaving in agreement with values, beliefs, the code of conduct and classroom rules determined by the schools. Sadik & Yalcin, (2018:97) state that discipline aims to create a safe school environment. It enables the learners to realize themselves and allows them to develop holistically.

1.9.2 Misbehaviour

Misbehaviour is the unacceptable behaviour which learners display. Such learners break the rules and regulations of the school and do not show respect for teachers and fellow learners. Learners who are guilty of misbehaviour show a lack of moral values. Some learners misbehave because they do not understand the rules of the classroom. A different culture could also be the reason for not understanding the rules in the school. Learners coming from disadvantaged environments where they are living in an abusive family, do sometimes have a misbehaviour problem. Other times learners misbehave just to gain the acceptance of others. Acceptance as well as belonging is a basic human need and learners want to become part of a group. Lemmer (2014:139) states that also the code of conduct is infringed upon by learners who misbehave.

1.9.3 Principal

School principals are to manage and lead schools with a professional hand and a holistic perspective. They should also have interpersonal skills and are expected to develop the school community. School principals have been trained for their duty, by attending short courses. School principals should be seen as true leaders. Where school-related factors create a negative school climate and overcrowded schools contribute to learners' misconduct, the principal has to deal with these problems. The principal must understand that other factors such as conflict, poor housing or medical services and the availability of illegal firearms can serve as risk factors for disruptive behaviour and could contribute to misbehaviour (Lemmer et al., 2014:142).

1.9.4 School Governing Body (SGB)

The SGB is responsible for the maintenance of successful learning and teaching of cultures in the school. This consists of the school principal, vice-principal and the HODs. The SGB sees the school as a learning organisation. The SGB co-operates with the teachers and the community. The SGB runs the extra-mural activities. The SGB must give the code of conduct to all learners and parents. The SGB must tell teachers, parents and learners what is accepted as appropriate behaviour (Lemmer et al., 2014:146).

1.9.5 Head of Department (HOD)

The HOD's main function is acting managerially, assisting with teaching and learning. The HOD also assists with discipline in the school and reports back actions taken to the discipline head. Heads of Department act as middle managers. Seeing that disciplinary problems among learners can be ascribed to a lack of parental involvement, the HOD has to reach out to all parents and involve them in both the education and the discipline of the learners (Lemmer et al., 2014:141).

1.9.6 Level One teacher

The main function of the teacher is to manage teaching and learning in the classroom. Teachers have been trained to teach certain subjects. The level one teacher does not act in a managerial position. Teachers are expected to be sensitive to the needs of learners from a variety of cultures and family structures and to accept all learners. Teachers need to be well acquainted with the cultures and backgrounds of learners in the class. They

must be aware of any unsolved anger learners may be harbouring. Teachers must also be aware of the social economic and home circumstances of all learners. This enables them to deal with disruptive behaviour in the classroom (Lemmer et al., 2014:141).

1.9.7 Learners

Some learners are chosen as head leaders. These learners were chosen by the SMT. These learners have certain responsibilities and functions such as assisting teachers with the maintenance of discipline. This is done by helping other learners who feel that their cultural backgrounds are not taken seriously and who are more likely to exhibit antisocial behaviour. The head learners also help learners who create violent discipline problems because they are full of anger and do not know how to handle their feelings (Lemmer et al., 2014:141).

1.10 Literature review

Dhlamini (2016: 474) highlights that learner discipline has become a problem in South African schools and that there is a need for the stakeholders in education to manage the problem. The conduct of learners regarding ill-discipline leads to a weak learning and teaching culture in a school. A weak learning and teaching culture inevitably leads to the interruption of thorough learning (Moore et al., 2017:12). The misbehaviour of learners includes clashes between personalities as well as their domestic circumstances. These could be viewed as caused by the school. The following examples serve as personal hypotheses of what could be considered disciplinary problems: tension arising between teacher and learner when the learner arrives late for school and delivers poor school results; learners damaging school buildings as a result of bad behaviour; learners resorting to unacceptable behaviour such as smoking and stealing. Disciplinary problems such as smoking and stealing cause teachers to feel hopeless about enforcing discipline. Section 10 of the School Act 84 of 1996 protects learners from being treated inhumanely (Joubert, 2016:194). South Africa has departed from the era where corporal punishment used to be the norm as a tool or a method to discipline learners (Joubert, 2016:145). After 1994, this method of discipline was banished in South Africa as a method to discipline children. It has now become necessary to scrutinize the roles of principals, the SGBs, the HODs, Level One teachers and learners with the view to their enforcement of discipline in the school environment (Joubert, 2016:18). The teacher has various roles to play in

the classroom to create a positive learning environment. One of the characteristics of a positive teaching environment is the interaction between learners and teachers. The teacher must provide the learners with various activities that promote constructive learning in the learning environment (Bergh et al., 2008:78). This constructive learning later changes to abstract learning. In this manner the learner then developed self-discipline, and other problems such as disciplinary and learning problems will diminish (Woolfolk, 2014:62).

A detailed discussion of relevant literature that addresses the managing of learner discipline by the different stakeholders in their roles of collaboration is discussed in Chapter 2.

1.11 Methods of research

1.11.1 Research methodology

Research methodology is a systematic theoretical analysis of the procedures applied to a field of study. Research methodology encompasses concepts such as research design; target population; sampling size and procedure; and data collection instruments and procedures (Kothari, 2014:7). Methodology is a description of the research process. It provides information concerning the method that was used to undertake and to justify the research. The methodology describes the different stages of the research. These include the selection of the participants, the data collection process, and the process of data analysis. A research methodology is a strategy that is determined by the nature of the research question and by the subject being investigated. The research format that is used in the investigation should be seen as a tool to answer the research question. This study made use of a research methodology because it had many dimensions and the scope of the research methodology is wider than that of the research method. Research methodology is the logic behind the methods used (Kothari, 2014:8).

1.11.2 Research paradigm

The word has its aetiology in Greek where it means 'pattern'. Thomas Kuhn (1962) first used the word paradigm to mean a philosophical way of thinking (Kivunja & Kuyini, 2017:26). In the interpretative paradigm, one is led to understand reality through the viewpoint of participants gained by means of their participation in the research as well as the experience of these participants. The paradigm chosen for this research was

influenced by the cognitive processes of the researcher and the methodological presentation. The participants' experience regarding the application of discipline comes here to the fore. The paradigm leads the study. For the purpose of this study, the interpretivism paradigm was used because it studies the natural environment of the identified research participants. Another reason for using the interpretivism paradigm was that it understands a group of people in education. Interpretivism also builds on an understanding of the experience of teachers and learners in the classroom. The goal of interpretivism in this study was to understand which activities the teacher uses as collaborative roles to sustain disciplines in the classroom. The researcher wanted to listen and observe how the teacher uses collaborative roles to sustain discipline in the classroom. Interpretivism was decided upon because learners want to be cared for and they want to be part of the school community (Lemmer et al., 2014:24). Eventually the researcher recorded facts and put them into context.

1.11.3 Research approach

According to Creswell, (2014:5), research approaches are plans and procedures for research that span the steps from broad assumptions to detailed data collection methods, analysis, and interpretation. A qualitative research approach is dependent on words rather than numerical data (Maree, 2016: 309). A qualitative approach had to be used in this study because this approach underlies human interaction. A qualitative research approach gives a deeper understanding of a phenomenon (Van Rensburg, 2013:89). Although qualitative research is more open and wider in the presentation of data than quantitative research, it provides a more structured schedule that includes, for example, an interview or a questionnaire (Van Rensburg, 2013:86).

1.11.4 Research design

A case-study research design was decided upon because it not only leads to in-depth research of the matter at hand, but also allows to gain an in-depth understanding of the phenomenon (Babbie, 2012: 89), A multiple case study which includes multiple sources of evidence, was used as it enabled comparison of the cases, exploring the differences between the cases (Van Rensburg, 2013:90). The case-study research included observation of the research as well as face-to-face semi-structured interviews with

different role players (Van Rensburg, 2013:201). The focus of the case in this study was the use of collaborative roles to sustain discipline in four schools in the Motheo district. These four schools were carefully selected.

1.12 Population and sample

1.12.1 Population

The population refers to the large group to which the researcher desires the findings to apply (Mukherji & Albon, 2018). The population for this proposed study included all the Principals, SGB members, Heads of Department (HODs), Level One teachers and the learners of the schools.

1.12.2 Sampling

Purposive sampling was used for this research. Purposive sampling is commonly used in qualitative research. In purposive sampling, the researcher wants to study groups of people based on their characteristics or circumstances (Van Rensburg, 2013:162). The four schools consisted of one private school, one reformatory school, one Afrikaans school and one English school. The private school was included because it functions independently from the Department of Education. A reformatory school was used to find out what the teachers do to enforce discipline. A school in an Afrikaans environment (Language of instruction is Afrikaans), as well as a school in an English environment (Language of instruction is English), was used because of their different cultures. The school principals and a member of the School Governing Body were involved in the study to determine their roles in enforcing discipline. The researcher endeavoured to involve a HOD and a level one teacher with more than three years of experience because they have different roles to play in enforcing discipline. Two learners were also included to determine what their roles are in enforcing discipline. Data was collected using semi-structured interviews with the HOD and a Level One teacher per school. An open-ended questionnaire was used that was handed to the principal, a member of the School Governing Body (SGB), and two learners per school (Maree, 2016:198).

1.13 Data collection

Qualitative data was collected in this study. Two types of data collection such as document analysis and primary data can be used by the researcher (van Rensburg,

2013:175). For the purpose of this study, documents that have a bearing on discipline in the school environment, such as the White Paper of Education and the School's Code of Conduct, were scrutinized. The White Paper of Education and the schools' Code of Conduct were analysed to get a clear understanding of the rules for educators and learners. Public policy, laws and regulations on school discipline must be in line with the Constitution. The Code of Conduct of every school includes school and classroom rules to maintain discipline in the school environment (Joubert, 2016:121). The researcher verified whether the stakeholders were managing discipline according to the policies that the school had drafted, as well as determine the effectiveness of the different policies. Primary collection techniques and tools were used for in-depth semi-structured interviews and open-ended questionnaires with participants to determine how stakeholders use their roles to enforce discipline in the school environment. The interviews with the teachers were used as the main method of data collection. A semi-structured interview approach was adopted. The researcher endeavoured to gain a deeper understanding of the participants through dialogue and their language usage (Van Rensburg, 2013:179). A voice recorder was used to record the semi-structured interviews. The voice recorder also allows for return to the data later on (Van Rensburg, 2013:183). This interactive role of the researcher also built trust through the interaction with the participants (Landsberg, 2013:21). Additionally, classroom observation as well as observation on the school grounds were used as a data collection method. The researcher also perceived how teachers apply different activities to aid the execution of their roles in the classroom. The research included the following categories: observing discipline during early morning school periods as well as later afternoon periods, which also included observation during intervals. Observation on the playground was also undertaken. The different kinds of disciplinary problems in the school environment were looked at by using open-ended questionnaires and punitive cards. Teachers and learners completed open-ended questionnaires to enhance the data collected via other methods.

1.14 Data analysis

Though qualitative data analysis observes meaningful content, it is also more subjective and relies on the perspective of the researcher (Van Rensburg, 2013: 239). Data analysis is a process consisting of specified steps. This analysis process focuses on understanding the participants' feelings, attitudes, and experiences (Nieuwenhuis,

2016:370). In this study all observations on the stakeholders' roles in maintaining discipline in the school environment were collated. The data analysis in this investigation was based on the findings of the stakeholders who were selected to participate in the research. Data analysis involved transcription, coding and classification of data. A thematic analysis was used (Creswell et al, 2018:193). In thematic analysis, interviews are used and in the research findings, the feelings of the participants are expressed (van Rensburg, 2013:249). Thus, the research findings would consist of the reactions of the participants. Before analysing individual items, the researcher would get an overview of all the data. Data was obtained from the transcribed information, questionnaires and taking of notes. Afterwards automated coding that was guided by the research questions was used. The coding also involved sorting of data into different categories. These categories were named and recorded in a report which included a summary of the essential findings as well as recommendations (Van Rensburg, 2013: 273).

1.15 Trustworthiness

Trustworthiness of a study refers to the degree of confidence in data, interpretation, and methods being used in the study to ensure quality (Connely, 2016:435). The trustworthiness of data was constantly kept in mind in this research where several definitions for trustworthiness apply. Trustworthiness is an important aspect of qualitative research that should be met with the paradigm. The criteria of trustworthiness consist of credibility, transferability, dependability and confirmability (Denzin *et al.* 2018:98). These criteria were kept in mind throughout the study. A detailed discussion of the criteria for trustworthiness follows in Chapter 3 (cf. 3.7).

1.16 Credibility

Credibility is confidence in the truth of the study and consequently the findings. According to (Connely, 2016:435) credibility is the most important criterion. In credibility, reference is made to the extent to which the research findings are believable as well as trustworthy (Maree, 2016:373). To ensure credibility in this study, data was collected by using semi-structured interviews and open-ended questionnaires in which the participants' views and findings could be represented effectively. All the questions could be easily understood by the participants. Credibility also includes the use of observation. Therefore, data

collection through interviews and open-ended questionnaires also ensured credibility. A detailed discussion of the criteria for credibility follows in Chapter 3 (cf. 3.8).

1.17 Transferability

Transferability refers to the extent to which the research findings can be generalised (Maree, 2016:373). The nature of transferability is the extent to which findings are useful to persons in other settings. Transferability differs from other aspects of research in that it determines how applicable the findings are to their situations (Connely, 2016:435). It is also a way of providing the researcher with sufficient evidence. Transferability was ensured in this study by capturing and keeping the detailed data of the participants. An in-depth discussion of the aspect of transferability will be presented in Chapter 3 (cf.3.9).

1.18 Confirmability

The research findings are confirmable when other people corroborate or confirm them (Maree, 2016:373). Confirmability is also defined as the degree to which findings are consistent and can be repeated (Connely, 2016:435). Korstjens and Moser (2017:121) refer to confirmability as an aspect of neutrality and objectivity. The researcher's interpretations should not be based on their own interpretations and viewpoints. Detailed records and documents were held in Chapter 3 (cf. 3.10).

1.19 Ethical considerations

As the research involved human beings, the purpose of ethical consideration was to ensure the protection of the participants from any form of harm, physical as well as psychological (Resnik, 2015:1). In order to conduct this research, permission was obtained from the University of the Free State. An application to conduct the research in the schools under their jurisdiction, was also addressed to the Free State Department of Education. Permission was also obtained from the school principals to undertake the research at their respective school. A consent form to participate in the study was given to each participant. Participants were informed about their right to participate voluntarily. They were ensured of their anonymity and confidentiality in the use of information obtained. The participants were given the option to withdraw at any time. The parents or guardians of minors were required to sign a consent form in which permission was given for the participation of the minor in the research. Participants were assured that no names

of participants or schools would be used and that anything that could lead to the recognition of a participant or school would be removed. All the information collected would only be available to the researcher and would be stored on a memory stick that would be password protected in Chapter 3 (cf.3.11)

1.20 Value of the study

The study will aid in the provision of acceptable and effective methods of disciplinary enforcement in an attempt to curb the current delinquent behaviour in schools. The study could be read to identify new valuable data for teachers to sustain discipline in their classrooms. Teachers participating in the research would benefit because their roles would become clear regarding the enforcement of discipline in the classroom. In addition, the reason for and the causes of delinquent classroom behaviour were scrutinised and made available to the teachers. The study would benefit teachers because the execution of their roles in enforcing discipline would come to the fore. The SMT members and the Department of Education would also benefit with regards to sustaining discipline in the school environment (Van Rensburg, 2013:272). A detailed discussion of the criteria follows in Chapter 3 (cf.3.13).

1.21 Overview of the chapters

The following is a description of the chapter outline:

Chapter 1: Introduction and background

The introduction and background contain information about the stakeholders and their collaborative roles to sustain discipline in the school environment. The main research question and the sub-questions are presented in this chapter. The research design and methodology used for this research are also presented in this chapter.

Chapter 2: Literature **review** and theoretical frameworks.

Chapter 2 contains a discussion of the theoretical framework that was used for this study. The chapter consists of a review of the relevant literature related to the study.

Chapter 3: Research **Design** and Methodology

Chapter 3 describes the methodology. Semi-structured interviews and open-ended questionnaires were conducted in the study. The chapter gives an in-depth understanding of the importance of discipline in the school environment.

Chapter 4: Analysis, presentation, and interpretation of data

Chapter 4 presents the findings collected from the participants in this study. Categories and themes were identified from the data collected. The findings were relevant to the main research question and objective.

Chapter 5: Conclusion and Recommendations

Chapter 5 provides a summary of the research findings. Furthermore, recommendations are discussed in this chapter. The limitations of this study are also revealed. This chapter is concluded with a summary of this research study.

1.22 Summary of this chapter

Chapter 1 focused on the introduction and problems which led to the research. It states the main questions as well as the sub-research questions. Furthermore, the background, research design, methodology as well as data collection and analysis of the study have been fully discussed in this chapter.

Chapter 2:

Literature review and theoretical frameworks

2.1 Introduction

In Chapter 1, reference was made to the investigative aspects of this research. As part of the discussion, further cognizance is taken of the background of the problem. Most teachers experience problems maintaining discipline in the classroom. A solution must be found that will address the disciplinary problems experienced at schools (Motseke, 2019:22).

Each of the various role players fulfil different roles in the sustaining of discipline in the school environment. Some learners are out of control and teachers are unable to enforce discipline (Joubert 2016:136). Teachers are also unsure of the roles they can play to practise discipline in their classrooms. Teachers are uncertain about what their legal relationship is to their learners. It is also evident that legal action against teachers is becoming more common (Tsiane, 2010:5). Cases were opened when parents complained about violence in the classroom (Pijoo, 2020:1). In some of the cases there is no support from the other role players to sustain discipline in the school environment. Internationally, some schools in the United States still use corporal punishment to discipline learners (Gershoff 2018:4). The effectiveness of South African punitive measures is under scrutiny, as more learners are displaying ill-discipline in the classroom (Allman & Slate, 2011:5). On a continental level, a survey in Nigeria on the disciplinary and academic behaviour of learners found that the effective application of school discipline leads to good academic achievement (Stanley, 2014:181).

School discipline is also required of teachers in South Africa to ensure academic progress. On a national level, a survey was undertaken in Limpopo into the application of democratic discipline and procedure. Corporal punishment is not allowed in this instance, though alternative means of punishment are in place to maintain good discipline (Ntuli, 2012:155). According to the researcher, a study should be undertaken to decide if these new means of punishment are effective enough to enforce discipline. A survey was undertaken by (Masitsa 2008:234) to determine how discipline was being enforced in the interest of learners at schools. The teacher's role in the disciplining of children should be executed in such a manner that children's rights are not violated (Joubert, 2016:65).

Discipline should never be too lax, inconsistent or rigid (Landsberg, 2013:494). The question is, which punitive measures would be best, and who should be held responsible for the enforcement of discipline in the school environment. Gouws also stated the need to discuss the collaborative roles of teachers in the development of positive behaviour in schools. Teachers will have to use their collaborative roles to change the negative behaviour of some of the children in school. Therefore, their collaborative roles are very important (Gouws et al., 2011:74).

In this chapter, the various types of ill-discipline evident in the classroom is scrutinized in greater detail. The ill-discipline teachers experience in class includes the following: fidgeting, writing notes to each other, sitting on tables, throwing objects around in the classroom, incessant talking and aggressive behaviour towards each other. Learners do not do homework and they do not pay attention in class (Furlong *et al.* 2004:136). Some learners experience deeply rooted emotional problems which may be the result of ill-discipline. They steal each other's property and use alcohol and drugs on the school premises. The sooner the teachers can determine the reasons for such behaviour, the sooner the teachers will be able to resolve behavioural problems in the classroom and maintain effective discipline (Walker & Gresham, 2014:83). The teacher acts as a parent in the classroom – *in loco parentis* – whereas their primary task is to teach. One of the tasks of the teacher is to maintain discipline and protect every learner (Joubert, 2016:176). The stakeholders also have the responsibility to help with discipline in the school environment.

Maintaining discipline in the school environment includes the following: The role of the stakeholders is to sustain discipline in schools. India is known to be an international country which views the role of the teacher to sustain discipline in the school environment as very important. Teachers are required to have education qualifications as well as skills. Teachers can employ technology to improve disciplinary skills. For example, the teachers can use a computer to show learners a video on discipline. Good communication skills are also deemed necessary for teachers to maintain discipline in the classroom. Learners can make use of counselling to help solve their misbehaviour problems (Kapur, 2019:9) though some of the stakeholders do not use the counselling available from the education department.

In Ghana, an African country, at a speech and prizegiving day by Oso Presbyterian Senior High School, parents were asked to help sustain discipline at the school for education to

take place successfully. The district minister said on this occasion that teachers and parents should serve as role models with the view to sustaining discipline in the school. Learners should be disciplined to ensure a good future. A minister of religion who also spoke at this function, emphasised honesty, the ethics of hard work, and being child-like and dedicated as vitally important to improving discipline. Dressing modestly also inculcates respect. More of this type of gathering was encouraged (Bonsu, 2010:1).

In the Western Cape province of South Africa, learners must be aware that consequences arise from breaking school rules and that such behaviour affects other learners. Learners must know what is acceptable behaviour and what is not (Volschenk, 2007:1).

In Bloemfontein, as a Free State provincial district, the absence of discipline in schools is considered to be the fault of parents. Parents shift the responsibility for maintaining discipline to the teacher. Ndamani claimed that learners are not disciplined at home. They are noisy and talk out of turn in the classroom. Environmental factors cause bad behaviour, and greater parental involvement will improve discipline. Learners should know the school rules and the behaviour policy. Problem children should be referred to special schools (Ndamani, 2008:177).

Teachers engage in collaborative activities to maintain discipline in the classroom

In the United States of America, learners are expected to exhibit certain behaviour when activities are presented in the classroom. Sound classroom rules are important, as is academic preparedness. The teacher is expected to begin each day on a positive note and to be patient. The teacher should speak with a natural tone of voice. The classroom has to be neatly organised and learners must change seating positions to help with the discipline in the classroom. Teachers used this organisation to make the class environment more interesting. Teachers must know learners' names. Learners should not be humiliated in front of their peers when problems arise. Teachers are expected to protect learners from other learners who get angry (Pritchard, 2021:2).

In Namibia, teachers help the learners to share information. Constructive knowledge is shared in a collaborative and meaningful way. Learners must be allowed to solve problems and improve their critical thinking (Amushigamo, 2017:2).

South Africa is struggling with ill-discipline problems. Many factors are responsible for the indiscipline problems. The following factors namely learner-related factors, teacher-

related factors, school-related factors, education system-related factors, parent-related factors, and society-related factors are responsible for discipline problems (Wolhuter & Van der Walt, 2020).

Cape Town views a positive learning environment as important. Learners have to know there are school rules they have to obey. Punitive measures and rewards must be clearly defined. Teachers are expected to deal with the bad behaviour of learners (Clouds, 2020:1).

The community's role is to help teachers maintain discipline in the school environment.

In the United States, the community has a good relationship with the school. The community should stipulate what they expect of the school. Good dialogue between the community and the school is essential (Weingarten, 2017:5).

Zimbabwe as an African district developed a good infrastructure for the schools. These structures help the stakeholders to improve the quality of education in the primary schools. The community helps with the school fees and sometimes help the school with the layout of their gardens. The community provides stationery and clothing for those learners who cannot afford it. The community also helps orphans and single parents so that children can attend school (Ngwenya & Baird, 2008:3).

In South Africa, a conference was held on school discipline which was attended by representatives of the Department of Education, religious organisations and unions. The representatives wanted the community to help instil discipline in learners (Arcangeli, 2014:1).

The parental and the community involvement is very important for the maintenance of discipline in schools. The community should help enforce discipline of learners and should not shift this responsibility on to the teachers (Ndamani, 2008:196).

2.2 Definitions of discipline

There is no standardised definition of school discipline and educators define discipline in various ways. The term discipline is derived from the Latin word *disciplina*, which means to teach. Discipline also entails the inculcation of self-control, character, orderliness and obedience. It encompasses the acquisition of moral character, as well as setting a standard and pattern for behaviour (Joubert, 2016:118). A disciplined person should be

able to lead and give direction where required. Discipline entails the maintenance of harmony and order within the school. Good discipline creates a climate wherein learners can learn freely, without chaos and disruption bothering them. In the long run, discipline should lead to positive behaviour (Sithole, 2002:33).

Discipline can be divided into preventive discipline, corrective discipline, and supportive discipline (Tyala, 2005:18). The goal of discipline is to suppress, control and redirect misbehaviour, such as aggressive behaviour and immoral or disruptive learning behaviour (Van Deventer, 2016:367). Supportive discipline should lead to positive discipline and equip the learner to attain self-control and self-discipline. The learner should be praised for exhibiting positive behaviour. To enforce supportive discipline, the learners should be constantly praised. South Africa's Schools Act 8 of 1996 also stipulates that the school governing body is expected to provide a code of conduct for the school (Tyala, 2005:22).

2.2.1 Preventive discipline

Preventive discipline is covered by the Schools Act, the Assessment and Support policy and school-specific code of conduct documents (Joubert, 2016:123). Preventive discipline covers basic rights and rules and the outcome of contravention of such rules. A code of conduct is issued to the learners, who should act according to the code of conduct (Sithole, 2002:69). A safe environment should be established for the learner (Tyala, 2005:19). Learners are told what is expected of them when they enter the school grounds and the classrooms (Sithole, 2002:69). Positive disciplinary actions should be followed. Preventive discipline assists learners in their learning process and inspires them to act according to a set manner, which is considered to be acceptable behaviour. This kind of discipline prevents problems before they surface.

To establish this form of discipline, the teacher should show learners that they are trusted by their teacher, and the teacher should provide positive leadership and set an example for learners. Effective and comfortable organisation of the classroom will inculcate acceptable behaviour (Tyala, 2005:18).

Preventive discipline provides for a variety of positive disciplinary measures and includes lesson procedures and teaching in the classroom. A variety of methods could be adopted, and learners should be able to act on their initiative. Learner discipline should form part of the school's activities and it should ultimately lead to self-discipline and self-esteem.

The learner should respect the rights of fellow pupils; they should do their own work and practise self-control.

Preventive discipline also includes fairness. The learners are expected to greet their teachers and act respectfully towards them. Rules, standards and values must be respected. They are expected to behave in a specific manner towards older persons who enter the classroom. Preventive discipline alleviates some learners' related problems experienced in the classroom (Tyala, 2005:18).

2.2.2 Corrective discipline

Corrective discipline addresses learners' wrong or unacceptable ill-discipline, and ultimately leads to restored discipline that makes a better person of the learner. The learner's ill-discipline should lead to corrective discipline, which involves positive disciplinary measures and punishment by the regulations. A learner's human rights should never be violated (Van Deventer, 2016:366).

2.2.3 Punitive measures for corrective behaviour

Learners can be reprimanded to improve their behaviour. With the use of verbal punishment, the learner is threatened and reprimanded. This takes place in the case of non-serious offences. A disapproving warning and punishment using eye contact can correct learner behaviour. Privileges can be withheld. A learner's freedom can be curtailed and some privileges relevant to the classroom and the playground can be taken away (Tyala, 2005:20). Detention classes can be instituted and a learner may be given extra homework. During corrective discipline, the learner can be isolated or ignored. The learner can be ordered to occupy a seat in the front of the class. However, the learner may never be removed from the learning environment. Learners can also be punished using a points system. In more serious cases of bad behaviour, corrective discipline requires the summoning of the school principal, which could lead to the expulsion of the learner from the school for a period (Joubert, 2016:126). Expulsion should follow on disruption of the school and when school rules have been infringed upon. Expulsion would also be deemed necessary when a learner becomes a danger to other learners and staff members. Temporary and permanent expulsion can be applied in the case of more serious offences. When punishing a defaulter, the educator should also consider that the aim of punishment should always be to help the defaulter to avoid repeating the

same mistake. Before a teacher punishes defaulters, it must first be ascertained whether the learner is guilty of an infringement or not. Punishment should always be aligned to education (Joubert, 2016:126), and be commensurate with the infringement committed. The teacher should be encouraged not to take into consideration previous infringements of a learner and then assign punishment for past infringements. Punishment should be fair. The whole class should not be punished in the case of a misdemeanour of one learner. Teachers can only discipline infringements according to their authority and in terms of rules and regulations. A positive attitude should be present between a learner and an educator (Van Deventer et al., 2009:17).

2.3 Approaches to discipline

There are three approaches to discipline, namely the behaviouristic approach, the humanistic approach, and the democratic approach.

2.3.1 The behaviouristic approach to discipline

In this case, obedience plays an important role, as do punishment and reward. A quiet classroom is obtained through fear. This approach to discipline is unacceptable in the classroom today. This approach does not consider the background of the learners, and learners have no say in classroom rules (Lemmer et al., 2014:142).

2.3.2 The humanistic approach to discipline

The humanistic approach is based on individual freedom. Attention is centred on individual learners. Learners are not forced to display a specific form of behaviour that is acceptable (Lemmer et al., 2014:143). Humanists think that the most effective means of overcoming behavioural difficulties lies in a psychology-based, growth-promoting climate. The teacher must build a positive relationship with the parents as well as the community to enable the learners to overcome their problems (Chaplain, 2003:183).

2.3.3 Democratic approach to discipline

Democratic models of discipline should be reasonable and reflect respect for individuals. Teachers have to make time to know learners as individuals and attempt to understand them. The teacher should try to understand differences in social values and the cultures

of learners. Teachers must also try to understand learning styles (Lemmer et al., 2014:144).

2.4 Discipline policy in South Africa before 1994

Before 1994, the application of learner discipline was authoritarian, and the teacher generally acted as a dictator in the classroom. The learners merely sat and listened to the lesson which the educator taught. There was little learner interaction and the school principal had complete control over the school (Tyala, 2005:22).

The use of corporal punishment in a society is associated with authoritarian and non-democratic societies (Sithole, 2002:11). Learners used to receive corporal punishment, and this form of disciplinary policy was seen as part of the Apartheid system. Some classrooms were over-full in this era. Learners began to protest against the education system. The Soweto uprising was typical of this era. It was not easy to control some of the youth in the classroom (Sithole, 2002:14).

2.5 The new disciplinary policy after 1994

The Schools Act of 1996 influenced the traditional approach to discipline. Education regulations, both provincial and national, and the Bill of Rights influenced the way discipline was applied in schools. Schools are expected to produce learners who are well-educated and who are well-adapted to the community in which they live (Tyala, 2005:23).

With the advent of democracy came the outcomes-based education system and new ways had to be found to solve disciplinary problems. Outcomes-based education was implemented in 2005. Some of the learners were enabled to achieve their maximum ability. A learner-centred and activity-based approach to education was used (Tyala, 2005:63). OBE has since been abandoned. Over the years, several factors in South Africa influenced effective curriculum development. Curriculum specialists removed the stumbling blocks and from 2012 onwards the Curriculum Assessment Policy Statement (CAPS) was implemented. CAPS provides details of what needs to be taught and assessed on a grade-by-grade basis (Carl, 2016:18).

2.6 Human rights and school discipline

Learners must be protected against cruel treatment in schools. Child abuse and corporal punishment are no longer acceptable. The Constitution of the Republic of South Africa, 1996, is the highest authority and the Schools Act, as well as other education regulations are not permitted to conflict with the Constitution. In terms of section 10 of the Constitution, teachers have inherent dignity. The teacher's dignity has to be respected and protected by the employer, colleagues, the learners and parents. Human rights also made an impact on the expulsion and investigation of learners (Joubert, 2016:77).

2.6.1 The right to human dignity

The right to human dignity is a right that is due to everyone. Every individual must respect him/herself and others. An important aim of a school's code of conduct should be to ensure the right to dignity of everyone in the school. No person may defame another person's name and learners may not be belittled (Joubert, 2016:119).

2.6.2 Freedom and security of the person

Freedom and security of the person, in section 12 of the Constitution, provides everyone with the right to security and the right to psychological and bodily integrity. Learners may not be cruelly treated. When the age of the learner is not considered and the punishment does not fit the transgression, it is considered to be unfair corporal punishment (Joubert, 2016:120).

The Human Rights Act 1994 and the Constitution, state that corporal punishment has no place in the education system. Corporal punishment is forbidden by various acts, for example, the Schools Act. Resorting to corporal punishment is seen as a criminal act. Numerous other countries also do not permit corporal punishment. Corporal punishment was part of the old education system, when learners lived in fear of authority (Lemmer et al., 2014:114).

2.6.3 Two kinds of legislation for education

The original legislation, in terms of Article 40(1) of the Constitution, comprises the government's national, provincial and local legislation. Subsidiary and delegated legislation are also important because teachers and learners have certain rights according to the law. The South African Schools Act 84 of 1996 makes provision for

disciplinary problems. Section 8 of the Schools Act 84 of 1996 requires all schools to have a written code of conduct for learners. The South African Schools Act provides for the democratic transformation of schools and the setting up of uniform norms and standards for the organisation and governance of schools (Joubert, 2016:195).

The Bill of Rights sets out the fundamental rights and freedoms that provide educators with a fundamental basis on which to enforce discipline. Every school should have a code of conduct which is dictated by the framework provided by the Bill of Rights. Teachers have to take cognisance of their rights, as well as those of their learners, to make valid and correct decisions. Teachers must remember that learners have the right to basic education and that expulsion could violate their rights. The expulsion of learners due to delinquent behaviour is an administrative matter that has to meet the prescriptions of equitable administrative actions. Expulsion must be meted out fairly and justly.

Common law assigns to the educator *ultra vires* and in *loco parentis* principles with which to work. Teachers act in the place of parents. They have an important duty of care towards the learner and have to protect learners from any harm. The rules of natural justice come into play when a learner is expelled. The aim of the rule of natural justice is to ensure fairness and justice in all disciplinary actions. (Joubert 2016:194).

2.6.4 Code of conduct

The school's governing body should draft a code of conduct that provides a disciplined and objective environment for effective teaching. The code of conduct should embody the Constitution of the Republic of South Africa, 1996, and should be compiled guided by the values of the Schools Act and provincial legislation. It must contain clear directives for acceptable behaviour, as well as for ill-discipline. The code of conduct should also contain disciplinary procedures (Sithole, 2002:51).

The aim of the school's code of conduct is to establish a disciplined environment for education in the school. The code of conduct should meet the requirements of the Constitution of 1996, the Schools Act of 1996, and provincial legislation. Every school should have a written code of conduct drawn up by the school governing body, with the aid and assistance of parents, teachers and learners (Joubert, 2016:126). The code of conduct should include the mission of the school and it should stipulate clearly what is meant by acceptable behaviour. The code of conduct should also stipulate what steps should be taken should a learner infringe on a rule or regulation. The rights and

responsibilities of role players must be laid out clearly, as should disciplinary actions which should be taken when such rules and regulations are infringed upon (Sithole, 2002:51).

2.7 The roles of different role players

This section will discuss the different role players and their roles in the school environment.

2.7.1 The role of the Department of Education

The education department should monitor discipline at all schools under its jurisdiction. School disciplinary policies and procedures must take the physical, social and emotional development of learners into account (Pretorius et al., 2004:10). The discipline policy should recognise the inherent dignity and rights of the learners and educators in the school (Tyala, 2005:63). In schools where there is a lack of discipline, the Department of Education must provide the necessary support and counselling for the educators to work with these learners. When the teacher has exhibited disciplinary problems, the district officials and the social services must help the teacher with discipline problems (Tyala, 2005:64).

Based on Article 9(2) of the Schools Act, a learner may be suspended by a head of department after the learner has been found guilty of a serious offence through a reasonable and fair hearing. The school governing body must propose to the head of the department that a decision should be made within 14 days to suspend such a learner (Van Deventer, 2016:359). The school governing body may not suspend a learner without permission from the head of the department (Hanks, 2004:159).

2.7.2 The role of the principal

The principal sets the tone of the school. Principals are the leaders and it is up to them to have a well-disciplined and functional school (Van Deventer, 2016:312). It is therefore the responsibility of the principal to enforce discipline in the school. They must establish a particular policy with which discipline can be enforced. The principal has to see to it that a behaviour document is signed by the parents and the school. Discipline is necessary in the school environment to ensure that learners are educated in an environment that contains no disturbances or interruptions (Joubert, 2015:226). Without discipline in the

classroom or school environment, little will be achieved by a school. Discipline is obligatory for the functioning of a school. The leadership style of the principal plays an important role in the enforcement of discipline in the school environment. The principal should have a pliable discipline style. A good principal should decide which disciplinary measures are important for the school (Sithole, 2002:46).

The school principal does not have the legal right to suspend a learner. In terms of the South African Schools Act 84 of 1996, learners may only be suspended by the school governing body, and this may only take place if a learner had a fair hearing and was allowed to offer an explanation. A learner should be allowed to object to suspension and direct any objections to the school governing body. The school principal must always give the learner a fair chance to state their side of the matter.

The school principal should build a relationship of trust with teachers, learners, parents and the community, and involve parents in disciplinary situations. Principals should report ill-discipline to parents when it occurs. It is expected of the school principal to support teachers with the enforcement of discipline. The school principal should see to it that the code of conduct is made available to both learners and the community (Joubert, 2016:123).

2.7.3 The role of the school governing body

In terms of the South African Schools Act of 1996, the code of conduct must be drawn up by the governing body. The school governing body has the power to handle matters of discipline relating to the staff and learners. The disciplinary procedures to be followed by the school must be set out in the school code of conduct (Lemmer et al., 2014:146). Misconduct includes unacceptable behaviour that is not covered by the school rules; instead, it is linked to the general rules that are dictated by legislation (Lemmer et al., 2014:146).

2.7.4 The role of the school management team

The school management team, which includes the principal, the heads of departments of the school and other support teams, must understand and be supportive of the difficulties teachers are confronted with. They must have a concern for the teachers' problems and needs while also taking interest in the learners' behaviour (Landsberg, 2013:497).

The school management team should have certain plans in place to punish learners who infringe on school and classroom rules. Incorrect behaviour includes not doing homework, being late for class and unacceptable behaviour in the classroom. The school management team should aim to find out why learners act in this manner (Pretorius et al., 2004:46).

2.7.5 The role of the heads of departments

The heads of departments should support teachers in the enforcement of discipline in the school. They serve as middle managers. The teachers should know that they can approach their heads of departments regarding any disciplinary problems. The heads of departments should then put forward plans and make changes as necessary (Van Deventer, 2016:265).

2.7.6 The relationship between the parent and the school

The primary responsibility of parents is to ensure that their children exhibit acceptable behaviour at school. Parents' involvement plays an important role in the behaviour of learners at school. Some parents behave inappropriately in the presence of their children which causes their children to also behave inappropriately at school (Odebode, 2019:126). There must be a relationship of trust between the teacher, the parent, and the learner. Parent involvement and support influence the culture of learning and teaching. There should be loyalty between the parents and the school. Parents who are involved in the education of their children create a climate that is conducive to teaching and learning (Van Deventer et al., 2009:10).

Parent involvement also affects the results achieved by learners. A good relationship between learners and their parents has a positive effect on learners' school achievement. A school experiences fewer discipline problems when parent involvement is discernible. Most parents support good behaviour and discipline. A good partnership between the teacher, parent and the child will help the child with their behaviour in class. The parent must be involved in associations and social events like parent meetings and a parents' day (Landsberg, 2013:501). The school must hold regular meetings with the parents to communicate with them about the learners' work and progress, and also to deal with disciplinary issues (Tyala, 2005:64). Parental educational expectations during childhood

have long-term effects on children's achievement. Parents lower their expectations when their children exhibit behaviour problems (Froiland, 2013:569).

A good home environment improves school attendance. A good home environment also gives the learner emotional stability. Without cooperation between the parent and the teacher, the learner is unlikely to be sufficiently educated (Lumandi, 2019:1).

Parents and teachers should find time to solve problems (Tyala, 2005:64). Whenever ill-discipline occurs, it should be addressed and resolved immediately. Ill-discipline often occurs when both parents have to work and when they live far from the school.

2.7.7 The school environment

A positive school climate means a climate that will maximise effective teaching and learning. A school should become an environment where teachers can enjoy teaching and learners feel at home and enjoy learning. In a positive school environment, teachers treat their colleagues and learners with respect (Lemmer et al., 2014:145). A good school climate improves academic success. A positive climate help teachers to have high morals and a commitment to teaching. The school will become a safe and good place for teaching and learning where learners can communicate with teachers, and the school code of conduct will ensure a disciplined and orderly environment, with few disruptions (Van Deventer et al., 2009:12).

A climate of trust and understanding should also be established by the whole school situation. Respect, caring and a sense of belonging are feelings that need to be cultivated. Learners have to obey the school rules and respect their teachers and other learners in the school environment. Every learner must have the opportunity to succeed in the school environment. Learners must be able to make their own decisions (Lemmer et al., 2014:148). People have to work hard to create a positive school climate.

Disruptive behaviour and a poor teaching and learning environment lead to the loss of valuable time in the classroom. These circumstances do not stand the teacher's esteem in good stead as they hamper their ability to teach and, consequently, impact negatively on their stress levels.

2.7.8 Community

There should be good interaction between the community, the school, and the learners' families, which will promote good academic results. A good relationship between the community and the school is advantageous to both parties as well as the learners. A supportive community is built when they celebrate success in the school environment (Savage & Savage, 2010:150). It is the teacher's task to establish a supportive community. A supportive community is necessary to create a safe learning environment. Factors such as poverty, community disorganisation and the availability of drugs and firearms cause problems in the community who is also mainly responsible for solving these problems. Therefore, the community should have effective programmes in place to prevent substance abuse (Gerler, 2006:43). Because vandalism hurts both the school and the community, the community should help restore some of the damage done to schools by learners (Savage & Savage, 2010:215).

The community is often afraid of gangsters who might kill and hurt the learners and their parents. This fear of gangsterism in turn affects learner behaviour and the discipline of the school. Therefore, a supportive community is necessary to create a haven for the learners (Hanks, 2004:167).

2.8 Professional requirements related to discipline by teachers

The teacher must be an ethical leader. Teachers are role models and have to model special norms, values and principles. The teachers need to master different methods of teaching and skills to cater for all learners in a diverse classroom (Mamabolo et al., 2021:239). The teacher should respect their professionalism. Confidentiality must be maintained and promoted in the learning situation. Teachers must display interest in the learners and provide assistance when it is required (Van Deventer, 2016:259). Every learner has the right to education. Mutual respect between the teacher and the learner is necessary to sustain discipline in the school environment. The teacher must, as far as possible, cooperate with the principal and other staff members to create a safe and risk-free environment for learners. The teacher should ensure their safety as well as that of learners, and immediately report unsafe conditions (Joubert, 2016:177).

2.9 Classroom management

One of the teachers' roles is management in the classroom. For this reason, the teacher should have effective classroom management skills. Their behaviour has to show that they are able to help the learners behave positively. Active leadership by the teacher is required for good discipline. It is important that the teacher be well-prepared for lessons. As it leads to discipline flowing smoothly. The goal of classroom management is the prevention of disruptive behaviour, and to ensure self-control on the part of the learner. Van Deventer (2016:366) advises that a learner-centred classroom be established, with discussions based on a positive approach to discipline.

Classroom management and discipline are not the same thing. Discipline is a part of classroom management. Positive relationships are required for classroom management and discipline (Lemmer et al.,2014: 145) and learners should be able to make decisions. The learner and the educator have to work together towards a communal aim without opposing each other. This requires teachers to respect learners and show that they care for them. They must also avoid humiliating and judging learners, to create an atmosphere of respect (Nelsen & Lynn, 2000:49). People are not born with mutual respect, it must be modelled and taught. A positive relationship with the learners has more value than a relationship where problems are discernible (Lemmer et al., 2014:145). However, teachers have to address learner behaviour that disrupts the good order of the classroom (Landsberg, 2013:500).

Sometimes teachers are disturbed by learners who experience emotional and mental problems and fail to cooperate. This causes tension, which negatively impacts the classroom atmosphere and demotivates learners (Tyala, 2005:13).

2.9.1 Different teaching styles of teachers

The teaching style of a teacher plays an important role in the execution of discipline. The teacher can use different teaching styles. Before 1994 the traditional teaching system was initially teacher-centred. With this teaching style, the teacher stands at the centre of teaching (Maree & Fraser, 2008:31). After 1994, the spotlight has moved from the teacher to the learners, where learners are involved in the learning process. The teacher has to help the learners creatively. Teachers are tasked with following programmes that assist

learners in a creative way to achieve their outcomes. The teacher acts as a facilitator and leads the learners. The teacher also provides learning opportunities and has to communicate regularly with parents about any problems which may arise (Maree & Fraser, 2008:26).

The teachers- learner relationship must be characterised by trust and sensitivity and the teacher has to motivate and encourage learners. The teacher must show that they care for learners and always act warmly towards them (Pretorius et al., 2004:60).

2.9.2 Classroom rules of the teacher

In a climate characterised by positive behaviour, school rules are instruments in the process of total development. Bad behaviour leads to disruption of relationships. Various role-players can assist with the establishment of positive behaviour, among whom the teacher, learners and the school governing body (Volschenk, 2007:11). Learners should enter a classroom knowing what is required of them, which is aided by classroom rules, procedures, and expectations (Savage & Savage, 2010:26). Firstly, the teacher should draw up clear classroom rules in collaboration with the learners who should be allowed to contribute ideas and comments. These classroom rules are to set out the standard for acceptable behaviour in class. They should be fair and the teacher should treat the learners in the same way when applying these rules. Teachers have to make sure learners understand the reason for classroom rules and these rules should be short and clear (Landsberg, 2013:499). Lemmer (2014:146) adds that the teacher has authority over the learners in the classroom and that the learners have to obey the school rules as well as the classroom rules. Furthermore, the teacher also has to inform the learners about COVID-19 rules (Pillay, 2013:5).

Other forms of power that teachers can apply in the school environment include creating a classroom atmosphere where success can be achieved. Maintaining order in the classroom is also mandatory. For example, learners in a well-disciplined classroom respond immediately to a bell (Pretorius et al., 2004:61). Lessons should be well organised and time used effectively. The learners should be motivated to attain an educational aim. The teacher should praise and reward learners. Praise and rewards can be effective in encouraging learners to behave in the classroom (Lemmer et al., 2014:147).

2.9.3 Well-prepared teachers

The teacher is expected to be punctual and be well-prepared to present lessons. Organisation in the classroom entails thorough preparation to teach every lesson (Van Deventer, 2016:75). The teacher should know the learning material and plan the lesson very well beforehand. Learners should be involved in the learning situation, and it is the teacher's responsibility to ensure that lessons flow smoothly, notwithstanding interruptions by learners. An important skill the teacher should have, is to handle interruptions effectively (Lemmer et al., 2014:74). The teacher should insist on good manners being displayed by the learners and should never leave learners unsupervised in class. Learners should be encouraged to carry on with their work (Volschenk, 2007:34). Teachers must establish a constructive relationship with their learners so that learners feel accepted and cared for.

2.9.4 Communication skills of teachers

Another skill teachers should have, is good communication skills. Body language and facial expressions play an important role in persuading learners to pay attention during the lesson (Van Deventer, 2016:204). It is better to be able to avoid discipline problems manifesting in the classroom than to have to handle these problems. It is the teacher's responsibility to prevent boredom in the classroom environment by using different teaching methods. The teacher should also be willing to assist learners who experience problems (Van Deventer, 2016:197). Moving around in the classroom not only enables the teacher to spot behavioural problems the moment they arise but also ensures that the learners are paying attention (Landsberg, 2013:19). By constantly asking questions, the learners' attention is retained. The teacher should be able to make quick decisions in the classroom and learners should receive feedback on work done (Landsberg, 2013:81). Non-verbal responses, such as smiles, sometimes help to build confidence. Positive discipline not only moves the focus from control and punishment to positive behaviour, but also creates self-discipline (Lemmer et al., 2014:145).

2.9.5 The different cultures of learners

Culture plays an important role in the teaching of learners. Before 1994 the focus fell on only one culture in the classroom. Classrooms now consist of learners from many

cultures. School cultures entail shared attitudes, customs and beliefs. Teachers have to bear these differences in mind during teaching (Van Deventer, 2016:66). The teacher as a manager and leader must create and reinforce a conducive culture for teaching and learning. Diversity sometimes becomes a challenge in the classroom. External factors, such as parent expectations, can become a problem. Internal factors, such as the management of differences between teachers' beliefs and those of the learners can also become a problem.

2.9.6 Importance of the curriculum

The teacher has to follow the curriculum, but how the learning material is relayed must meet the cognitive levels of the learners. The teacher has to present the curriculum in a meaningful way, to ensure learners understand the work properly. In order to achieve this, the teacher must also understand and take the cultural background of each learner into consideration. In addition, must teachers also be self-assured and adequately qualified in their subjects. Misbehaviour of learners in the classroom and the school have become major stumbling blocks in the learning situation. Often, the general atmosphere of the classroom is disturbed by the undisciplined behaviour of learners and their inability to accept authority (Carl, 2016:23).

2.9.7 Teachers' collaborative roles

The following characteristics are distinctive of a collaborative teacher: They work with other teachers and learners to be successful. They have vital knowledge about content, instructions and skills required. They build upon the knowledge of the learners and their personal experiences and use language strategies to help learners of different cultures. Learners must be motivated to listen and learn. Learners are stimulated to do their work if the work is interesting. The collaborative classroom teacher shares their authority with the learners in specific ways. In a collaborative classroom, the learners treat each other respectfully. The teacher permits the learners to share their knowledge and learning. The teacher in a collaborative class uses videos or dramatises sources to support the textbooks. A well-prepared teacher and a motivated class work together in a collaborative

classroom, and this improves the discipline in the school environment (Brownell *et al.*, 2006:170).

2.9.8 The role of values in learner discipline

Discipline in the school is not only based on rules but also on values. Mutual respect is important here. A sense of responsibility, honesty and self-discipline is also important. School values and vision are not the same. The values and culture of the school are equivalent to constitutional values. The focus should fall on learners' responsibility while caring and support are also important. All stakeholders should be involved to help with discipline in the school environment. The community should also contribute to the school system (Van Deventer, 2016:368).

2.10 The responsibility of learners

2.10.1 Learners should obey school rules

Learners should know what their rights and responsibilities are. They may not interfere with the teachers' authority. Learners have to adhere to the school's code of conduct and should accept responsibility for their behaviour. They should know that they will be punished should they fail to respect the teacher. They will also be punished should they disrupt the class (Hanks, 2004:105). Learners also need to take responsibility for their learning.

2.10.2 Learners should attend school regularly

It is the parent's responsibility to see to it that the learners attend school regularly. Parents should inform the school in the event of learners being absent. A letter from a medical practitioner should be produced when a learner is absent due to medical reasons (Savage & Savage, 2010:209).

2.10.3 Learners should wear the correct school uniform

The learners are disciplined by wearing the prescribed uniform. The school uniform should fit comfortably and be suitable for all kinds of weather. The uniform should be worn with pride and learners should always appear clean and neat. The learners' hair

should be neat according to the school rules. At some of the schools that do not have uniforms, there is less discipline (Van Deventer, 2016:18).

2.10.4 Learners should show respect for school property

Vandalism of school property is unacceptable. Learners should know that vandalism is a criminal act punishable by law. They should respect the school buildings as well as all property belonging to the school (Tyala, 2005:31).

2.11 The long-term goals of discipline

2.11.1 A positive self-concept

Learners need to develop a positive self-concept and feel good about themselves. Learners should be understood and disciplined as individuals (Lemmer et al., 2014:144) and not merely be punished for not following the school rules. The focus should fall on the learner's self-concept and not on the negative result of bad behaviour. This makes the learner more responsible. The teacher also has to be concerned about the evidence of self-worth of the learner. A classroom that accepts and honours cultural differences will also meet the needs of all learners. Such classrooms develop the learner's self-concept and encourage self-discipline (Lemmer et al., 2014:144).

2.11.2 Self-discipline

Good discipline in the classroom promotes self-discipline. Some teachers believe that rewarding acceptable behaviour leads to self-discipline. Punishment of unacceptable behaviour will also lead to self-discipline. Learners should be taught to choose between right and wrong (Lemmer et al., 2014:144).

2.11.3 Moral autonomy

A sophisticated version of self-discipline is called moral autonomy. Learners with moral autonomy are on the right path and have self-discipline (Lemmer et al., 2014:145). Teachers have the power of reward. They can reward learners in the class for completed and successful tasks. A teacher should never make a promise to a learner which they cannot keep. Professional growth of the learner should take place in the classroom and the teacher must be able to discern the causes of behaviour in the classroom.

2.12 Types of discipline problems in the school environment

2.12.1 Absenteeism

The South-African Schools Act 84 of 1996 makes provision for parents to be responsible for their children's presence at school (Pretorius et al., 2004:10). A learner has to attend school from the age of seven years until they are fifteen and have achieved at least Grade 9. Absenteeism refers to regular absence from the school environment without a valid reason. It is difficult for learners who are often absent to catch up with work. Absent learners do not do homework regularly, neither do they write examinations regularly out of fear of failing such examinations (Tyala, 2005:29).

In certain school environments, some learners are forced by their peer group to skip school. These learners have low term marks due to their absenteeism (Pretorius et al., 2004:10).

To curb absenteeism, it is essential that every school must have a procedure in place for prior arrangements for times parents or designated persons wish to collect learners from school early. The procedure must make provision for keeping record of these learners and the person collecting the learner must provide proof of identity. All persons entering the school grounds must identify themselves (Joubert, 2016:159).

2.12.2 Punctuality

Time management is very important in the school environment. Learners must not be late for school. Parents must see to it that their children are always on time for school (Tyala, 2005:31).

2.12.3 Gangs

Gangs are groups of learners who destroy discipline in a school. They perpetrate criminal acts as well as other illegal activities. These learners bring firearms and dangerous weapons to school. They are a threat to the safety and security of all stakeholders (Tyala, 2005:34). A gang has a special name, and members are identified by specific clothing, haircuts and tattoos (Bongweni & Tyilo, 2019). Gangsters sometimes experience despair and loneliness. School is sometimes a haven for these children. Schools must take part in gang prevention programmes (De Vito, 2021:5).

2.12.4 Substance abuse

The National Educational Goals Act came into being in 1994 (Savage & Savage, 2010:216). Schools should be alcohol- and drug-free to help learners with academic success. The handling of alcohol and drug cases is very difficult for schools. This also requires the involvement of the families and drug counsellors. It has been found that behaviour in a school regress when alcohol and drugs are used. The use of alcohol and drugs often causes learners to behave aggressively. Sometimes, learners use these substances to become popular with their peers. Learners with low self-esteem often use drugs and alcohol substance (Savage & Savage, 2010:217). Learners often fail at school because of substance abuse (Savage & Savage, 2010:217). The teacher cannot help learners with problems like substance abuse; instead, psychologists and social workers, as well as the parents, need to be approached in this regard (Savage & Savage, 2010:216). Some learners use alcohol, tobacco and other substances to cope with their problems (Weinstein & Rosen, 2003:331).

2.12.5 Violence and vandalism

The school environment must be safe and free from firearms and other weapons (Hanks, 2004:16). Vandalism is damage to property that belongs to others. The vandals sometimes have firearms. Vandalism is a criminal offence. Vandalism and violence deny learners and teachers their right to learn and teach in a safe environment. Learners sometimes deliberately break windows and doors of classrooms or destroy desks and other equipment (Tyala, 2005:32). The community and the parents are responsible for repairing acts of vandalism. The school must have insurance for the damage caused by vandalism (Savage & Savage, 2010:216).

2.12.6 Lack of parental involvement

Teachers have problems with parents who think their children are perfect in every way, and who believe that anything negatively associated with their children is someone else's fault (Tyala, 2005:32).

2.13 Causes of disciplinary problems

A teacher should know the causes of disciplinary problems. Should a teacher know what the reasons are for ill-discipline, they will know what disciplinary measures should be

taken to address such problems. The following are deemed as the causes of the most common infringements: physiological factors, social factors, and domestic circumstances (Wolhuter & Van der Walt, 2020:2304).

2.13.1 Physiological factors

Physiological factors are based on and rooted within the body. Physiological factors, such as poor health, which includes weak eyesight and hearing problems normally surface in the classroom and at home. Some learners have visual perception problems. Learners can have difficulties with visual memory or other visual problems. Problems with auditory perception, for instance, auditory discrimination and auditory closure may be experienced (Landsberg, 2013:408). Malnutrition is another physiological factor to be taken into consideration (Moore, Viljoen & Meyer, 2017:51).

2.13.2 Social factors

Social factors include environmental factors, such as negative peer pressure. Peer pressure results when learners are in a group where they tend to misbehave more than when they are alone. Other social factors include learner violence that is the result of the aggressive ways in which some cultures resolve problems, due to their historical culture of violence. In such instances, learners hurt each other. Social factors in the classroom may be negative when the classroom is untidy and there are poor facilities at hand such as no toilet facilities or water and electricity. There could also be no technical material like computers available (Van Deventer, 2016:364).

2.13.3 Domestic circumstances

When a child is poorly disciplined at home, such behaviour is generally also displayed in the classroom. A dysfunctional home environment can lead to disciplinary problems and misbehaviour (Van Deventer, 2016:364). Alcohol abuse by parents and the low incomes of parents can also lead to disciplinary problems (Van Deventer, 2016:364). This makes the educator's task of enforcing discipline in the classroom untenable. Disciplinary problems arise when learners are ignored and not cared for at home. Disciplinary problems also occur when parents pressure learners to achieve good marks (Van Deventer, 2016:364). A parent must know their child's limits and have appropriate expectations. The child must also be fed and get enough rest before going to school

(Sithole, 2002:43). In child-headed households there are no authority figures at home to reinforce the discipline of the school (Van Deventer, 2016:364).

2.14 Personal disorders of learners

Aggression, daydreaming and learners who bully others cause most of the disciplinary problems (Moore *et al.* 2017:51) Learners also struggle with attention deficit hyperactivity disorder (ADHD), emotional or behavioural disorders, contemplate suicide, experience stress, and struggle with teacher-learner relationships and school factors, which lead to behaviour problems.

2.14.1 Hyperactivity and attention deficit problems

ADHD is a disruptive behaviour disorder characterised by a pattern of inattention and hyperactivity. Learners with inattention problems do not pay close attention to class activities. These learners find it difficult to organise work and are forgetful. They forget to do certain aspects of the work and fail to carry out assignments. Learners with hyperactivity struggle to sit still. Some pupils are so hyperactive that they cannot sit still, nor can they move slowly, and they talk incessantly. Impulsivity leads to an inability to wait for a turn and they often interrupt the teacher (Woolfolk, 2014:140). An attention-deficit hyperactive disorder can be treated medically or with other suitable methods (Woolfolk, 2014:140).

2.14.2 Bullying

Bullying is defined as aggression that involves a disparity of power between the victim and the perpetrator. Aggressive bullies are the most common type of bullying in schools. These bullies attack their victims directly. Passive bullies are not as common as aggressive bullies. Aggressive bullies are often skilled at shielding their behaviour from the eyes of adults. Teachers sometimes fail to identify the actions of passive bullies as bullying behaviour (Weinstein & Rosen, 2003:306). Violence may include hitting and kicking. The learner who bullied other learners sometimes enjoys status and power. The bully finds a suitable victim who is isolated and who does not socialize. Sometimes learners who were bullied experience emotional problems like anxiety and suicidal tendencies (Landsberg, 2013:495).

2.14.3 Emotional and behavioural disorders

The behaviour of learners who have emotional and behavioural problems differs from the usual norms of behaviour. These learners are sometimes very unhappy and display feelings of fear and anxiety. They have problems with relationships. Some emotional and behaviour disorders include anxiety disorders, disrupted disorders, behaviour disorders and tic disorders (Woolfolk,2014:144).

2.14.4 Suicide

Some learners commit suicide when they undergo too much stress. These learners experience symptoms such as sleep and eating problems (Woolfolk, 2014:146).

2.14.5 Stress

Instead of the school being seen as a safe environment, the physical environment of the school and the classroom can contribute to a learner's stress levels. Overfull classrooms can lead to inflated stress levels (Weinstein & Rosen, 2003:278).

The learning process can also cause stress for learners. Sometimes, learners feel that they are not successful in the class situation and that they cannot meet expectations. Competition among learners also leads to stress and anxiety. Subject stress appears in learners who like certain subjects more than others (Weinstein & Rosen, 2003:278).

2.14.6 Teacher-learner relationship

The teacher can be the cause of classroom behavioural problems, because of an unsuitable teaching method and poor classroom management (Kruger et al., 2009:117). The personal health problems as well as other problems teachers might experience that cause them to be absent from school, could also lead to disciplinary problems in learners (Kruger et al., 2009:117).

2.14.7 School factors that lead to behaviour problems

A negative school climate will inevitably influence learner behaviour negatively. Some children display behaviour problems as a result of unfavourable experiences at school. Some learners feel unwanted and alone and are not easily accepted in the class community. Some cannot fully participate in class situations. The learning context of the curriculum can also cause problems for some learners. Some learners find the curriculum

pointless. These learners do not pay attention and do not complete their homework or prepare for tests. The school organisation and rules of the school may not make sense to some learners. Some do not fit into the general pattern of the school or feel that they are not important (Landsberg, 2013:494). These learners might display unacceptable behaviour. A negative school climate will also impact negatively on the classroom climate, which can result in bad behaviour (Kruger et al., 2009:117).

2.14.8 Gifted learners with unique needs

The gifted learner's area of talent distinguishes them from others. Gifted behaviour can include creativity, musical talent, leadership qualities, intellectual reasoning ability and sporting abilities. The teacher has to deal with these children in a special way as these gifted learners sometimes work faster than the other learners in the class (Landsberg, 2013:515).

2.15 Skilled action in dealing with behaviour problems

The teacher should not encourage attention-seeking behaviour, but should just carry on teaching the lesson. Should learners disrupt a lesson, the teacher should move to the spot where the disruption is taking place and continue teaching from this position. Learners experiencing concentration problems should focus their attention on what is being taught. Short activities should be presented for learners with attention problems (Volschenk, 2007:46). This is particularly important when learners return to class after breaks. Should anti-social behaviour and disruption occur, learners should be removed from the activity immediately. Uncontrollable learners should also be removed. In a conflict situation, the learners must be treated fairly. The teacher must always handle conflict situations with empathy (Volschenk, 2007:46).

2.16 Teachers and violence

The teacher has to avoid being assaulted. A teacher should never be alone in their classroom after dark (Segalo et al., 2018). Teachers must call for assistance if learners become too aggressive and threaten the teacher's safety (Gerler, 2006:75). A power struggle between teacher and learner could lead to violations against the teacher. Learners who have low self-esteem, experience academic failure and problems at home, sometimes seek revenge and use the teacher as a convenient target. The teacher might

not even be the cause of the learner's anger. Teachers can prevent violence by not acting aggressively. There are steps a teacher can take when acts of violence do occur (Savage & Savage, 2010:207).

2.17 Teachers and collegial support

Teachers should have the opportunity to discuss learners' problems with one another and work together to find solutions for the problems. Doing so makes teachers feel that they have collegial support for solving the problems they experience. In discussions with other teachers, suggestions could be made on how to solve specific problems. During such discussions, attention should be focused on the problem and the required information should be provided. A teacher may assist another teacher with disciplinary problems of learners in the classroom (Nelsen & Lynn, 2000:229).

2.18 Other professional support for teachers

Teachers cannot solve all the disciplinary problems in the classroom and must seek assistance for serious problems. Some learners have serious problems and need additional help. The teacher should contact the chief disciplinarian who is responsible for solving disciplinary problems in the school environment. Involving these persons is an important step in finding solutions to the problems of learners (Savage & Savage, 2010:192).

2.19 Corporal punishment

Corporal punishment is a cruel kind of punishment. It is a violation of the right to human dignity and the freedom and security of a person. In South Africa, since 1994 there have been several pieces of legislation to ban corporal punishment in schools. The Bill of Rights as well as national and provincial education legislation forbid corporal punishment in schools (Joubert, 2016:145). The way discipline is managed in schools has changed. These days, every school is compelled to have a code of conduct in which it is clearly stated that no person may administer corporal punishment (Sithole, 2002:22).

Much can be said about corporal punishment. Some people remain advocates for corporal punishment. They believe that corporal punishment is the best way to avoid misbehaviour (Sithole, 2002:23). Others believe that corporal punishment is not an acceptable way to address misbehaviour (Sithole, 2002:23).

In the past good discipline was associated with an autocratic management style where corporal punishment was used. Learners had to keep quiet and be obedient. Nowadays teachers have to find alternative ways to enforce discipline in the classroom. Many teachers believe there are no effective alternative ways to discipline learners in the classroom (Sithole, 2002:23). Teachers experience a great deal of tension about enforcing discipline in the classroom. Should a learner display misbehaviour, the school can decide if the learner's parent should be contacted (Joubert, 2016:145).

2.20 Alternative punishment for learners after 1994

Since the Schools Act of 1996 outlawed corporal punishment, the following alternatives have been recommended.

2.20.1 Punishment of misbehaviour

The Schools Act and other documents, state that punishment should never humiliate a learner, nor may it injure a learner (Joubert, 2016:121). The punishment should fit the crime, and the punishment should be meaningful. Learners should know they are being held responsible for their deeds. Punishment should follow directly after the offence (Lemmer et al., 2014:149).

2.20.2 Contact the parents

The learner must be informed that their parents will be contacted should the learners continue with their misbehaviour (Lemmer et al., 2014:158).

2.20.3 Written statements

It is expected of learners to obey the classroom rules. Teachers are to hand parents a discipline report to sign when their child fails to behave in class (Lemmer et al., 2014:218).

2.20.4 Isolation

Should a learner's behaviour be found to be too aggressive, the teacher can remove the learner from the classroom. The teacher can put the learner in another classroom with another teacher, to help the learner adjust their behaviour (Sithole, 2002:28).

2.20.5 Work detail and daily progress

Learners' work should be monitored daily, and records be kept of their behaviour (Sithole, 2002:29). Records of learner behaviour and their work in class can lead to suspension if the learner continually misbehaves. They can also be suspended if they do not do their work properly.

2.20.6 Punitive cards

In most schools, punitive measures will be used to deal with learners' transgressions. All learners should be punished in accordance with the school and classroom rules. Learners should be punished if they fail to do their homework. They should also be punished for bad behaviour in the classroom and the school situation. They should be treated equally. At some schools, five yellow or blue cards will be given for misconduct. The yellow and blue cards are currently in use for less serious cases. Detention will be followed by a red card. The school notifies the parents of the detention date (Sithole, 2002:31).

2.20.7 Detention

This is the most common form of punishment for learners (Sithole, 2002:30). The most common reason for punishing learners is failing to do their homework or displaying delinquent behaviour towards the teacher and fellow learners. Detention is normally executed during school breaks or on Fridays after school (Mayisela, 2021:1). Parents need to be informed in writing that their child will have to sit in detention. The learners are then given schoolwork to do (Sithole, 2002:31). It is important to give learners clear guidelines and instructions on how to behave themselves (Sithole, 2002:30).

2.20.8 Suspension

Suspension transpires in the event of criminal acts. IT is clear from the South African Schools Act of 1996, that only the school governing body may suspend a learner (Pretorius et al., 2004:47). The school governing body is required to act and suspend a learner within seven days of the infringement taking place. The school governing body may only suspend a learner after a disciplinary hearing (Joubert, 2016:148). This is only undertaken in the event of serious misbehaviour. The suspension of a learner through ill-discipline is an administrative matter that has to meet the requirements for fair administrative actions. This means of punishment should be legal, fair and procedurally

acceptable (Van Deventer et al., 2009:261). Suspension should not violate a learner's right to be respected or their right to human dignity. Suspension should, furthermore, not inhibit a learner's right to freedom from all forms of violence. A suspended learner may not be dealt with in a degrading humiliating manner. In the event of a learner being expelled from school, disciplinary actions should be dealt with through the cooperation of the school governing body, the school principal and the provincial education department. (Pretorius et al., 2004:47). Should a decision be taken to suspend a learner, the school governing body may lengthen the period of suspension to a maximum of 14 days (Joubert, 2016:146).

2.21 Teachers' solutions for behavioural problems in the classroom

Teachers should find solutions for behavioural problems and be able to decide which of these would work best. Teachers should hold meetings with learners to decide how behavioural problems can be solved. A process that guarantees behaviour improvement should be in place. Note should be taken of the causes of behavioural problems. The help of others involved with discipline, such as social workers and psychologists, should be sought (Chaplain, 2003:77).

Punishment is intended to control behaviour. Punishment is not always successful. The teacher should decide which strategies are the best. The teacher should decide which disciplinary measures are effective for learning to take place. These disciplinary methods should lead to a democratic community in the classroom (Lemmer et al., 2014:149).

2.22 The negative aspects of punishment

2.22.1 Fear

The learners who misbehave must only be punished if the teacher has no other options, as learners may withdraw from activities for fear of punishment (Savage & Savage, 2010:155). Some learners are very sensitive and fear punishment. These learners may withdraw from class activities.

2.22.2 Destruction of relationships

Punishment can destroy the relationship between teachers and learners. Punishment can lead to a violation of the right to human dignity and the security of the person. The learner can also live in fear of the authoritarianism of the teacher (Lemmer et al., 2014:152).

2.22.3 Anger

The learner may experience anger after being punished. The teacher can be seen as a figure of power who can mete out punishment. The anger of the learner could lead to tension in the class environment. Anger can also destroy the relationship between the teacher and the learner (Lemmer et al., 2014:152).

2.22.4 Missed opportunities to learn

Punishment focuses more on what not to do rather than teaching what to do. The learner can also have the notion that the best way to stay out of trouble is to do nothing. A learner may experience anxiety which could block learning. Young learners need information about acceptable ways of behaving (Lemmer et al., 2014:152).

2.22.5 Destruction of self-esteem

Punishment can destroy self-esteem. Learners develop an opinion of themselves from the way people react to them. A learner who has been punished, feels disrespected and unworthy (Lemmer et al., 2014:152).

2.22.6 Lack of inner control

For some learners, fear of punishment sometimes becomes the only reason to behave in a socially acceptable way (Lemmer et al., 2014:152).

2.23 Theoretical framework

The theoretical framework forms the foundation of this study. The framework was used to define the behaviour of people and brain dysfunctionality that can be identified in people.

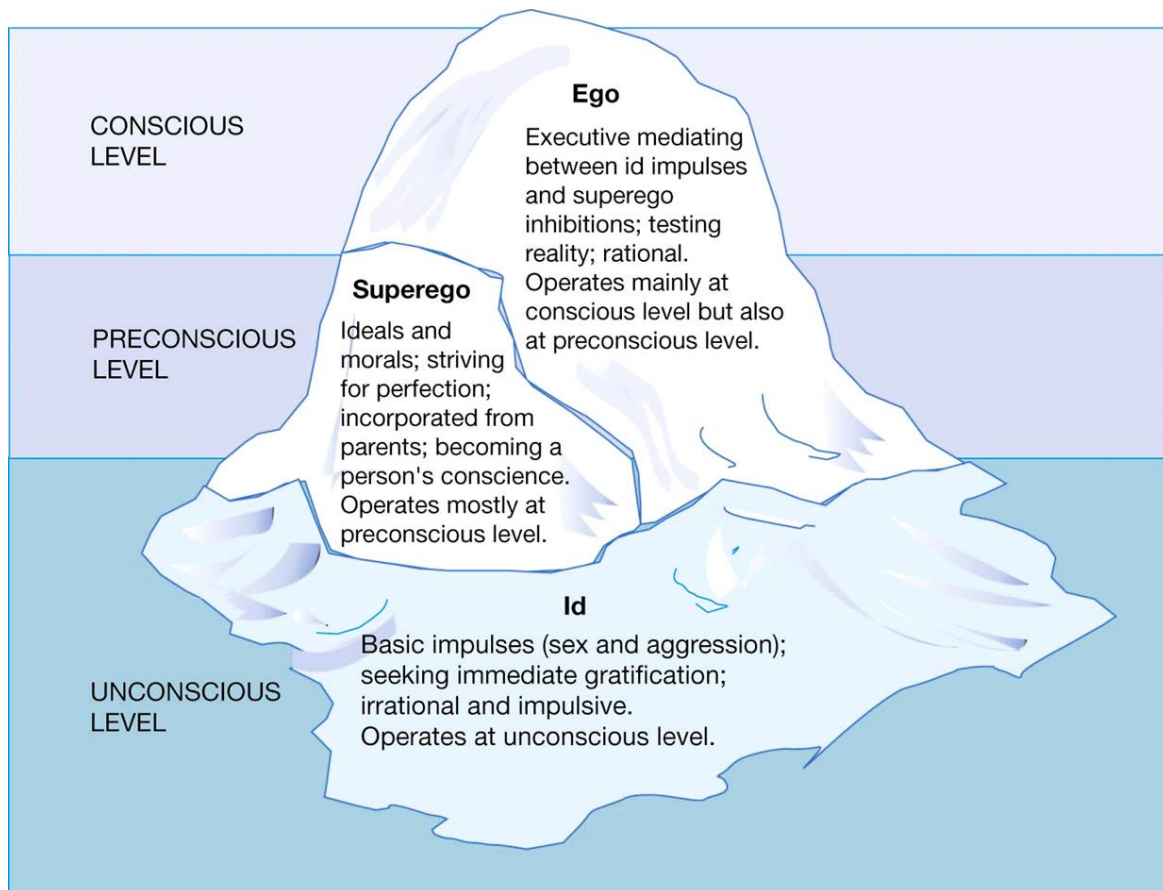


Figure 2.1: The theory of Freud was used as the theoretical framework for this study (Moore *et al.*, 2017:52).

Freud explains that the personality entails the Id, the ego and the superego. Functionality comprises the consciousness and unconsciousness of a person. Freud believed that all behaviour originates from the personality of a person. According to him, all people possess a death drive, which changes living cells at death (Moore *et al.*, 2017:58). The death drive comes into contact with the life drive, resulting in aggression and disturbed behaviour (Moore *et al.*, 2017:53). Aggressive behaviour includes murder, suicide and violence. According to Freud, very little can be done to change the aggression of a person. Anxiety is, according to Freud, a reaction of the ego to danger. Anxiety is an uncomfortable feeling and motivates the ego to avoid danger. Learners often experience anxiety when there is too much competition in the classroom situation. The unconscious plays a role here. Some of the learners feel powerless if they are failing. Verbal tests can often awaken feelings of anxiety in learners. Learners with a perfectionism streak experience feelings of guilt and anxiety, and believe they cannot do the work. In accordance with Freud's theory, learners try to control their anxiety and loneliness by creating a relationship with powerful individuals (Moore *et al.*, 2017:61). Neurosis or

anxiety-based dysfunction in the early childhood years can lead to the ego not being able to handle the stress. As a result of this dysfunction, passivity, impatience, jealousy, verbal aggression, manipulative behaviour and rebelliousness arise (Moore *et al.*, 2017:159).

Freud identified three types of brain dysfunction, namely personality disorders, neuroses and psychoses (Moore *et al.*, 2017:79). These brain dysfunctions determine how learners will act in a classroom. Personality disorder is a type of mental disorder in which a person has a rigid and unhealthy pattern of thinking, and the person behaves according to these patterns. Learners may also have personality disorders. (Moore *et al.*, 2017:80). According to Freud's theory, neuroses involve symptoms of stress and depression. Some learners have behaviour problems due to neuroses (Moore *et al.*, 2017:79). Learners with psychoses are not able to control their anxiety.

Freud believed that education is determined by the superego, but he did not expand his ideas on this claim (Moore *et al.*, 2017: 80). The natural being of a person plays a role in the formation of behaviour. Every learner has a natural state of behaviour. This form of behaviour reveals the type of learners in the classroom. According to Freud, the behaviour of a parent during the first six months of a child's life will determine if the child later on displays normal or psychologically deviant behaviour in the school and the classroom environment. Freud states that the personality of a person and the situation they find themselves in can influence their behaviour. A person's behaviour is motivated by their different drives. These drives conflict with the moral norms of society. Learners' personalities, the class and the school situation concomitantly influence the behaviour of the learner (Bergh & Theron, 2008:306).

Freud explains personality in terms of aspects that are hidden in the depths of the personality (Moore *et al.*, 2017:52). These are unconscious factors and conflicts within the psychic process. Unconscious forces within a person come into conflict with social norms (Moore *et al.*, 2017:52) and form the lifestyle of a person. Aggressive instincts can be transformed.

Freud describes three levels of consciousness and personal structures. The id is responsible for death instincts, which shape aggression. The learner processes the id, and the adult the ego, which establishes job satisfaction (Moore *et al.*, 2017:53). The superego is mostly the parent. The superego has two subsystems, namely a conscience, which punishes behaviour, and the ego, which results in reward and pride. Freud believed

people with a good self-concept have more control over their lives (Moore *et al.*, 2017:149).

Depression can arise in learners if they experience uncertainty in their childhood years. The ego identity causes parents as well as social and cultural factors to play an important role in the learner's behaviour. Consequently, learners with a strong self-concept are more in control of themselves (Weinstein & Rosen, 2003:124).

2.24 Conclusion

Restorative justice is based on values such as mutual respect for stakeholders and respect for human rights. Restorative justice places learners on a path that will lead them to become positive and productive members of society (Joubert, 2016:200).

Teachers must know what their collaborative roles are if they are to maintain discipline in the classroom. The teacher alone is not able to enforce discipline in the school environment. Solutions need to be found for disciplinary problems in the school environment. Investigation needs to be done to determine why learners display bad behaviour. Such learners need to be helped to develop optimally (Landsberg, 2013:75).

Chapter 3

Research design and methodology

3.1 Introduction

Chapter 2 provided a layout of the literature review and theoretical framework of the study, which relates to the collaborative roles of the teacher to maintain discipline in the classroom in certain primary schools in the Motheo district. Chapter 3 provides an outline of the research plan to answer the research questions (Creswell, 2008:75). This chapter aims to discuss aspects such as the research paradigm, methodology and the research design. Data collection methods, including the research data analysis, form part of the discussion in this chapter. To ascertain the trustworthiness of the study, the following aspects of the results are discussed: credibility, transferability, reliability, and confirmability (Creswell, 2008:310).

3.2 Methodology

Methodology is the broad philosophical and theoretical justification for a method used in research (Gray, 2009:578). The research design served as the structure of the research study that kept all aspects of the study together. The research methodology provided a clear connection between the research questions and objectives. Methodology guides the researcher in deciding what type of data is required for a study and which data collection tools will be most appropriate for their study (Yen, 2011:358). The methodology section contains the sample, procedure, methods of data collection, and data analysis components of the proposal (Terre Blanche, *et al.*, 2012:96).

3.2.1 Research paradigm

Various scholars understood paradigms differently. A research paradigm comprises three elements: a belief about the nature of knowledge, a methodology, and criteria for validity (Thanh & Thanh, 2015:24). The word paradigm was first used by Thomas Kuhn in 1962. He first used the word paradigm to refer to philosophical thinking. The word paradigm has its aetiology in Greek, where it means pattern. In educational research, the term paradigm is used to describe a researcher's worldview (Kivunja & Kuyini, 2017:26). By

adopting a specific research tradition, researchers would apply a specific mode when conducting their research (Du Plooy-Cilliers et al., 2014:19).

3.2.1.1 Interpretivist paradigm of this study

The paradigm used in the study is interpretivism. The interpretivist paradigm looks for culturally derived and historically situated interpretations of the social world (Gray, 2009:21). The interpretivist paradigm allows researchers to view the world through the perceptions and experiences of participants. The interpretive paradigm seeks answers in the research. The investigator uses their experience to interpret their understanding of the gathered data. Interpretivism supports investigators in exploring their world by interpreting the understanding of individuals. This paradigm believes that reality is socially constructed (Gray, 2009:21). Interpretive research is more subjective than objective. Interpretivism is much more inclusive because it accepts the multiple viewpoints of different individuals from different groups. The interpretivist paradigm is closely linked to constructivism (Gray, 2009:21). Interpretivist research tends to rely upon the participant's view of a situation and experience. Constructivists develop a pattern of meanings throughout the research process (Creswell, 2008:9). Researchers believe that the interpretivist/ constructivist paradigm uses qualitative methods. This interpretivist paradigm looks at the natural environment of the identified participants in the study. The interpretivist paradigm is drawn on subjectivist epistemology meanings created through individual understanding and reasoning of information, which were collected through interaction with participants. The interpretivist paradigm was adopted for this study to investigate the feelings and views of the participants in the study, as interpretivism understands the individual and their viewpoint and the interpretation of their world (Gray, 2009:24).

There are five examples of the interpretivist approach: Naturalistic inquiry, symbolic interactionism, phenomenology, hermeneutics, and realism (Gray, 2009:21).

Naturalistic inquiry. The types of research methods usually selected by naturalistic inquirers involve those methods closely associated with human components such as interviews, participant observation and documents (Gray, 2009:25).

Symbolic interactionism. The kind of research associated with symbolic interactionism includes ethnography, which is a qualitative approach that seeks out perspectives about the culture of individuals or groups (Gray, 2009:576). The use of participative observation

methods means the collection of data by a researcher in qualitative research (Gray 2009:579). Meanings arise from the process of social interaction. Social interaction means the structures that people use to motivate most social activities and share equal responsibilities (Bergh et al., 2008:203). People interpret the meaning of objects and actions in the world and then act upon those interpretations (Gray, 2009:22).

Phenomenology. A phenomenological researcher seeks to identify and understand the participant's perceptions and experiences (Fraenkel et al., 2012:432). The aim is to obtain a better understanding of the world of the participants to describe their perspectives on the study (Fraenkel et al., 2012: 432). Ethnographic research focuses more on culture and phenomenology on the human experience of the live world (Gray, 2009:23). Ethnographers make use of "sites". Ethnography uses observations and some interviewing (Gray, 2009:24).

Realism begins from the position that science paints of the world. It is true and accurate. Realism holds that there is an external reality that can be measured (Seale et al., 2004:561).

Hermeneutic. Social reality is seen as socially constructed rather than being rooted in objective fact. Social reality is too complex to be understood through the process of observation (Marshall et al., 2016:18).

In this study, by means of the interpretivist paradigm, the experiences of the Principal, an SGB member, a HOD, a level one teacher and two learners in four primary schools in the Motheo district were explored to see what they think about and experience regarding the discipline in the school environment.

3.2.1.2 The philosophical beliefs for interpretivism

Ontology is a branch of philosophy about the assumptions we make to believe that something is real or makes sense. Ontology helps to conceptualise the form and nature of reality (Kivunja & Kuyini, 2017:27). Ontology orientates the thought processes concerning the research problem. It helps to understand the things that constitute the world. Ontology examines one's underlying belief system and helps to answer the research question (Kivunja & Kuyini, 2017:27). Terre Blanche *et al.* (2012:6) is of the opinion that ontology specifies the nature of reality that is to be studied, and what can be

known about it. A relativist ontology was used by the researcher. The researcher believes that multiple realities were studied. These multiple realities are constructed through live experiences and interaction with others (Kivunja & Kuyini, 2017:33). Heidegger (1962) calls ontology the phenomenology of being (Van Manen, 2016:183). Thus, the researcher realized that each participant in this study interpreted a situation differently.

Epistemology. The term epistemology is defined by Yen as a theory of knowledge (Yen, 2011:357). The Greek word for epistemology means knowledge. Epistemology describes how we come to know the truth or reality about something. Epistemology is important because it helps to establish the faith one puts in one's data. It affects how one will go about uncovering knowledge in the social context that one will investigate (Kivunja & Kuyini, 2017:27). Subjectivist epistemology was used in this study. Subjectivist epistemology means that conclusions are drawn and meanings are created through individual understanding and reasoning (Creswell et al., 2018:74).

3.3 Research approach

According to Creswell, (2014:5), research approaches are plans and procedures for research that span the steps from broad assumptions to detailed data collection methods, analysis, and interpretation. The research approach used in this study was a qualitative approach.

Qualitative research involves an interpretive naturalistic approach to the world (Denzin *et al.*, 2018:10). Qualitative research tends to be flexible and focuses on retaining rich meaning when interpreting data. Qualitative research involves collecting and analysing non-numerical data to understand concepts and experiences. It can be used to gain in-depth insights into a problem or generate new ideas for research (Bhandari, 2020:1). A qualitative approach was used in this study because this approach underlies human interaction (Van Rensburg, 2013:89).

Qualitative research is defined as a method that focuses on obtaining data through conversational communication. Qualitative research obtains detailed information about a few people or research sides. Qualitative research learns about the views of individuals (Creswell, 2008:74). Qualitative methods are techniques by which qualitative data are collected and analysed (Gray, 2009:580). Qualitative research values richness of detail and depth of understanding. It is more flexible and there is a close relationship between the researcher and those being researched. Qualitative data was collected in this study.

The researcher can use two types of data collection such as secondary data and primary data (Van Rensburg, 2013:175). The secondary data in this study comprised the Code of Conduct, the School Policy and the classroom rules of the four primary schools in the Motheo district. Primary data comprised open-ended questionnaires, semi-structured interviews and observation in the four primary schools in the Motheo district.

Qualitative research aims to explore and describe a phenomenon. It aims to develop explanations and to understand a social world (Bhandari, 2020:1). The aim of this study was to understand the situations from the various participants' perspectives and viewpoints.

3.3.1 Characteristics of qualitative research

Data collection occurs in a natural setting. Data was collected through interviews, questionnaires and observations as well as documents. A qualitative researcher uses various sources to collect information. Themes and categories were used for this study. A holistic account through a qualitative approach was used to develop a picture of the phenomenon (Creswell et al., 2018:50).

3.4 Research design

A research design is a strategic plan for a research project, setting out broad structures and features of research (Gray, 2009:581). A research design is undertaken to provide acceptable answers to the research problem or questions (Yen, 2011:358). Designs for this type of research are in the form of general guidelines rather than rigid definitions. The design for this type of research needs to be a broad framework that allows the researcher flexibility.

3.4.1. Qualitative research design: multiple case study

For the purpose of this study, the multiple case study design was used. The multiple case study design includes numerous sources of evidence. Thus, the design would enable comparison of the cases. Different cases were grouped into a single investigation (Van Rensburg, 2013:90). The multiple case study design was used for extensive data collection. Similarities as well as differences of the four primary schools in the Motheo

district were explored. The goal was to draw a comparison of the strategies used by the different schools to manage learners' misbehaviour. Data collection and analysis techniques play an important role in a qualitative research design.

3.4.2. The advantages of the research design

The qualitative research design describes the participants' feelings, opinions, and experiences and interprets the meanings of the participants' actions. The advantage of using this research design, was to understand the human experience in specific settings, Qualitative research is an interdisciplinary field which encompasses a wider range of epistemological viewpoints where the human experience will also be understood. Qualitative research allows the researcher to discover the participants' inner experiences (Van Rensburg, 2013:199). The research design also figures out how meanings are shaped through culture. The qualitative research design of this study had a flexible structure as the design. The participants enjoyed the freedom to answer the questions. The qualitative research design was required to capture the dynamics of the nature of the classroom and the behaviour of learners that is affected by factors outside the classroom (Rahman, 2016:104).

3.4.3. The disadvantage of the research design

The findings from the research study were limited to a specific group of people. The experiences and personal feelings of the study population might also change over time (Rahman, 2016:104). Policymakers give low credibility to the results from a qualitative design (Atieno, 2009:16). Regarding the research method, a smaller sample size was used for generalisability. The analyses of the cases also took a considerable amount of time (Rahman, 2016:104).

3.5 Population and sampling

A population can be defined as an entire group of persons or sets of objects and events that the researcher wants to study. A population contains all the variables of interest to the researcher. A target population is a particular group that shares similar characteristics and is identified as the intended audience for a product, advertising, or research (Van Rensburg, 2013:150).

The population for this proposed study were teachers and learners in four primary schools in the Motheo district.

A sample is a set of objects and occurrences of individuals selected from a population for a research study (Gray, 2009:581). In this study the sample from each school consisted of a Principal, a School Governing Body member (SGB), a Head of Department (HOD), a level one teacher, and two learners in four primary schools in the Motheo district. The four primary schools in the Motheo district included a private school, a reformatory school, one Afrikaans school and one English school.

Data collection is regarded as a process of interrelated activities intended to capture information to answer the research questions (Marshall et al., 2016:216). For collecting data, the study used

1. open-ended questionnaires
2. semi-structured interviews and;
3. observations

3.5.1 The open-ended questionnaire

A questionnaire is a printed document that contains instructions, questions and statements that are compiled to obtain answers from respondents. A questionnaire is a research instrument that consists of a set of questions or other types of prompts that aim to collect information from a respondent. A research questionnaire is typically a mix of close-ended and open-ended questions (Van Rensburg, 2013:186). A question without fixed categories of answers is called an open-ended question (Gray, 2009:579), whereas a close-ended question consists of a question with a fixed number of answers. In this study, open-ended questions were used to encourage participants to express their opinions in their own words. Follow-up questions were asked to clarify the participants' answers (Van Rensburg, 2013:182).

Advantages of open-ended questionnaires. Open-ended questionnaires are an efficient way of collecting data from participants across different geographical areas. The participants remain anonymous in the study. If the participants answered the questions truthfully, the researcher would collect valuable data. Questions are freely answered. Open-ended questions can be carried out by the researcher with a limited effect on the validity and reliability of the response (Van Rensburg, 2013:199).

Disadvantages of open-ended questionnaires. Open-ended questions can be inaccurate because participants tend to give socially acceptable responses. Open-ended questions may also lead to irrelevant information. Ambiguity in questions sometimes happens and there is no way to know if the participant is being truthful. Time-consuming and unanswered questions sometimes happen. Questions can be skipped or answered half-heartedly (Cohen *et al.*, 2007:322).

The questionnaires of the study. The questionnaires of the different stakeholders were not the same. Questionnaires were used to glean information about discipline in their schools from the respective school principals, governing body members and two learners, representing four primary schools in the Motheo district (Creswell, 2008:394).

The questionnaires to the principals of the four schools gleaned information about their roles and their maintenance of discipline in the school. Topics discussed in the questionnaires to the principals also included the following: The school rules and the implementation thereof; the management of learners who do not adhere to the school rules; and contributions made by the community to assist the school principal.

The questionnaires to the learners discussed management of learners who do not adhere to the school rules. Permission was obtained from the parents before giving the questionnaires to the learners (Tyala, 2005:5).

The input of the school governing body in sustaining discipline was also discussed in their questionnaires, as well as their approach to the gleaning of serious transgressions by anyone in the school. Questionnaires were developed using questions specifically focused on the role of the school governing body in sustaining discipline in the school. The researcher delivered and collected the questionnaires personally (Maree, 2016:246).

3.5.2 Semi-structured interviews

An interview is a social interaction between two or more people (Nieuwenhuis 2016:93). An interview as a data collection method uses personal contact and interaction between an interviewer and interviewee. Such personal contact takes place either in a face-to-face situation or over a telephone and virtual meetings (Van Rensburg, 2013:179).

Advantages of the semi-structured interviews. An interview allows the researcher to establish a personal relationship with the respondents. Respondents do not have to be literate, because the interviews are not difficult to answer. In-depth interviews can provide

detailed and insightful information. Interviews can also be performed in informal environments where participants could be more relaxed to give their answers (Van Rensburg, 2013:184).

Disadvantages of the semi-structured interviews. The interviews with the participants are lengthy processes and thus time-consuming. The researcher's presence may cause sometimes bias in responses. Interviewer flexibility in rephrasing questions may also result in different responses from different perspectives (Van Rensburg, 2013:199).

The interviews of this study

In this study, face-to-face interviews were used. Interviews would be held with a level one teacher in four primary schools in the Motheo district concerning their approach to discipline in the classroom. The types of disciplinary problems to which teachers were exposed, as well as the punishment meted out where applicable, were discussed. The role of the community in the maintenance of discipline in the classroom was also discussed here (Creswell, 2008:394).

Interviews were held with an HOD in four primary schools in the Motheo district regarding their roles in the implementation of discipline in the school environment. The action taken by HODs regarding certain discipline problems was also discussed (Van Deventer, 2016:265).

3.5.3 Observations

Observation on the school grounds as well as in the classroom was used as a data collection method. The use of fieldwork to collect data is called observation (Mounon, 2017:110). Fieldwork involves observing events and people in their natural settings. The following are examples of such settings: a school and a centre for children (Van Rensburg, 2013:179). In this study, observations allowed for obtaining the best understanding possible of the site and the individuals. Permission was obtained to gain access to the school, and field notes were made during the observation. These field notes included description and reflective notes. The interaction of the learners was studied during observation. The duration of learner activities as well as the length of the classroom periods played a role in the observation.

Advantages of observation. An advantage of observation is that the information obtained may be more valid because the observation took place without the awareness

of the participants. Observation was used to study the social interaction of the participants. An in-depth study was made of the behaviour and expressions of the participants. According to Van Rensburg (2013:207), data collected via observations is most of the time objective and accurate.

Disadvantages of observation. A disadvantage of observation is that the findings cannot be generalised to a wide sample or population. Another disadvantage of observation is the inability to observe such things as attitudes and motivations. Costs involved are also a disadvantage of observation as it involves travelling and staying at the place of the phenomena. For this reason, observation data are more expensive than other data. Unproductive time is also a problem (Van Rensburg, 2013:207). Observation is a time-consuming process and there is always the chance that the observer may lose interest in the process.

3.6 Pilot study

A pilot study is a small study conducted to prepare the researcher for the main study. Piloting gives a possibility to the researcher to do the data collection method on a small scale before the main research information gathering. The researcher tries out question-wording to determine whether the participants understand the research (Mathews et al., 2010:222). A pilot study thus ensures that the proposed method would work for the main study. It is a procedure in which a researcher makes changes based on the feedback of the participants in the study (Creswell, 2008:402).

A pilot study was conducted ahead of time in preparation for the main study. The school designated to participate in the pilot study was not considered to be part of the sample schools that were eventually used for data collection of this study (Creswell, 2008:402). Various open-ended questionnaires and semi-structured interviews were used in this study. A pilot study was used to ensure the effectivity of the interview questions and that the data collected from the interviews would be valid. Adjustments were made to a few questions and interviews where the participants were not capable of completing the questionnaires and experienced problems in understanding the questions. Observation was also conducted at this school to check whether the collecting of data was suitable for this study.

3.7 Data analysis

Data analysis for qualitative research involves organising, accounting for and explaining the information to make sense of the participants' views to formulate answers to the research questions (Creswell et al., 2018:203). Data analysis is a way of summarising and describing the findings and determining a pattern of themes. Creswell et al. (2018:202) suggested the following steps for the process of analysing the qualitative data:

Step 1: Preparing and organising the data;

Step 2: Reading the data;

Step 3: Coding data into categories;

Step 4: Describing and classifying codes into themes; and

Step 5: Reporting and interpreting data.

3.7.1 Transcription

Transcribed data are no longer raw data. They are processed data (Marshall, 2016:208). The transcribing and translating of text are very important. Recording of interviews was used and transcriptions were made. Thus, the qualitative data were converted into transcribed data.

Advantages of transcription. Transcription sharpens listening and typing skills. Transcription allows one to learn about new and interesting topics. Pre-recorded audio gives one the flexibility to transcribe any time. The advantages of transcriptions include open-minded content. Transcription also makes it possible for a potential understanding and creativity based on facts (Indelicato, 2015:1).

Disadvantages of transcription. Transcription requires a decent typing speed. The transcription process causes frustration and reduces productivity. Transcription also requires concentration. Before transcription, some important issues need to be clarified as the transcription might include confidential information. Real-time transcription requires the researcher and the participants to be available at the same time (Tanyakia, 2023:1).

Transcription done in this study. Information was collected from the principal, a member of the SGB, a Level One teacher, an HOD and two learners from four schools in the Motheo district. This was done through semi-structured interviews, open-ended

questionnaires and observation. Interviews were taped and the recorded information transcribed into a written form. A full transcription of the recorded interviews was made, paying special attention to the exact words used by the participants (Iphofen & Tolich, 2018:203).

3.7.2 Coding

Coding is the process of transforming raw data into a standardised format (Gray, 2009:574). The coding procedure involves organising and labelling of data to assist the researcher with the analysis. The purpose of coding is to identify the themes of the study (Creswell, 2008:637). When the process of organising the data was concluded, the researcher started with the coding of the data. Coding involved carefully reading through the transcribed data line by line. Coding also included the marking of the segments of data with symbols. Similar codes were grouped into categories and from these categories' themes emerged. The main and subthemes for this study were identified from the transcribed data. The themes were analysed using the research questions. A comparison of data obtained from the four schools was done in the research study.

3.7.3 Content analysis

Content analysis is defined as the method of analysing qualitative data that can be carried out on transcribed data (Basit, 2010:194). Content analysis refers to the summarising of secondary data which includes textbooks and newspapers. Content analysis was viewed as an objective and neutral way of generating a qualitative description of the content. The process is viewed as a method for describing and interpreting the written productions of a social group or a society (Marshall et al., 2016:166). The secondary data included the Code of Conduct and the School Policies of the four primary schools in the Motheo district. The classroom rules of the teachers and punitive cards were also discussed in general.

3.7.4 Thematic analysis

The term thematic analysis was defined as a method for identifying, analysing, describing and reporting themes found within the data (Braun & Clarke, 2006:6). Themes are used in the analysis process. The thematic analysis involves similarities and differences in the participants' viewpoints (Braun & Clarke, 2006:5).

Step 1 Familiarising the data	Step 2 Generate codes
Step 3 Categories	Step 4 Review themes
Step 5 Name and define themes	Step 6 Produce a report

Figure 3.1: The thematic analysis step-by-step procedure (Braun & Clarke, 2006:15)

A vast amount of information about the phenomenon under this study was collected from the semi-structured interviews with a Level One teacher and an HOD in the four primary schools in the Motheo district. Semi-structured interviews were conducted with various participants. Their words and expressions were analysed to gain a better understanding of the lack of discipline in the four primary schools in the Motheo district.

3.8 Trustworthiness

Trustworthiness of a study refers to the degree of confidence in data, interpretation, and methods used to ensure the quality of a study (Connelly, 2016:435). Trustworthiness consists of credibility, transferability, dependability, and confirmability. The traditional positivist criteria of internal and external validity are replaced by such terms as authenticity and trustworthiness (Denzin *et al.*, 2018:98).

3.9 Credibility

Credibility reference is made here to the extent to which the research findings are believable and trustworthy (Maree, 2016:373). Qualitative research is also concerned with the aspect of true value. Credibility is the equivalent of internal validity. It establishes whether the research findings represent information from the participants. Trust is built to get rich data from the participants. Credibility also includes the use of continuous observation. Credibility builds confidence in the accuracy of data gathering and

interpretation (Gray, 2009:575). Strategies to ensure credibility in this study included observation, triangulation, and member checks. Not all strategies were always used. Documentation, such as learner discipline reports from the four primary schools in the Motheo district, was also used. All the questions to the participants were asked in simple terms that could easily be understood by the participants.

3.10 Transferability

Transferability refers to the extent to which the research findings can be generalised (Maree, 2016:373). The behaviour, experience, and contexts become meaningful to the outsider (Korstjens & Moser, 2017:121). Transferability is a way of providing researchers with sufficient evidence that the findings of the study could apply to other contexts while upholding the specific context richness (Ravitch *et al.*, 2016:207). Transferability was ensured in this study by capturing the data of the participants. The goal of the study was to allow the reader to have enough information about the selected participants and their natural setting. A measure of transferability was obtained with regard to sustaining of discipline by the principal and the teachers in the four schools in the Motheo district.

3.11 Confirmability

Research findings are confirmable when other people corroborate or confirm them (Maree, 2016:373). Confirmability is used by the interpretive researcher in preference to the criterion of objectivity (Korstjens & Moser, 2017:121). Confirmability involves establishing that the researcher's interpretations and findings are thoroughly derived from the data gathered (Nowell *et al.*, 2017:3). The findings of this research were the results of the ideas and experiences of the participants. It was ensured that the analyses and coding of the data obtained in the four primary schools in the Motheo district were described. Themes were obtained and based on the transcribed data from the interviews and observation field notes. The findings were drawn from the data collection (Ravitch *et al.*, 2016:208).

3.12 Ethical consideration

For the researcher, ethics should at all times be at the forefront. Ethical considerations were employed to protect the participants. All information gathered from participants, as

well as their identities, were treated as confidential. Minors' parents were approached, and their permission obtained in advance to doing this study (Creswell, 2008:13).

3.12.1 Permission to conduct the investigation

Before any interviews were conducted or questionnaires were distributed, permission was obtained from the University of the Free State. Permission was also obtained from the education department to visit the target schools (Sithole, 2002:80).

Appointments were made with the various school principals to provide letters of permission for doing the investigation at their schools (refer to Appendix D).

3.12.2 Filling in of consent form

The consent form was issued to all the participants to sign. They needed to be told that they are free to withdraw from the investigation should they no longer wish to participate (Sithole, 2002:81). Permission was also obtained to conduct the interviews (refer to Appendix F).

3.12.3 Voluntary participation

All individuals and groups willingly engaged in the research. The participants helped the researcher with the research without any remuneration. The participants freely offered their time and effort to support the researcher in the study. Voluntary participation allowed time for answering questions (Creswell, 2008:396). In this study, voluntary participation was used to gather information about the roles of the teachers in sustaining discipline in the classroom. The participants could withdraw at any moment from the investigation. Interviews should not negatively affect the participants (Creswell, 2008:396). In this study, the interviews had no negative effect on the participants.

3.12.4 Confidentiality

Confidentiality keeps the information private (Van Rensburg, 2013:249). Participants were assured that information gleaned from the interviews and the questionnaires would be treated confidentially by the investigator and housed in a vault. An electronic transcription would require a password to gain access to the computer to protect the participants. Codes were used, and no names of participants would be divulged under any circumstances. All information was treated confidentially (Van Rensburg, 2013:249).

3.13. Value of the study

New data should be elicited regarding maintaining discipline in the school environment. The role of the teacher in conducting discipline was also highlighted. The study would provide the teacher, the school management team and the education department with the necessary information regarding maintaining discipline in the school environment (Creswell, 2008:310).

3.14 Conclusion

In this chapter the research methodology was explained and discussed in depth. The study used the interpretivism paradigm. The paradigm constructed the experience of the participants. The multiple case study design was also described (Ivankova, 2016:363). The population for the study were a principal, an SGB member, an HOD, a level one teacher and two learners. Three data collection methods were used, namely questionnaires, interviews and observations. The various methods being used to ensure the quality of the study, namely trustworthiness, credibility, transferability and confirmability, were all addressed. Ethical clearance had been granted before the study was conducted.

The data analysis as well as the interpretation of the data is also discussed in the next chapter.

Chapter 4

Analysis, presentation, and interpretation of data

4.1 Introduction

Chapter 4 discusses the data collected, and how it was analysed. Furthermore, in this chapter presentation and interpretation are also discussed. Data was collected at four schools in the Motheo district where the participants included the principals, SGB members, HODs, level one teachers and learners. Open-ended questionnaires were completed by principals, SGB members and learners. The HODs and level one teachers were interviewed using semi-structured interviews. The data collection instruments were guided by the objectives of the study. The data collection was done over a period of four weeks. To adhere to ethical considerations, the researcher named the schools A, B, C and D (for example School A, School B, etc.) as well. The participants of the study were given pseudonyms (for example, PA, PB, SGB A, SGB B, HOD A, HOD B, TA, TB, LA1, LA2, etc.). Schools and the participants were purposely selected. One private school, one reformatory school, one Afrikaans school and one English school were selected. All participants were part of the disciplinary committee. Table 4.1 indicates the schools, participants and the pseudonyms allocated to them.

Table 4.1: Schools, participants and pseudonyms allocated.

Schools	Participants				
Participants of respective schools	Principal	School Governing Body	Head of Department	Teachers	Learners
School A	P A	SGB A	HOD A	T A	LA 1 LA 2
School B	P B	SGB A	HOD B	T B	LB 1 LB 2
School C	P C	SGB B	HOD C	T C	LC 1 LC 2

School D	PD	SGB C	HOD D	TD	LD 1 LD 2
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4.2 Transcription of data

Transcription is the process of converting audio tape recordings or field notes into text data (Creswell, 2008:246). All the interviews and all the observation notes were transcribed. The raw data from the respective participants were transcribed. The recorded interviews were listened to and written down. In transcribing the data, attention was paid to patterns, creating codes and categories leading to emerging themes (Van Manen, 2016:78).

Coding is a qualitative data analysis strategy (Creswell, 2008: 449). The researcher had to understand how to make sense of the data that was obtained. The final process of data analysis involved the identification of categories and themes. The categories and themes identified through the data collection are displayed in Table 4.2.

Table 4.2 Presentation of findings

Codes	Categories	Themes
Implementation	Category 1: All the stakeholders help with the implementation of discipline	4.4.1 Collaborative roles of stakeholders to sustain discipline in the school environment 4.4.1.1 The role of the school principal in sustaining discipline 4.4.1.2 The involvement of the SGB in sustaining discipline 4.4.1.3 Learners' involvement 4.4.1.4 Teacher involvement Level One teacher involvement Departmental Head (HOD) involvement 4.4.1.5 Parent involvement 4.4.1.6 Community involvement
Responsibility	Category 2 Stakeholders help the teachers to maintain discipline in the classroom	4.4.2 Discipline as a collective measure in the classroom: 4.4.2.1 Dealing with the discipline problems of learners in the classroom 4.4.2.2 The different discipline systems

		4.4.2.3 Non-punitive measures
Strategies	Category 3 The stakeholders have different strategies to sustain discipline in the school environment	4.4.3 Observation of maintaining school discipline in the school environment. 4.4.3.1 Observation outside the classroom 4.4.3.2 Observation in the classroom 4.4.3.3 Disciplinary problems are sorted out in schools differently by the stakeholders
Communication	Category 4 The different stakeholders must communicate with each other and with the community to sustain discipline in the school environment	4.4.4 Communication is necessary for good maintenance of discipline 4.4.4.1 Communication between the principal and teachers 4.4.4.2 Communication between the principal, teachers and the SGB 4.4.4.3 Communication between the learners and teachers 4.4.4.4 Communication between the teachers and the community
Mentoring and support of behavioural problems	Category 5 All stakeholders help with the support and mentoring of learners with behavioural problems	4.4.5. Mentoring and support for learners with behavioural problems 4.4.5.1 Mentor teacher

4.3 Details of the data collection process in each school

At some of the schools that the researcher targeted to visit as part of the study, a problem was experienced gaining admittance to some schools. One school refused that their learners participate in the study.

All the participants signed the conduct forms to visit the different schools as well as the consent forms to take part in the research. The principals completed the questionnaires. The four HODs and the teachers respectively took an interview. The researcher received the Code of Conduct and the School Policy of each of the four schools. School D gave the researcher examples of the terms of agreement for behaviour at this school, which

the learners had also received as part of the disciplinary system at this school. The school also gave the researcher an example of the punitive cards of the school. One of the school principals showed the researcher his camera system that forms part of his discipline strategy at his school.

4.4 Research findings and interpretation

Category 1: All the stakeholders help with the implementation of discipline

The principal is the professional manager of the school. The governing body supports the principal and teachers in carrying out their professional functions. The teachers should share the responsibility of making the partnership between the parties work efficiently. Learners learn self-control and respect in the school environment (Landsberg, 2013:497).

4.4.1 Collaborative roles of stakeholders to sustain discipline in the school environment

There are different stakeholders involved in maintaining discipline in the school environment, namely the Department of Education, the School Governing Body, teachers, as well as parents and learners, who are all responsible for maintaining discipline in the school environment (Pretorius et al., 2004:72).

4.4.1.1 The role of the school principal in sustaining discipline

The principal's responsibility is to ensure a safe environment for learners (Masingi 2017:87). It was established that they are responsible for keeping order and discipline such as:

“Setting a good example professionally and treating everyone fairly and according to policy and rules” (P B).

The principal should be available to address certain problems immediately, if necessary. It was established that they are also responsible for providing teachers and learners with the necessary documents about discipline in the school, for example:

“I am the head of disciplinary committee at school. I also sit in with any disciplinary issues discussed with parents. I am also instrumental in formulating policy regarding discipline” (P A).

The resolution of disciplinary problems is not solely the task of the school principal. The role of the school principal is to maintain discipline with the view to create a safe environment. The data showed that the school principal is not always cognisant of the bad behaviour of learners in the classroom. School principals rely on teachers to keep them informed about the bad behaviour of learners, for example:

“Weekly meetings with teachers during which any disciplinary issues are discussed. Termly meetings with SGB” (P A).

School principals’ phone the parents of learners who misbehaved to help sustain discipline in the school, for example:

“We believe that the parents form part of solution to any disciplinary solution and will therefore contact them immediately in case of any problem that is serious” (P A).

The Code of Conduct of the various school principals differed. Some Codes of Conduct did not stipulate precisely what the different kinds of unacceptable behaviour are, and which steps could be taken to address them. School B indicated exactly which measures were to be taken in handling specific behavioural problems. Government schools reasoned that funds available to address such problems are insufficient. The schools catering for children with behaviour problems attempted to help learners to improve their behaviour. Social workers and therapists were employed by schools B and C to render the necessary assistance. Schools B and D used assistant teachers to assist the teachers with the maintenance of discipline. One school principal thought that very little assistance for maintenance of discipline in the school is received from the education department. The school principal of school A reasoned that positive teamwork is required for the

solution of discipline problems. School C's Code of Conduct and school rules were very clear on this matter, for example:

"Our code of conduct is based on respect: to yourself, peers, staff and environment. School rules are formulated according to the code. e.g. Class rules" (P A).

All four schools involved the stakeholders in the compilation of their Codes of Conduct. Schools A and B solved discipline problems using a system which would help learners overcome their bad behaviour, for example:

"Punish according to our privilege system and work hand-in-hand with our psychologists and social workers" (P B).

The school principal and the disciplinary committee did take responsibility for the compilation of disciplinary rules, for example:

"ME Disciplines committee & SGB" (P D).

According to Freud, each learner has a personality which could lead to behavioural disturbances (Moore et al., 2017:80). Each learner possesses conscious and unconscious behaviour. Learners behave according to given inborn behaviour and school principals have to find solutions for such recalcitrant behaviour. According to Freud, learners' personalities and the school environment affect the behaviour of learners. School principals have to bear this tenet in mind.

4.4.1.2 The involvement of the SGB in sustaining discipline

The SGB is expected to help with the compilation of school rules and is mandated to see to it that the school policy is adhered to. The data showed that the SGB invites parents to meetings and solutions are sought with a view to solving disciplinary problems. SGB members as well as the different stakeholders compiled the rules and saw to it that they are understood by teachers and learners, for example:

"The SGB is responsible for making the rules at the school and to see that the rules are implemented by the educators" (SGB C).

Serious discipline problems were managed by the SGB and the school principal guided by a given disciplinary system, for example:

“Our school yes discuss discipline problems and if there is (a) a discipline problem we've got (um) the psychologist to help as certainly and take over take the kid out of the class” (LB).

The SGB is part of the suspension committee. If a certain ill-discipline continued and this misbehaviour was beyond control, the parent would be called to be made aware of possible suspension or expulsion of the learner. A suspension register would be kept for record purposes (Sithole, 2002:39), for example:

“A meeting with the principal, deputy principal and learner would be held and then a meeting would be held with the learner's parents” (SGB A).

If the teacher experienced serious discipline problems with a learner, the SGB would act as follows:

“The SGB would immediatly suspend the learner for 5 days, pending a investigation into the matter. If found quilty, a disciplinary hearing will take place to disguss the future of the learner” (TC).

The SGB also involved the South Africa Police Service, for example:

“Direct communication with SAPS member who is on the SGB, also a designated Police official for our school. SGB chair has also, in the past”.

“When a learner earns a debit point for a transcretion in class. There is a sms send to the parent, informing them about the incident” (SGB C)

Some learners experienced many behavioural problems and the principals, the SGBs and teachers had to deal with these problems.

According to Freud, the mind contains not only conscious mental content but also unconscious mental content. The unconscious content includes mental activities such as feelings and emotions. Emotions of passiveness, aggressiveness and impatience of a person are some kinds of behavioural problems. A person does not have any control over this behaviour. The unconscious content provides a setting for conflicts that motivate behaviour that leads to an abnormal personality (Bergh et al., 2008:305).

4.4.1.3 Learner involvement

Several learner-related factors might be responsible for learners' misbehaviour at school. These learners are usually – but not always – from problem families. This includes single-headed families and parents. These parents are sometimes over-permissive. Sometimes the discipline of the parents might be either too strict or too lax. The learner might be confused and unable to accept discipline in the school (Tyala, 2005:27).

Some examples of learners' misbehaviour in school included: a lack of concentration, not doing homework, not adhering to the Code of Conduct, theft, bullying, violence, gangsterism, drugs, fights and vandalism for example:

“Call the parents for the meeting and suspend the perpetrator” (LD 1).

Grade 7 learners aimed to assist teachers and learners by explaining what respect is to the learners, for example:

“To respect your teacher and fellow classmates” (LC 2).

The grade 7 learners also explained to the other learners that they must greet the teachers. Learners explained the school rules to fellow learners, for example:

“We obey the rules of the school and do what the educators tell us” (LC 1).

“Telling children to respect and listen to teachers and everyone around them” (LD 2).

Grade 7 learners explained to other learners that COVID-19 is a serious illness and that the necessary rules regarding this illness should be followed, for example:

“I will tell the educator to speak to the learner and tell him to follow the Covid-19 regulations and protocol” (LC1).

Grade 7 learners reported the presence of dangerous weapons that are carried by fellow learners to the teacher and the school principal. Learners aimed to curb vandalism by talking about it to fellow learners, for example:

“I would report it to my class teacher” (LC 2).

Vandalism was reported to teachers and fellow learners, for example:

“Firstly, I would tell them that it is wrong and then I will go and report it to a teacher” (LC 2).

Grade 7 learners reported bullying by fellow learners to the teachers. They also reprimanded fellow learners who disrupted classes and expected them to stop such behaviour. Grade 7 learners also reported physical fights among fellow learners to teachers, for example:

“Bullying is a big problem for any human being so what I would do is immediately call a educator and fast, since the two learners would be stuck in their emotions and not listen to me” (LA 2).

Freud reasoned that aggressive behaviour is an independent, instinctive behaviour amongst young people. Aggressive behaviour can be traced back to frustration as a root cause. Learners become emotionally affected if the conflict is not properly resolved (Moore et al., 2017:87).

4.4.1.4 Teacher involvement

Level one teacher involvement

Data confirmed that the discipline policies recognise the inherent dignity and rights of the teachers and learners in the classroom. The school discipline policies and procedures were found to protect every learner’s physical, emotional, mental and social growth in the classroom and the school environment (Tyala, 2005:63). Teachers were found to hold *in*

loco parentis positions (Belle, 2016:252) as they have a duty of care to ensure the safety of learners who are under their supervision, for example:

“My role as a teacher would be to form a safe and (um) learning environment for all learners in my class. So, I am here to introduce the discipline system to the children so that they can follow tray to follow the rules so my role as teacher is to help them (um) understand the (um) discipline rules at our school” (TC).

Strict action was taken against learners who displayed serious disciplinary problems and infringements, for example:

“The learner has to sign immediately, must be reported at the office in the incident book and they sign a transgression card and steps will be taken further by the discipline head” (TD).

Teachers in all the schools let the learners know their classroom rules and the teachers used different strategies to maintain discipline in the classroom, for example:

“So, at our school we have a disciplinary system so using that disciplinary system (um) of our school (um) I will implement it in my class but (um) without that I have my own class rules with my own class rules I will have set them to towards them (um) having (um) system of three warnings (um) the first time I will warn them. The second time I will make them aware that I have warned them and the third time then I will take action towards (um) whatever (um) ja "oortreding" they have incurred” (TC).

Some schools used a privilege system to maintain discipline in the classroom, for example:

“(Um) Normally extra work maybe and we've got a privilege system in school that is working excellent. So, we've got our rules and if they do certain things wrong (um) they know what is the punishment” (TB).

Teachers have to be professional in the classroom. The most general discipline problems were those of disrespect and learners who refrained from doing their homework. These learners had to be assisted with the resolution of their problems, for example:

“Our main problem is disrespect, bullying and then homework not being done and children will behaviour rude in classes. Sometimes even acting as if the teacher is not in the class” (TD).

Learners who failed to do homework were punished, for example:

“If they don't done their homework (um) a will followed the school disciplinary system which is given a penalty card, disciplinary card so that is (um) warning, warning disciplinary card (um) we now that sometimes children have (um) a valid excused but homework is needed to be done each day” (TC).

The parents of learners who were consistently absent, were contacted and the matter brought to their attention, for example:

“So, I will contact the parents and ask what is the problem and then after, after there is a (um) after been absent for (um) amount of days I will contact my headmaster that they can contact the parents as well and we ask why is the child constantly absent from school” (TC).

The concern that disruption of classes takes up valuable time and leads directly to teachers leaving the teaching profession was supported by School C, T:

“I think every day. Every day. “It is really.” Every day we have disciplinary problems. Some are bigger then others (um) but learners are learners they are still children and they are still learning so it is something that must be taught to them (um) the household and the parents also so (um) I think it is each day and if it is a if is it a good day we would only (um) have every third day and would not be the hole class. It is individuals mostly that disrupt a class” (TC).

Teachers followed certain steps to discipline learners in their classrooms such as reporting the discipline problems to the head of discipline:

“I will calming approach him if he doesn't change his behaviour. We will take it further up, up until the principal (a) I had a case last year where a learner threaten my life and it was reported immediately to the head of discipline during that time and (um) the learner was confiscated from my class” (TD).

Departmental Head (HOD) involvement

The HOD followed certain processes to address disciplinary problems. However, it was found that the schools that cater for learners experiencing disciplinary problems, did not follow the same disciplinary system as departmental schools:

“OK (um) as the departmental head (um) I have to assist the teachers with their discipline so if they have problems first level is going to come to come to the departmental head if needed, we escalate to the deputy principal so we are actually the first line of discipline and we have to follow all the disciplinary processes of the school” (HOD B).

The HOD of School B attested to the statement that the HOD investigates disciplinary problems and defaulters are punished according to a specific system:

“We have a process we if the learners don't (um) do their homework (um) they have to go to second study that is in the hostel as well as a set of privileges so we just followed that proses and if they continue, we just escalate to the next level according to our (um) procedures” (HOD B).

HODs attested to the statement that learners who constantly default on not doing homework, are punished, for example:

“(um) We give them a behaviour card. The behaviour card is sent to a, the office. The office lady calls the parents. He gets a point on his behaviour card and if it happens a couple of times, then I will phone the parents right from the class, and tell the parent that the child does not do his homework regularly. That usually works well” (HOD C).

Data sampled from the HODs who partook in the investigation, supported each of the following statements posed to them.

Those learners who cause behavioural problems at other schools, are duly punished, for example:

“For us it is quite a serious event, because it is the image of our school that is being projected. So, if children cannot behave themselves at another school, or even outside the school, they return immediately. We give them a behaviour card, or we immediately send them to the head of the discipline, so that they can have a hearing” (HOD C).

Those learners who are caught outside the school premises during school time are punished, for example:

“Normally when I found the learner loitering outside there I will go to the learner and ask the learner what period is that and then they always lay to you and then I normally call the teacher concern to say did you ask this learner to come and play outside and then that learner. I took that learner straight to the class or I call the teacher immediately to come and fetch the learner” (HOD D).

The parents of learners who are consistently absent, are contacted. In certain cases, social workers are asked to render assistance. This statement was supported by School D, HOD:

“That one real responsibility lays to the parents but also as the school. We invite their SBST of the school and then we call the parents to make them aware of if they aware. Sometimes the parents are going to work before the learners can go to school. So maybe the parent is not even aware. So, we involved the SBST of the school to help there to call the parents of that learner to make them aware that this learner is not attending school and if they are aware they must know that they the learner can be absent only for thirteen days not fourteen days because the fourteen days it will be obscurement and if they do not attend to that then we take the matter to the social workers to help the child” (HOD D).

Problems experienced with learners who take other learners' books, are investigated. This statement was supported by School B, HOD:

“(Um) We something that, that happens (um) luckily we have all the policies that is required from ,from the school so we going to according all the policies follow the policies according what the offends was (um) and (um) that is why we have the privileges system they can lose privileges at the school and what that means is if they don't have any privileges then they cannot go out for a out weekend or they cannot a store or outside the premises of the school (um) if this is serious enough and they can be grounded (um) they can't come anywhere outside the hostel” (HOD B).

Those learners who smoke on school premises are punished, for example:

“Smoking is a various serious misconduct and the parents must be involved and sometimes we also involved the police because sometimes we don't know what are the smoking in school permissions so it also depends on the level of the misconduct. Then we call the parents then the learners will be. We talk to those learners and really the sanctions will be there for those learners. The punishment must be there. They will be punished” (HOD D).

The HOD teachers sit together with the parents to discuss misconduct matters, for example:

That one also we have the code of conduct official all the parents know them is the levels of misconduct if it is a serious one then it means our me and the parents to sit together discussed the matter. The learner will be punished according to the level of the misconduct. We have misconduct level one, two and three. If it is that serious then it will involve the suspension of the child of even the child being expelled if he is bullying other learners” (HOD D).

Learners become emotionally disturbed when their conflict cannot be resolved by the teacher. The Head of Department (HOD) has to deal with such problems (Bergh et al., 2008:303).

According to Freud, each learner is a unique person with their own identity. The personality of learners is the result of many forces acting on the individual (Moore et al., 2017:456). Each learner is a unique person with their own identity. Learners have different backgrounds and different learning needs. Different barriers like social barriers, pedagogical barriers and intrinsic barriers are some of the forces acting on the learners. Therefore, these barriers have an influence on the learner's personality.

4.4.1.5 Parental involvement

Parental involvement also includes activities of the learners at home (Yulianti *et al.*, 2019:2). Some parents are not concerned with the moral and academic performances of their children due to a lack of time. Some parents have a laissez-faire attitude (Belle, 2016:242). Parents also shifted their responsibility of discipline to the shoulders of teachers. These parents use ineffective discipline at home (Belle, 2016:244).

School C, T supported the statement that parental involvement includes interaction with the principal, teacher and the community and that parents have to sign the school rules.

“Ok so in the beginning at the year I have a meeting with the parents and they are discussed (um) how may discipline works in the class which is very important because when they are maybe punished or penalized that they now. What are the rules in my class (um) and also (a) I have (a) comfortable (um) relationship with all the parents so it is easy for me to just involved them by calling them or sending them a message and telling them what the children had done” (TC).

It was established that parents are aware of the code of conduct and the disciplinary measures of the school. When there is a disciplinary problem, the SGB takes action, for example:

“We usually have an appointment with the parent to discussed the problem. They sign the disciplinary measures and code of conduct so they are aware of the rules” (P A).

The statement that when parents complain about a teacher, the principal and SGB discuss the matter with the teacher was supported by school A, SGB:

“The teacher would be called in to discuss the matter & depending on the exact circumstances an appropriate course of action would be taken” (SGB A).

Data gathered from this study confirmed the supposition that some parents watch violent movies. The learners see the violent behaviour in the movies and might adopt the same behaviour. Some parents arrive late at night at home, or the father and mother are inebriated and do not know if the child has done his homework. The teacher punishes learners who have not done their homework. These parents do not know if the learners spend too much time with their friends. This indicates the failure of responsibility of the parents (Belle, 2016:245). On the other hand learners become frustrated and lack discipline when their parents have too many expectations of their academic performance. Data collected in this study also supported the statement that the use of mobile phones by learners is becoming a major discipline problem for the principal and teachers. During school hours some learners phone their parents to come and fetch them if the lesson is not interesting. When the learner's phone is confiscated, the parents are furious because they gave the phone to the learner for protection (Belle, 2016:240). Parents are called in when the learners misbehave, for example:

“Parents complains are always every now and day and we must also have a way. Number one, we call the parents to school. We discussed the matter and secondly, I will also discuss the matter with the teacher but what we cannot do is for us to say we will take out the child from class of the teacher because most of the parents ask can my child be out of the class. We follow the rules of the school. Communicate and then we follow and then we make discussions based on whatever the findings that we have” (HOD D).

According to Freud 's theory, the personality of a learner is almost completely formed by the age of six. The parents' behaviour during the first six years of their child's life will greatly determine whether the child will be a normal or a psychologically disordered person (Moore et al., 2017:81).

4.4.1.6 Community involvement

The community has a direct and indirect effect on the learners' behaviour in that community. The school may request the community members to assist with the disciplining of learners in the community. The community has a social responsibility to take part in matters within the school environment. It was established that the community sometimes does help to report incidents such as the use of substances by learners at the school. The community also helps to prevent stealing and vandalism caused by learners in the school, for example:

“Community members will inform school of suspicious behaviour or absconders observed” (SGB B).

In some of the four schools, the community helped the school with discipline problems. Some of the members of the community phoned the principal if the learners did not behave themselves. Members of the community also phoned the principal if the learners were outside the school premises during school hours. In serious behavioural cases, the South African Police Service helped the school, for example:

“We work along with the local police and parents to sustain discipline” (SGB A).

In serious cases, the community could not handle the learners, for example:

“Well, the child is here because the community couldn't handle them so this is their last change” (TB).

Data from this study also indicated that a community with ill-discipline like theft and crime is consulted in dealing with the disciplinary problems. Some communities have gangsters. This is a group of learners who distinguish themselves by their clothing and haircuts. These learners take part in violent actions. Peer pressure to join gangs is also extremely powerful (Tyla, 2005:35):

“So, the community plays a big role because (um) is like communalism so they, they take on the a (um). The way the community (um) works. They bring that all back to school so if there is ill-discipline in the community and there is crime and there is (um) theft and

Children walking around in times that they don't. They bring it back to the school. So, it is very important that the community (um) is involved with the school and that they know (um) what in our classroom, what happen in our classroom and what happens in our school” (TC).

Some communities informed schools about bad behaviour, in which case the SGB took the required action, for example:

“The community is helping a lot as we are our school is in there in vicinity of their community. They are always telling us what is happening at school and as there qualities. They are helping us towards looking at our learners. Sometimes the learners is just roaming around outside the streets there. They making us aware and then we involved the police or the social workers and then we help those learners” (HOD D).

On the other hand, some communities were not involved, for example:

“Our community is not very involved at the moment in our school” (P C).

Freud's basic view of humankind is that behaviour is determined and motivated by unconscious forces inside the person that conflict with societal norms. Misbehaviour of learners then takes place when unconscious forces inside the learner come in conflict with societal norms. The learners have to behave according to these societal norms (Bergh, 2008:303).

Category 2: Stakeholders help the teachers to maintain discipline in the classroom

The sole purpose of school management and governance is to ensure that the teachers can carry out their instructional and classroom management activities so that effective learning can take place. The principal and governing body must help the teachers to sustain discipline in the classroom (Landsberg, 2013:497).

4.4.2 Discipline as a collective measure in the classroom

Challenging behaviour patterns occur all the time, which makes it impossible for teachers to teach properly. The class atmosphere is negatively affected by the misbehaviour of learners. Teachers are discouraged by the loss of control and eventually lose enthusiasm and motivation to teach. A classroom behaviour plan contains some classroom rules, and the learner is expected to act according to these rules. Some schools also have a duty of care plan to protect the learners from bullying and violence. These plans help with ensuring a safe school environment. The teachers are to use skills like organisation, lesson flow and good communication to prevent discipline problems (Landsberg, 2014:500).

4.4.2.1 Dealing with the discipline problems of learners

Disciplinary measures are aimed at changing the behaviour of learners. These disciplinary measures are meant to instil the desired behaviour in learners. Discipline and punishment are not synonymous. Punishment enforces obedience and order (Tyala, 2005:18), whereas corrective discipline means to correct the anti-social behaviour of the learners. Misbehaviour is curbed by corrective measures (Sithole, 2002:69). Corrective discipline helps to transform learners into better persons. Positive disciplinary techniques have to be used by the teacher. The teacher has to use a corrective plan of action to help the learner with his behaviour. The plan of action includes motivation and prize giving. Corrective discipline changes the learner's anti-social behaviour (Tyala, 2005:20). When the learner is rewarded positively, the learner comes closer to showing the desired behaviour (Van Deventer et al., 2009:153). The corrective approach also helps the learners to exercise self-control and respect for others (Joubert, 2016:118).

The following conditions must be considered by a teacher who uses corrective discipline:

- The teacher must make sure that the learner is guilty.
- Teachers must enforce their authority in their classrooms and on the school grounds.
- There must be a positive relationship between the teacher and the learner.
- Corrective discipline must be meaningful and serve the aim of education intended.

- A teacher must also use supportive discipline such as praise and reward to encourage positive behaviour.

4.4.2.2 The different discipline systems

In most of the schools, teachers use a referral system to help the learners with disciplinary problems. A merit and demerit system helps teachers record learners' behaviour problems. Sometimes teachers send these learners for special education evaluations and counselling. The Department of Basic Education made the South African School Administration Management System available for teachers to print out learners' records if they needed them. Some schools make use of counselling sessions with a social worker or a psychologist (Landsberg, 2013:427).

4.4.2.3 Non-punitive measures

Non-punitive measures are those that do not involve punishment such as praising good behaviour and ignoring bad behaviour. Rewards and special certificates encourage learners to be disciplined in the classroom (Sithole, 2002:37).

Category 3: The stakeholders have different strategies to sustain discipline in the school environment

The principal as one of the stakeholders fulfils a professional function. The principal is responsible for the day-to-day administration and organisation of the school. The governing body is responsible for the governance of the school. The governing body has to promote the best interest of the school and ensure its development. The task of the teacher in the classroom pertains to planning, organising, leading and controlling. The principal and teachers have to work together to create a safe environment for the staff and learners (Pretorius et al., 2004:48).

4.4.3 Observation of maintaining school discipline in the school environment

There is an increasing loss of honesty and pride in working well with most learners. In addition, the rising wave of crime, violence, and moral and sexual licentiousness have come to the fore, which necessitate the implementation of supervision of care and an awareness plan on the school grounds, in toilets and corridors (Landsberg, 2013:505).

4.4.3.1 Observation outside the classroom

School B and D had a security guard to protect the learners and teachers from danger. School A and C did not have a security guard to protect the learners and teachers from danger. The principal handed a code of conduct to all the learners and parents. Learners might not leave the school grounds during school hours. All the schools had a camera system to help with the discipline of learners. There was staff supervision on the school grounds before school and during the break.

4.4.3.2 Observation in the classroom

School A

The teacher did not leave the learners by themselves. The teacher had given the learners classroom rules that they had to obey. There were not many learners in a class and most of the learners behaved well in class. The learners lined up during parades. They got up when another teacher came into a class. The learners put their hands in the air before they answered a question. The teacher checked if the learners had done their activities and homework. The teacher and the parents signed the homework book every day.

School B

This school had learners with many problems. Some of the learners had serious behaviour problems. These learners could not concentrate for a long time. Some of these learners slept during the lessons when the teacher explained the work. There were not many learners in a class. The teachers at this school did not leave the learners by themselves in class. The teachers had given the learners classroom rules that they had

to obey. The teachers checked if the learners had written their homework in their homework books. The learners' interpersonal relationships, behaviour, self-management and responsibilities were evaluated to improve their behaviour. Some of the teachers were involved in motivation programmes for learners. When the learners were well behaved, the staff members gave the learners more privileges to encourage their behaviour. A social worker and psychologist worked with every learner. There were rules for the learners who wanted to use the toilets. The toilets were as far as possible only to be visited during break. During periods 1, 5 and 6 there should be no visits to the toilets. Period 1 was at the beginning of the school day and the learners had the opportunity to go to the toilet before school. Periods 5 and 6 were just before and after the break. The learners had the opportunity to go to the toilet during break. The teachers had keys to the toilets. This helped to keep the toilets clean and to prevent damage to the bathrooms. The toilet rules helped that learners did not loiter around outside the class during periods.

School C

The teacher also did not leave the learners by themselves in class. The teacher gave the learners classroom rules that they had to obey. There were many learners in a class. The learners lined up outside the class and left their bags outside the class. They only took their subject books into class. Some of the learners in some of the classes talked during lessons. These learners walked around and played while the teacher was teaching. Some of the learners also ate in class. In certain classes, the learners did not put their hands in the air before they answered questions, but screamed the answers out. Some of the learners did not have stationery and tried to borrow some. Some of the learners left their books at home then these learners did nothing in class and made noises. Some learners scarred themselves. Some of the teachers' punitive cards were not put on record and nobody helped the teacher to sustain discipline in the classroom.

In certain classes, the teachers tried to motivate learners by playing soft music while the learners were doing their activities. Some of the learners did not write down their homework and then they forgot to do it.

School D

The teacher also did not leave the learners by themselves in class. The teacher gave the learners classroom rules that they had to obey. There were many learners in a class. The learners lined up outside the class and went into the class. In most of the classes, the learners did not raise their hands before they answered questions. These learners had no respect and screamed the answers out. In most of the classes some of the learners talked during lessons and did not have respect for the teacher. The teachers had to raise their voice because the learners did not listen. Some of the learners came late for class after break. Some of the learners did not have stationery and tried to borrow from others. Some of the learners left their books at home, then these learners did nothing in class and made noises. Some learners slept during lessons. Bullying took place in the classroom. The learners purposely injured other learners. Some of the learners did not write down their homework and then they forgot to do it. If the learners did not do their projects in time, the teacher had to ask for the projects every day. The teachers only gave punitive cards for serious behaviour problems. A teacher tried to discipline the class by asking one of the learners to write down the names of the learners who misbehaved. Some of the teachers gave the learners tasks to do to help them with their discipline. Most of the learners made noises and it disturbed all the teachers in the school. Some of the teachers searched learners' bags for illegal drinks and also weapons.

Learners with serious behaviour problems were put in one class. This school had special doors to keep the learners inside the class. Sometimes other learners entered the class and disturbed these teachers' classes.

4.4.3.3 Disciplinary problems are sorted out differently at schools by the various stakeholders

School A was a very small school that did not have a big disciplinary committee. It did not use the South African School Administration Management System (SA SAMS), an electronic system which is used by some schools to collect learners' information.

Figure 4.4.3.3: *Disciplinary Records (DBE, 2013).*

Discipline problems were sorted out in cooperation with the school principal and parents. The Head of Department (HOD) and the vice-principal dealt with discipline in the school. The teachers dealt with discipline problems. Should a teacher experience a problem, the grade head was to be informed. Once the grade head had addressed the learners and no solution could be found, the Head of Department (HOD) became involved. Should further problems occur, a brief hearing would be held together with the head of discipline in that school.

Schools B, C and D used their hostels for study purposes, should learners not complete their given homework. Learners' privileges were then withdrawn in the case of homework not being done. School B did not involve the teachers. Should problems arise regarding the behaviour of teachers, the teachers were upbraided and the matter addressed with them. Complaints were reported to the school principal. Learners with very serious behaviour problems were addressed by the Head of Department (HOD). Such problems were also discussed with the school principal and the SGB.

Category 4: The different stakeholders must communicate with each other and with the community to sustain discipline in the school environment

The South African Schools Act 84 of 1996 prohibits all forms of violence at school. Good communication between the police service, the Department of Basic Education, and other departments is necessary to help with discipline problems. The principal, teachers, SGB, parents as well as learners are responsible for ensuring that no learners are harmed at school (Pretorius et al., 2004:51).

4.4.4 Communication is necessary for good maintenance of discipline

The principal ensures the school is on the right course to reach its goals. Parents, learners, staff and the state are all stakeholders in the school. The governing body is accountable to them and to the school itself to govern the school well. The learners' safety outside the school and after hours is the responsibility of the parents, guardians and the police. Teachers are in a communication situation whenever the teachers are in contact with other stakeholders like principals, other teachers and parents. Good communication skills are necessary for the teacher to encourage learners to manage learning effectively (Pretorius et al., 2004:62).

4.4.4.1 Communication between the principal and teachers

The principal took overall control of the school. The principal kept general order and discipline. When a teacher had discipline problems, it had to be brought to the principal's attention to be settled immediately, for example:

"I am the head of disciplinary committee at school. I also sit in with any disciplinary issues discussed with parents. I am also instrumental in formulating policy regarding discipline"
(P A).

4.4.4.2 Communication between the principal, teachers and the SGB

If a teacher experienced serious discipline problems with learners and was emotionally losing control of the situation, the teacher called one of the deputies and the principal to help with the problem, for example:

“Supportive role - supporting principal & staff in the execution of their duties, also enforcing school policies. Also a monitoring role, often also in advisory capacity” (SGB B).

4.4.4.3 Communication between learners and teachers

Teachers were at the forefront of dealing with discipline. The teachers were responsible for teaching in class, for example:

“My role as a teacher would be to form a saved and (um) learning environment for all learners for all the learners in my class. So, I am here to introduce the discipline system to the children so that they can follow tray to follow the rules so my role as teacher is to help them (um) understand the (um) discipline rules at our school. The teacher identifying serious behaviour problems. Teachers must give learners a copy of the school’s code of conduct and expect them to adhere to all the rules. The teacher draws up class rules and involving learners with activities to motivate them to good behaviour” (TC).

“Ok so in the beginning of the year (um) I have five only five rules in my class (um) I (um) I took that from so many rules to just five simple rules that learners can follow, because I think if you have to many rules then the classroom then the children get very confused. So (um) I know it is up in my classroom (um) visible on a wall so that they can see it (um) I remind them (um) so every week about all our rules and at the beginning of each term of a holiday (um) then we revise all our rules again. So, the learners are (um) aware of them and then we have a theme use each term (um) having to say it is responsibility. So, we have conversations about: What is responsibility? What is honesty? So, that also help with the rules” (TC).

4.4.4.4 Communication between the teachers and the community

Some of the community members helped to keep the learners on the school grounds. The community would help report and monitor the use of illegal substances. Members of the community could collaborate with the school and police when they witness illegal activities. Respective communities did help with learner discipline and became a fundamental part of the education system (Donkor & Waek, 2018:50), for example:

“The community is helping a lot as we are our school is in there in vicinity of their community. They are always telling us what is happening at school and as their qualities. They are helping us towards looking at our learners. Sometimes the learners is just roaming around outside the streets there. They making us aware and then we involved the police or the social workers and then we help those learners” (HOD D).

Table 4.3: Communication between some of the stakeholders and the community

A description of the different factors contributing to discipline problems in schools.

Factors contributing to discipline problems	Description
Limited parental involvement	Single-parent households might face challenges in providing consistent discipline, especially when the father is absent. Discipline problems also occurred when both the father and mother were working. Learners who lived with their grandparents had discipline problems due to their guardians' age and limitations. Parents might priorities' defending their children over addressing their children's discipline issues.
Ineffective community engagement	A lack of coordinated efforts between the school and the community impeded the implementation of effective disciplinary measures. Nowadays some of the community members do their own thing and do not help the principal to solve discipline problems in the school environment. The community who is not collaborating with the school principal hinders efforts to address discipline issues effectively.

External influences	The text implies that societal challenges might influence learners' behaviour and contribute to discipline problems. External influence included violence and vandalism as well as bullying. Gangsters also caused discipline problems. Some of these learners used weapons and drugs.
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“Our community is not very involved at the moment in our school” (P C).

In some communities, some gangsters caused discipline problems. Some of these learners had weapons and use drugs, for example:

“I will calmly approach him if he doesn't change his behaviour. We will take it further up, up until the principal (a) I had a case last year where a learner threaten my life and it was reported immediately to the head of discipline during that time and (um) the learner was confiscated from my class” (TD).

Category 5: All stakeholders help with the support and mentoring of learners with behavioural problems

An entire reconstruction and development system is necessary to help and support learners with behaviour problems. Difficult behaviour must be replaced with new skills. This will enable the learners to have better skills in practising positive learning and enjoy a better quality of life. The addressing of bullying calls for time. The change in attitudes of learners with behavioural problems is the responsibility of all the members of the school community (Landsberg, 2013:505).

4.4.5 Mentoring and support for learners with behavioural problems

Teachers should be encouraged to open a line of communication with learners with behavioural problems. Teachers should show that they care for the learners when they exercise discipline in the classroom. Parents need to know that they can share their needs, concerns and feelings about bullying with the teachers (Landsberg, 2013:506).

Mentor teacher. A mentor teacher was used by some schools to ensure that newly appointed teachers have support if they experience discipline problems in class. Mentor teachers give new teachers valuable information about disciplinary problems. The mentor

teacher acts between the post-level one teacher and the management of the school (Van Deventer et al., 2009:124).

4.5 Conclusion

This chapter described the main causes of a lack of discipline in the four selected primary schools in the Motheo district. The chapter also described the various barriers that prevent the principal and teachers from implementing discipline in the school environment. Most principals and teachers endeavoured to use their collaborative rules to sustain discipline in the school environment. The interviews and observations showed teachers and principals who needed some support to sustain discipline in the school environment.

The final Chapter 5 summarises the findings of the study based on literature, semi-structured interviews, open-ended questionnaires, and observations. It provides a model of learner discipline management with recommendations for the improvement of learner behaviour in the school environment in the four selected schools in the Motheo district.

Chapter 5

Conclusion and recommendations

5.1 Introduction

In Chapter 4 the findings of the main question of the research, namely “How can the collaborative roles of stakeholders be used to sustain discipline in selected primary schools in the Motheo district?”, were discussed.

In order to answer the main research question above, the following sub-questions were formulated:

- What are the collaborative roles of stakeholders to sustain discipline in selected primary schools in the Motheo district?
- How do teachers engage in collaborative activities to maintain discipline in the classroom?
- How can the community help the stakeholders to sustain discipline in the school environment?

Conclusions and recommendations based on the research findings were also provided in Chapter 4. The limitations of the study are also presented in Chapter 5.

5.2 Summary of chapters: A brief overview.

Chapter 1 provided a layout of the background to the study. This chapter also briefly discussed the theoretical framework of the study. Furthermore, the research questions and objectives that had been formulated for the study were discussed. The research design and research methodology to be used in the study were also discussed in this chapter.

Chapter 2 consisted of a review of the relevant literature related to the collaborative roles of teachers in sustaining discipline in the school environment. Chapter 2 included the causes of misbehaviour by learners, and strategies to manage learner discipline in the

classrooms and school environment. The theoretical framework consisted of studies done on learner discipline. The chapter also included restorative justice to help learners on a path that would lead to becoming positive and productive members of society.

Chapter 3 discussed how the research was conducted. A description of the research plan to answer the given research questions was provided. The aim of the chapter was thus to discuss aspects such as the research paradigm as well as the methodology, the research design, data collection, and data analysis of the investigation to ensure the trustworthiness of the study. Strategies for credibility, transferability, reliability as well as confirmability of the results were discussed. The chapter also explained the sampling procedures, data collection, and data analysis methods. An explanation was provided on how the selected HODs and level one teachers in the four primary schools in the Motheo district participated in the semi-structured interviews. Chapter 3 also discussed how the principals, members of the SGB, and learners in the four schools in the Motheo district completed the open-ended questionnaires. This chapter provided a deep understanding of the importance of discipline in the school environment.

In Chapter 4, the findings of the collective data were discussed and analysed. Data was collected during the semi-structured interviews with the HODs and level one teachers in the four primary schools in the Motheo district. Data was also gathered from the open-ended questionnaires of the principals, members of the SGB, and learners in the four schools in the Motheo district. A gap was identified in the literature with regard to the collaborative roles of the stockholders to sustain discipline in schools. Chapter 4 also provided the research findings in themes.

Chapter 5 provided a summary of the research findings. Recommendations are provided and suggestions for further research are listed. The limitations of the study are also discussed. Chapter 5 is concluded with a summary of the research study.

5.3 Summary of the research findings

5.3.1 Learner discipline in the four primary schools in the Motheo district

In the past, learners respected teachers on the grounds of their teaching experience. Currently this is no longer the case. Certain learners know that the school principals would not report the learners to their parents because they wish to maintain good relationships with the parents. School principals would also not take measures that would lead to learners leaving the school, as lowered numbers would lead to some teachers being declared redundant and might lose their jobs (cf. 4.4.1.1).

The research study revealed that learner misbehaviour remained a challenge for the four primary schools in the Motheo district. The main question of the research was as follows: How can the collaborative roles of the stakeholders be used to sustain discipline in selected primary schools in the Motheo district?

The main aim of the research study was to provide answers to the main question. The research study revealed that the principals were not always aware of the discipline problems of learners in the classrooms because they were too occupied dealing with the day-to-day activities in the school. The principals relayed most of the feedback provided by the teachers in the school. Most principals in the four primary schools had a code of conduct and a school policy for their schools. The findings revealed that the administrative activities of the education authorities were overloaded and that principals were expected to manage and lead the schools on their own. This posed a challenge for the principals in the four schools, and they get frustrated when they have to handle discipline problems with the learners. Furthermore, the findings revealed that the principals were aware of their weaknesses in solving behaviour problems. The stress management of the principals might lead to job dissatisfaction. Teachers still had to follow a chain of instructions when they were reporting discipline problems in the school environment (Lemmer et al., 2014:162).

The study has revealed that the education department is not always informed about the misbehaviour of learners in the school environment (cf. 4.4.1.1).

5.3.2 Causes of discipline problems

Teachers currently find that more learners are experiencing discipline problems than in the past. Factors such as the family, the learners' attitudes, the principal's authority and leadership, the teachers' attitudes and the learners' constitutional rights, as well as peer group influence, determined the lack of discipline in the four schools. Teachers could not devote all their time to learners who were experiencing problems (Kourkoutas & Stavrou, 2018: 2116) as too much time would be lost in doing so. Teachers also did not want to bother the school principal and other teachers with the problems they were experiencing, no matter how strict the teacher would be. The school principal could not do much in his capacity as he did not know whom he could approach for assistance when learners could not be controlled. The principal could not expel a learner unless he obtained the authorisation of the education department. Disciplinary actions such as suspension or transfer to another school had to be taken by the higher educational authorities (Joubert, 2016:146). This created a problematic situation for the principal in sustaining discipline in the school. Parents expected the schools to educate their children. Parents were too busy with their work conditions, and they did not give the necessary attention to their children. In many cases, parents did not have time to spend on school-related matters. This contributed to a decline in good relationships between parents and the school. Serious disciplinary problems in the school arose from social problems, which were manifested in socially unacceptable behaviour. Bad discipline could be laid at the door of ill-treatment, neglect, and abuse (cf.4.4.1.5).

Learners were often influenced by circumstances in their homes. Often a suitable learning environment was lacking. Loudly played music and inebriated parents could contribute to learners developing disciplinary problems. Some learners were not directly responsible for their behaviour. They might experience specific behavioural deviations and related issues such as attention deficit hyperactivity disorder (ADHD) (Landsberg, 2013:404). The teachers' primary task is to impart subject knowledge and educate learners to fit into the community. Teachers also did not have the medical expertise to assist learners displaying such related behaviour problems. Such learners need to be identified so that they can receive individual attention. Teachers also experienced that the use of drugs and the smoking of cigarettes by some learners contributed to behaviour problems (Gouws et al., 2011:226). Learners displayed behaviour problems and turned to bullying when the teacher's back was turned. Some learners believed that they had more subject

knowledge than the teachers. The parents of such learners most often occupy high positions in society. These learners were thus bored in the classroom, resulting in behaviour problems. Some learners came from single parent homes and such parents often failed to meet their responsibilities to their children. Participants in this study have found that some parents do not fulfil their responsibility to educate their children properly. Some findings showed that females in the teaching profession need to develop a strong leadership style to be successful in their careers (cf. 4.4.1.5).

5.3.3 The roles of the teachers in the classroom

In a disciplined school environment, teachers would issue learners with classroom rules to adhere to. Those learners who disobeyed such rules would be punished. Some teachers enforced discipline by making the learners line up outside the classroom before entering. Some learners also had to leave their school bags outside and only the material required for that lesson might be taken into the classroom. This was also an aid to discipline. In a disciplined classroom, learners would not disrupt classes, and a pleasing atmosphere would reign in the classroom (cf. 4.4.2).

Curriculum specialists would help the teachers to teach the learners through the correct curriculum application. The teachers enforced discipline in the classroom by giving information to the learners and also used their personal experience and skills to meet the needs of the learners. Teachers and learners were motivated to do the work given. Teachers enforced discipline by encouraging the learners to attain specific aims. They enforced discipline by teaching the learners to treat each other with respect. They took into account that diverse cultures represented in a given classroom should always be respected. They respected learners' behaviour, acknowledging that every learner is unique. Teachers also assisted learners who experienced learning problems (Landsberg, 2013:17).

Disciplined learners participated in class discussions. Teachers used videos and drama to make lessons interesting for the learners. This also supported the textbook. Learners were allowed to ask questions and participate in class discussions. Ideas were exchanged and learners learned from one another. In a disciplined classroom, all learners should participate in given activities. Self-assessment should take place and teachers

need not reprimand learners about bad behaviour. Learners also acquire a high level of comprehension and they use their creative skills. Learners are taught holistically in preparation for their residence in the community. Teachers should encourage the community and parents to become involved with the school so that acceptable discipline can be maintained. This would contribute to a disciplined school. All members of the community should be granted the opportunity to participate and solve problems as they occur. In a disciplined classroom, there is interaction between the various teachers as well as the school governing body, parents, and the community (Landsberg, 2013:240).

In a disciplined classroom, the teacher is often supported by a multidisciplinary team such as therapists, audiologists, and optometrists to help learners. This form of assistance will alleviate learning and disciplinary problems (Landsberg, 2013:53).

5.3.4 Teachers attempt to help learners with behaviour problems

Teachers issued specific tasks for the learners to carry out and expected this work to be done. Most teachers tried to assist learners experiencing problems by giving the learners extra activities so that they would pass. When learners were not disciplined to undertake and complete such tasks, behaviour problems arose and this ultimately would lead to learners failing and more and more children consequently leaving school (Gouws et al., 2011:232).

The teacher should adopt positive and learner-friendly disciplinary strategies in the classroom. The teacher must focus on the prevention of disciplinary problems. The discipline of the learners must rely on corrective rights-based educative practices. There must be open communication, mutual understanding and respect with a positive relationship between the learners and the teacher. The learners must be cooperative and productive in the classroom and school environment. The teacher must have a look at strategies and positive behavioural support models that may promote effective and positive discipline among learners. The teachers must equip learners with behavioural problems with knowledge and a support system. Such practices help learners reconnect to their learning as they address the root causes of the lack of discipline (Van Deventer, 2016:368).

5.3.5 Learners' attitudes towards learning and discipline.

Learners mostly were not interested in their learning and schooling. The study showed that learners manifested a lack of discipline and interest in their schoolwork. They sometimes did not like the personality of the teacher and the teacher's methods. Sometimes the curriculum was either boring or too difficult for the learners. These learners also had a discipline problem. They chose to misbehave by loitering around the school and entering the classroom after the bell rings. They also bunked classes and used their phones to call their parents if they wanted to leave school. Some learners behaved badly and smoked cigarettes and used drugs. Learners wanted to draw the attention of others to them through misbehaviour. Some of these learners were aggressive and manifested a lack of discipline in school (cf. 4.4.1.3).

5.3.6 Principals' strategies to help teachers and learners with discipline problems

The principal is to be an ethical role model and leader who approaches the learners with honesty and respect. They have to prepare learners to behave responsibly and should empower the teachers to be leaders. The principals should encourage the teachers to use modern teaching methods to improve the quality of teaching and learning. They should also build a trusting relationship with the teachers so that the teachers may feel empowered to contribute towards the learners' discipline and safety (4.4.1.1). The principals should set up organisational conditions such as disciplinary meetings and a disciplinary committee to discuss learner discipline. The principals might organise workshops for the teachers to help them with their discipline problems. The principals should give parents the right and responsibility to take part in the school governing body and thus involve the parents in the disciplinary committee and meetings. The principal also has to create positive relationships with all the stakeholders to address discipline at the schools. The principal might also in person convey rules and behaviour expectations to learners to reduce the lack of learner discipline. The principal might encourage the teachers to employ the curriculum, which includes role-playing, arts and moral education to reduce the lack of learner discipline. Some principals made use of technical instruments such as cameras and intercoms to observe the behaviour of learners in class (cf. 4.4.1.1).

5.3.7 Community involvement with auxiliary support for schools experiencing learning problems

In certain cases it was proved that the community was indeed doing their best to support school principals and teachers. The community could assist with the beautification of the school grounds so that the learners would find it pleasant to go to school. The SAPS could assist with the handling of more serious infractions, thus supporting the school. More serious infractions should be reported to the school principal and the education department. The community could also curb children leaving the school during school hours by reporting such infringements to the school principal. The study furthermore revealed that the community was not always willing to support the school principal and staff, especially in the case of gangsters (cf. 4.4.1.6).

5.4 Recommendations based on the findings to assist the principal and teachers in managing disciplinary problems in the school environment

All the stakeholders in the school should be involved in the implementation of the school's code of conduct, the school policy, and the rules of the school. Principals, management teams like the SGB and teachers must be trained with skills and knowledge to deal with the disciplinary problems of learners and to help these learners overcome the problems. Management must step in and assist teachers with discipline in the classroom. Teaching and learning must proceed with little disturbance. The principal and teachers have to ensure that there is a positive interaction with the parents and the community of the school and a comfortable relationship to address misbehaviour problems in the school. There should be a collaborative role between the school and the parents to ensure that the learners behave themselves in the classroom. Parents must attend school meetings with the teacher in the best interest of the learner (cf. 4.4.1.5).

It is vitally important that discipline problems be identified and causes be sought. Solutions must be found for such problems. Social workers and psychologists must be invited to assist the teacher and the teacher needs to be kept up to date as regards the progress of such a learner. Workshops can be held to help with the discipline of learners. Those learners who show no improvement in their behaviour and pass results should be

referred to special schools where such learners can receive expert guidance. The school governing body should render support to the teachers in their endeavours to solve discipline problems and poor pass results (cf. 4.4.1.2).

The minister of education may make regulations for discipline in schools and the methods of enforcement. The Department of Education should assist schools regarding learners displaying discipline problems. It is imperative that such learners be referred to special schools where they will no longer be able to harm other learners and teachers (cf.4.4.1). The teacher must be prepared before classes commence. They should give the learners special activities to help the learner with discipline problems. The teacher must be able to get help with disciplinary problems from the HOD and the Head of Discipline.

5.5 Value of the study

The school principals would realise how they could assist learners who display behavioural problems. Teachers would realise that they could not help learners who displayed behaviour problems all by themselves. The school management team (SMT) and HODs of schools should assist the teacher with addressing discipline problems in the classroom (cf.4.4.1.4). The education department should employ the assistance of more psychologists and social workers to support teachers in their endeavours to solve discipline problems. Some trade unions could also render support when called upon to help teachers solve discipline problems (Joubert, 2016:238).

5.6 Problems experienced with completion of conducting research

Some schools were slow to give the researcher feedback on the study during the investigation at their schools. One school refused to participate as a sample school for the investigation. Two schools identified for the research refused to become involved in the investigation. Much later, these schools changed their minds and decided to participate in the study. This hesitancy on their behalf hindered the completion of the study. One school forbade their learners to participate in the research.

5.7 Limitations of the study

The study only included four primary schools in the Motheo district. Thus, the study does not include all the primary schools in the community. A greater sample would reflect an in-depth investigation. The COVID-19 pandemic created some unfavourable conditions that affected the investigation: teachers who would have been comfortable under normal conditions were uncomfortable during interviews. Masks had to be worn during the pandemic, hands needed to be sanitized and distance had to be maintained. Some teachers did not have the desired linguistic skills to answer the questions satisfactorily. Some participants did not answer all the questions. Some schools had a strict protocol to follow before permission could be obtained to do the investigation. The school principals willfully failed to divulge discipline problems so as not to give the school a bad name.

5.8 Further extension of the study

The study can be expanded to include secondary schools in the Motheo district; thus, involving more schools experiencing discipline problems in the investigation to further explore the role of stakeholders in sustaining discipline in their schools.

5.9 Conclusion

The Department of Education should be more involved with the discipline of learners by providing the necessary support and counselling for teachers and learners who are affected by disruptions in schools that experience a lack of discipline. Principals, management teams and teachers are to be equipped with better skills to deal effectively with discipline problems. Principals and management teams should also explain to the learners' concepts such as bullying, vandalism and respect. Learners exhibiting discipline problems should be identified and placed in schools where they can obtain the necessary help. This will alleviate the problem of having learners in the school who pose a threat to teachers and learners alike. In less serious cases learners should be referred to psychologists and social workers who will be able to assist and guide them in overcoming discipline problems. Teachers should be kept abreast of the progress of such learners. Learners experiencing serious discipline problems can be put in a classroom where they are alone with a teacher on a one-to-one basis. This could help such learners to do their

work properly. The punishment card system along with the outdated detention system are no longer effective, as parents fail to regard those disciplinary actions in a more serious light.

The actions to be taken by school staff have been reduced to issuing warning letters for misbehaviour and the SGB sometimes suspending such learners. Some schools reserve the right to suspend learners on the grounds of their age. Learners' privileges can be withheld until their behaviour has improved. Some schools have no disciplinary systems. In these schools, the learner's rights affect the teacher's authority.

To prevent learners from using their rights against teachers, the Department of Education and school principals can act strictly against learners behaving in an undisciplined fashion in the classroom. Schools should have a strict policy with regard to discipline problems. The school's code of conduct should spell out that weapons are prohibited and that any weapons found will be confiscated. In schools where there is no discipline system, the learners know that they can do practically anything to disrupt the class, thereby compromising the authority of the teacher. There should be close cooperation between the education partners. The Federation of School Governing Bodies of South African Schools (FEDSAS) cooperate with school principals and teachers to solve discipline problems. The South African Teacher's Union (SAOU) is also aware of problems that teachers are experiencing and tries to help the teachers. A growing number of teachers are resorting to their unions to solve discipline problems in the school environment.

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Appendix A: Title registration

16 October 2023

APPLICATION FOR TITLE REGISTRATION

Applicant: Swanepoel, MA

Student Number: 2004167041

Discipline: Education Management and Leadership

Study Code: Masters (EDML8900)

Dear Ms Swanepoel

Your amended registered title is as follows: *"EXPLORING THE COLLABORATIVE ROLES OF STAKEHOLDERS TO SUSTAIN DISCIPLINE IN SELECTED PRIMARY SCHOOLS IN THE MOTHEO-DISTRICT"*

All of the best with your studies.

Yours sincerely,



Prof Patrick Mafora
Chair: CTR committee



Ms CS Duvenhage
Secretary: CTR committee



Appendix B: Ethical clearance



GENERAL/HUMAN RESEARCH ETHICS COMMITTEE (GHREC)

22-Mar-2022

Dear Ms Maryna Swanepoel

Application Approved

Research Project Title:

Exploring the collaborative roles of teachers to sustain discipline in selected primary schools in the Motheo-district

Ethical Clearance number:

UFS-HSD2021/1871/22

We are pleased to inform you that your application for ethical clearance has been approved. Your ethical clearance is valid for twelve (12) months from the date of issue. We request that any changes that may take place during the course of your study/research project be submitted to the ethics office to ensure ethical transparency. Furthermore, you are requested to submit the final report of your study/research project to the ethics office. Should you require more time to complete this research, please apply for an extension. Thank you for submitting your proposal for ethical clearance; we wish you the best of luck and success with your research.

Yours sincerely

Dr Adri Du Plessis

Chairperson: General/Human Research Ethics Committee

Dr Adri
du
Plessis

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by Dr Adri du
Plessis
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Appendix C: Approval from the Free State Department of Education to conduct research

Enquiries: MZ Thango
Ref: Notification of research: M.A. Swanepoel
Tel. 082 537 2654
Email: MZ.Thango@fseducation.gov.za



District Director
Motho District

Dear Mr. Moloi

NOTIFICATION OF RESEARCH: PERMISSION TO CONDUCT RESEARCH PROJECT IN MOTHEO DISTRICT

This letter serves to inform you that Ms. M.A. Swanepoel has been granted permission to conduct research in the Motheo District under the auspices of the University of the Free State. The details in relation to the research project are as follows:

Topic: Exploring the collaborative roles of teachers to sustain discipline in selected primary schools in the Motheo-district.


1. **List of schools involved:** Fauna Primary School, Fichardt Park Primary School and Rosenhof Primary School.
2. **Target Population:** One principal, one SGB member, one HOD, one educator, and two learners at the selected schools.
3. **Period of research:** From the second week of February 2022 until 30 September 2022. Please note the department does not allow any research to be conducted during the fourth term (quarter) of the academic year nor during normal school hours. The researcher is expected to request permission from the school principals to conduct research at schools.
4. **Research benefits:** The Free State Education Department can get more information about the behaviour of children in the school environment. The Free State Education Department will also benefit in the sustaining of discipline in the school environment. The Free State Department will also get more information about the collaborative roles of the teacher to sustain discipline in the classroom.
5. Strategic Planning, Policy and Research Directorate will make the necessary arrangements for the researchers to present the findings and recommendations to the relevant officials in the Department.

Yours Sincerely,

Mr. MZAMOW W. JACOBS
DIRECTOR: QUALITY ASSURANCE, M&E AND STRATEGIC PLANNING

DATE: 18/01/2022

Appendix D: Request to schools to participate in the research study

 UNIVERSITY OF THE FREE STATE
UNIVERSITEIT VAN DIE VRYSTAAT
UNIVERSITHU YA FRISTATA

UFS UV

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

Dear Principal

I am doing research and would like to request permission to conduct my research at your school.

DATE

August 2022

TITLE OF THE RESEARCH PROJECT


Exploring the collaborative roles of teachers to sustain discipline in selected primary schools in the Motheo-district

PRINCIPLE INVESTIGATOR / RESEARCHER(S) NAME(S) AND CONTACT NUMBER(S):

Maryna Swanepoel	2004167041	0764222853
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FACULTY AND DEPARTMENT:

Name of Faculty: UFS Faculty of Education
Name of Department: Free State Department of Education



STUDYLEADER(S) NAME AND CONTACT NUMBER:

Name of Study Leader (UFS staff member) Supervisor: Dr. Gcelu: 072 377

3177/ GceluN@ufs.ac.za

Co-Supervisor Dr Hamilton: 082 351 4141/ hamiltonj@ufs.ac.za

WHAT IS THE AIM / PURPOSE OF THE STUDY?

Research aim

The aim of the study is to explore the collaborative roles of teachers to sustain discipline in selected primary schools in the Motheo-district.

The focus of the study is to investigate the collaborative roles of the teacher to sustain discipline in the classroom and to deal with learner ill-discipline in selected primary schools. The study explores the different collaborative roles of the teachers and other stakeholders to sustain discipline in the primary schools in the Motheo-district.

WHO IS DOING THE RESEARCH?

I, Maryna Swanepoel, am doing the research for the Faculty of Education at the University of the Free State. I am doing the research to help the teachers and role players to find and use their collaborative roles to sustain discipline in schools.



HAS THE STUDY RECEIVED ETHICAL APPROVAL?

This study has received approval from the General Human Research Ethics Committee (GHREC) of the UFS. A copy of the approval letter can be obtained from the researcher.

Approval number: UFS-HSD2021/1871/22

WHY IS YOUR INSTITUTION/ORGANISATION/COMPANY INVITED TO TAKE PART IN THIS RESEARCH PROJECT?

The participants consist of the principal, an SGB member, HOD, a level one teacher and two learners. These individuals deal with learners every day and will be useful to the study.

WHAT IS THE NATURE OF PARTICIPATION IN THIS STUDY?

The participants will give me information about the collaborative roles of the teachers and the discipline in the school. Permission to voice record the interviews will be sought from the participants who will be interviewed. Interviews will be conducted with certain participants. The interviews will take about 45 minutes each to complete. I am going to observe the discipline during early morning school periods as well as later afternoon periods, which will also include observation during intervals. Observation on the playground will also be undertaken. Open-ended questionnaires will also be completed by the principal, an SGB member and two learners. Participants will be made aware that I will collect the open-ended questionnaires in 7 days. I am going to explain the open-ended questionnaires to learners.



WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY? The study will benefit the participants to find their collaborative roles and to use them to sustain discipline in the school environment.

WHAT IS THE POTENTIAL RISKS TAKING PART IN THIS STUDY?

It would be a risk for the researcher if the participants withdraw. The sample size will decrease. New participants may be added. It can be a risk when participants give the information to somebody else. Some of the participants may feel uncomfortable to answer the question, especially the minors. The participants would be in no harm in any way. The participants can withdraw from the study at any time. The information of the participants who withdraw from the study will be destroyed.

WILL THE INFORMATION BE KEPT CONFIDENTIAL?

The names of the participants will not be recorded anywhere and no one will be able to connect them with the answers they give. No names of participants or schools will be mentioned. Anything that can lead to the recognition of a participant or school will be removed. All the information collected will only be available to the researcher, will be stored on a memory stick and will be password -protected.

HOW WILL THE INFORMATION BE STORED AND ULTIMATELY DESTROYED?

Hard copies of the participants' answers will be stored by the researcher for a period of five years in a locked save. For future research or academic purposes, electronic information will be stored on a password protected computer.



WILL THERE BE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

There will be no financial benefits for the participants who take part in the study.

HOW WILL THE INSTITUTION / ORGANISATION / COMPANY BE INFORMED OF THE FINDINGS / RESULTS OF THE STUDY?

If the participants or the school want to be informed of the final research findings, they can contact me, Maryna Swanepoel at 0764222853. Should someone require any further information they can contact me as well.

Yours sincerely

M.Swanepoel

Signature of the principal _____



WHAT IS THE AIM / PURPOSE OF THE STUDY?

Research aim

The aim of the study is to explore the collaborative roles of teachers to sustain discipline in selected primary schools in the Motheo-district. The study will take place in four selected primary schools in the Motheo- district. The focus of the study is to investigate the collaborative roles of the teacher to sustain discipline in the classroom and to deal with learner ill-discipline in selected primary schools. The study explores the different collaborative roles of the teachers and other stockholders to sustain discipline in the primary schools in the Motheo-district.

WHO IS DOING THE RESEARCH?

I, Maryna Swanepoel is doing the research for the Department of Education at the University of the Free State. I am doing the research to help the teachers and role players to find and use their collaborative roles to sustain discipline in schools.

HAS THE STUDY RECEIVED ETHICAL APPROVAL?

This study has received approval from the General Human Research Ethics Committee (GHREC) of the UFS. A copy of the approval letter can be obtained from the researcher.

Approval number: UFS-HSD2021/1871/22



WHY ARE YOU INVITED TO TAKE PART IN THIS RESEARCH PROJECT?

The participants consist of the principal, an SGB member, an HOD, a level one teacher and two learners. These individuals deal with learners every day and will be useful to the study.

WHAT IS THE NATURE OF PARTICIPATION IN THIS STUDY?

The participants will give me information about the collaborative roles of the teachers and the discipline in the school. Permission to voice record the interviews will be sought from the participants who will be interviewed. Interviews will be conducted with certain people. The interviews will take about 45 minutes each to complete. I am going to observe the discipline during early morning school periods as well as later afternoon periods, which will also include observation during intervals. Observation on the playground will also be undertaken. Open-ended questionnaires will also be completed by the principal, an SGB member and two learners. Participants will be made aware that I will collect the open-ended questionnaires in 7 days. I am going to explain the open-ended questionnaires to learners.

CAN THE PARTICIPANT WITHDRAW FROM THE STUDY?

Participation is voluntary and that there is no penalty or loss of benefit for non-participation. Being in this study is voluntary and you are under no obligation to commit to participation. If you decided to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason.



WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

HOW WILL THE PARTICIPANT BE INFORMED OF THE FINDINGS / RESULTS

The study will benefit the participants to find their collaborative roles and to use them to sustain discipline in the school environment.

IF THE PARTICIPANTS OF THE SCHOOL WANT TO BE INFORMED OF THE FINAL RESEARCH FINDINGS

They **WILL** receive the findings document (2014/2015). Should someone require any

WHAT IS THE ANTICIPATED INCONVENIENCE OF TAKING PART IN THIS STUDY?

There is no anticipated inconvenience of taking part in this study. The names of the participants will not be recorded anywhere and no one will be able to connect them with the answers they give. No names of participants or schools will be mentioned. Anything that can lead to the recognition of a participant or school will be removed. All the information collected will only be available to the researcher, will be stored on a memory stick and will be password-protected.

HOW WILL THE INFORMATION BE STORED AND ULTIMATELY DESTROYED?

Hard copies of the participants' answers will be stored by the researcher for a period of five years in a locked safe. For future research or academic purposes, electronic information will be stored on a password protected computer.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

There will be no financial benefits for the participants who take part in the study.



**HOW WILL THE PARTICIPANT BE INFORMED OF THE FINDINGS / RESULTS
OF THE STUDY?**

If the participants or the school want to be informed of the final research findings, they can contact me, Maryna Swanepoel, 0764222853. Should someone require any further information they can contact me as well.

**Thank you for taking the time to read this information sheet and
for participating in this study.**

Maryna Swanepoel

(Insert the name of the researcher, the "Researcher")

- I, the undersigned Participant, further confirm that:
 1. the Researcher has explained the nature, procedure, possible benefits and anticipated inconvenience of my participation in the Study;
 2. I have read (or had explained to me) and understand the Study as explained in the attached information sheet;
 3. I have had sufficient opportunity to ask questions and am satisfied with the responses in the Study;
 4. I understand that my participation in the Study is entirely voluntary and that I am free to withdraw at any time without penalty (if applicable);
 5. I voluntarily provide the UFS and the Researcher with my personal information and consent to the UFS and the Researcher collecting, storing and processing my personal information in order to conduct the Study and any related activities in section 1.1.1.

Appendix F: Consent form



CONSENT TO PARTICIPATE IN THIS STUDY

I, the undersigned,

_____ (participant's full names to be included), (the "**Participant**")

confirm that I voluntarily agree to participate in the research study referred to as the

_____ (the "**Study**") and which Study is being conducted by

_____ (insert the name of the researcher), (the "**Researcher**").

I, the undersigned Participant, further confirm that–

1. the Researcher has explained the nature, procedure, potential benefits and anticipated inconvenience of my participation in the Study;
2. I have read (or had explained to me) and understood the Study as explained in the attached information sheet;
3. I have had sufficient opportunity to ask questions and am prepared to participate in the Study;
4. I understand that my participation in the Study is entirely voluntary and that I am free to withdraw at any time without penalty (if applicable);
5. I voluntarily provide the UFS and the Researcher with my personal information and consent to the UFS and the Researcher collecting, disclosing and processing my personal information in order to conduct the Study and any related activities in relation thereto;



6. I hereby acknowledge and confirm that I understand the purpose for which the UFS and the Researcher may collect, store, use, delete, destroy, outsource, transfer or otherwise process, as the context and circumstances may require and as contemplated in terms of POPIA, my personal information as set out herein;

7. I am aware that the findings of the Study will be anonymously processed into a research report, journal publications and/or conference proceedings and that my personal information will be aggregated and identified at such stage;

8. I also give the UFS permission to share, without notification, the collected data with other researchers at the UFS or other Higher Education Institutions. This permission is dependent on the same principles of ethical research practices, anonymity/confidentiality, safekeeping of information, and other issues listed above applying.

I, the Participant, agree to the recording of the interview by the researcher.

Full Name of Participant:

_____ Signature

of Participant: _____ Date: _____

Full Name(s) of Researcher(s):

_____ Signature

of Researcher: _____ Date: _____



RESEARCH STUDY INFORMATION LEAFLET AND PARENTAL
CONSENT FORM

DATE

August 2022

TITLE OF THE RESEARCH PROJECT

Exploring the collaborative roles of stakeholders to sustain discipline in selected primary schools in the Motheo-district

RESEARCHERS NAME(S) AND CONTACT NUMBER:

Maryna Swanepoel

2004167041

0764222853

FACULTY AND DEPARTMENT:

Free State of Department of Education

UFS Faculty of Education

STUDYLEADER(S) NAME AND CONTACT NUMBER:

Name of Study Leader (UFS staff member): Supervisor Dr. Gcelu:

0723773177/ GceluN@ufs.ac.za

Co –Supervisor Dr. Hamilton: 0823514141/ HamiltonJ@ufs.ac.za



WHAT IS THIS RESEARCH PROJECT ALL ABOUT ?

The research project is about the collaborative roles of a teacher and other role players to sustain discipline in the school environment.

WHY HAS YOUR CHILD BEEN INVITED TO TAKE PART IN THIS RESEARCH PROJECT?

I chose two Grade seven learners whose marks are under the top ten in Grade seven. Their opinion of the discipline in the school environment will be useful for my study.

WHO IS DOING THE RESEARCH?

I Maryna Swanepoel, am doing the research for the Faculty of Education at the University of the Free State. I am doing the research to help the teachers and role players to find and use their collaborative roles to sustain discipline in schools.

HAS THE STUDY RECEIVED ETHICAL APPROVAL?

This study has received approval from the General Human Research Ethics Committee of the UFS. A copy of the approval letter can be obtained from the researcher.

Approval number: UFS-HSD2021/1871/22

WHAT WILL HAPPEN TO YOUR CHILD IN THIS STUDY?

The learner will answer an open –ended questionnaire.



CAN ANYTHING BAD HAPPEN TO YOUR CHILD?

It would be a risk for the researcher if the participants withdraw. The sample size will decrease. New participants may be added. It can be a risk when participants give the information to somebody else. Some of the participants may feel uncomfortable to answer the question, especially the minors. The participants would be in no harm in any way. The participants can withdraw from the study at any time. The information of the participants who withdraw from the study will be destroyed.

CAN ANYTHING GOOD HAPPEN TO YOUR CHILD?

The learner will get some knowledge to help his/her classmates to behave in class.

WILL ANYONE KNOW YOUR CHILD IS PART OF THE STUDY?

No, the study will be kept confidential, but information about him/her will be given to the supervisor.

WHO CAN YOU TALK TO ABOUT THE STUDY?

The child or the parent can talk to me or to my supervisor about the study. My cell number is 0764222853 and my supervisor contact details is GceluN@ufs.ac.za and Co-Supervisor is HamiltonJ@ufs.ac.za



WHAT IF YOU DO NOT WANT YOUR CHILD TO DO THIS?

Your child can withdraw from the study at any time of the study even if you as parents agreed to their participation. The learners will stop being in the study at any time without getting in trouble.



PLEASE RETURN

Name of child: _____

Name of Parent: _____

- Do you understand this research study and are you willing to let your child take part in it? Yes No
- Has the researcher answered all your questions? Yes No
- Do you understand that your child can withdraw from the study at any time?

Yes No

- I give the researcher permission to make use of the data gathered from my child's participation Yes No

Signature of Parent _____ **Date** _____

I, the undersigned Parent, further confirm that–

1. the Researcher has explained the nature, procedure, potential benefits and anticipated inconvenience of my participation in the Study;
2. I have read (or had explained to me) and understood the Study as explained in the attached information sheet;
3. I have had sufficient opportunity to ask questions and am prepared to participate in the Study;
4. I understand that my participation in the Study is entirely voluntary and that I am free to withdraw at any time without penalty (if applicable);
5. I voluntarily provide the UFS and the Researcher with my personal information and consent to the UFS and the Researcher collecting,



disclosing and processing my personal information in order to conduct the Study and any related activities in relation thereto;

6. I hereby acknowledge and confirm that I understand the purpose for which the UFS and the Researcher may collect, store, use, delete, destroy, outsource, transfer or otherwise process, as the context and circumstances may require and as contemplated in terms of POPIA, my personal information as set out herein;
7. I am aware that the findings of the Study will be anonymously processed into a research report, journal publications and/or conference proceedings and that my personal information will be aggregated and de identified at such stage;
8. I also give the UFS permission to share, without notification, the collected data with other researchers at the UFS or other Higher Education Institutions. This permission is dependent on the same principles of ethical research practices, anonymity/confidentiality, safekeeping of information, and other issues listed above applying.

I, the Parent, agree to the answering of the following questionnaire.

Full Name of Participant of Parent: _____

Signature of Participant of Parent: _____ Date: _____

Full Name(s) of Researcher(s): _____

Signature of Researcher: _____ Date : _____



PARTICIPANT INFORMATION LEAFLET AND ASSENT FORM



TITLE OF THE RESEARCH PROJECT: Exploring the collaborative roles of Stakeholders to sustain discipline in selected primary schools in the Motheo-district

RESEARCHERS NAME: Maryna Swanepoel

ADDRESS: 1 W.A de Klerkstreet

Langenhovenpark

Bloemfontein

CONTACT NUMBER: 0764222853

What is RESEARCH?

Research is something we do to find new knowledge about the way things (and people) work. We use research projects or studies to help us find out more about disease or illness. Research also helps us to find better ways of helping, or treating sick children.

What is this research project all about?

The research project is about the collaborative roles of a teacher and other role players to sustain discipline in the school environment.

Why have I been invited to take part in this research project?

The participants consist of the principal, an SGB member, an HOD, a level one teacher and two learners. These individuals deal with learners every day and will be useful to the study.

Who is doing the research?

I, Maryna Swanepoel, am doing the research for the Faculty of Education at the University of the Free State. I am doing the research to help the teachers and role players to find and use their collaborative roles to sustain discipline in schools.

What will happen to me in this study?

The learner will answer an open-ended questionnaire about discipline in the school environment.

Can anything bad happen to me?

It can be a risk when the participants give the information to somebody else. Some of the participants may feel uncomfortable to answer the questions. The participants can withdraw from the study if they want to.

Can anything good happen to me?

The learner will get some knowledge to help his/her classmates to behave in class. The community and parents can also help the child with their self-discipline.

Will anyone know I am in the study?

No, the study will be kept confidential, but information about you will be given to the supervisor.



Who can I talk to about the study?

You and your parents can talk to me or to my supervisor about the study. My cell number is 076 422 2853 and my supervisor's contact details is GceluN@ufs.ac.za and Co-Supervisor is HamiltonJ@ufs.ac.za.

What if I do not want to do this?

You can withdraw from the study at any time even if your parents agreed to their participation. The learners can stop being in the study at any time without getting in trouble.

Do you understand this research study and are you willing to take part in it?

YES

NO

Has the researcher answered all your questions?

YE
S

NO

Do you understand that you can pull out of the study at any time?

YE
S

NO

Signature of Child

Date

PARTICIPANT INFORMATION LEAFLET AND CONSENT FORM

TITLE OF THE RESEARCH PROJECT: Exploring the collaborative roles of stakeholders to sustain discipline in selected primary schools in the Motheo-district

PRINCIPAL INVESTIGATOR:

ADDRESS:

CONTACT NUMBER:

You are being invited to take part in a research project. Please take some time to read the information presented here, which will explain the details of this project. Please ask the study staff or doctor any questions about any part of this project that you do not fully understand. It is very important that you are fully satisfied that you clearly understand what this research entails and how you could be involved. Also, your participation is **entirely voluntary**, and you are free to decline to participate. If you say no, this will not affect you negatively in any way whatsoever. You are also free to withdraw from the study at any point, even if you do agree to take part.

This study has been approved by the General Human Research Ethics Committee at the University of the Free State **and will be conducted according to the ethical guidelines and principles of the international Declaration of Helsinki.**

What is this research study all about?

The study will be conducted at the school premises. Two learners will take part in the study.

The aim of the study is to explore the collaborative roles of teachers to sustain discipline in selected primary schools in the Motheo-district.

I am doing the research to help the teachers and role players to find and use their collaborative roles to sustain discipline in schools. The learners will answer the questionnaires.

Why have you been invited to participate?

I chose the children to get their opinion of the discipline in the school environment.

What will your responsibilities be?

To answer the questions.

Will you benefit from taking part in this research?

The learner will get some knowledge to help his/her classmates to behave in class. There will be no financial benefits for the participants who take part in the study.

Are there in risks involved in your taking part in this research?

It would be a risk for the researcher if the participants withdraw. The sample size will decrease. New participants may be added. It can be a risk when participants give the information to somebody else. Some of the participants may feel uncomfortable to answer the question, especially the minors. The participants would be in no harm in any way. The participants can withdraw from the study at any time.

The information of the participants who withdraw from the study will be destroyed.

If you do not agree to take part, what alternatives do you have?

The learner will tell the researcher to ask somebody else.

What will happen in the unlikely event of some form of injury occurring as a direct result of your taking part in this research study?

No one will get injured.

Will you be paid to take part in this study and are there any costs involved?

No, you will not be paid to take part in the study. There will be no costs involved for you if you do take part.

Declaration by participant

By signing below, I agree to take part in a research study entitled (insert title of study).

I declare that:

- I have read or had read to me this information and consent form, and it is written in a language with which I am fluent and comfortable.
- I have had a chance to ask questions, and all my questions have been adequately answered.
- I understand that taking part in this study is **voluntary** and I have not been pressurized to take part.
- I may choose to leave the study at any time and will not be penalized or prejudiced in any way.
- I may be asked to leave the study before it has finished if the researcher feels it is in my best interests, or if I do not follow the study plan, as agreed to.

Signed at (place) on (date)

Signature of Participant

Signature of witness

Declaration by investigator

I (name) declare that:

- I explained the information in this document to
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that they adequately understands all aspects of the research, as discussed above
- I did/did not use an interpreter. (If an interpreter is used then the interpreter must sign the declaration below.

Signed at (place) on (date)

Signature of investigator

Signature of witness

Declaration by interpreter

I (name) declare that:

- I assisted the investigator (name) to explain the information in this document to (name of participant) Using the language medium of Afrikaans/English.

- We encouraged him/her to ask questions and took adequate time to answer them.
- I conveyed a factually correct version of what was related to me.
- I am satisfied that the participant fully understands the content of this informed consent document and has had all his/her questions satisfactorily answered.

Signed at (place).....on (date).....

Signature of interpreter

Signature of witness

Appendix G: Questionnaires for school principals, SGBs and learners

The following open-ended questionnaires will be given to the School Principal to complete.

Dear Principal

It is with great pleasure that I thank you for kindly volunteering to assist with the research being undertaken at your school. I wish to conduct my research project at your school by completing the open-ended questionnaires. My research topic is: ***Exploring the collaborative roles of stakeholders to sustain discipline in selected primary schools in the Motheo district.***

The information obtained will be handled with the utmost confidentiality.

I thank you in advance for assisting me in this research process. I have confidence that the information obtained will be beneficial in sustaining discipline in selected primary schools in the Motheo district.

SCHOOL PRINCIPAL

1. Please explain your role in implementing discipline in your school.

2. How would you explain your role in performing discipline in your school?

3. Does your school have a code of conduct?

4. Which school rules exist in your school; that can be used to maintain discipline.

5. Who is responsible for making the rules?

6. Who is responsible for implementing these rules?

7. Do the learners receive a copy of the school rules, and must the parent/guardian sign for the copy?

8. What is the strategy when discussing discipline with the teachers and the school governing body?

9. How would you approach a learner who does not adhere to the school rules?

10. How would you handle a learner who displays serious behavioural problems?

11. How would you deal with a difficult parent/guardian who was informed that their child broke a school rule?

12. Should a teacher be found guilty of displaying unacceptable behaviour, explain how you would handle such a situation?

13. What does the community do to sustain discipline in the school environment?

14. What would you do if a learner complains about Covid-19 regulations and protocol not being adhered to by another learner?

The following open-ended questionnaires will be given to an SGB member to complete.

Dear Colleague

It is with great pleasure that I thank you for kindly volunteering to assist with the research being undertaken at your school. I wish to conduct my research project at your school by completing the open-ended questionnaires. My research topic is: ***Exploring the collaborative roles of stakeholders to sustain discipline in selected primary schools in the Motheo district.***

The information obtained will be handled with the utmost confidentiality.

I thank you in advance for assisting me in this research process. I have confidence that the information obtained will be beneficial in sustaining discipline in selected primary schools in the Motheo-district.

SCHOOL GOVERNING BODY

1. What role does the school governing body play in enforcing discipline in the school environment?

2. How would the SGB compile school rules and implement them in the school environment?

3. Is there a specific system in place that is used to discipline learners who break the school rules?

4. When a teacher reported that a learner misbehaved too much in a classroom, how would the SGB report the incident to the parents/guardians?

5. Should you be informed of a serious criminal offence committed on the school grounds, such as drug trafficking, how would the SGB resolve the issue?

6. How would the SGB act if the school principal made him-/herself guilty of misconduct and infringed discipline in the school?

7. What is the role of the community in sustaining discipline in the school environment?

8. How would the SGB act if a teacher verbally acted improperly towards a learner and the learner's parents complained about it to the school?

9. Should a learner assault another learner and, in so doing, violate school discipline, how would the SGB act towards such a learner?

10. If a learner in the school constantly uses terrible inappropriate language, how would the SGB act towards such a learner?

11. What would you do if a learner complains about Covid-19 regulations and protocol not being adhered to by another learner?

The following open-ended questionnaires will be given to two learners to complete.

Dear Learner

It is with great pleasure that I thank you for kindly volunteering to assist with the research being undertaken at your school. I wish to conduct my research project at your school by completing the open-ended questionnaires. My research topic is: ***Exploring the collaborative roles of stakeholders to sustain discipline in selected primary schools in the Motheo district.***

The information obtained will be handled with the utmost confidentiality.

I thank you in advance for assisting me in this research process. I have confidence that the information obtained will be beneficial in sustaining discipline in selected primary schools in the Motheo district.

Learners

1. How do you and other learners implement discipline in the school environment?

2. What would you do if a learner complains about Covid-19 regulations and protocol not being adhered to by another learner?

3. What would you do if you notice that another learner is carrying a dangerous weapon and intends to assault another learner with it?

4. What would you do in the case of learners being caught vandalising the school's bathrooms and they think it is a game worth pursuing?

5. What would you do when a learner complains about another learner bullying them?

6. How would you act should you notice that fellow learners are disrupting a class?

7. How would you act should you be informed that your classmates have decided not to learn for a specific test set for the next day?

8. How would you act should you come across learners physically fighting with other learners?

9. How would you act should you be asked to enforce discipline on a group of learners visiting a neighbouring school?

10. How would you explain to your classmates that good discipline is when they are not behaving unruly and undisciplined?

Appendix H: Individual interview questions scheduled for Heads of Department (HODs) and Level One teachers

The following interviews will be conducted with the Head of Department (HOD).

Dear Colleague

It is with great pleasure that I thank you for kindly volunteering to assist with the research being undertaken at your school. I wish to conduct my research project at your school by interviewing you as the head of the department at the school. My research topic is: ***Exploring the collaborative roles of stakeholders to sustain discipline in selected primary schools in the Motheo district.***

The information obtained will be handled with the utmost confidentiality.

I thank you in advance for assisting me in this research process. I have confidence that the information obtained will be beneficial in sustaining discipline in selected primary schools in the Motheo-district.

HOD

1. What is your role in implementing discipline in the school environment?
2. Do you assist other teachers in maintaining discipline in the classroom?
3. Can you elaborate on the answer?
4. How would you act towards a learner who never does any homework?
5. How would you resolve an issue should a parent/guardian complain about a teacher being too strict in the classroom, and the relevant learner is being unhappy in that class?
6. How would you act towards a learner should they have committed a serious offence, for instance, when a learner complains that another learner has taken his books?
7. How would you act towards a learner should their parents/guardians complain about another learner not adhering to the Covid-19 policy and protocol?
8. What would you do if a learner complains about Covid-19 regulations and protocol not being adhered to by another learner?

9. How would you act towards a group of learners who visited a neighbouring school and had behaved unacceptably?
10. How would you act should a learner be found wandering or loitering outside the school grounds during school time?
11. How would you act should it come to your attention that a learner has decided to stay at home on certain days, thus absenting themselves from school?
12. How would you act should you have caught a learner smoking on the school grounds during school time?
13. What is the role of the community in sustaining discipline in the classroom?

The following interviews will be conducted with the post level one teacher.

Dear Colleague

It is with great pleasure that I thank you for kindly volunteering to assist with the research being undertaken at your school. I wish to conduct my research project at your school by interviewing you as a level one teacher at the school. My research topic is: ***Exploring the collaborative roles of stakeholders to sustain discipline in selected primary schools in the Motheo district.***

The information obtained will be handled with the utmost confidentiality.

I thank you in advance for assisting me in this research process. I have confidence that the information obtained will be beneficial in sustaining discipline in selected primary schools in the Motheo district.

POST LEVEL ONE TEACHER

1. What is your role as a teacher in implementing discipline in the school?
2. What strategies do you use to maintain discipline in your classroom?
3. How do you ascertain whether the learners know the classroom rules?
4. Should the class be totally undisciplined, how would you act towards the learners?
5. What types of discipline problems do you as a teacher have to deal with?
6. How often do you have to deal with discipline problems in your classroom as a teacher?
7. How would you act towards a learner with serious behavioural problems?
8. What disciplinary steps do you take if a learner has not done their homework?
9. How would you act towards a learner who is constantly absent from school?
10. How would you act towards a learner guilty of assaulting another learner?
11. What forms of punishment do you use to maintain discipline in your classroom?
12. How would you act should the class ask you to hold a class party and a video containing inappropriate scenes that you do not want the class to see?

13. Do you discuss discipline with other teachers, and who is responsible for helping you with a discipline problem in your class?
14. How do you involve the parents/guardians to help you sustain discipline in the classroom?
15. What is the role of the community in sustaining discipline in the classroom?
16. What would you do if a learner complains about Covid-19 regulations and protocol not being adhered to by another learner?

Appendix I: Confirmation of language editing

CERTIFICATE FOR PROOFREADING

Dissertation: Exploring the collaborative roles of stakeholders to sustain discipline selected primary schools in the Motheo-district

By: Maryna Adriana Swanepoel [2004167041]

Submitted in fulfilment of the requirements for the degree **MAGISTER EDUCATIONIS** in School Management and Leadership in the Faculty of Education at the University of the Free State

Hereby I, Elizabeth Smit (the undersigned), certify that the above-mentioned dissertation has been submitted for proofreading and that all the recommended adjustments have been made.



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Date: 13 December 2023

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I confirm that I translated responses by study participants that had been given in Afrikaans, to English.



MA Language Practice



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CERTIFICATE OF EDITING

To Whom It May Concern

This is to certify that the Master's dissertation entitled
**Exploring the collaborative roles of stakeholders
to sustain discipline in selected primary schools
in the Motheo district**

to be submitted by **Maryna Swanepoel**

to the

Faculty of Education

at

the University of the Free State

has been edited and reviewed for page formatting and numbering,
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Appendix J: Plagiarism report

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