

UNIVERSITY OF KWAZULU-NATAL

**EXPERIENCES OF TEACHERS IN MANAGING LEARNER DISCIPLINE: A CASE
STUDY OF TWO HIGH PERFORMING SCHOOLS IN A TOWNSHIP**

By

PHINDILE HAPPINESS MABASO

**A dissertation submitted in partial fulfilment for the Master of Education Degree in the
Discipline of Educational Management and Policy, School of Education, University of
KwaZulu-Natal**

MAY 2019

Supervisor: Professor TT Bhengu

DECLARATION

I, Phindile Happiness Mabaso, declare that this research report “Experiences of teachers in managing learner discipline: A case study of two high performing schools in a township” abides by the following rules:

- (i) The research reported in this dissertation, except where otherwise indicated is my original work.
- (ii) This dissertation has not been submitted for any degree or examination at any other university.
- (iii) This dissertation does not contain other persons’ data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons.
- (iv) This dissertation does not contain other persons’ writing, unless specifically acknowledged as being sourced from other researchers. Where other sources have been quoted, then:
 - a) Their words have been re-written but the general information attributed to them has been referenced;
 - b) Where their exact words have been used, their writing has been placed inside quotation marks, and referenced.
- (v) Where I have reproduced a publication of which I am an author, co-author or editor, I have indicated in detail which part of the publication was actually written by myself alone and have fully referenced such publications.
- (vi) This dissertation does not contain text, graphics or tables copied from the Internet, unless specifically acknowledged, and the source being detailed in the dissertation and in the References section.

Researcher: 

Phindile Happiness Mabaso

05/08/2019

Date

SUPERVISOR'S STATEMENT

This dissertation has been submitted with~~without~~ my approval



Signature: _____

Date: __05 August 2019_____

ETHICAL CLEARANCE CERTIFICATE



04 July 2018

Ms Phidile Happiness Mabaso (216074124)
School of Education
Edgewood Campus

Dear Ms Mabaso,

Protocol reference number: HSS/0592/018M

Project Title: Experiences of teachers in managing learner discipline: A case study of two high performing schools in townships

Approval Notification – Expedited Application

In response to your application received 05 June 2018, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Professor Shenuka Singh (Chair)

/ms

Cc Supervisor: Professor TT Bhengu
Cc Academic Leader Research: Dr SB Khoza
Cc School Administrator: Ms Tyzer Khumalo

Humanities & Social Sciences Research Ethics Committee

Professor Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag 3554001, Durban 4001

Telephone: +27 (0) 31 260 3567/8350/4557 Facsimile: +27 (0) 31 260 4058 Email: ximbop@hscs.sc.za / syngs@hscs.sc.za / mskhump@ukzn.ac.za

Website: www.ukzn.ac.za


1910 - 2014
100 YEARS OF ACADEMIC EXCELLENCE

Founding Campuses:  Edgewood  Howard College  Medical School  Pietermaritzburg  Westville

DEDICATION

Firstly, I dedicate this study to my mother, Matrinah Hleziphi maZulu Mabaso, for being my first teacher, I am where I am because of you. I love you Sthuli sikaNdaba. Secondly, my family: my sister, my brothers, my nephew and my nieces for their understanding of my educational struggles and patience when I could not be with them when they needed me as their old sister and aunt.

ACKNOWLEDGEMENTS

I would like to convey my gratitude to the following people for playing an important role in my journey towards completion of this study:

I thank the Lord Almighty for giving me the strength to complete this study. Without you my Lord, this would have not been possible.

To my supervisor, **Prof TT Bhengu**, thank you very much for the support and guidance you have given me.

To my mother, Matrina Hleziphi maZulu Mabaso, thank you so much for raising me up to be what I am today. I will always be indebted to you for being my pillar of strength.

To my family, my sister, my brothers, my nephew and my nieces, thank you for understanding my educational struggles when I could not be with them.

To my friends, Ndumiso Khuzwayo, Sabelo Ngcobo, Lebohang Mathobela, Mbali Jiyane, Pinky Memela, thank you for being there for me during the course of my study.

To my participants, this study would not have been possible without you. Thank you so much for agreeing to be part of this study. Again thank you for sharing your good experiences with me. In addition to research, I have learnt a lot from you.

I thank my colleagues Sthembiso Cele, Gainmore Rwambiwa and Lindiwe Thusi for supporting me during the course of my study.

ABSTRACT

There is a number of challenges facing schools due to discipline problems by learners. For effective teaching and learning in any school, the environment must be orderly and safe for both teachers and learners. Although learner indiscipline has been increasing in schools, there are schools that are doing well with regards to their learners' academic performances and as such are regarded as high-performing schools. Are these schools not faced with disciplinary problems? This has motivated this study to explore experiences of teachers in managing learner discipline in high performing schools. A qualitative case study was conducted to explore the experiences of teachers in managing learner discipline in the two high performing schools in a township setting. The focus of this study was therefore to explore how teachers maintain discipline while achieving great academic performance.

Semi-structured interviews and document analysis were used to generate data. Interviews were recorded and transcribed prior to analysis. Data from transcriptions and from documents was coded and analysed, and themes were developed. The findings of the study revealed that teachers in these two schools are faced with disciplinary problems, including, among others, bunking, failure to do homework, bullying and drug dealing. Again, the study revealed that learner misbehaviour has a negative impact on teaching and learning. However, these schools employ other measures to ensure high performance, like adding extra hours to notional time and letting learners do more than seven subjects at Grade 10-12. The study also revealed that there are enabling factors that helps teachers manage discipline in schools, like the availability of school policies such as code of conduct and involvement of other stakeholders. Furthermore, the study revealed that teachers perceive their role to be to ensure that teaching and learning takes place in a disruption-free environment. However, the findings of the study also reveal that teachers encounter challenges in managing discipline and these challenge results from poor support from parents, restrictions by the Department of Education and the ineffectiveness of alternatives to corporal punishment.

ABBREVIATIONS

ACE:	Advanced Certificate in Education
ATCP:	Alternatives to Corporal Punishment
BEd:	Bachelor of Education
CPF:	Community Policing Forum
DoE:	Department of Education
HOD:	Head of Department
HPS:	High performing school/s
MEd:	Master of Education
NGO:	Non-Governmental organisation
NSC:	National Senior Certificate
PGCE:	Postgraduate Certificate in Education
SAPS:	South African Police Service
SGB:	School Governing Body
SMT:	School Management Team
STD:	Secondary Teachers' Diploma
RCL:	Representative Council of Learners

TABLE OF CONTENTS

CONTENT	PAGE NUMBER
Title	i
Declaration	ii
Supervisor statement	iii
Ethical clearance certificate	iv
Dedication	v
Acknowledgement	vi
Abstract	vii
Abbreviations	viii
Table of contents	ix
List of tables	xiii
CHAPTER ONE	
ORIENTATION OF THE STUDY	
1.1 Introduction	01
1.2 Background to the study	01
1.3 Problem statement	02
1.4 Rationale for the study	03
1.5 Objectives of the study	04
1.6 Critical questions	04
1.7 Clarification of key concepts	04
1.8 Demarcation of the study	05
1.9 Outline of the study	06
1.10 Chapter summary	10
CHAPTER TWO	
LITERATURE REVIEW AND THEORETICAL FRAMEWORKS	
2.1 Introduction	08
2.2. The nature of discipline	08
2.3 Characteristics of a high performing school	10
2.4 Teachers' role and experiences in managing learner discipline in schools	11

2.5 Impact of discipline on effective teaching and learning	13
2.6 Implementation of disciplinary practices towards effective teaching and learning	14
2.7 Barriers encountered by teachers when managing discipline with learners	16
2.8 Theoretical frameworks	18
2.8.1 Assertive discipline model	19
2.8.2 Logical consequences model	20
2.8.3 Jones' management model	21
2.9 Chapter summary	23
CHAPTER THREE	
RESEARCH DESIGN AND METHODOLOGY	
3.1 Introduction	24
3.2 Research paradigm	24
3.3 Research design	25
3.4 Research methodology	26
3.5 Research sampling	27
3.6 Data generation methods	28
3.6.1 Semi-structured interviews	28
3.6.2 Document review	29
3.7 Data analysis	29
3.8 Trustworthiness	30
3.8.1 Credibility	30
3.8.2 Transferability	31
3.8.3 Dependability	31
3.8.4 Confirmability	31
3.9 Ethical issues	32
3.10 Limitation of the study	32
3.11 Chapter summary	33
CHAPTER FOUR	
DATA PRESENTATION AND DISCUSSION	
4.1 Introduction	34
4.2 Profiling of schools and participants	34

4.2.1 Senzakahle High School	34
4.2.2 Mathobela High School	36
4.2.3 Background information of the participants	37
4.3 The emerging themes	37
4.3.1 Discipline problems experienced by teachers at SHS and MHS	38
4.3.2 Impact of learner misbehaviour on teaching and learning	40
4.3.3 Disciplinary practices implemented by teachers in ensuring effective teaching and learning	42
4.3.4 Contribution of policies in addressing discipline problems	45
4.3.5 Challenges encountered by teachers when managing discipline measures	47
4.3.6 The role of stakeholders in supporting teachers in maintaining learner discipline	50
4.3.7 Teachers' perceptions of their role in managing learner discipline	52
4.6 Chapter summary	54
CHAPTER FIVE	
STUDY SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	
5.1 Introduction	55
5.2 Study summary	55
5.3 Presentation of findings	56
5.3.1 What are teachers' experiences of maintaining discipline in the selected high performing secondary schools in Umlazi District?	56
5.3.2 How do teachers implement disciplinary practices to ensure effective teaching and learning?	57
5.3.3 What barriers do teachers encounter when managing disciplinary measures with learners in their schools and how do they overcome the barriers they encounter?	58
5.4 Recommendations	59
5.4.1 Recommendation to teachers and school management teams	59
5.4.2 Recommendation to Department of Education	59
5.5 The implications of the study	60
5.6 Chapter summary	60
REFERENCES	61

APPENDICES	
Appendix A: Letter to request permission from Department of education	68
Appendix B: Letter to request permission from gate keepers	70
Appendix C- Permission letter to participants	72
Appendix D: Informed consent for participants	74
Appendix E: Data generation tool	75
Appendix F: Letter of approval from Department of education	76
Appendix G: Turn-it-in certificate	77

LISTS OF TABLES

TABLE 1	Senzakahle High School 2013-2017 Matric performance
TABLE 2	Mathobela High School 2013-2017 Matric performance
TABLE 3	Background information of the sample educators

CHAPTER ONE

ORIENTATION OF THE STUDY

1.1 Introduction

Education is said to be affected negatively by the increasing learner misbehaviour in schools (LeeFon, Jacobs, Le Roux & De Wet, 2013). Furthermore, disciplinary problems that are experienced in schools hinder the smooth running of the teaching and learning process. The South African Schools Act No 84 of 1996 (hereafter, the Schools Act, 1996) prescribes that teachers are required to maintain discipline in the classroom environment for the sake of an education of learners that is free from disruptive behaviours. This implies that, in schools, teachers are expected to maintain discipline by merit of their profession. This study sought to understand how the teachers in two high performing schools in a township manage learner discipline in their schools. The aim of this chapter is to introduce the study by giving the background and rationale of the study. Furthermore, this chapter provides a problem statement, the three objectives and critical questions of the study, clarification of concepts and demarcations of the study. In conclusion, this chapter will outline all the chapters of the dissertation.

1.2 Background to the study

There is a number of challenges facing schools due to disruptive and antisocial students (Mtsweni, 2008; Osher, Bear, Sprague & Doyle, 2010). For effective teaching and learning in any school, the environment must be orderly and safe for both teachers and learners, however, the lack of learner discipline have been increasing in South African schools lately (Rossouw, 2003). Milstein and Henry (2008), writing in the context of the United States of America, state that recently learners exhibit a range of disruptive behaviours, such as bullying, abusing drugs, vandalism, truancy, bunking and many more. This statement indicates that schools have become unsafe and disorderly due to learner indiscipline. For schools to be orderly and safe, these discipline issues must be dealt with. According to Mtsweni (2008), the breaking of discipline and the relationship between learners and teachers are becoming worse. As a result, school effectiveness breaks down. These discipline issues make it difficult for teachers to be effective in their teaching and management of classes. Research indicate that, in South African

schools, many teachers have a challenge in enforcing discipline particularly after the abolishment of corporal punishment (De Witt & Lessing, 2013; Maphosa & Mammen, 2011b; Maphosa & Shumba, 2010). According to Maphosa and Shumba (2010), there is a number of cases of learner indiscipline that have been reported in schools that have impacted negatively on teaching and learning in schools.

The Schools Act (1996) stipulates that teachers are required to maintain discipline in the classroom environment to ensure that the learners' education is free from disruptive behaviours. Research indicates that teachers have been relying on corporal punishment to perform this task and they still regard it as an effective method (Maphosa & Shumba, 2010; Mtsweni, 2008). Maphosa and Shumba (2010) state that indiscipline in schools has continued to grow, even after the introduction of alternatives to corporal punishment by the Department of Education (DoE). Teachers need to find disciplinary measures that will eradicate indiscipline in schools.

As a deputy principal in a secondary school, I have observed that the behaviour of learners is becoming worse and teachers are frustrated as to how to handle these learners. Most of the teachers seem to be fed-up and think that disciplining learners is for school management. Teachers complain about spending more time dealing with disruptive learners. From my personal observation, regardless of the reports on the increased lack of learner discipline, not all schools are impacted negatively by it, and there are schools that are performing well academically. Hence, the study seeks to understand their experiences.

1.3 Problem statement

All over the world, the most prevalent complaints of teachers concern the issue of learner discipline (Simuforosa & Rosemary, 2014). This is an indication that discipline is a global problem in academic circles. There has been an outcry about the increase in learner misbehaviour in many schools, which has had a negative influence on learners' academic performance (De Witt & Lessing, 2013; LeeFon et al., 2013; Masitsa, 2008; Mestry & Khumalo, 2012). Teachers have attributed this increase to the banning of corporal punishment, which they regard as an effective strategy for managing misbehaviour in schools (De Witt & Lessing, 2013). It is apparent that teachers are uncertain about how to discipline learners in schools they seem to be at a loss, and as such, some have abandoned their role of maintaining

discipline. To produce a positive school environment that is advantageous to good academic performance, discipline is vital (Masitsa, 2008). According to Maphosa and Mammen (2011b), South African teachers are faced with the predicament of having to adopt effective measures of handling learner indiscipline in school while protecting children's rights. However, there are schools that are doing well with regards to their learners' academic performances and are as such regarded as high-performing. Are these schools not faced with disciplinary problems? This has motivated me to explore the experiences of teachers in managing learner discipline at high performing schools. The focus of this study is therefore to explore how teachers maintain discipline while achieving great academic performance in high-performing secondary schools.

1.4 Rationale for the study

My observation as an educator for the past 17 years is that learner disciplinary problems in schools have continued to increase, and that teachers are faced with the challenge of disciplining learners without infringing on their rights. I have observed a number of teachers using practices such as corporal punishment, which is against the law, when trying to instil discipline in learners, resulting in them losing their jobs. As a deputy principal in a school, I have observed that some teachers simply resort to sending the learners to the office of the deputy principal or principal for every misconduct without any attempt at disciplining them. I also learned from officials on other school management teams that their teachers let learners do as they please in their presence, and as a result, teaching and learning is compromised, leading to their poor performance in the National Senior Certificate (NSC) examinations. However, there are teachers who indicate that, in their schools, learner discipline is maintained by all, and that has had a positive impact on their performance in the NSC examinations. These observations, where some schools are able to perform well, despite the general trend of increasing discipline problems in schools, has motivated me to undertake this study.

Research that has been conducted indicates that some teachers are able to instil discipline in their classrooms while others struggle to do so (Singh, 2012). According to Singh (2012), discipline promotes productivity in schools. Joubert and Serakwane (2009) further state that teachers are frustrated and confused concerning the discipline problems they face. Teachers are faced with a challenge when dealing with learner indiscipline, since they have to ensure that all disciplinary measures utilised obey the constitutional requirement of protecting child rights (Maphosa & Mammen, 2011b). However, little has been said about the discipline management

in schools that are doing well academically. This study therefore seeks to explore teachers' experiences in high performing schools. The study is important because its findings may assist in helping other teachers to discover and adopt effective practices that promote productivity without breaking the law.

1.5 Objectives of the study

The objectives of this study are:

- To explore teachers' experiences of maintaining learner discipline in selected high performing secondary schools in Umlazi District.
- To seek an understanding about how teachers implement disciplinary practices in ensuring that teaching and learning is effective.
- To identify barriers to effective discipline maintenance and solutions to such barriers.

1.6 Critical questions

This study seeks to address the following critical questions:

1. What are the teachers' experiences of maintaining discipline in the selected high performing secondary schools in Umlazi District and District?
2. How do teachers implement disciplinary practices to ensure effective teaching and learning?
3. What barriers do teachers encounter when managing disciplinary measures with learners in their schools and how do they overcome the barriers they encounter?

1.7 Clarification of key concepts

To expedite the understanding of the reader, the terms used in this study are defined in this section.

1.7.1 Teacher

In terms of the Schools Act (1996), 'teacher' means any person who imparts knowledge to other persons or who provides professional educational services, involving professional therapy and education psychological services, at a school. This study will use this term to refer to a person who teaches the learners in the school as defined by the Schools Act (1996).

1.7.2 Learner

This is a person who acquires education or must acquire education in terms of the Schools Act (1996). In this study, a learner will denote a person who is taught by teachers at a school by teachers.

1.7.3 Management

According to Van Deventer (2000), management refers to a process whereby the educational leaders responsible for teaching and learning attempt to use teachers, learners and other resources as efficiently as possible with the aim to cultivate a culture of teaching and learning. This study will use this term to refer to techniques utilised by teachers to cultivate a culture of teaching and learning.

1.8 Demarcation of the study

This study involved two purposively selected secondary schools in Umlazi District in KwaZulu-Natal. In each school, three participants were selected. The study explored the experiences of teachers only in those participating schools. The focus of the research was on teachers, as they are mandated by law to ensure discipline in schools. According to Maree (2007), qualitative research normally comprises smaller sample sizes compared to quantitative research studies. As this was a qualitative research study, it therefore has a small scale and does not represent the district. Thus, the findings of this study may not be generalised.

1.9 Outline of the study

This section provides the outline of the whole study. The study contains five logical chapters in which each deals with a particular aspect of the study.

Chapter One

An overview and orientation to this study is presented by this chapter. This chapter include the background of the study, statement of the problem, rationale of the study, objectives of the study, critical questions, and clarification of key concepts, demarcations of the study, outline of the study and chapter summary.

Chapter Two

Presented in this chapter are the literature review and the two theoretical frameworks underpinning this study. The study reviewed both national and international literature. With the literature review, the study attempts to understand the existing knowledge that has been constructed with regard to managing learner discipline in schools and further reveal silences and gaps in literature.

Chapter Three

This chapter presents the research design and methodology adopted in the study. In this chapter, the paradigm, design and methodology adopted by the study are presented. It further discusses the sampling, data generation tools, data analysis, trustworthiness, ethical issue and limitations of the study.

Chapter Four

This is the chapter where data presentation and discussion of findings are done. The data generated through the semi-structured interviews and document review is presented and discussed.

Chapter Five

This chapter presents the findings of the study. It begins with the summary of the whole study and concludes with researcher's recommendations based on the findings as well as implications of the study.

1.10 Chapter summary

The background and rationale of the study have been presented in this chapter. Furthermore, the chapter discusses the problem statement, objectives, and critical questions of the study, clarification of key concepts and demarcation of the study. In addition, the chapter has provided the outline of all chapters to indicate how the report will develop. The following chapter discuss the literature review and the theories that underpin the study.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORKS

2.1 Introduction

The previous chapter presented the orientation of the study and provided an overview of the whole dissertation. The review of relevant literature in different national and international contexts will be the focus of this chapter. The aim of this reviewing of literature is to demonstrate an awareness of the body of literature that exists on managing learner discipline and to provide some insights on issues concerning managing learner discipline and the role played by teachers. The review focuses on empirical studies on learner discipline with regard to its effects on learning and teaching, as well as on learner academic achievement. In addition, the theoretical frameworks that underpin the study are incorporated in this chapter.

The chapter is divided into sub-topics; first, the nature of discipline is discussed. Secondly, characteristics of high performing schools are discussed. Thirdly, it explores the impact of effective discipline on effective teaching and learning. Fourthly, the chapter discusses the role of teachers and their experiences in maintaining discipline in schools. Fifthly, it addresses the implementation of disciplinary practices. Sixthly, the barriers encountered by teachers when managing learner discipline are discussed. The chapter concludes with a discussion of theories that underpin the study.

2.2. The nature of discipline

The concept 'discipline' is defined differently; it is understandable that different meanings exist depending on the view of an individual. Some indicate that discipline mean appropriate behaviour (Masitsa, 2008; Mokhele, 2006). On the other hand, others say discipline means actions taken towards correcting an inappropriate behaviour (De Witt & Lessing, 2013; LeeFon et al., 2013). Joubert and Serakwane (2009) found that the various understandings teachers have of discipline include that it is the development of moral character, demonstrating authority over learners, misbehaviour prevention, corrective measures, punishment and self-discipline. Charles (2008) claims that discipline has a dual meaning in relation to behaviour. First, discipline refers to the quality of student conduct or teacher control. Secondly, discipline refers

to actions taken by teachers to make students behave in an acceptable way (Charles, 2008). This supports the claim by Rice (1987), that discipline is not only the behaviour that results in better learning and display of appropriate behaviour but also includes efforts made in the classroom to stop and control behaviour problems by learners.

Some researchers incline their interpretation of discipline to the first meaning. According to Masitsa (2008, p. 265), “discipline refers to suitable behaviour, to concession with behaviour rules and norms that are accepted”. Similarly, Dzivhani (2000) sees discipline as the state of order and compliance among learners that allows the school to achieve its objectives. This suggests that learners in schools are expected to obey the school and classroom rules. In support of this, Leung and Lee (2006) assert that rules are a necessity for discipline as they guide learners on what is an acceptable behaviour and what they are not permitted to do. Any behaviour that does not comply with the set rules or order in the classroom is regarded as undisciplined behaviour (Lessing & De Witt, 2010). This type of behaviour needs to be curbed, as it results in ineffective teaching and learning. The main goal for education is to assist learners to learn and grow their potential in an orderly environment; therefore, barriers that may hinder the achievement of this goal should be eradicated (Leung & Lee, 2006).

On the other hand, there are researchers who interpret discipline as referred to in the second meaning. Rogers (1998) defines discipline as directed activity whereby the teacher seeks to lead, guide, manage, or confront a learner about behaviour that is disruptive to the rights of others. Other scholars, such as Masitsa (2008), Mtsweni (2008) and Serakwane (2007), refer to discipline as an intention to overcome and redirect learners’ inappropriate behaviours so as to maintain order in school through corrective measures. According to Lessing and De Witt (2010), discipline is an act of maintaining order in a classroom. LeeFon et al. (2013) contend that teachers should create an orderly environment. Furthermore, they view order as a necessity in creating an environment conducive to teaching and learning. Therefore, discipline is viewed as an act used by teachers to bring learners into line. For the goals of education to be achieved, teachers employ various disciplinary measures with undisciplined learners. In support of this, Masitsa (2008) points out that disciplinary measures should be applied to correct or reinforce obedience, should learners fail to behave appropriately.

Arising from the above discussion on the nature of discipline, the premise of this study is that discipline is vital for effective teaching and learning. Discipline is a necessity in creating a

school climate conducive to sound academic performance (Masitsa, 2008). Thus, for the purpose of this study, discipline is regarded as a practice of teachers to ensure that order is maintained for teaching and learning to progress effectively.

2.3 Characteristics of high performing schools

Performance gaps exist among schools in the same location; some have high academic performance whereas others have low academic performance. It is the assumption of this study that schools with high academic performance manage learner discipline differently from schools with low performance. This is supported by Reeves (2003), who points out that high performing schools and low performing schools differ in terms of instructional practices. Schools with high learner performance are the focus of this study and they are referred to as high performing schools (HPS). Kannapel, Clements, Taylor and Hibpshman (2005) refer to such HPS as schools with high academic achievements by learners. Reeves (2003) also refer to a HPS as a school with more than 90% of students achieving high academic standards on tests of academic achievement.

According to Blankstein (2004), HPS emerge from ensuring high achievement for all students, which entails creating systems for prevention and intervention. However, Shannon and Bysama (2007) indicate that various interrelated characteristics form the basis of the success of the school. They further mention nine common attributes of HPS: “High standards and expectations for all students; clear and shared focus; effective school leadership; curriculum, instruction, assessment aligned with assessment; high level of collaboration and communication; frequent monitoring of teaching and learning; a supportive environment; focused professional development; and high level of family and community involvement” (Shannon & Bysama, 2007, p. 24). The concept of high performance as used in the context of this study relates to schools that have a good academic performance in the national senior certificate (NSC) examinations, that is between an 80% and a 100% pass rate.

2.4 Teachers' role and experiences in managing learner discipline in schools

Teachers in schools are faced with the challenge of managing learner discipline due to the disruptive behaviour of learners. This is supported by Ndamani (2008), who asserts that teachers are faced with a lack of discipline in secondary schools on a daily basis. Literature reveals that education leaders and practitioners in schools are faced with a serious challenge of indiscipline, which is reflected in behaviours such as drug abuse, absenteeism, bullying, truancy and more (Maphosa & Mammen, 2011a; Moyo, Khewu & Bayaga, 2014; Van Wyk, 2001). Maphosa and Mammen (2011a) posit that learner indiscipline problems are experienced by teachers nationally and internationally. In support of this, some scholars have reported on the existence and rise of learner misbehaviour in schools (Joubert, Waal & Rossouw, 2004; Stewart, 2004; Safran & Oswald, 2003). For instance, Safran and Oswald (2003) point out that the rise of hostile and disobedient behaviours in schools has reached critical proportions throughout the United States. In contrast, Stewart (2004) claims that, while Australian schools are safe schools, discipline problems do exist. This implies that disciplinary problems in schools have been a concern of many worldwide and that they are not unique to South Africa.

Teachers are tasked with a responsibility to manage learner discipline in order to eliminate education disruptions. Section 8 of the Schools Act (1996) stipulates that discipline must be maintained in the school and classroom situations for the education of learners to prosper without disruptive behaviours and misdeeds. This implies that, in schools, teachers are legally expected to maintain discipline by virtue of their profession. According to Oosthuizen (1992), a teacher, as a person *in loco parentis*, is vested with the power to apply authority over the learner, and therefore maintaining discipline in school can be regarded as evidence of true character. Tungata (2006) posits that instilling discipline amongst learners will not only assist by moving learners towards a peaceful and tolerant society but will also assist learners to instil self-discipline and encourage them to realise their academic potential. According to Barbetta, Norona and Bicard (2005), teachers have a responsibility to make and maintain a positive, fruitful classroom atmosphere favourable to learning, since no effective learning takes place in a chaotic environment. Therefore, this study is of the view that the role of teachers is, through their management of learner discipline, to ensure that learning is not disrupted.

In their study, Maphosa and Mammen (2011a) state that disciplinary problems reported by teachers in schools range from low level to more serious levels of indiscipline. Learner misbehaviour and disciplinary problems affect teaching and learning negatively and, as a result, academic performance drastically deteriorates (Moyo, Khewu & Bayaga, 2014). In support of this, Charles (2008) posits that the greatest disruptive reality in education nowadays is learner misbehaviour, which interferes with teaching and restrains learning, causing a lot of stress. In addition, Stewart (2004) claims that maintaining discipline is a source of stress to teachers. Stewart (2004) contends that management policies are to be enacted in order to address discipline problems. Elbla (2012) further points out that discipline is required to ensure obedience to school rules and redress learner misbehaviour. The implication of these views is that teachers need to find ways to resolve these disciplinary problems, as they affect both their teaching and learners' learning.

However, literature reveals that disciplinary problems in schools have been increasingly stressing teachers since the abolition of corporal punishment (Marais & Meier, 2010). This is an indication that teachers knew only corporal punishment as a disciplinary measure. In support of this, Jacobs, DeWitt, and Ferreira (2013) indicate that some strategies are not well known in the educational context. Mtsweni (2008) concurs that most teachers feel incapacitated and helpless in handling disciplinary problems in school after the banning of corporal punishment. However, there is another view, that teachers are familiar with other disciplinary practices but they do not regard them as effective in curbing learner misbehaviour (Feinstein & Mwahombela, 2010). This suggest that some teachers are failing to instil discipline using alternative disciplinary measures, therefore learners are not encouraged to realise their academic potential. Teachers are experiencing challenges when implementing other alternatives, as they are not taken seriously by learners (Zulu, 2008). Similarly, Joubert and Serakwane (2009) indicate that teachers find it difficult to find alternatives that will allow them to guide learners effectively. This confirms what is expressed by Mokhele (2006), where he mentions that not all teachers are winning in establishing order and discipline in classroom. This results in schools performing differently; some schools blame disciplinary problems for their under-performance. In support of this, Nthebe (2006) claims that numerous schools pinpoint absence of discipline as a critical problem hindering effective teaching and learning. Maphosa and Mammen (2011a) recommend that, in an endeavour to create a secure and conducive learning environment, teachers should be consistently on the lookout for different forms of learner indiscipline in classes and in school. In addition, Ndamani (2008) posits that

it is paramount that teachers know and understand different models of discipline for them to be able to deal with bad behaviour. However, research conducted in Sudan reveal that other conditions, like unattractive school environments and overcrowded classes, make it difficult for the teachers to employ other alternatives of maintaining discipline (Elbla, 2012).

According to Nene (2013), teachers play a vital role in managing learner discipline. However, in order for them to perform this role effectively, they need support from parents and other stakeholders (De Witt & Lessing, 2013; Motseke, 2010). According to Ndamani (2008), teachers are not the only ones in charge of discipline in schools; everyone is responsible. In support of this, LeeFon et al. (2013) state that all stakeholders must be included in the development of rules that will promote positive behaviour. In addition, the Schools Act (1996) prescribes in section 8(1) and (2) that it is the responsibility of the school governing body to adopt a code of conduct for learners through a consultative process. Educators, parents and learners should be part of the consultation process. However, there is a common view from different scholars that there is a lack of parental involvement in learner discipline issues (Masitsa, 2008; Mestry & Khumalo, 2012; Nene, 2013). This implies that teachers need support from all stakeholders for managing learner discipline.

2.5 Impact of discipline on effective teaching and learning

According to Simuforosa and Rosemary (2014), for a lesson to reach an acceptable level of success multiple, factors come into play, one of which is discipline. Research reveals that, for an effectual learning and teaching to occur, discipline in a classroom environment is imperative (Barbetta, Norona & Bicard, 2005; Maphosa & Mammen, 2011a; Simuforosa & Rosemary, 2014). There is no significant learning that can happen in a disorderly environment. Ndamani (2008) argues that disciplinary problems are facing not only teachers in schools but also learners who want to learn, as badly behaving learners disrupt education. In support of this, Haroun and O'Hanlon (1997) posit that the most important victim of discipline problems is the learning process itself. In addition, Finn, Fish and Scott (2008) state that disruptive behaviours impede the smooth running of the class and teaching and learning process. They add that this reduces the teaching time as more time is spent on managing such behaviours than on teaching. Thus, it is important to solve the discipline problem to ensure education is not disrupted, so that schools perform at their maximum potential.

Effective teaching and learning requires an orderly environment. A study conducted by LeeFon et al. (2013) reveal that discipline is essential for maintaining order, and order is viewed as important to creating an environment favourable to teaching and learning. This view makes it clear that no effective teaching and learning can take place without discipline. In support of this, Joubert, Waal and Rossouw (2004) state that discipline in school is aimed at ensuring the safety of teachers and learners, as well as creating a conducive environment for teaching and learning. In addition, Mtsweni (2008, p. 31) points out that “success, which is the main aim of the school, will be attained because the environment of the school is conducive to teaching and learning”. Effective discipline is therefore necessary for productive teaching and learning as well as for sound academic performance.

Joubert, Waal and Rossouw (2004) point out that the disruptive behaviour of many learners in a class impedes the education process such that effective learning and teaching cannot materialise. This may result in the school becoming ineffective if incidents of learner indiscipline are not prevented. There has been an agreement among different researchers about the impact of indiscipline on learners’ academic performance, that indiscipline increases poor performance. For instance, Ehiane (2014) found that most schools have traded away discipline and that schools no longer implement effective discipline because learners do not conform to them. As a result, learners commit offences and go unpunished and that has resulted in the poor academic performance of learners. Further, he states that academic performance improves if a school is effectively disciplined. According to Ehiane (2014), management of school discipline has an influence on the academic performance. This is supported by Myers, Milne, Baker and Ginsburg (1987), who claim that misbehaving learners experience a decline in school performance. This implies that the effective management of indiscipline is vital for good academic performance.

2.6 Implementation of disciplinary practices towards effective teaching and learning

According to Jacobs, de Wet and Ferreira (2013), the creation of an orderly and disciplined school environment is a sine qua non for effective teaching and learning. Conducive learning environments are frequently hampered by learners who misbehave, which necessitate the institution of disciplinary measures to manage indiscipline (Maphosa & Mammen, 2011b). This suggests that schools need to have a discipline system known by every stakeholder for its effective implementation. In support of this, Jacobs, de Wet and Ferreira (2013, p. 343) state

that principals “should, with collaboration of learners, parents and teachers, structure comprehensive classroom and school-wide rules to form an orderly and disciplined school environment that is favourable to effective teaching and learning”. Joubert and Serakwane (2009) concur with the involvement of parents in the management of discipline, pointing out that it should start with drafting of a learners’ code of conduct. Section 8 and Section 20 of the Schools Act (1996) mandate School Governing Bodies to develop and adopt a school learners’ code of conduct, which include correct disciplinary processes for disciplining learners (Mestry & Khumalo, 2012). A study conducted in Nigeria secondary schools revealed that the role played by school rules and regulation enhances students’ academic performance (Ehiane 2014). In addition, the Botswana Ministry of Education recognises school discipline regulations as an attempt to support and maintain order and safety in schools (Garegae, 2008). This therefore, indicates that school rules and regulations form the basis of discipline.

Disciplinary processes as contained in the school learners’ code of conduct must be legally acceptable. In support of this, Masitsa (2008) states that schools are expected to obey accepted standards and rules governing the conditions of disciplinary practices. As stated above, effective teaching and learning cannot take place in a disruptive environment. Any obstruction to the achievement of peaceful environment should be eliminated using disciplinary measures. Disciplinary measures refer to any form of punishment used against learners who transgress school regulations (Masitsa, 2008). However, there seems to be a challenge with disciplinary practices used by teachers, as some teachers use legally unacceptable practices. There has been an agreement among different scholars about the continuing use of corporal punishment in schools in maintaining learner discipline despite government restrictions (Elbla, 2010; Feinstein & Mwashombela, 2010; Jacobs, DeWitt & Ferreira, 2013). The research reveal that corporal punishment is still regarded as the most powerful disciplinary measure by teachers, regardless of its use being abolished (De Witt & Lessing, 2013; Maphosa & Shumba, 2010; Motseke, 2010). The exclusion of corporal punishment makes teachers feel demoralised in their capacity to maintain discipline (Maphosa & Shumba, 2010). This attitude of teachers has led to the abandonment of their critical role of disciplining learners. This suggest that teachers are either using unlawful disciplinary measures to discourage misbehaviour or they keep quiet. This is an indication that teachers are unable to handle learner indiscipline, which impacts negatively on learner academic achievement.

Furthermore, teachers regard the alternative measures as ineffective in maintaining learner discipline in school (Maphosa & Shumba, 2010). However, some literature reveals that curbing learner misbehaviour can be effectively implemented by teachers without using punitive measures of discipline (Elbla, 2012; Mokhele, 2006; Jacobs, De Witt & Ferreira, 2013). Mokhele (2006) found that a good teacher-learner relationship results in successful misbehaviour management by the teacher. Jacobs et al. (2013) assert that teachers can curb learner misbehaviour successfully through being properly prepared for the class and using positive discipline. In addition, Sun (2015) points out that the integration of discipline, guidance and teaching strategies is beneficial to student learning and development.

2.7 Barriers encountered by teachers when managing discipline with learners

Joubert, Waal and Rossouw (2010) argue that managing disciplinary measures with learners is difficult in some schools because of lack of a uniform practice among teachers. Teachers differ with regard to discipline approaches. Furthermore, their study revealed that a combination of punitive and positive discipline approaches is used in schools; however, this differs from one teacher to the other in the same school. This suggests that the way teachers choose management practices differs, which may result in the ineffective management of discipline. This, according to Allen (2010), is influenced by the teacher's philosophical assumptions about children. However, there is another view that teachers believe corporal punishment is more effective in curbing learner discipline and alternative measures are not effective (Maphosa & Shumba, 2010). According to Ehiane (2014), controlling students can be effective if punishment is uniform. The implication is that differing discipline practices in a school may make them ineffective.

Ehiane (2014) claims that, to improve academic performance, efficient use of time is vital. However, controlling disruptive learners in class takes away from instructional time. In support of this, Ajowi and Simatwa (2010) agree with Mokhele (2006) that time spent on dealing with discipline problems decreases time spent on learning tasks. In addition, Garegae (2008) asserts that regulatory practices in dealing with disciplinary processes interrupt learning, since more time is wasted on sorting disputes. This suggests that time is a challenge that teachers encounter when managing discipline measures. Teachers have to ensure effective use of time for the achievement of high academic performance. To save time, other teachers resort to using

corporal punishment, claiming that there is not enough time to employ other measures (Feinstein & Mwachombela, 2010).

Teachers also encounter a challenge to maintaining discipline measures in schools, as they have to ensure compliance with the legislations regulating discipline and punishment in schools (Joubert et al., 2010). Due to the continuing utilisation of corporal punishment, even though it is banned in schools, there are reports by media of a number of teachers who have been charged for administering corporal punishment on learners (Motseke, 2010). This is an indication that teachers continue to use legally unacceptable disciplinary measures to control learner behaviour. Elbla (2012) concurs with Zulu (2008) that the teacher's motives to administer corporal punishment are that other alternatives need more time and they are ineffective, whereas corporal punishment is quick and easy to use, effective and produces immediate results. Furthermore, Elbla (2012) points out that poor unattractive school environments and overpopulated classes make it difficult for teachers to employ other alternatives of maintaining discipline. Other researchers also indicate that controlling learners become difficult for teachers due to overcrowding in classes (Mokhele, 2006; Masitsa; 2008).

According to Idu and Ojedapo (2011), there is a necessity for all stakeholders in education to find solutions to the problem of lack of discipline in the school system. In support of this, Wolhuter and Steyn (2003) assert that learner discipline should be addressed at school level through the involvement of all role-players with parental involvement as being of special significance. Some researchers point out that teachers lack support from the Department of Education (DoE) in managing learner discipline problems (De Witt & Lessing, 2013; Masitsa, 2008; Rossouw, 2012). Teachers lack capacitation in maintaining discipline problems using alternatives to corporal punishment (ATCP). Zulu (2008) reports that the policy on ATCP was just imposed on teachers and that no proper guidance and training on its implementation were provided. Furthermore, Zulu (2008) also reports that no follow up has been made by the Department for effective implementation.

Good partnership between parents and teachers may, however, result in the success of teachers in managing misbehaviour and bettering academic achievement (Lemmer, 2007; Mokhele, 2006). LeeFon et al. (2013) point out that involving parents should start with drafting a code of conduct for learners towards establishing a disciplined environment. However, research indicates that there is poor involvement of parents in managing learner discipline in schools

(Zulu, 2008). According to Motseke (2010), teachers do not get assistance from parents in maintaining learner discipline. This is because most parents are uneducated and make no contribution of ideas on how to manage indiscipline among learners. Simuforosa and Rosemary (2014) posit that some discipline problems are a reflection of problems at home. Some learners lack respect and resist disciplinary measures, as their parents are less involved (Ehiane, 2014; Mestry & Khumalo, 2012).

Moreover, Mtsweni (2008) reports that teachers believe that an orderly high performing school requires sound leadership. Kruger (2003) points out that there is a direct link between the instructional leadership role of the principal and the effectiveness of the school. According to Leithwood and Duke (1999), principals need to share the responsibilities of instructional leadership with other educational leaders. Furthermore, they claim that, as leaders, principals need to positively affect teachers in order to improve the outcomes of teaching and student performance. This suggests that principals as leaders have the responsibility of ensuring a sound culture of teaching and learning in schools. Correspondingly, lack of an effective leadership style has also been viewed as a hindrance to the maintenance of learner discipline by teachers (Mtsweni, 2008).

2.8 Theoretical frameworks

According to Rule and John (2011), a theory is a set of ideas that seeks to give an explanation about a specific occurrence. This study seeks to understand teachers' experiences in managing learner discipline in high performing schools. The theoretical frameworks that underpin this study are the assertive discipline model by Canter and Canter (2001), the logical consequences model by Druikers (1968) and the management model by Jones (1987). According to Serakwane (2007), teachers use strategies based on knowledge, skills, attitude and values that they have acquired to establish discipline in the classroom. Serakwane (2007) claims that the discipline strategies that teachers employ emanate from models of classroom management. Furthermore, Serakwane (2007) classifies discipline strategies into control-oriented discipline strategies and proactive discipline strategies. The control-oriented discipline strategies emphasise teacher control in the classroom, while proactive discipline strategies promote self-discipline and are more proactive. Both the assertive discipline and management models are more control-oriented and Druikers' model less control-oriented. The assertive model will be used to explain how teachers establish rules and implement discipline plan in the classroom

and in school. Jones' model will be used to explain how teachers use instructional strategies and negative sanctions towards discipline management and effective teaching and learning. Druikers' model will be used to explain the use of logical consequences in shaping learner behaviour.

2.8.1 Assertive discipline model

The assertive discipline model developed by Canter and Canter (2001) aims to help teachers take control in the classroom in a calm and constant manner when interacting with learners (Charles, 2008). Canter and Canter (2001) posit that teachers using this approach must have a discipline plan to control the classroom for effective teaching and learning. Canter and Canter (2001) state that this discipline plan has to be the teacher's tool to establish behaviour limits for learners. The setting of limits on learner behaviour helps in maintaining order through teaching compliance with authority, for achieving an effective learning environment (Nene, 2013). The emphasis of the assertive discipline model is on punishing learners for unacceptable behaviour and reinforcing acceptable behaviour. Canter and Canter (2001) point out that the main components of the assertive discipline include: a teacher establishing a set of consistent, firm and fair rules and expectations; a predetermined set of positive consequences for complying with the rule; a prearranged set of negative consequences for not obeying the rules; and the plan to execute the model with the learners. Edwards (2008) asserts that teachers who use assertive discipline are clearer on how to communicate their demands and expectations to their students.

The Canters' (2001) view is that teachers have rights to formulate rules that will allow them to teach without disruption, and to get support from both parents and administrators in disciplining learners. Furthermore, Canter and Canter (2001) claim that learners also have rights. Learners need a teacher who will provide care and direction through clear communication to them and by limiting inappropriate behaviour as well as providing support for appropriate behaviour (Edwards, 2008). In addition, Charles (2008) contends that, for these rights to be met, teachers need to take charge and tolerate nothing that violates the students' best interests. The assertive discipline model distinguishes between types of teachers: hostile teachers, assertive teachers and non-assertive teachers. A hostile teacher is a teacher who uses abusive methods to respond to learners' behaviour. An assertive teacher clearly, calmly and consistently communicates class expectations. A non-assertive teacher fails to clearly

communicate expectations to students. According to Mohapi (2007), the teacher's attitude influences the learner's behaviour. Furthermore, the teacher should always be in control, but not in a hostile way in order to create a conducive environment for learning and teaching.

Assertive discipline is primarily designed for classroom use (Mohapi, 2007). However, assertive discipline can also be applicable and organised on a school wide basis, through creating the rules that define acceptable and unacceptable behaviour in the school (Edwards, 2008). Canter and Canter (2001) assert that the assertive discipline model needs teachers to establish strong parental support. Furthermore, the involvement of all the stakeholders in discipline processes makes the assertive discipline more effective. This theory relates to the proposed study, as it will be used to look at each teacher's and their school's systems of managing learner discipline that are directed to effective teaching and learning.

2.8.2 Logical consequences model

The logical consequences model was developed by Druikers (1968). Druikers' model is formed on the belief that learners' misbehaviour is an outgrowth of their unmet needs. According to Edwards (2008), this model assumes that all behaviour is orderly, purposeful, and directed towards achieving social recognition. Learners want to belong, to be accepted, and want to be able to choose right from wrong (Mohapi, 2007). However, in many learners, the desire for attention goes unfulfilled (Edwards, 2008). According to Druikers, when this need is unfulfilled, learners usually misbehave, as a result of what he refers to as mistaken goals. Druikers identified four mistaken goals: attention seeking, power seeking, revenge seeking and inadequacy. Edwards (2008) explains that these motives have a hierarchical relationship to one another. In explaining this hierarchy, Malmgren, Trezek and Paul (2005) state that, when a learner's need for recognition is unfulfilled, the learner will start by displaying attention-seeking behaviours. If the desired recognition is not achieved from those behaviours, the learner will attempt to engage teachers in a power struggle. If the power attempt still does not result in the desired recognition, the learner attempts to exact revenge. If the behaviour fails, the learner may finally resort to inadequacy, where he or she appears to clearly give up and disengage.

In this model, Druikers suggests that teachers should recognise mistaken goals and handle them (Charles, 2008). Furthermore, when the teachers recognise that a mistaken goal has been

pursued by learners, they should, without threatening the learner, point out the mistaken goal and discuss the faulty logic contained in it with the learners. According to Edwards (2008), a key principle of logical consequences is to accord learners a choice rather than to coerce them to behave as directed. Learners need to be fully aware of the consequences of their choices (Mohapi, 2007). Druikers' model stipulates that teachers and learners should construct the rules for classroom behaviour cooperatively and determine the logical consequences for compliance or violation related with those rules (Charles, 2008). In addition, Mohapi (2007) posits that the consequences should be associated with the rightness or wrongness of the choice made by the learner. The emphasis of this model is on preventing discipline problems. Prevention of discipline problems is based on developing positive relationships with learners for them to feel welcome (Malmgren et al., 2005). According to Druikers' model, encouragement and logical consequences are the key elements needed to prevent misbehaviour. Edwards (2008) stipulates that logical consequences are different from natural consequences in that natural consequences are those that occur without the teacher's intervention and logical consequences are employed by the teacher as needed to influence learners' behaviour. According to Charles (2008), encouragement by its nature is aimed at what the learner can do. Druikers discourages the use of punishment and praise as he feels these make learners dependent on teacher reactions. Furthermore, Druikers provides additional suggestions on how teachers should relate to learners (Charles, 2008). This model also relates to the study, as it will be used to look at the disciplinary practices used by teachers to maintain learner discipline.

2.8.3 Jones' management model

Learner misbehaviour occurs inside and outside the classroom (Edwards, 2008). However, inside the classroom is where teaching and learning takes place and where the academic achievement of the school is determined. Classroom conditions differ and therefore require different discipline approaches (Mohapi, 2007). Jones' discipline model emphasises the need for a teacher's presence in the classroom to ensure that students remain on task (Edwards, 2008). Furthermore, disciplinary procedures must decrease teachers' workload by being simple and practical. Jones' (1987) ideas of discipline are aimed at assisting the teachers to cope with management problems. In support of this, Jones (1987) recommends that teachers should properly structure their classrooms; learn to use appropriate instructional strategies to maintain control in classroom; build a pattern of cooperation; and develop appropriate backup systems for misbehaviour that might occur.

What is central to Jones' discipline model is the importance of making classroom rules and teaching them to learners (Edwards, 2008). According to Edwards (2008), rules, routines and standards are critical aspects of any classroom. Teachers should teach rules, routines and standards for learners to understand and follow. Dealing with disruptive learners consumes a lot of instructional time. Jones' (1987) idea is that seating arrangements should enable teachers to gain quick access to disruptive learners to assist in maintaining control in the classroom. In addition, teachers must ensure they have enough information about their learners to maintain a positive teacher-learner relationship. Jones also puts an emphasis on limit setting, which involves nonverbal language and movements that enable the teacher's eyes and physical proximity to curb misbehaviour. Jones (1987) holds that the effective use of his instructional strategies may also assist in avoiding the problem of disciplining learners. Jones' model stipulates that promoting co-operation through responsibility training and omission training can be used by teachers, instead of punishing. For Jones, responsibility training induces learners to demonstrate good behaviour voluntarily, however good relationships with learners must be established and an incentive system based on negative reinforcement must be devised to go with that principle. On the other hand, in omission training, positive reinforcement is used instead of negative reinforcement.

Jones' model also points out that the systematic application of negative sanctions may be used as a backup when learners misbehave, depending on the level of sanction (Edwards, 2008). Furthermore, Edwards (2008) points out that the sanctions are arranged hierarchically from lesser sanctions to more serious ones. In his model, Jones enumerates the low-level sanctions that can be enforced for misbehaviour, such as warning, pulling a card, and a letter home on the desk. If learners persist in creating more problems, Jones suggests the teacher may impose mid-level sanctions such as these: detention after school, time-out, parent conferencing and loss of privileges. Jones regards the high level sanctions as the final effort for the school to change the behaviour of disruptive learners. For this level, he enumerates: Saturday school, in-school suspension, asking a parent to accompany the learner to school, delivering the learner to a parent at work, suspension, police intervention and expulsion. However, teachers are allowed to refer learners to school administrators should the problem persist after all the steps has been followed (Edwards, 2008). According to this model, discipline is regarded as the responsibility of the classroom teacher. This model also relates to the proposed study, as it will

be used to look at the management of learner discipline in the classroom during teaching and learning.

2.9 Chapter summary

This chapter has discussed the literature on teacher management of learner discipline. The aim of reviewing literature was to obtain an understanding about the issue of learner discipline in schools. The first part of the chapter presented the literature around the nature of discipline and referred to national and international literature. Thus, the chapter has presented the literature on the role of teachers in managing learner discipline, the significance of discipline on effective teaching and learning and implementation of disciplinary practices towards effective teaching and learning. In addition, the literature on barriers encountered by teachers when managing learner discipline was discussed. Finally, the chapter has discussed the theoretical frameworks underpinning the study. In the next chapter, I present the research design and methodology utilised in carrying out the study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The foregoing chapter has reviewed literature on learner discipline in schools; it has also discussed the theories framing the study. This chapter presents the research design and methodology. This is done through the discussion of the following sub-headings: research paradigm, research design, research methodology, sampling, data generation methods, data analysis, ethical issues, trustworthiness, limitations of the study and, finally, a chapter summary.

3.2 Research paradigm

Denzin and Lincoln (2000) define ‘paradigm’ as a set of fundamental beliefs that represent a world-view. In research, a paradigm is a plan that directs researchers in locating and positioning their studies as well as guiding the readers to understand the ontology, epistemology and methodology of the research project (Maree, 2012). Research often use four paradigms, namely post-positivism, social construction (interpretivism), critical theory and postmodernism (Creswell, 2009). This study is located within an interpretive paradigm. The interpretive paradigm is strongly influenced by anthropology. It aims to understand and describe meaningful social actions or cultures from the inside (Taylor & Medina, 2013). The interpretive paradigm holds the belief that there is no single reality or truth about the social world, but rather a set of realities or truths that are historical, local, specific and non-generalisable (Lincoln & Guba, 1985). Similarly, McMillan and Schumacher (2010) state that the interpretive paradigm emphasises that there are multiple realities that are socially constructed. According to Taylor and Medina (2013), this paradigm is based on the epistemology of inter-subjective knowledge construction. Qualitative research is normally used by researchers working within this paradigm to understand the experiences of the participants in the community they serve (Taylor & Medina, 2013). Bertram and Christiansen (2014) assert that the situation is engaged from the viewpoint of participants by the researcher. Interviews, observations and document reviews are widely used to generate data. Thus, the methodology used in this study is qualitative.

Cohen, Manion and Morrison (2011) posit that the interpretive paradigm attempts to comprehend the personal world of human experiences. Drawing from this view, I refer to the interpretive paradigm as a worldview that includes the understanding of human experiences. This study sought to understand experiences of teachers in managing learner discipline in high performing schools. The study attempted to understand how they implement disciplinary practices that promote effective learning and teaching. The interpretive paradigm allowed me as an interpretive researcher to obtain a greater understanding of teachers' experiences in managing learner discipline in two high performing schools. According to Cohen et al. (2011), to maintain integrity of the phenomena being examined, the interpretivist researcher attempts to understand from within by getting inside the person. This is done through starting with individuals by understanding how they interpret the world surrounding them (Cohen et al., 2011). Using the interpretive paradigm enabled participants to share their subjective experiences on how they manage learner discipline. As an interpretive researcher, I was exposed to a multiplicity of experiences, truths and realities of these participants in relation to how they manage learner discipline. This paradigm enabled me to establish a close relationship with participants so that I could understand their practices in maintaining learner discipline in their respective schools (Bertram & Christiansen, 2014). However, the information gained from the study is subjective and cannot be proven scientifically (Maree, 2007). As a researcher, I relied both on what the participants were telling me and also on document analysis, which together enabled the triangulation of data sources.

3.3 Research design

According to Bertram and Christiansen (2014), a research design is a strategy that the researcher uses to generate and analyse the data required to answer the research questions. McMillan and Schumacher (2010, p. 20) posit that "the research design shows the general plan: how the research is structured, what techniques of data collection are utilised, what occurs to the subject". According to Creswell (2009), researchers utilise three types of designs: qualitative, quantitative and mixed methods. This study adopted a qualitative research design. Creswell (2009) states that qualitative research is characterised by its use of the perspectives of participants collected in words from individuals. According to Du Plooy-Cilliers, Davis, and Bezuidenhout (2014), qualitative research permits an in-depth comprehension of the personal experiences of participants of a study. Therefore, this study relied on the views of teachers as it aimed to understand their experiences in managing learner discipline in schools. Maree

(2012) indicates that qualitative research intends to comprehend the behavioural traits of humans in their natural settings or contexts. This assertion is confirmed by McMillan and Schumacher (2010), who state that a qualitative research design studies behaviour as it occurs naturally. This was done using interviews and document analysis as sources of data (Creswell, 2009). A qualitative design was advantageous to me as I collected the data and, as a result, I was part of the generation process (Creswell, 2009). This allowed me to know the participants and their social context. Moreover, I selected this research design because the first-hand evidence generated will be utilised to answer the research questions (McMillan & Schumacher, 2010). Words are used to report the data rather than numbers. The qualitative research design was also suitable for the study's sequential structure, purpose of the study and paradigm underpinning the study (Cohen, Manion & Morrison, 2011).

3.4 Research methodology

According to Maree (2012), methodology refers to the tactics a researcher uses for sampling, data generation, data documentation and data analysis. Furthermore, Cohen, Manion and Morrison (2011) mention a number of different methodologies that qualitative researchers use, such as surveys, case studies, ethnography, action research, and so forth. The methodology that the study adopted was case study. Rule and John (2011) refer to case study as a methodical and in-depth examination of a specific occurrence in its context in order to produce knowledge. Similarly, McMillan and Schumacher (2010) state that a case study investigates a case or bounded system, over time in depth, using numerous sources of data found in the context. My choice of this methodology was guided by Rule and John's (2011) 'fit for purpose' principle. Cohen et al. (2011, p. 289) state that, "case studies recognise and accept that there are many variables operating in a single case". Therefore, this suggests that there are many realities or truths in a single case. Case study methodology is fit for this study, as it is located in an interpretive paradigm that believes that there is no single truth in the social world. Case study allowed me to get teachers' multiple realities and truths about learner discipline in HPS. I chose to use the case study because it is flexible, depth, versatile and manageable (Rule & John, 2011). According to Cohen et al. (2011), the aim of the case study is to analyse and interpret the uniqueness of real individuals and situations through reachable descriptions. This makes case study relevant as the method of this study, as it focused on two specific high performing secondary schools in one district in order to elicit in-depth experiences of teachers in managing learner discipline. Rule and John (2011) state that a case study can verify or generate theory.

This case study can verify the theories underpinning this study. Choosing the case study was also motivated by the knowledge that all the research question will be answered, since the case study answers both “why” and “how” questions (Rule & John, 2011). This gave me assurance that my study research questions on teacher’s experiences in managing learner discipline will be answered.

3.5 Research sampling

Sampling is the process utilised to select a portion of the population for the study (Maree, 2012). According to Maree (2012), non-probability and purposive sampling form the basis for qualitative research rather than probability or random sampling approaches. Purposive and convenience sampling were used to choose participants in the study. Purposive sampling is explained by Cohen, Manion and Morrison (2011) as a sampling that involves the researchers in handpicking the cases to be contained in the sample based on their perception of the specific features they seek. According to Du Plooy-Cilliers, Davis and Bezuidenhout (2014), purposive sampling lets the researcher purposefully pick the participants, based on a set of characteristics determined from the research question. Purposive sampling was more appropriate in this case because the researcher chose participants for a specific purpose (Cohen et al., 2011). Two schools were purposefully selected for the study, on the basis that the schools have been achieving between 80% and 100% passes for the past five years in matric and they are township schools. The Umlazi district consists of township schools, rural schools and former model schools. I also purposefully selected three teachers per school, as the research is focused on the management of learner discipline in schools by teachers. Cohen et al. (2011) indicate that purposive sampling may be utilised to select erudite people, with deep knowledge about a specific issue, like professional role, power, expertise or experience. I chose experienced teachers who have been in the selected schools for at least five years in order for me to obtain an in-depth knowledge about managing learner discipline in HPS.

Convenience sampling was also used in the study to select participants. According to Etikan, Musa and Alkassim (2015), convenience sampling is a non-random sampling in which the sample includes members of a target population that satisfy a certain practical criteria, such as geographical proximity, easy accessibility, availability at a given time and willingness to participate in the study. Furthermore, it is also referred to as accessible sampling, as it involves researching subjects from the population accessible to the researcher. I made use of this

sampling because I needed to travel only short distances to meet participants in their respective schools. This was convenient for me because I stay close to where these schools are located. According to Cohen et al. (2011), a case study may use convenience sampling as the sampling strategy.

3.6 Data generation methods

According to Maree (2012), methods refers to data gathering techniques in a research study. There are different methods for gathering data available to qualitative researchers like interviews, observations, questionnaires and document review, to name a few (Creswell, 2009; Maree, 2012; McMillan & Schumacher, 2010). The study used two methods to generate data, semi-structured interviews and document review, to generate understanding about teachers' practices in managing learner discipline in HPS.

3.6.1 Semi- structured interviews

An interview is a two-way conversation in which the interviewer asks the participants questions to gather data and to learn about the beliefs, views, ideas, opinions and behaviours of participants (Maree, 2012). According to Cohen, Manion and Morrison (2011), an interview is an adaptable tool for data gathering, allowing multi-sensory channels to be employed. Maree (2012) classifies interviews into three: semi-structured, structured and open-ended interviews. This study used interviews because the aim was to get ample descriptive data that would assist me to comprehend the participants' explication of knowledge and social reality (Maree, 2012). Semi-structured interviews were conducted with all participants because of the need to communicate with them to acquire an in-depth understanding of their experiences. I chose semi-structured interviews because they gave me a chance to probe the participants and to get more information about managing learner discipline. An interview schedule was utilised as a research instrument for this study, which directed the interview process (Maree (2012). I digitally recorded the interviews with a voice recorder in order for me to be attentive and for the interview process to move faster (McMillan & Schumacher, 2010). However, the downside of the interview is that the digitally recorded interview needed to be transcribed verbatim, which was a huge task that needed a high level of precision (Cohen et al., 2011).

3.6.2 Document review

Cohen, Manion and Morrison (2011) define a document as a record of an event of incident or process. Documents are any written evidence that may be constructed by individuals or groups and may take various forms (Cohen, et al., 2011; Maree, 2012). According to Maree (2012), primary documents may include minutes of meetings, reports, correspondence etc., which the researcher has gathered from the participants or organisations. Furthermore, secondary documents include any material that is based on published works (Maree, 2012). This study utilised document review as a second research method. For the purpose of this study, primary documents, which included school policies, the learners' code of conduct for learner policy, incidents book, and minutes of meetings of school disciplinary committee, were analysed. According to Rule and John (2011), documents can give a way of obtaining a sense of the case, its different parts and its past events. A document analysis checklist was utilised as a research instrument. In this study, the documents used shed light on the managing of learner discipline, as the phenomenon being studied (Maree, 2012).

3.7 Data analysis

According to Cohen, Manion and Morrison (2011), qualitative data analysis includes making sense of data in terms of the participant's definitions of the situation, in terms of the themes, categories and regularities, as well as the noting of patterns. Maree (2012) posits that inductive analysis of qualitative data is normally used within the interpretivist paradigm. Maree (2012) claims that inductive data analysis permits research findings to emanate from significant themes that are immanent in the raw data. This study used thematic (content) analysis for both interviews and document review. Content analysis is an orderly approach that recognises and summarises message content (Maree, 2007). According to Cohen et al. (2011), content analysis is suitable for any written material such as documents and interview transcripts. The choice of content analysis for me was informed by this assertion.

Data was organised and prepared for the analysis (Creswell, 2009). The interviews recorded were transcribed verbatim, read repeatedly and divided into analytical units (Maree, 2012). Coding is the process of translating question responses into specific sets for the purpose of analysis (Cohen et al., 2011). Coding lets the researcher identify the related information. Transcriptions and document analysis were analysed using content (thematic) analysis, as they

are both written materials. After coding, the related codes were grouped into themes (Maree, 2012). According to Rule and John (2011), data is coded, followed by a thematic analysis of the data analysis. Furthermore, thematic analysis involves working with codes to identify patterns and grouping them into themes (Rule & John, 2011). Sequences for thematic analysis were used to analyse the findings of the study.

This study has made use of documents that have been produced within the schools and that were used to support the data that was generated through interviews. It also reviewed and analysed the documents. According to Bowen (2009), document analysis needs data to be reviewed and interpreted for the extraction of meaning, acquiring understanding and developing empirical knowledge. The analytic procedure for documents entails finding, selecting, making sense of and synthesising data contained in documents (Bowen, 2009). In analysing documents, all documents collected were critically analysed. According to Cohen, Manion and Morrison (2011), the researcher needs to ensure the reliability of the document. To ensure the authenticity of each document, I verified the author, place and date of its production (Cohen, Manion & Morrison, 2011). The dates in the minutes of the meetings were checked against the notices that were issued for the meetings to enhance credibility. Dates for the adoption of code of conducts and school policies were also checked against dates in the minutes of meetings.

3.8 Trustworthiness

The trustworthiness of a qualitative study is established by giving attention to its transferability, credibility, dependability and confirmability (Lincoln & Guba, 1985). In establishing the trustworthiness of the study, the study relied on these four components of trustworthiness.

3.8.1 Credibility

Credibility refers to how precisely the researcher has explicated the data that participants have given (Lincoln & Guba, 1985). A qualitative research design was adopted for this study. As a result, a small sample of participants was used and interviewed in depth, to ensure that the data generated is credible. The participants were visited in their settings and interviews with them were recorded. I encouraged the participants to be free during interviews and promised to ensure their anonymity and confidentiality using pseudonyms. In addition, Lincoln and Guba

(1985) explicate that credibility is strengthened by means of triangulation, where a number of research methods are applied to generate data. To enhance credibility in this study, two data generation methods were used (document analysis and semi-structured interviews), to achieve triangulation.

3.8.2 Transferability

According to Lincoln and Guba (1985), transferability is the ability of the findings to be applicable to similar situations and to deliver similar results. Furthermore, this would allow for a degree of generalisation within an approach that does not lend itself to generalised findings. To enhance transferability, I provided background information on the sites where research was conducted and I described all the processes followed during the research process. To ensure transferability in this study, the findings will be made available for other researchers who might need it, by providing the trail followed in the research.

3.8.3 Dependability

Dependability refers to the quality of the process of integration that occurs between the data generation method, data analysis and theory generated from data (Collis & Hussey, 2003; Lincoln & Guba, 1985; Shenton, 2004). In this chapter, I account for how data was generated, analysed and interpreted. I explain the research design and methodology utilised for the study, which enhances the dependability of the study. Furthermore, I indicate that the semi-structured interviews with participants were recorded using a voice recorder and were transcribed, followed by analysis.

3.8.4 Confirmability

Confirmability is clarified by Lincoln and Guba (1985) as how competently the data generated supports the findings and explanations of the researcher. Furthermore, it requires that the research process is fully described by the researcher, to help others in examining the research design. To maintain confirmability in this study, member checking was done through transcriptions that were shared with participants to check if they were a direct reflection of what participants said. I also ensured that my interpretations were confirmed by the participants

by allowing the participants to check my interpretations. I also made use of critical friends who are currently doing Master's degree to check my interpretation of data.

3.9 Ethical issues

According to McMillan and Schumacher (2010), ethical principles guide educational research, the most relevant of which include voluntary participation, informed consent, no harm or risk to participants, privacy, approval by Institutional Review Boards and professional integrity. I ensured that all these principles were observed in the study. I applied to the Department of Education seeking allowance to conduct research in two schools in the Umlazi district. After the Department of Education granted me permission, I wrote letters to school principals as the relevant gatekeepers, requesting permission to conduct research in schools under their supervision. The principals confirmed in writing that they would allow me to conduct a study in their schools. Apart from gatekeeper permission, I also requested consent from participants. I issued letters to potential participants containing information pertaining to the purpose of the study and asking them to participate in the study. In the letters, there was a consent section where they were asked to sign, to agree or not agree to be part of the study. According to Cohen, Manion and Morrison (2011), a consent letter enables a potential participant to decide whether to partake in a study, by providing facts that may influence their choice. Furthermore, I also explained to the participants that they were free to pull out from the study at any given time without any consequences. Participants were also given reassurance that their names were not going to be revealed in the study. This was achieved through the use of pseudonyms to protect their identity (Bertram & Christiansen, 2014). The participation in the study was voluntary and participants were made aware that there was no reimbursement for their involvement. Confidentiality and appropriate storage of data were ensured through the storage of data in a password-protected computer. In confirming their participation, each participant signed an informed consent document to show that he or she agreed to partake in the study. All the permission letters, together with the ethical clearance form, were submitted to apply for ethical clearance to the University of KwaZulu-Natal and, as a result, ethical clearance was granted.

3.10 Limitations of the study

According to Maree (2012), limitations may result from setbacks encountered by the researcher while generating and analysing the data. Furthermore, Maree (2012) posits that it is important

that the researcher state the limitations so that the reader can comprehend how the conclusion was reached. According to Marshall and Rossman (2011), as there are limitations in all proposed research projects, there are no perfect research designs. Furthermore, framing the study in a particular research and scholarly tradition puts limits to the research (Marshall & Rossman, 2011). One limitation of my study was that this research was conducted in two schools under the same district, and was of a small scale, only involving six teachers. Therefore, the findings of my study cannot be generalised to other districts and the whole of KwaZulu-Natal province. The outcomes of the study will apply only to the specific schools in the case study.

3.11 Chapter summary

The research design and methodology followed in the study has been presented in this chapter. This chapter has outlined procedures followed in conducting the study. The interpretivist paradigm was discussed as the paradigm in which the study is located. The nature of a qualitative research design was discussed, as was case study as the methodology used. Purposive sampling and convenience sampling were indicated to be the sampling method used in the study. Document analysis and semi-structured interviews were highlighted as the data generation methods utilised by the study. The process followed in analysing data was discussed. This chapter also addressed the issue of trustworthiness, ethical issues, limitations and chapter summary. The focal point of the next chapter is on discussion and reporting on the findings of the study.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION

4.1 Introduction

The previous chapter discussed the research design and methodology that were used in generating and analysing data. This chapter provides a presentation and discussion of data that emerged after the analysis of data generated through the use of semi structured interviews and documents reviews. To justify the claims that I make, I use participants' voices in the form of *verbatim* quotes. The discussion also connects to the literature that was reviewed and theories that frame the study. Before the themes that unfolded from the data are discussed, a short profile of each participating school and participants is presented. The profiling of research schools helps the reader to understand the context from which the data was generated. This chapter concludes with a chapter summary.

4.2 Profiling of schools and participants

This section outline the profiles of the two schools that participated in the study and the six participants. For confidentiality and anonymity, pseudonyms are used, Senzakahle High School (SHS) and Mathobela High School (MHS). The two schools are located in Umlazi Township, Durban and are amongst the HPS in the Umlazi District of KwaZulu-Natal Province, South Africa. They have achieved a pass rate between 80% and 100% in the national senior certificate (NSC) for the last past five years. The study made use of three teachers from each school. The background information with regard to their number of years in the schools is given in Table 3 below.

4.2.1 Senzakahle High School

Senzakahle High School (SHS) is a Quintile 4 public secondary school under Section 21 located in Umlazi Township, Durban. Section 39 (7) of the Schools Act (1996) stipulates that every year the Minister determines the national quintiles for public schools which must be used by the MECs to identify schools that may not charge school fees. Schools are therefore ranked into five groups from the most poor (Quintile 1) to the least poor (Quintile 5). Schools get

money according to quintiles, whereby Quintile 1 gets the highest allocation per learner while Quintile 5 receives the lowest. The Schools Act (1996) identifies two kinds of schools: schools under Section 20 and schools under Section 21. Under Section 21, schools are allocated finances by the department and are responsible for ordering stationery, textbooks, paying water and lights accounts and undertaking their own maintenance. They can also decide on what subjects the school can offer and what sports and other extramural activities the learners can take. The school has a principal, two deputy principals, five heads of department (HODs) and 42 Post Level One educators. SHS has five non-teaching staff members, which includes two admin clerks, gardener, security and a cleaner. The enrolment of the school currently is 1502 learners. Learners are accommodated in 16 classrooms with an average of 45 learners per class. The school is enrolling learners from Grade 8 to Grade 12, with five streams from Grade 10 to Grade 12 where learners are doing eight subjects. The school has some resources, like a science laboratory and computer laboratory and other classes equipped with equipment for specific subjects, such as consumer studies. The school has been receiving support from nearby companies like Sapref, who sponsored the school with a science laboratory. Below is Table 1, illustrating school's NSC results from the year 2013 to 2017, indicating the total number of candidates, number of passes and the percentage pass rate:

Year	Number of candidates	No of passes	Pass rate (Pass %)
2017	186	184	98.9%
2016	202	198	98.0%
2015	135	130	96.3%
2014	234	214	91.5%
2012	246	231	93.9%

Table 1: Senzakahle High School 2013-2017 NSC performance

The information in Table 1 indicates that SHS is a high performing school. As mentioned in the literature review, the concept of high performance as used in the context of this study relates to schools that have a good academic performance in the National Senior Certificate (NSC) examinations that is between an 80% and 100% percent pass rate. The information on the table shows that SHS has maintained the status for the past five years, having a very large number of passes by learners. It is also evident from the table that SHS enrolls a large number of learners

in matric and they perform well. SHS operates from 06:30 to 16:30 for Grades 8 to 10 and 6:00 to 18:30 for Grades 11 to 12. This extra instructional programme influences the school's achievement. In support of this, Vulliamy (1987) claims that the extent of some factors such as quality teaching, extra assistance for weak learners, and provision of basic facilities and level of staff morale influences secondary school results.

4.2.2 Mathobela High School

Mathobela High School is also ranked in Quintile 4, and is a public secondary school under section 21 located in Umlazi Township, Durban. The school has 109 teachers, principal, two deputy principals and five HODs. The support staff in the school includes two administration clerks, gardener, cleaner and security. Currently the enrolment of the school is 3200 learners. The 24 classes in the school are overcrowded, with an average of 70 learners per class. MHS is regarded as having the biggest matric cohort in the province (IOL, 10 September 2017). The school has reasonable resources, which includes science laboratory and computer laboratory and other facilities specific to different subjects. The school is enrolling learners from Grade 8 to Grade 12. From Grade 10 to Grade 12 the school has five streams through which learners are doing nine subjects. The school has an extra classes programme sponsored by nearby companies like Engen. According to Fuller (1987), school achievement is affected positively by extra instructional programmes.

Year	Number of candidates	No of passes	Pass rate (Pass %)
2017	534	462	86.5%
2016	502	455	90.6%
2015	432	370	85.6%
2014	488	418	85.7%
2012	545	432	79.3%

Table 2: Mathobela High School 2013-2017 NSC performance

The performance illustrated in Table 2 above confirms that MHS is an HPS as there is a large number of passes by learners. Drawing from literature, an HPS is the school with high academic achievements by learners (Kannapel, Clements, Taylor & Hibpshman, 2005).

4.2.3 Background information of the participants

Participants in the study were teachers from the two high performing schools located in Umlazi Township. Table 3 provides the background information with regard to their number of years in the schools and whether the teacher is qualified or not. It is clear from the table that all the participants have been in their schools for more than five years.

School and Participants	Number of years in the school	Qualification
Mathobela High School		
Mr Khomo	7 years	PGCE
Mrs Jonase	7 years	PGCE
Mrs Qwala	13 years	BEd, BEd Hons, MEd
Senzakahle High School		
Mrs Khalala	15 years	STD, ACE
Mr Donda	5 years	BEd, BEd Hons
Mr Khathi	8 years	STD, ACE, BEd Hons

Table 3: Background information of the educators in the sample

4.3 The emerging themes

This section discusses the themes that emerged from the data, which include discipline problems experienced by teachers at SHS and MHS; impact of learner misbehaviour on teaching and learning; disciplinary measures implemented by teachers in ensuring effective teaching and learning; contribution of policies in addressing discipline problems; challenges encountered by teachers when managing discipline measures; the role of stakeholders in supporting teachers in maintaining learner discipline and teachers' perceptions of their role in managing learner discipline.

4.3.1 Discipline problems experienced by teachers at SHS and MHS

When asked to elaborate on what are some of the discipline problems that teachers face in class, participants shared similar views on their experiences in their schools. These discipline problems ranged from a lack of respect for teachers and for teaching and learning, bunking classes, drug dealing, stealing, fighting and failure to do homework. Mr Donda mentioned that learners have no respect for teachers and they bunk lessons. Mr Donda also mentioned that learners are abusing drugs, which result in learners disrespecting teachers. He expounded:

In this school, we experience discipline problems such as learner misbehaviour, which is largely influenced by drugs. As a result, these learners talk to teachers anyhow within the school premises and it's things like these that show a lack of discipline. We also experience discipline problems such as bunking and absenteeism.

Mrs Jonase shared the same sentiments with Mr Donda with regard to discipline problems they experienced in their school. She explained:

The challenges that we usually face is boys bunking school and even bunking lessons. You would walk around the school and you would find them not being in class. These boys also engage in fights and these are some of the major discipline problems that we face... Because we are located in a township, we also encounter boys and girls at school intoxicated by alcohol and drugs.

Mrs Qwala mentioned that they also experiences major problem with regard to schoolwork they give to learners. Mrs Qwala lamented that the discipline problem that they face within the school is learners' lack of interest in their schoolwork. She echoed:

These learners do not listen when you are teaching them. You find that they do not do their homework. Their lack of interest affects the way they perform because they do not give you the focus that you need them to give you. Overall, these learners do not listen and they do not do their work.

From the above extracts, it is apparent that teachers in the two schools experienced common disciplinary problems daily. This corroborates what Ndamani (2008) has highlighted in his study. Ndamani (2008) states that teachers are faced with a lack of discipline in secondary schools on a daily basis. The data has indicated that the common problems teachers experience in the participating schools include bunking, drug abuse, and lack of respect for teachers,

stealing, fighting, lack of interest in doing school work. The document review, especially of the learner code of conduct, points out how learners are expected to behave in school, which forbid all the above mentioned behaviours by learners. The code of conducts of both schools highlighted all the do's and don'ts in school. The learners are expected to be guided by the rules, however the findings indicated that learners are not abiding by the rules. Any behaviour that does not comply with the set rules or order in the classroom is regarded as undisciplined behaviour (Lessing & De Witt, 2010). As mentioned in Chapter Two, this type of behaviour needs to be curbed, as it results in ineffective teaching and learning. However, although the teachers from the participating schools experience these disciplinary problems, they have managed to instil discipline in these schools, so that teaching and learning take place effectively, yielding good results, regardless of the challenges they encounter.

For effective teaching and learning to take place, there must be order. It is the teachers' responsibility to deal with the discipline problems posed by the learners. However, participants pointed out a number of challenges teachers encountered when maintaining discipline. Participants pointed out that when dealing with serious offences like drug dealing, fighting and stealing, teachers encounter difficulties. Participants pointed out that it is difficult for teachers to eradicate drug problems in township schools, as it is the members of the community who sell drugs to learners. It is clear from the data that learners who are dealing with drugs are very disrespectful to teachers, as a result they are referred to rehabilitation centres. Despite this, those learners always go back to their bad habits after the rehabilitation process.

Mr Donda mentioned that community contributed to the drug problems. He echoed:

In the surrounding community, there are some people who sell drugs like weed to some learners as we coming to school early. They start to those places where they sell weed and use it and come to school already having taken a drug with them.

Participants also pointed out that it becomes a challenge for teachers to deal with cases of stealing, as it is difficult for them to trace stolen items. Mr Khathi mentioned that it become difficult for teachers to resolve such cases. He elucidates:

We experience things like stealing; you find that one learner has stolen a calculator or pocket money from the other learner. And, it becomes hard for the teacher to locate that particular calculator.

It is evident from the excerpt that stealing in schools poses a challenge to teachers, as they are not trained to trace stolen items.

4.3.2 Impact of learner misbehaviour on teaching and learning

The participants in this study pointed out that learner misbehaviour did affect teaching and learning negatively. This was evident from teachers' responses to the question, which sought to understand how learner misbehaviour affects teaching and learning.

On his response, Mr Khathi asserted that the learner misbehaviour affects both the teacher and the learner. He explained:

It affect the educator and a learner as well, in a sense that as you will find that now you are spending more time sitting with disciplinary issues.

Mrs Khalala also viewed learner misbehaviour as a source of disturbance for the teaching and learning process. She lamented that, once the learners starts to misbehave, they do not do their schoolwork properly. She explained:

With the drug issue it is difficult because a boy or a girl will come to class haven't done his work, not even have the exercise book that you are looking for as a teacher, on top of that he will be unruly at times find him laughing all by himself creating a disturbance in class.

It was evident from other participants' responses that learner misbehaviour lowers the performance of learners. The data indicated that this is due to learners' failure to do their homework. Mr Khomo had this to say:

If we could have our learners at least attempting to do their homework, because the main problem starts there, they do not do their homework. You find that learners that are performing well are the learners who are doing their homework.

Mrs Jonase expressed that time is wasted when managing learner misbehaviour as there will be no teaching in a misbehaving class. She reported as follows:

You will have to first maintain order, by the time you finish maintaining that order you would have not taught for the entire period... Disciplining learners consume time and we are working against time because even the time that we have is not enough.

From the above discussion, it is evident that learner misbehaviour impacts negatively on teaching and learning in that it reduces teaching and learning time, work is not done properly and the creation of disturbances results in the performance of learners dropping. Empirical research elsewhere corroborates these findings, for example, Finn, Fish and Scott (2008) confirm that disruptive behaviours reduce the teaching time as more time is spent on managing such behaviours than teaching. These findings are in line with those of Moyo, Khewu and Bayaga (2014), who also found that learner misbehaviour and disciplinary problems affect teaching and learning negatively and, as a result, academic performance drastically deteriorates. In addition, Charles (2008) posits that learner misbehaviour is one of the most troubling realities in education today, as it interferes with teaching, stifles learning and produces great stress. The responses above reveal that, even though the schools are well performing, they do not differ from other schools in being affected by learner misbehaviour, and, as a result, not every learner in all grades performs well.

However, the participating schools are regarded as HPS, even though they are affected by learner misbehaviour. This study found that there are other factors that contribute to uplifting the performance of the selected schools. Participants highlighted the number of subjects done by learners in Grade 12, the extra hours the schools added, said to contribute to the high performance of schools. The study also found that, although teachers experience learner misbehaviour, it is minimal at Grade 12, which is the grade on which the school's performance is judged. When asked how the school maintains achieving a high percentage of matric passes, this is what Mr Qwala had to say:

To tell you the honest truth, what is helping high percentage is that our kids are doing many subject, which gives them an advantage. Also, here in school we have a study after school hours, already the school comes out late at four to five for Grade 11 and Grade 12.

Similarly, Mrs Khalala pointed out that the Grade 12 learners in their school are better behaved than the other grades. She pointed out that Grade 12 learners spend more hours in school, which contributes in them performing well. She explained:

I am not sure that you are aware that our matric starts their day at 06:30 up until 18:30. That on its own is discipline and our learners are doing eight subjects.

The above excerpts indicate that the selected schools confirmed the findings of the review of the code of conduct that these schools provide an extra time for learners. The school code of conduct of SHS stipulates that the school starts at 06.30 in the morning for Grade 8 to Grade 10 and 06.00 for Grade 11 to Grade 12, Grade 11 to Grade 12 leave school at 16.00 and Grade 8 to Grade 10 leave at 16.30. On the other hand, the code of conduct of MHS stipulates that school starts at 07.00 for Grade 8 to Grade 10 and 06.30 for Grade 11 to Grade 12, Grade 11 to Grade 12 leave school at 17.00 and Grade 8 to Grade 10 leave at 16.00. Learners are expected to comply with these times as the set rule of the schools and teachers have to manage that.

4.3.3 Disciplinary measures implemented by teachers in ensuring effective teaching and learning

The study has established that teachers in participating schools are implementing various disciplinary measures to prevent and control learner misbehaviour, ensuring effective teaching and learning. There were commonalities in the disciplinary measures implemented by participants, which includes setting rules and consequences in line with the school policies, giving warning, calling in parents, shouting, corporal punishment, detention, giving cleaning duties, suspension, talking to learners, modelling good behaviour, inviting former learners and other stakeholders to motivate learners. It was noted that some of the disciplinary measures that teachers used are not allowed, but teachers used them anyway, fully aware that they are illegal, like administering corporal punishment and chasing learners out of class. This is corroborated by Serakwane (2007), who asserted that there are different methods that schools use to maintain discipline, some of which are limited by the law. The data indicated that participants believed starting with setting the rules for the class assisted in managing learner discipline. If the learner has broken the rule, punishment was administered depending on the nature of misbehaviour whether it was a minor offences or serious offence. In terms of the code of conduct of the schools, noise making, failure to do homework, late coming and bunking were regarded as minor offences and drug dealing and bring weapons to school, fighting and stealing as serious offences.

When asked what they actually do to manage learner discipline in their classes, Mrs Khalala pointed out that, after setting the rules, learners are punished for misbehaving. She pointed out that corporal punishment is still administered in their school. She explained:

First thing that I have to do in the beginning of the year, is to give them set of rules. Those who decide not to follow the rules, for minor cases, I give them punishment like cleaning the class for the whole week... We do still corporal punishment but you know it is not acceptable.

Mrs Qwala concurred with Mrs Khalala that corporal punishment is administered regardless of its abolition. She asserted:

Shouting is one of the things I do; I normally shout at them, if it does not work, I use corporal punishment. If it continues, I chase them out.

Similarly, Mrs Jonase mentioned that sharing rules with learners assist with learner discipline. She expounded:

Before I even start my teaching at the beginning of the year, I will read the rules out so that by the time I start teaching they know exactly what I expect from them as a teacher and what do we expect from them as a school.

For serious offences like bringing weapons to school, drug dealing, fighting and stealing, serious action is taken. Participants pointed out that learners who commit serious offences are first given a warning. If the behaviour persists, the matter is referred to the school management for intervention, and then to the disciplinary committee, and parents are informed. However, it was evident from the data that parent involvement is a major challenge when managing discipline. For drug issues, participants indicated that they work with other structures outside education to assist learners. Participants indicated that the parent is called to school and the child referred to the relevant department for assistance. It is clear parents are involved in dealing with serious cases. Mr Donda explained that discussing the matter with a parent has assisted in serious cases. He commented:

For serious cases, we take disciplinary measures after we have engaged the learner and a parent.

Mrs Khalala explained that the non-governmental organisations (NGOs) are playing a vital role in assisting the schools. She explained:

For drug issues we also work with members of the community, whatever NGO that is there that can help.

It is evident from these discussions that teachers try different practices for different offences. As mentioned in the literature review, some discipline practices teachers implement are control-oriented and some are proactive (Serakwane, 2007). It is evident from the data that corporal punishment is still administered in schools regardless of its prohibition. This corroborates the claims made by this study in Chapter Two that there seems to be a challenge with disciplinary practices used by teachers, as some teachers use legally unacceptable practices. Furthermore, literature revealed that there has been an agreement among different scholars about the continuing use of corporal punishment in schools in maintaining learner discipline despite government restrictions (Elbla, 2010; Feinstein & Mwachombela, 2010; Jacobs, DeWitt, & Ferreira, 2013). This is in contrast to the claims made by Masitsa (2008) that schools are expected to comply with accepted rules and standards governing the conditions of disciplinary practices.

As mentioned in the literature review, Serakwane (2007) claims that the discipline strategies that teachers employ emanate from their models of classroom management. The findings of this study are supported by the theories framing this study. The assertive discipline model puts an emphasis on the teacher establishing a set of rules and expectations, a predetermined set of positive consequences for complying with the rule and a prearranged set of negative consequences for not obeying the rules, as well as a plan to execute the model with the learners. In his model, Druikers suggests that teachers should learn to identify mistaken goals and deal with them (Charles, 2008). It is evident from the findings that teachers try to identify the underlying problems for learners by talking to them. One of the participants pointed out that, in cases like bullying, they try to identify the root problem. On the other hand, the use of negative sanctions like giving warning, detention and calling in parents is confirmed by Jones' model. Jones' model points out that systematic application of negative sanctions may be used as a backup when learners misbehave, depending on the level of sanction (Edwards, 2008). It is evident from the findings that teachers take full responsibility for their classes.

4.3.4 Contribution of policies in addressing discipline problems

This study established that the schools have a learner code of conduct that provides a policy to enforce, in order to maintain discipline effectively. A common view expressed in the interviews was that the learner's code of conduct assists teachers in laying the rules and guiding learners in what is expected on them in school and disciplinary procedures. In response to those questions which sought to understand if there are policies in place to address discipline problem and how the policies assist teachers in dealing with learner discipline, a range of responses was elicited. Mr Donda responded:

There is a learner code of conduct that is signed by learners and parents. It is assisting because the learner knows exactly the do's and don'ts in the school, it assist in a way that when a person do something against it, know exactly what is going to happen.

Mrs Jonase shared views similar to those of the other participants that the code of conduct is given to parents for signing and to learners at the beginning of the year. She also indicated that the code of conduct is assisting her with regard to learner discipline. She commented:

At the beginning of each year we make copies to each parent, so they know exactly what is expected from their children, how are they supposed to be behaving and conducting themselves in school? This policy do assist in guiding their conduct and instilling discipline.

However, there is a diversity of views about discipline policies in MHS schools. There are participants who seemed to be aware that there are school policies that are in place but have little knowledge of them. Mr Khomo lamented that he is aware that there are school policies in place but he does not know what they involve. He explained:

I cannot remember all, but there is a learner code of conduct but as to what is entailed in the code of conduct and if it is being implemented I do not know... you find that with some class managers, they use their common sense from what they were taught, they will have class rules that they design with learners within what is expected. I do not think it is guided by policies that are in place.

Similarly, Mrs Qwala stated:

I don't want to lie, I heard long time ago that there are some policies, but I cannot remember, I must say maybe it is because I am ignorant but even if we talk with other educators it is like we are not familiar with these policies. They say that there are school policies but it is just that we are not aware of.

When probed to establish if she is not aware even of the learner code of conduct, Mrs Qwala continued:

The school code of conduct is there, that I know it is there... if we go according to what the code of conduct is saying it is not helping, sometimes you just use your own way.

From the above excerpts, it is evident that the learner code of conduct is the disciplinary policy that school has enacted to manage discipline. This is confirmed by Section 8 and Section 20 of the Schools Act (1996), which mandates School Governing Bodies to develop and adopt a school code of conduct for the learners, which includes correct disciplinary processes for disciplining learners. From reviewing the code of conduct of the participating schools, it is clear that the rules and consequences are stated and they centre on community work, detention, calling in parents, suspension and others. For example, learners are not allowed to bring cell phones in school. If any learner breaks this rule, the consequence is that the cell phone will be confiscated and will be collected at the end of the year. Most participants pointed out that following the code of conduct assisted them with learner discipline. It was clear that the code of conduct clearly outlines the rules that learners know how to behave in school. However, as stated in the theme on implementation of disciplinary practices, teachers use even illegal methods. Some teachers believed that following the code of conduct is not helping and they discipline learners in their own way. This is confirmed by Serakwane (2007), who states that, in some schools, teachers follow the guidance on the application of discipline strategies that are used by the schools, whereas, in other schools, teachers make their own choices.

An unanticipated finding was that some teachers are not aware of the school policies. This suggests that they themselves do not know the rules and regulations governing the school. This is contrary to Jones' model, which stipulate that teachers should teach rules, routines and standards for learners to understand and follow them. If teachers do not do this, it will make it difficult for them to enforce classroom rules. In addition, the extracts above indicate that some teachers come up with classroom rules without involving learners. This can make internalising

these rules hard for learners. According to Druikers' model, teachers and learners should construct the rules for classroom behaviour cooperatively and determine the logical consequences for compliance or violation related with those rules (Charles, 2008).

4.3.5 Challenges encountered by teachers when managing discipline measures

The participants in the study enumerated a number of challenges they encounter when managing disciplinary measures in schools. It has emerged from the discussions that some of the disciplinary measures teachers use are against the law. Furthermore, it has transpired that teachers cannot work in isolation when managing learner discipline; they need other stakeholders. Hence, the challenges that teachers face in managing disciplinary measures start from these issues. The participants in the study mentioned the issues like insufficient support from parents, restrictions by the Department of Education (DoE), ineffectiveness of alternatives to corporal punishment and learners' resistance to take instructions. When the participants were asked to explain the challenges they encounter when managing learners discipline, they shared similar views.

Mr Khathi stated that learners are audacious and parents are not cooperating. He commented:

Mmmh, the major issue that one encounter when trying to instil discipline, there are learners that are rude, won't take instructions. The other one is that of when you send a learner bring parent, parent do not want to come to school.

Mr Khathi further stated that the alternatives to corporal punishment are not effective in curbing learner misbehaviour. He propounded:

I always believe that the other alternatives to corporal punishment have not worked. They have not helped the educators, that's where we are at the moment.

Mrs Khalala shared a similar view with Mr Khathi that parents are siding with learners even if they are wrong. She stated:

... But in most cases parents are not supporting us up to a point where when you call a parent and say your child has been absent, disturbing in class and so on. Then the parent will ask why you are doing that, so in other words it makes it difficult for you as a teacher to discipline the child because the parent is defending a child.

Mrs Qwala shared the same sentiments as the other participants and pointed out that they cannot implement disciplinary measures as they please, due to some restrictions and being frightened of learners. She propounded:

Sometimes I must say we cannot exercise learner discipline measures as we would like too because of the conditions that are restricting us. One, we are also scared of them now since they are exposed to many violations, they take drugs, sometimes even bring weapons to school. Two sometimes you find that when you call the parent, parent do not come or a fake parent will come.

The above excerpts suggest that the challenges teachers face in managing disciplinary practices arise from other stakeholders in education. The participants have been challenged by parents, learners and the DoE. The deliberations revealed the following challenges: First, insufficient support from parents has become a challenge to teachers. This study found that parents do not cooperate with teachers' attempts to bring orderliness in school, parents do not respect township schools, parents are in favour of their children over teachers, and other family members verbally attack teachers at school for disciplining learners. Second, learners are rude towards teachers and therefore it is a challenge that learners refuse to take instruction from teachers and some teachers are scared of learners, as they sometimes carry weapons to school. Also, some learners, when instructed to bring parents to school, bring fake parents. Finally, there is the issue of the restrictions by the DoE with regard to disciplinary measures to be used, and the ineffectiveness of alternatives to corporal punishment (ATCP). Participants pointed out that they feel restricted by the regulations of the departments that prohibit other disciplinary methods. It was clear from the discussions with participants that they view ATCP as ineffective and not assisting them, as a result, they opted for unlawful measures. This is confirmed by Feinstein and Mwahombela (2010), who claim that teachers are familiar with other disciplinary practices but they do not regard them as effective in curbing learner misbehaviour. Participants pointed out that sometime they are challenged by parents for using such measures.

These challenges identified by teachers are confirmed by Idu and Ojedapo (2011), who state that there is a necessity for all stakeholders in education to find solutions to the problem of lack of discipline in the school system. This suggest that teachers, learners, parents and DoE need to work together to bring order in school. In support of this, Wolhuter and Steyn (2003) assert that learner discipline should be addressed at school level through the involvement of all role-players, with parental involvement being of special significance. It is evident from the literature

that teachers lack support from the Department of Education (DoE) in managing learner discipline problems (De Witt & Lessing, 2013; Masitsa, 2008; Rossouw, 2012). According to Zulu (2008), the policy on ATCP was just imposed on teachers, and no proper guidance and training on its implementation were provided. According to Canter and Canter (2001), teachers have a right to get support from both parents and administrators in disciplining learners. Furthermore, Canter and Canter (2001) state that the involvement of all the stakeholders in discipline processes makes assertive discipline more effective.

Participants pointed out that most of the challenges they experience emanate from the poor support from parents. In trying to address the challenges, participants indicated that they came up with strategies like talking to learners and being consistent with their actions, and keeping records of discipline incidents as evidence for referrals. Mrs Khalala believes that sitting down with the child and playing a parental role makes a difference to misbehaving learners. She explained:

At times seating down with a child as a parent does help, and, as a teacher, you decide to take the child and adopt him as a parent and then tell him you are going to monitor him. You simply take the role of a parent, because you understand the parent is just not there.

Mrs Jonase shared the same grounds as Mrs Khalala. She commented that talking to the learners assists, as does involving senior management. She commented:

As a school, we also talk to them at the assembly, the learners. If the issue is huge, we involve the principal.

Mrs Qwala indicated that there is no strategy that seemed to be effective to address all challenges. However she indicated that keeping records is what they are relying on and talking to learners. She explains:

Actually, I don't think there is anything that is helping us on those challenges. But, as I said, if there is a certain response that is not what we are expecting we keep records because we want to protect ourselves as teachers and as a school... What we do, if talking to them as individuals is not enough and is not helping, because we try talking to the learners, there are meetings that are called for classes different grades. Also, we come together as a staff and discuss what we can do, if we see it does not work then we keep records.

From the above excerpts, it is evident that teachers try various strategies to address the challenges they encounter when managing disciplinary measures. Participants believed that talking to learners yield good results. Teachers indicated that they use assembly to talk to learners and hold grade meetings, as well as one on one meetings. It was evident from the discussions with participants that teachers use these platforms to point out mistakes by learners and consequences. Druikers' model suggests that when the teachers see proof that a mistaken goal has been pursued by learners, they should point this out in a friendly and non-threatening manner, by establishing the mistaken goal and discussing the faulty logic involved with the learners (Charles, 2008). In support of this, Mohapi (2007) states that learners need to be fully aware of the consequences of their choices. Participants also pointed out that they adopt those disruptive learners and act as their parents to them. This is supported by Druikers' model, which stipulates that prevention of discipline problems is based on developing positive relationships with learners for them to feel welcomed (Malmgren, Trezek & Paul, 2005). It was evident from the study that teachers are challenged by parents for using corporal punishment. However, they engage parents who are challenging them and reach agreement before the matter escalates. This conflicts with the findings from Zulu's (2008) study found that parents encourage teachers to use corporal punishment to enforce discipline in schools. From reviewing the incident books of the participating schools, it was discovered that only records of serious misconducts are recorded, such as cases of bringing a weapon to school and bringing drugs to school. These indicate the date of offence, the type and the action taken towards the offender. The participating schools also keep records of the parents who visit the school.

4.3.6 The role of stakeholders in supporting teachers in maintaining learner discipline

This study aimed to understand teachers' experiences in maintaining learner discipline in high performing schools. These experiences include the role played by various stakeholders in maintaining learner discipline. The conversations with the participants revealed that not all stakeholders are sufficiently supporting teachers in maintaining learner discipline. In this study, it was clear that the support participants receive comes largely from the principal, head of departments, the grade heads and other fellow teachers. In answering the question on the support by various stakeholder with regard to the issue of learner discipline, this is what participants had to say:

Mrs Jonase asserted they support each other as teachers in the school in managing learner discipline. She commented:

I receive a lot of support from my grade head because as a class manager in Grade 11 I have a grade head that is designated for Grade 11. Also, our principal is very supportive, he walks around the school and it becomes easy to get hold of him when you are experiencing a problem. Even other teachers, we support each other. We do get support, even from parents, but not all the parents.

This was supported by Mr Khomo, who applauded the SMT for the support they provide to teacher in managing learner discipline. He asserted:

In this school I would say that school management team try to come in as far as discipline is concerned, helping educators, they try to address even if it is the whole class.

Beside the school management teams and fellow teachers, participants also indicated that the other role-players, such as the Representative Council of Learners (RCL), School Governing Bodies (SGBs), non-government organisation (NGOs), other government departments and some community organisations assist with the issue of learner discipline. Mr Khathi stated:

We liaise with South African Police Service (SAPS), sometimes they visit us and we interact with them on issues of discipline. Even School Governing Body help us a lot as well as other stakeholders like learner representatives.

Likewise, Mr Donda presented similar views. He explained:

We get support from SAPS and community policing forum (CPF). They usually come to school and talk to the learners about drugs and crime. Also, social workers and our former learners who are successful business personnel, they also come and talk to learners.

It was evident from the data that no support or too little support, if any, is received from parents. Mrs Khalala also indicated that she received poor support from parents. She pointed out that the DoE is not supporting teachers with the issue of learner discipline. Mrs Khalala mentioned that the media reports are not in support of ensuring discipline in school but pointed out that the NGOs assist the school with the issue of drugs. Mrs Khalala commented:

I am going to be frank with you, we are not really getting the support from the Department of Education, and the media too is completely against the punishment of learners, any kind of punishment not even just corporal punishment.

The participation of other stakeholders such as parents is vital when managing learner discipline. According to Idu and Ojedapo (2011), there is a necessity for all stakeholders in education to find solutions to the problem of lack of discipline in the school system. In support of this, Wolhuter and Steyn (2003) assert that learner discipline should be addressed at school level through the involvement of all role-players with parent involvement being of special significance. It is evident from these scholars that the issue of learner discipline is not for teachers alone, they need to be supported by other stakeholders. From the above discussions, it is evident that not all stakeholders are playing their role as expected in maintaining discipline in schools. However, participants shared the view that the school management teams (SMTs) are supporting teachers. The SMT's role seems to be intervening in cases of learner discipline and ensuring that there is order in school for teachers to teach effectively. In contrast, parents seem not to be playing a sufficient role in maintain discipline in schools, as most of them are not coming to the schools when needed. These findings resonates with the sentiments of Zulu (2008), who states that there is poor involvement of parents in managing learner discipline in schools. Again, Motseke (2010) claims teachers do not get assistance from parents in maintaining learner discipline. On reviewing the parents' attendance register for meetings, it was evident that the attendance of meetings by parents is very poor. It is evident from these findings that parents are not fulfilling their duty of working with teachers in developing school discipline rules. Canter and Canter's (2001) assertive discipline model emphasises the need for teachers to establish strong parental support. In support of this, the Schools Act (1996) stipulates in section 8(1) and (2) that the SGB is responsible for adopting a code of conduct for learners through a consultative process. Parents, teachers, and learners should work jointly in the consultation process. These findings confirms what some researchers point out, that teachers lack support from the DoE in managing learner discipline problems (De Witt & Lessing, 2013; Masitsa, 2008; Rossouw, 2012).

4.3.7 Teachers perceptions of their role in managing learner discipline

Section 8 of the Schools Act (1996) stipulates that discipline must be maintained in the school for the education of learners to prosper without disruptive behaviour. This implies that, in

schools, teachers are expected to maintain discipline by virtue of their profession and by law. The findings generated from the data are that participants understand that their role is to ensure that teaching and learning takes place in a disruption free environment. They need to maintain order in class, represent parents, be disciplined as teachers, lead learners by example, provide protection to learners, be observant and intervene when necessary. In responding to the question; As a teacher what do you understand to be your role in managing learner discipline? Mr Donda in his presentation states that:

It is a role of a teacher to ensure that teaching and learning takes place without disturbances caused by ill-disciplined learners. As a teacher, it is my duty to ensure that the environment in class is conducive for every learner to learn without chaos. It is my duty to protect other learners from learners who might hinder their learning process.

Mrs Qwala also mentioned that the teacher has a task of making the environment conducive for teaching and learning to happen. She explained:

It is my responsibility as a teacher that the class should be the environment that is conducive for teaching and learning. My role as a teacher is to ensure that learning and teaching takes place in an environment that is disruption free. I understand that in the absence of a parent it is my role to make sure that the child well behave so that other children are not disrupted.

The participants shared similar views with the issue of maintaining order in the classroom. Mrs Jonase stated:

As a teacher, I understand that before I can conduct any teaching and learning in class, learners must be disciplined because for me to impart the information, there has to be discipline in class, there need to be order in the class.

Mrs Khalala believe that teachers must be exemplary. She explained:

As far as I am concerned, it start with me, to be disciplined, to be constant with what I am doing. I personally feel that the best weapon is being discipline myself.

From the above discussions, it is evident that teachers understand and play a vital role in managing learner discipline. These presentations suggested most teachers perceive that a stable environment is vital for effective teaching and learning. The literature reveals that teachers

have the responsibility to make and maintain a positive, fruitful classroom atmosphere favourable to learning, since no effective learning takes place in a chaotic environment (Barbetta, Norona & Bicard, 2005). This makes teachers take full responsibility for disciplining disruptive learners. They do this by ensuring that disruptions are eliminated. As stated in the previous theme, teachers experience discipline problems that need their intervention as they occur. These findings are that teachers understand their role and act against these problems. Drawing on Jones' discipline model, the presence of teachers in classrooms is essential to maintain that learners remain on task (Edwards, 2008). This is done in order to ensure that learners' behaviour does not hinder the process of learning and teaching. However, it became evident from the data that not all teachers understand their role in managing learner discipline. One participant seemed not to understand his role in managing learner discipline. Mr Khomo comments:

I don't even know what my role is... I am personally lost, I do not know what to do and how to do it.

From the above excerpt, we are learning that this particular teacher does not know his role in managing discipline. This situation applies despite the guidance in the literature that teachers should know and understand their roles concerning classroom discipline (Ndamani, 2008).

4.4 Chapter summary

The data that was generated through semi-structured interviews and document review was analysed and interpreted in this chapter. I analysed, presented and discussed the data in the form of seven themes. I also linked findings to the literature that was reviewed in Chapter Two and the theoretical frameworks underpinning the study. The focal point in Chapter Five is on summarising the study, highlighting the main findings drawn from the data and making recommendations.

CHAPTER FIVE

STUDY SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 Introduction

The previous chapter presented and discussed the data that was generated through semi-structured interviews and document review from two secondary schools in Umlazi Township. This chapter presents the findings that were drawn from the data analysed and discussed in Chapter Four. First, the summary of the entire study is presented in this study. Secondly, the findings are discussed using the three critical questions of the study. Thirdly, based on the findings, recommendations are made. Fourthly, the study concludes by discussing the implications of the study. Lastly, the chapter summary is presented.

5.2 Study summary

This study attempted to explore the experiences of teachers in managing learner discipline. The study was a case study of two high performing secondary schools in Umlazi Township. Chapter One comprised an overview and orientation to the study. I presented the background of the study, statement of the problem, rationale of the study, objectives of the study, critical questions, clarification of key concepts, demarcations of the study and outline of the study. Chapter Two presented literature related to managing learner discipline, drawn from local and international perspectives. Thereafter, the theoretical frameworks underpinning the study were presented, which included the assertive discipline model, logical consequences model and Jones' model of management. In Chapter Three, I presented the research paradigm, research design, and research methodology, methods of data generation, which included semi-structured interviews and document review, research sampling data analysis, trustworthiness, ethical issues and limitations of the study. Chapter Four presented data analysis and interpretation, which was organised into seven themes that were discussed in details. Chapter Five is the last chapter, which summarises the study and presents the findings, as well as recommendations.

5.3 Presentation of findings

This chapter discuss the findings that are based on the data presented in the previous chapter. The findings indicate the extent to which the data provided by participants has successfully answered the critical questions that were posed in the first chapter. The three critical questions of the study are listed below:

1. What are the teachers' experiences of maintaining discipline in the selected high performing secondary schools in Umlazi District?
2. How do teachers implement disciplinary practices to ensure effective teaching and learning?
3. What barriers do teachers encounter when managing disciplinary measures with learners in their schools and how do they overcome the barriers they encounter?

The findings are discussed under these critical questions, which provide the heading for each discussion.

5.3.1 What are the teachers' experiences of maintaining discipline in the selected high performing secondary schools in Umlazi District?

This section present the findings regarding the teachers' experiences in maintaining learner discipline in the case study schools. From the data that was analysed in Chapter Four, seven themes emerged. The teachers highlighted the forms of discipline problems they are faced with on daily basis and their experiences in maintaining discipline in their schools.

It is revealed from the first theme that teachers in both researched schools are faced with the same discipline problems. These discipline problems include, bunking, drug abuse, and lack of respect for teachers, stealing, fighting, lack of interest in doing schoolwork. Teachers indicated that they do everything they can to curb these problems in order to maintain discipline in school, however they encounter challenges. The findings of this study revealed that teachers find it arduous to handle serious offences like drug dealing and stealing, as they have no expertise in that.

The findings on the second theme detailed the impact of learner misbehaviour on teaching and learning. The findings of this study revealed that teachers' experiences negative effects of

learner misbehaviour on teaching and learning process. Teachers made it clear that learner misbehaviour affect both teachers and learners as it creates disturbances in classes and in school, wastes teaching and learning time and reduces the learner performance. For an example Mr Khathi, a teacher at SHS, and Mrs Jonase, from MHS, agreed that dealing with discipline issues consume a lot of time. As a result, the time that can be used profitably for teaching and learning is lost on maintaining discipline. On the other hand this does not only waste time as learners who are misbehaving tend to fail to do their work and end up performing poor academically as Mr Khathi explained in Section 4.3.2. However, the findings of the study revealed that to counteract these negative impacts, the researched schools has enacted other practices. More details regarding this matter can be found in the last paragraph of Section 4.3.2.

5.3.2 How do teachers implement disciplinary practices to ensure effective teaching and learning?

The data has shown that the disciplinary measures implemented by teachers are aimed at preventing and controlling learner misbehaviour to ensure effective teaching and learning. Effective learning and teaching can only be achieved in a disruption-free environment. The teachers revealed that they administer various disciplinary measures for serious and minor misbehaviour to achieve their goal. More details on these measures are found in Section 4.3.3 of Chapter Four. It was noted that some unlawful measures like corporal punishment and chasing learners out of class are still implemented by teachers. Teachers who are administering corporal punishment are fully aware that it is illegal and regard the implementation of alternatives to corporal punishment as a futile practice. The data also indicates that teachers are assisted by school policies, particularly the learner code of conduct, in controlling learner misbehaviour. However, the study's unanticipated finding was that there are teachers who are not aware of school policies. This issue is discussed in Section 4.3.4 of Chapter Four.

Among some of the disciplinary practices that they implemented, talking to learners was found to be the most valued practice in the study. They did this by, for an example, holding assemblies, holding grade meetings and using one on one meetings. Teachers expressed a strong belief that talking to learners is generally effective with regard to managing discipline. This approach was aimed at shaping the learners' behaviour. Therefore, the finding is that teachers are using moral lessons as the approach to manage learner discipline.

5.3.3 What barriers do teachers encounter when managing disciplinary measures with learners in their schools and how do they overcome the barriers they encounter?

The discussion below provide the findings regarding the barriers in managing discipline with learners. The data revealed that teachers encounter some challenges when managing disciplinary measures. The challenges included insufficient support from other stakeholders, particularly parents, restrictions by the DoE, ineffectiveness ATCP and learners' resistance to take instructions.

Firstly, the findings of the study revealed that insufficient support from parents was one of the challenges that teachers encounter when managing discipline measures. It transpired that parents do not co-operate when called to school for their children's disciplinary issues, so teachers have to deal with such issues alone. This is a difficult situation for teachers to deal with, because some of the solutions to disciplinary problems posed by learners have to come from parents. More details on this issue can be found in Section 4.3.6 in Chapter Four.

Secondly, this study found that teachers encounter challenges paused by DoE restrictions on discipline measures that can be administered by teachers. Teachers feel disempowered as they have a strong belief that some of the measures prohibited by department regulations are those that are effective. Teachers felt that ATCP are not helping, as they are not taken seriously by learners. Section 4.3.5 of Chapter Four provides details. Lastly, learners' do not conform to teachers' rules and regulations concerning discipline. For instance, learners refuse to take instruction from teachers; when instructed to bring parents, some bring fake parents and as they do so teachers find it difficult to implement discipline measures. It was found that teachers are scared of learners as they sometimes bring weapons to school. However, it was evident that teachers get good support from their colleagues and school management teams.

In addressing the challenges discussed above, this study found that teachers employ a number of strategies. It was clear from the findings of the study that teachers understand their role in managing learners' discipline. Their role is perceived as that of ensuring that the environment is conducive for teaching and learning, through keeping order in school. More details are given in Section 4.3.7 of Chapter Four. As a result, teachers draw on various strategies to overcome the challenges that hinder them in performing this task. First, teachers use talk sessions with learners. Secondly, teachers work with other external stakeholders, like SAPS and NGOs for

disciplinary problems that are beyond their expertise. Lastly, the study found that teachers use record keeping as a strategy for referrals in continuing behaviours, which was said to be helpful in making informed decisions and protecting themselves. Details are given in Section 4.3.5 of Chapter Four.

5.4 Recommendations

In this section, I discuss recommendations that relate to the findings of the study. This study made two recommendations; the first recommendation is directed to teachers, as they are the focus of the study, while the second recommendation is directed to the DoE.

5.4.1 Recommendation to teachers and school management teams

Considering the experiences of the participants, managing learner discipline entails more than just ensuring effective teaching and learning as it comes with challenges. This makes teachers' role to manage learner discipline a massive task. The findings of this study revealed that there is no single strategy that can curb learner ill-discipline. Thus, teachers should adopt a number of disciplinary measures that are yielding positive results without breaking the law. This study highlighted that there are discipline measures that produce good results with regard to managing learner discipline namely, setting rules and consequences in line with the school policies, giving warning, calling in parents, talking to learners, modelling good behaviour, inviting former learners and other stakeholders to motivate learners. Furthermore, the findings of the study indicated that implementation of these measures comes with challenges. Thus, I recommend that SMTs strengthen their support to teachers.

5.4.2 Recommendation to DoE

The findings revealed that participants in the study feel neglected by the DoE. They are not given clear guidance and support on how to manage learner discipline in school; instead, restrictions are given. They only rely on intervention by school management teams and their experiences, which is influenced mainly by how discipline was managed in the previous years. The findings of the study also pointed out that ATCP as suggested by DoE is not assisting teachers. Therefore, it is recommended that the DoE should conduct workshops on discipline for all stakeholders in a school.

5.5 The implications of the study

The study was a small-scale study, located in two high performing schools in Umlazi district, with three teachers from each school. As a result, the findings of this study should not be taken as reflecting the experiences of all teachers in high performing township schools in the district, nor can the experiences of teachers in these two secondary schools cannot be generalised to all schools in the district.

5.6 Chapter summary

This study aimed at understanding teachers experiences in managing learner discipline in two high performing high schools in townships. This chapter started with by presenting the summary of all chapters of the study. This was followed by presenting the findings that were organised under the critical questions. Based on these findings, the chapter has presented recommendations directed to teachers and other stakeholders in education. To conclude, this chapter presented the implications of the study.

References

- Ajowi, J. O., & Simatwa, E. M. (2010). The role of guidance and counselling in promoting student discipline in secondary schools in Kenya: A case study of Kisumu district. *Educational Research and Reviews*, 5(5), 263-272.
- Allen, K. P. (2010). Classroom management, bullying, and teacher practices. *Professional Educator*, 34(1), n1.
- Barbetta, P. M., Norona, K. L., & Bicard, D. F. (2005). Classroom behaviour management: A dozen common mistakes and what to do instead. *Preventing School Failure: Alternative Education for Children and Youth*, 49(3), 11-19.
- Blankstein, A. M. (2004). *Failure is not an option: Six principles that guide student achievement in high-performing schools*. Thousand Oaks, CA: Corwin Press.
- Bertram, C., & Christiansen, I. (2014). *Understanding research: An introduction to reading research*. Pretoria: Van Schaik.
- Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2), 27-40.
- Canter, L. (2010). *Assertive discipline: Positive behaviour management for today's classroom*. Bloomington, IN: Solution Tree Press.
- Canter, L., & Canter, M. (2001). *Assertive discipline: positive behaviour management for today's classroom*. Los Angeles, CA: Canter & Associates.
- Charles, C.M. (2008). *Building classroom discipline*. (9th ed.). Boston: Pearson.
- Cohen, L., Manion, L. & Morrison, K. (2011). *Research methods in education*. (7th ed.). New York: Routledge.
- Collis J and Hussey R (2003) *Business research* (2nd ed.). Palgrave Macmillan: Basingstoke
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative and mixed methods approaches*. London: SAGE Publishers.
- Denzin, N. K., & Lincoln, Y. S. (2000). Paradigms and perspectives in transition. *Handbook of Qualitative Research*, 2, 157-162.
- De Witt, M. W., & Lessing, A. C. (2013). Teachers' perceptions of the influence of learners' undisciplined behaviour on their working life and of the support of role-players. *Koers*, 78(3), 1-9.

- Druikers, R. (1968). *Psychology in the classroom: A manual for teachers*. (2nd ed.). New York: Harper and Row.
- Du Plooy-Cilliers, F., Davis, C., & Bezuidenhout, R. (2014). *Research matters*. Paarl Media Paarl: South Africa.
- Dzivhani, M. D. (2000). *The role of discipline in school and classroom management: A case study* (Doctoral dissertation, University of South Africa).
- Edwards, C.H. (2008). *Classroom discipline and management*. (5th ed.). New York: John Wiley & Sons.
- Ehiane, O. S. (2014). Discipline and academic performance (A study of selected secondary schools in Lagos, Nigeria). *International Journal of Academic Research in Progressive Education and Development*, 3(1), 181-194.
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2015). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, 15(1), 1-4.
- Elbla, A. I. F. (2012). Is punishment (corporal or verbal) an effective means of discipline in schools? Case study of two basic schools in greater Khartoum/Sudan. *Procedia – Social and Behavioural Sciences*, 69, 1656-1663.
- Feinstein, S., & Mwahombela, L. (2010). Corporal punishment in Tanzania's schools. *International Review of Education*, 56(4), 399-410.
- Finn, J. D., Fish, R. M., & Scott, L. A. (2008). Educational sequelae of high school misbehaviour. *The Journal of Educational Research*, 101(5), 259-274.
- Fuller, B. (1987). What school factors raise achievement in the Third World? *Review of Educational Research*, 57(3), 255-292.
- Garegae, K. G. (2008). The crisis of student discipline in Botswana schools: An impact of culturally conflicting disciplinary strategies. *Educational Research and Reviews*, 3(1), 48.
- Haroun, R., & O'Hanlon, C. (1997). Teachers' perceptions of discipline problems in a Jordanian secondary school. *Pastoral Care in Education*, 15(2), 29-36.

- Idu, A. P., & Ojedapo, D. O. (2011). Indiscipline in secondary schools: A cry to all stakeholders in education. *Journal of Educational and Social Research*, 1(4), 729-735.
- Jacobs, L., de Wet, N. C., & Ferreira, A. E. (2013). Strategies used in Lesotho schools to maintain discipline: Results from an exploratory study. *Africa Education Review*, 10(2), 323-346.
- Jones, H. (1987). *Positive classroom discipline*. San Francisco: McGraw-Hill.
- Joubert, R., De Waal, E., & Rossouw, J. P. (2004). Discipline: Impact on access to equal educational opportunities. *Perspectives in Education*, 22(1), 77-87.
- Joubert, H. J. R., & Serakwane, J. (2009). Establishing discipline in the contemporary classroom. *Journal of Educational Studies* (8), 25-137.
- Kannapel, P. J., Clements, S. K., Taylor, D., & Hibpshman, T. (2005). *Inside the black box of high-performing high-poverty schools. Report, Prichard Committee for Academic Excellence*. Lexington, KY: Prichard Committee for Academic Excellence.
- Kruger, A. G. (2003). Instructional leadership: the impact on the culture of teaching and learning in two effective secondary schools. *South African Journal of Education*, 23(3), 206-211.
- LeeFon, R., Jacobs, L., Le Roux, A., & De Wet, C. (2013). Action towards hope: Addressing learner behaviour in a classroom. *Koers*, 78(3), 1-8.
- Leithwood, K., & Duke, D. (1999). A century's quest to understand school leadership. *Handbook of Research on Educational Administration*, 2(5), 45-72.
- Lemmer, E. M. (2007). Parent involvement in teacher education in South Africa. *International Journal about Parents in Education*, 1(0), 218-229.
- Lessing, A. C., & De Witt, M. W. (2010). Karakterbou en Christelike waardes vir die bevordering van gedissiplineerde klaskamergedrag: 'N kritiese beskouing. *Tydskrif vir Christelike Wetenskap*, 46(1), 21-37.
- Leung, C.L., & Lee, F.W. (2006). The co-production of student school rule-breaking behaviour. *Research in Education* 74, 47-58.
- Lincoln, Y., & Guba, E. (1985). *Naturalistic inquiry*. Thousand Oaks, CA: SAGE Publications.

- Malmgren, K. W., Trezek, B. J., & Paul, P. V. (2005). Models of classroom management as applied to the secondary classroom. *Clearing House*, 79(1), 36-39.
- Maphosa, C., & Mammen, K. J. (2011a). How chaotic and unmanageable classrooms have become: Insights into prevalent forms of learner indiscipline in South African Schools. *The Anthropologist*, 13(3), 185-193.
- Maphosa, C., & Mammen, K. J. (2011b). Maintaining discipline: How do learners view the way teachers operate in South African Schools? *Journal of Social Sciences*, 29(3), 213-222.
- Maphosa, C., & Shumba, A. (2010). Educators' disciplinary capabilities after the banning of corporal punishment in South African schools. *South African Journal of Education*, 30(3), 387-390.
- Marais, P., & Meier, C. (2010). Disruptive behaviour in the Foundation Phase of schooling. *South African Journal of Education*, 30(1).
- Marshall, C., & Rossman, G. B. (2011). *Designing qualitative research* (5th ed.). Thousand Oaks, CA: SAGE Publications.
- Maree, K. (2012). *Complete your thesis or dissertation successfully: Practical guidelines*. Cape Town: Juta.
- Maree, K. (2007). *First steps in research*. Pretoria: Van Schaik Publishers.
- Masitsa, G. (2008). Discipline and disciplinary measures in the Free State township schools: unresolved problems. *Acta Academica*, 40(3), 234-270.
- McMillan, J. H., & Schumacher, S. (2010). *Research in education: Evidence-based inquiry* (7th ed.). Pearson.
- Mestry, R., & Khumalo, J. (2012). Governing bodies and learner discipline: Managing rural schools in South Africa through a code of conduct. *South African Journal of Education*, 32(1), 97-110.
- Milstein, M. M., & Henry, D. A. (2008). *Leadership for resilient schools and communities* (2nd ed.). Thousand Oaks, CA: Corwin Press, Inc.
- Mohapi, S. J. (2007). *The influence of educators' life experiences on classroom discipline practices* (Doctoral dissertation, University of Pretoria).

- Motseke, M. (2010). Learner discipline after corporal punishment in the township primary schools. *Interim: Interdisciplinary Journal*, 9(2), 117-133.
- Moyo, G., Khewu, N. P., & Bayaga, A. (2014). Disciplinary practices in schools and principles of alternatives to corporal punishment strategies. *South African Journal of Education*, 34(1-14).
- Mtsweni, J. (2008). *The role of educators in the management of school discipline in the Nkangala Region of Mpumalanga* (Doctoral dissertation, University of South Africa).
- Myers, D. E., Milne, A. M., Baker, K., & Ginsburg, A. (1987). Student discipline and high school performance. *Sociology of Education*, 60, 18-33.
- Ndamani, P. L. (2008). Factors contributing to lack of discipline in selected secondary schools in the Mangaung Area of Bloemfontein and possible solutions. *Interim: Interdisciplinary Journal*, 7(2), 177-197.
- Nene, F. Z. (2013). *The challenges of managing learner discipline: The case study of two schools in Pinetown District* (Doctoral dissertation, University of KwaZulu-Natal, Durban).
- Nthebe, B. G. (2006). *Managing learner-discipline in secondary schools* (Doctoral dissertation, North-West University).
- Osher, D., Bear, G.G., Sprague, J.R., & Doyle, W. (2010). How can we improve school discipline? *Educational Researcher*, 39(1), 48-58.
- Oosthuizen, I.J. (1992). The in loco parentis role of the teacher: A relationship perspective. *Koers-Bulletin for Christian Scholarship*, 57(1), 121-134.
- Mokhele, P.R. (2006). The teacher–learner relationship in the management of discipline in public high schools. *Africa Education Review*, 3(1-2), 148-159.
- Republic of South Africa (1996). *South African Schools Act (No. 84 of 1996)*. Pretoria: Government Printer.
- Reeves, D.B. (2003). *The daily disciplines of leadership: How to improve student achievement, staff motivation, and personal organization*. San Francisco: John Wiley & Sons.

- Rogers, B. (2015). *Classroom behaviour: A practical guide to effective teaching, behaviour management and colleague support*. London: Sage.
- Rogers, B. (1998). *You know the fair rule and much more: Strategies for making the hard job of discipline and behaviour management in school easier*. London: Sage.
- Rossouw, J.P. (2003). Learner discipline in South African public schools: A qualitative Study. *Koers – Bulletin for Christian Scholarship*, 68(4), 413–435.
- Rossouw, J. P. (2012). The feasibility of localised strike action by educators in cases of learner misconduct. *South African Journal of Education*, 32(2), 133-143.
- Rule, P., & John, V. (2011). *Case study research*. Pretoria: Van Schaik.
- Safran, S. P., & Oswald, K. (2003). Positive behaviour supports: Can schools reshape disciplinary practices? *Exceptional Children*, 69(3), 361-373.
- Serakwane, J. M. (2007). *Establishing discipline in the contemporary classroom* (Doctoral dissertation, University of Pretoria).
- Shannon, G. S., & Bylsma, P. (2007). *Nine characteristics of high-performing schools: A research-based resource for schools and districts to assist with improving student learning*. Washington Office of Superintendent of Public Instruction.
- Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for information*, 22(2), 63-75.
- Simuforosa, M., & Rosemary, N. (2014). Learner indiscipline in schools. *Review of Arts and Humanities*, 3(2), 79-88.
- Singh, N. (2012). *Teacher's management of learner discipline in a primary school in the Phoenix District* (Doctoral dissertation, University of KwaZulu-Natal).
- Stewart, D. (2004). Learner discipline: an Australian perspective. *Koers-Bulletin for Christian Scholarship/Bulletin vir Christelike Wetenskap*, 69(2), 317-336.
- Sun, R. C. (2015). Teachers' experiences of effective strategies for managing classroom misbehaviour in Hong Kong. *Teaching and Teacher Education*, 46, 94-103.
- Taylor, P. C., & Medina, M. N. D. (2013). Educational research paradigms: From positivism to multiparadigmatic. *The Journal of Meaning-Centered Education*, 1(2), 1-13.

- Tungata, M. (2006). *Maintaining discipline in schools in the post-corporal punishment era* (Doctoral dissertation, Nelson Mandela Metropolitan University).
- Van Deventer, I. (2000). *School management skills. Study Unit 1*. Pietermaritzburg: University of Natal/ SACTE.
- Van Wyk N. (2001). Perceptions and practices of discipline in urban black schools in South Africa. *South African Journal of Education*, 21, 195-201.
- Vulliamy, G. (1987). School effectiveness research in Papua New Guinea. *Comparative Education*, 23(2), 209-223.
- Wolhuter, C. C., & Steyn, S. C. (2003). Learner discipline at school: a comparative educational perspective. *Koers: Bulletin for Christian Scholarship Koers: Bulletin vir Christelike Wetenskap*, 68(4), 521-538.
- Zulu, G. K. (2008). *The challenges in the implementation of the alternatives to corporal punishment in the rural primary schools in KwaZulu-Natal* (Doctoral dissertation, University of KwaZulu-Natal).

LETTER OF REQUEST TO DEPARTMENT OF EDUCATION

3 Amy Mews
19 Down Avenue
Montclair
4061
26 March 2018

Attention: The Superintendent-General (Dr EV Nzama)

Department of Education
Province of KwaZulu-Natal
Private Bag X9137
Pietermaritzburg
3201

Dear Sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is **Phindile Happiness Mabaso**, a Masters student in the School of Education at the University of KwaZulu-Natal (Edgewood Campus). As part of my degree fulfilment, I am required to conduct research. I therefore kindly seek permission to conduct research in two schools under your jurisdiction in Umlazi District. The title of my study is: **Experiences of teachers in managing learner discipline: A case study of two high performing schools in townships.**

This study focuses on exploring teachers' experiences of maintaining learner discipline in selected high performing schools in Umlazi district. The planned study will focus on teachers in two high performing schools. The study will use semi structured interviews with the teachers. Participants will be interviewed for approximately 30-45 minutes at the times convenient to them which will not disturb teaching and learning. Each interview will be voice-recorded. . In addition, I will request to do document analysis (in particular, learner's code of conduct, school discipline policy and incident book).

Responses will be treated with confidentiality and pseudonyms will be used instead of the actual names. Participants will be contacted well in advance for interviews, and they will be purposively selected to participate in this study. Participation will always remain voluntary which means that participants may withdraw from the study for any reason, anytime if they so wish without incurring any penalties.

You may contact my supervisors, UKZN Research Office or me should you have any queries or questions:

Supervisor:

Prof. TT Bhengu

Tel. +27 (0)31 2603534 (Office)

Tel. +27 (0)83 9475321(Mobile)

E-mail. bhengutt@ukzn.ac.za

UKZN Research Office

Mariette Snyman

HSSREC-Ethics

Tel: 0312608350

E-mail: snymanm@ukzn.ac.za

My contact number:

Cell: 0748939391

E-mail: phindzo@gmail.com

Research tools are attached herewith for your perusal.

Your anticipated positive response in this regard is highly appreciated.

Thanking you in advance

Yours sincerely

Miss P.H. Mabaso.

LETTER TO GATEKEEPERS (PRINCIPALS)

3 Amy Mews

19 Down Avenue

Montclair

4061

06 March 2018

The Principal

Dear Sir/ Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is Phindile Mabaso, a Masters student at the University of KwaZulu-Natal (Edgewood Campus). As part of my degree requirement, I am required to conduct research. I therefore kindly seek permission to conduct this research at your school. My study title is: **Experiences of teachers in managing learner discipline: A case study of two high performing schools in townships.**

PLEASE TAKE NOTE THAT:

- There will be no financial benefits that participants may accrue as a result of their participation in this research project.
- Your identity will not be divulged under any circumstance/s, during and after the reporting process.
- All your responses will be treated with strict confidentiality.
- Fictitious names will be used to represent your names.
- Participation is voluntary; therefore, you are free to withdraw at any time you so wish without incurring any negative or undesirable consequences/penalty on your part.

- The interviews shall be voice-recorded to assist me in concentrating on the actual interview.
- Participants purposively selected to participate in this study and they will be contacted well in advance for interviews.

For further information on this research project, you may contact my supervisor, the Research Office or me should you have any queries or questions:

Supervisor:

Prof. TT Bhengu

Tel. +27 (0)31 2603534 (Office)

Tel. +27 (0)83 9475321(Mobile)

E-mail. bhengutt@ukzn.ac.za

UKZN Research Office

Mariette Snyman

HSSREC-Ethics

Tel: 0312608350

E-mail: snymanm@ukzn.ac.za

My contact number:

Cell: 0748939391

E-mail: phindzo@gmail.com

Research tools are attached herewith for your perusal.

Your anticipated positive response in this regard is highly appreciated.

Thanking you in advance

Yours sincerely

Miss P.H. Mabaso

LETTER TO PARTICIPANTS

3 Amy Mews

19 Down Avenue

Montclair

4061

20 March 2018

Dear Sir/ Madam

INFORMED CONSENT LETTER

My name is Phindile Happiness Mabaso. I am a Masters of Education student studying at the University of KwaZulu-Natal, School of Education (Edgewood Campus). As part of my degree requirements, I am required to conduct research. I have identified you as one of my potential research participants. I therefore kindly seek your permission to be part of my research project. My study title is: **Experiences of teachers in managing learner discipline: A case study of two high performing schools in townships**. The objectives of the study are:

- To explore teachers' experiences of maintaining learner discipline in selected high performing secondary schools in Umlazi District.
- To seek an understanding about how teachers implement disciplinary practices in ensuring that teaching and learning is effective.
- To identify barriers to effective discipline maintenance and solutions to such barriers.

PLEASE NOTE THAT:

- Your confidentiality is guaranteed as your inputs will not be attributed to you in person, but reported only as a population member opinion.
- The interview may last for about 1 hour and may be split depending on your preference.
- Any information given by you cannot be used against you, and the collected data will be used for purposes of this research only.
- Data will be stored in secure storage and destroyed after 5 years.

- You have a choice to participate, not participate or stop participating in the research. You will not be penalised for taking such an action.
- Your involvement is purely for academic purposes only, and there are no financial benefits involved.
- If you are willing to be interviewed, please indicate (by ticking as applicable with an X) whether or not you are willing to allow the interview to be recorded by the following equipment:

	Willing	Not willing
Audio equipment		
Photographic equipment		
Video equipment		

I can be contacted at:

Email: phindzo@gmail.com

Cell: 0748939391

My Supervisor is Prof TT Bhengu who is located at the school of Education, Edgewood Campus of the University of KwaZulu-Natal.

His contact details: email: bhengutt@ukzn.ac.za, Phone number: 031 2603534.

I hope this letter will find your positive consideration, thanking you in advance.

Yours Sincerely

Phindile H. Mabaso

INFORMED CONSENT FROM PARTICIPANTS

PLEASE COMPLETE THE FOLLOWING SECTION FOR CONSENT OF PARTICIPATION:

DECLARATION

I _____ (Full names of participant) hereby confirm that I understand the nature and purpose of the study entitled: Experiences of teachers in managing learner discipline: A case study of two high performing schools in townships. I agree to participate in the study. I am also fully aware that I have the right to withdraw from the study at any point should I wish to do so, without any negative or undesirable consequence. I am also aware that there are neither any foreseeable direct benefits nor direct risks associated with my participation in this study. I therefore understand the contents of this letter fully and I do **GIVE CONSENT / DO NOT GIVE CONSENT** for the interviews to be digitally recorded.

SIGNATURE OF PARTICIPANT

DATE

DATA GENERATION TOOL

INTERVIEW GUIDE FOR TEACHERS

1. I have read many reports indicating an increase in discipline problems in schools. Would you say that you have high incidents of discipline problems among the learners? If that is the case, what are some of the discipline problems you face in class as a teacher? Please elaborate.
 2. As a teacher what do you understand to be your role in managing learner discipline? [Probes: What do you actually do to manage learner discipline in your class? Please elaborate. Would you say that the strategies you are using are effective in maintaining learner discipline? Please elaborate].
 3. What kind of support do you get from various stakeholders with regard to the issue of learner discipline? [Probes: who are these stakeholders? In what way is the support you receive effective?]
 4. Are there any school policies in place to address discipline problems? [Probes: How do these policies assist you as a teachers in dealing with learner discipline? How does the way you manage learner discipline support teaching and learning in your class? Does it help to improve performance of your learners? If it does, how?]
 5. Learning and teaching is said to be negatively affected by the learner misbehaviour. In what way does learner misbehaviour affecting teaching and learning in your school? What exactly do you do to mitigate the effects of learner misbehaviour?
 6. Teachers face multiple challenges when managing discipline measures, can you explain the challenges you encounter when managing learner discipline?
Probe: How do you overcome these challenges?
- NB Before we conclude our conversation, is there anything that you would like to share with me as a researcher on the management of learner discipline towards effective teaching and learning which I have not asked you but you feel that it is important to share with me? Please feel free to share that with me.

Thank you for your time and the opportunity to have this conversation!

DEPARTMENT OF EDUCATION CLEARANCE



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1063

Ref.:24/8/1540

Ms P.H Mabaso

3 Amy Mews
19 Down Avenue
Montclair
4061

Dear Ms Mabaso

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **'EXPERIENCE OF TEACHERS IN MANAGING LEARNER DISCIPLINE: A CASE STUDY OF TWO HIGH PERFORMING SCHOOL IN TOWNSHIPS**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 23 May 2018 to 09 July 2020.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers below
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.


Dr. EV Nzama
Head of Department: Education
Date: 23 May 2018

KWAZULU-NATAL DEPARTMENT OF EDUCATION

Postal Address: Private Bag X9137 • Pietermaritzburg • 3200 • Republic of South Africa

Physical Address: 247 Burger Street • Anton Lembede Building • Pietermaritzburg • 3201

Tel.: +27 33 392 1063 • Fax.: +27 033 392 1203 • Email: Phindile.Duma@kzndoe.gov.za • Web: www.kzndoe.gov.za

Facebook: KZNDOE... Twitter: @OBE_KZN... Instagram: kzn_education... Youtube: kzndoe

...Championing Quality Education - Creating and Securing a Brighter Future

TURNITIN CERTIFICATE

The screenshot displays the Turnitin Feedback Studio interface. The main document area shows the title "EXPERIENCES OF TEACHERS IN MANAGING LEARNER DISCIPLINE: A CASE STUDY OF TWO HIGH PERFORMING SCHOOLS IN TOWNSHIPS" by Phindile Mabaso. Below the title, it indicates "CHAPTER ONE" and "ORIENTATION OF THE STUDY". The interface includes a "Match Overview" sidebar on the right showing a total match percentage of 8%. The sidebar lists several matches with their respective percentages: "Submitted to University..." (2%), "repository.up.ac.za" (1%), "researchspace.ukzn.ac..." (1%), "Submitted to Varsity C..." (<1%), "www.schoolguide.co.za" (<1%), and "Submitted to University..." (<1%). The bottom status bar shows "Page: 1 of 58", "Word Count: 21032", and "Text-only Report".