

**Novice teachers and classroom management: Exploring classroom disruptive behaviour forms
and their management by novice teachers in a township secondary school**

By

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ABSTRACT

Disruptive behaviours in schools have been an ongoing pandemic, especially in township schools. This study explored classroom disruptive behaviours forms and their management by novice teachers in a township secondary school. The study's objectives were to explore forms of disruptive learner behaviours encountered, how and why novice teachers managed those behaviours in their classrooms in the way they did.

By novice teachers, the study referred to teachers who are fresh from universities, enthusiastic and keen to impart the knowledge they acquired. However, in their classrooms, they are met with the challenge of disruptive learner behaviours and are expected to simultaneously deal with learner disruptions creating an effective teaching and learning environment. The study was framed by Bronfenbrenner's ecological systems theory, which looks at a person's development.

The researcher employed a qualitative approach rooted in the interpretive paradigm. A case study of one township secondary school was used to explore disruptive learner behaviours forms and novice teacher's management of disruptive learner behaviours. The school had about 16 novice teachers, and six of them were purposively sampled to participate in a semi-structured interview and non-participant observation. Data collected were analysed using thematic analysis.

Data generated indicated that novice teachers encountered several classroom disruptions such as noisemaking, late coming, sleeping, eating, and cell phone use. Factors such as home, societal settings, drug use, and overcrowding in the classrooms, were viewed as triggering disruptive behaviours. Findings revealed that novice teachers did not possess effective strategies to manage disruptive behaviours. However, they tried several strategies, starting by personally dealing with a disruptive learner, involving experienced teachers or School Management Team, and finally involving parents if the behaviours persisted. It was noted that the strategies employed by novice teachers were reactive rather than proactive and were meant to limit rather than eliminate disruptive behaviours. The study concluded that novice teachers need to be equipped with skills of creating a positive climate with less or no disruptions and with proper strategies to deal with the different forms of disruptive learner behaviours. The study recommended that the Department of Education organise in-service

programs for novice teachers to equip them with the necessary skills for managing disruptive learner behaviours in schools. Moreover, it was recommended that schools organise motivational talks for learners that specifically deal with disruptive behaviours.

Key terms in the study: Classroom management, disruptive behaviour, novice teachers, forms of disruptive behaviour.

PREFACE

The work described in this thesis was carried out in the School of Curriculum Studies

Lungile Patience Buthelezi, January 2021

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LIST OF ACRONYMS

DoE-	Department of Education
DBE-	Department of Basic Education
HOD-	Head of Department
KZN-	Kwa-Zulu Natal
NT's-	Novice Teachers
SMT-	School Management Team
ATCP-	Alternatives to Corporal Punishment
SGB-	School Governing Body

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DEDICATION

This thesis is dedicated to my late foster parents, Mrs. Gretta Ntombemhlophe Machi (uMaNene) and Mr. Gideon Mzingelwa Machi, who gave me the basis of education, supported me in all aspects of my early and secondary education. Thank you for instilling the importance of education in me. The dreams you had about me have been fulfilled. You will always be part of my life.

I also dedicate this thesis to my two sons Sboniso Minenhle Mhlengi and Sambulo Samkelo Musomuhle (my Putswanas). Your dad and I have shown you the path and hope you are inspired. Education is your key to a bright future.

DECLARATION

I, Lungile Patience Buthelezi, declare that

The research reported in this thesis, except where otherwise indicated, is my original work.

This thesis has not been submitted for any degree or assessment at any other institution.

This thesis does not contain other persons' data, picture, or other information unless specifically acknowledged as being sourced from other persons.

This thesis does not contain other persons' writing unless specifically acknowledged as being sourced from other scholars. Where written scholars have been quoted, then their words have been re-written, but the general information attributed to them has been referenced.



L.P. Buthelezi

18 January 2021

Date

CHAPTER 1

INTRODUCTION

1.1 Introduction

This chapter serves as an introduction to the study entitled Novice teachers and classroom management: Exploring novice teacher' management of disruptive learner behaviour in a classroom of township secondary school. The chapter focuses on the orientation of the study, the background of the study, motivation, the aims of the study, the objectives of the study, key research questions of the study, and the significance of the study. The last part of the chapter presents the organisation of the study with a brief description of what each chapter entails.

1.2 Orientation to the Study

A conducive classroom climate is considered key to effective teaching and learning. Unfortunately, a conducive learning environment is not easy to achieve because of disruptive learner behaviours that occur in the classrooms (Skipa, Ormiston, Martinez and Cummings,2016).Kerr and Nelson (2010) opine that all teachers, regardless of their effectiveness, efficiency, and experience; will have to manage behaviour problems in the classrooms at some stage of their career. Louw, Du Toit and Jacobs (2016) state that teachers, by virtue of their profession, are responsible for creating a disciplined environment in their classroom so that meaningful teaching and learning can take place. Disruptive learner behaviour in the classroom is currently a cause for concern in many schools. Teachers' inability to create a conducive climate for teaching is blamed for poor academic performance exhibited by learners.

According to Kubeka, (2018), poor academic achievement is caused by lack of or ineffective discipline. The democratic dispensation emphasized human rights, which saw corporal punishment being outlawed as a disciplinary tool. Corporal punishment was the teachers' most used mechanism to discipline learners. The outlawing of corporal punishment left teachers helpless and disempowered (Maphosa & Shumba, 2010).

Teachers' personal and professional well-being is important for teaching and learning. Teachers have been expressing difficulty in teaching disruptive learners in their classrooms,

resulting in many resignations and sickness cases (Skaalvik, Skaalvik, 2011, Fetherstone and Lummins, 2012). Split, Koomen and Thigs (2011) suggest that teachers' connections with specific learners can be a source of teachers' everyday emotional experiences and well-being because teacher-learner relationships constitute a basic need for relatedness. Teacher morale has been dampened by disruptive learner behaviour leading to a gradual loss of enthusiasm in teaching. Morongwa (2010) reveals that learners' lack of discipline impacts on teachers' morale, and the latter may feel furious, irritated, drained, exhausted, disinterested, and eager to leave the teaching profession.

1.3 Background to the study

Globally, the education system is facing learner indiscipline challenges that militate against effective teaching and learning in the classrooms. Learner indiscipline is a global pandemic which impedes effective teaching and learning processes in the classrooms. Disruptive behaviour is any behaviour that disturbs the effective and smooth running of the teaching and learning processes. Schools with no discipline experience a decline in academic achievements.

Many schools are currently facing the dilemma of unruly and misbehaving learners. Teachers see misbehaviour as challenging in the profession, especially in the classrooms. The studies done by several researchers (Marais & Meier 2010, Sifumorosa & Rosemary, 2014, Mansor, Sanasi, Nor, Nasir & Wahab 2017) reveal that learners become disruptive at school due to many reasons such as peer influence, overcrowded classrooms, parents' inability to support learners, failure to complete work, poverty, demotivation, collapsing family structure, media and communication technology, school culture and its leadership.

Maphosa and Mammen (2011) note that the matter of learner indiscipline has been widely noticed, both nationally and internationally. South Africa is no exception to the challenge of indiscipline in the classrooms. Novice teachers in South African schools complain about disruptive learner behaviour that impedes learning. Discipline is a pre-requisite to excellent academic performance (George, 2010).

When learners do not follow classroom rules, the teaching and learning environment is disrupted. Sun and Shek (2011) reveal that teachers perceive disruptive behaviors as those

involving rule-breaking, contravening implicit norms or expectations, being irrelevant in the classroom environment, and disturbing teaching and learning. These require teachers' intervention. Teacher intervention can only be successful if teachers are well equipped with skills that help alleviate disruptive behaviours

Ngwokabuenui (2015) observes that the habitual types of disruptive behaviours are disrespect to teachers and school representative council of learners, misconduct of learners and impermissible habits. Unnecessary talking during the lesson, fighting, bullying of other learners and teachers late coming, cell-phone use, being disrespectful and disobedient are forms of disruptive behaviour that learners depict in secondary schools. Maphosa and Mammen (2011) found noisemaking, failure to submit activities for marking, not bringing material as required, talking out of turn, bullying and teasing other learners, unnecessary absenteeism, swearing at others and non-completion of given assignments, prevalent in schools participating in their study. Maphosa and Mammen, (2010), Allen, (2010), Sibisi, (2016) mention absenteeism, teasing, intimidating other learners, stealing, physical and verbal attacks on fellow learners, impermissible drawings classroom and toilet walls, destroying school property, verbal attacks on teachers, intoxicant abuse, sexual harassment, and ill-treatment female learners as prevalent forms of indiscipline. Stanley (2014) recommends that effective school discipline be encouraged to control learners' behaviour and improve learners' general academic performance. Learners with disruptive behaviour come from unsettled homes where there is a lack of a family support structure (Sifumurosa & Rosemary, 2014)

Dhlamini (2016) suggests that behaviour is influenced by the socio-economic status, violence within the community, family structure, health status, and guidance and counselling. Some learners grow up being rejected by families and others lose their parents when they are very young and are now heading their families, some are struggling with no provision for their needs due to parents being unemployed hence no income. Sifumorosa and Rosemary (2014) note that learners with disruptive behaviour come from troubled homes where there is a lack of nurturing family structure. Peer pressure is also one factor contributing to learner indiscipline. Most research conducted point at families, societal ills, peer pressure and schools as contributing to indiscipline. Wolhuter and Oosthuizen (2003), Marais and Meier (2010), and Ncotsha and Shumba (2013) note that family, community, peer pressure among other causes of disruptive behaviour. Parents and teachers are custodians of discipline and are

expected to have a co-operative relationship, which seeks to help learners succeed (Webster-Straton, Reid & Hammond, 2010, Maphosa & Shumba, 2010).

In most cases, disruptive learner behaviour has been blamed on learners. However, Stanley (2014) suggests that indiscipline should also be blamed on teachers who do not hold firmly to their roles, teacher absenteeism, present unplanned lessons, fail to maintain discipline in the classroom, and lack professional work ethic. Sifumorosa and Rosemary (2014) reveal that teachers' code of conduct addresses issues such as relationships with the learner and lack of loyalty and devotion, leading to learner indiscipline. In many instances, novice teachers point at, among other reasons, disruptive learner behaviour as reasons for quitting or wanting to quit the profession.

Disruptive learner behaviour has contributed to academic underperformance for many learners. Teachers at different levels lament disruptive behaviour as a hindrance towards proper attainment of positive outcomes in the classroom. Not all learners are disruptive in the classroom, but those whose attitude is positive and are willing to learn to get frustrated when lessons are stalled due to disruptions caused by disruptive learners. Constant interferences to maintain order distracts positive learners' focus and achievement (Blank, Slavit, 2016).

Disruptive learners may influence co-operating learners to become disruptive, thereby causing a disorderly classroom climate where effective teaching becomes impossible. Disruptive behaviour reduces the prospects of learners' success. Novice teachers' enthusiasm declines when they should constantly discipline learners instead of teaching (Hagenauer, Hascher & Violet, 2015, Lazarides, Fauth, Gaspard & Gollner, 2021). Benewaa (2017) notes that discipline matters have negative effects on teachers, learners and school administrators. Learners' attitude to schoolwork becomes negative, resulting in persistent underperformance (Lekganyane (2011). Disruptive behaviour has a significantly negative outcome on learners, not only academically, but also on their health, especially those who abuse drugs. The study focused on novice teachers and how they managed disruptions because they lack experience and must adapt to several new activities in the school.

Novice teachers regard the maintenance of discipline as a serious challenge. They are new in the school setting, are acquainting themselves with new policies, the job description, lesson planning, classroom management, and getting to know new people around them. Novice

teachers experience anxiety during the period of learning about the new context. Disruptive learner behaviour compounds the classroom management challenge on novice teachers whose management skills are developing. Novice teachers endure the unhealthy classroom condition, are vulnerable to the situation and become anxious and stressed. Naicker (2014) reveals how discipline problems torment teachers' emotional as well as social state. Browne (2013) found that teachers pointed at misbehaviour as a major concern and indicated being ill-equipped to help students who exhibited challenging behaviour. The lack of discipline in the classroom is a source of daily stress among teachers.

Since the changing of laws that govern the maintenance of discipline, it has become difficult for teachers to deal successfully with learners who exhibit challenging behaviour. Njoroge and Nyabuto (2014) state that the Kenyan government has attempted to curb unrest in schools, but indiscipline is still every day's problem, and it hampers good academic performance. Stanley (2014) indicates that effective school discipline should be encouraged by controlling learners' behaviour to enhance learners' general educational achievement. Generally, discipline is every teacher's concern in schools. Punitive strategies such as corporal punishment became redundant when the democratic government enacted laws against punitive measures. Alternatives to corporal punishment (ATCP) were introduced to replace all punitive measures meted out to learners (Khewu, 2012). The outcry about the ATCP has been that they are not properly understood, and their effectiveness is not yet confirmed. Ntuli and Machaisa (2014) posit that one of the reasons for not applying the ATCP is the lack of or minimal training regarding its application within the school context.

Discipline is one of many aspects of classroom management. It requires skills and ability to create a positive and enhancing, effective environment in which teaching, and learning can occur without any disturbances. Teacher training institutions focus more on a theory-based education regarding classroom management (Puustinen, Santtii, Koski & Tamm, 2018). Musingafi and Mafumbate (2014) argue that student teachers are taught theoretical concepts of the teaching and learning process which are meaningless without practice. Novice teachers mostly work alongside mentors during field practical in schools, which deprives them of the opportunity to deal with disruptions without mentors' assistance.

Majani (2020) reveals that student-teachers did very little to enhance their knowledge of maintaining appropriate classroom behaviour. Instead, they relied on punitive strategies to

deal with disruptive students. With the outlaw of punitive measures in schools, reality shock engulfs novice teachers when they start their jobs. They struggle to deal with learners who exhibit problem behaviour and therefore, need collegial support. Meristo and Eisenschmidt (2013) confirm that a supportive school climate is requisite to novice teachers' self-efficacy beliefs.

1.4 Statement of the problem

I decided to undertake this study because of my experience of being a novice teacher in my career. As a professional, I am currently witnessing novice teachers' battle with disruptive behaviours in the classrooms. I started teaching in the year 2011, and since then, I have encountered many learners who exhibit disruptive behaviours, within and outside the classroom. With the unruly behaviour displayed by these learners, novice teachers who are assigned with the responsibility of teaching and taking care of them develop negative attitudes towards learners and towards the teaching profession. Most schools in Umlazi are characterised by overcrowded classrooms, where the teacher-learner ratio is higher than normal. Learners come from diverse backgrounds such as child-headed, single, unemployed, illiterate, poor, criminal, and domestic violence parent families. Learners from these backgrounds may bring disruptive, chaotic, and defiant behaviour into the classrooms.

Novice teachers face challenges when performing their duties as indicated in the Norms and Standards for Educators Act 82 (RSA-DoE, 2000). For beginner teachers, disruptive classroom interactions cause angst feelings and may result in improper teaching (Admiraal, Korthagen, Lukte Gollner & Trautwein, 2000). Carpersen and Raaen, (2014) note that teachers often say their first job after graduation is an appalling experience. Most teacher training programmes provide beginner teachers with theoretical knowledge which they are expected to apply in practical contexts. Teachers seem to have difficulties with this transition and the application of the knowledge becomes an arduous exercise. When reality confronts them, it becomes difficult to cope. This study explored novice teachers' classroom management of disruptive learner behaviour in a secondary school.

1.5 Aim of the study

The study aimed at exploring classroom disruptive behaviour forms and their management by novice teachers in a township secondary school.

1.6 Objectives of the study

The objectives of the study were:

- 1.6.1 To explore forms of disruptive learner behaviour novice teachers encounter in the classroom in a township secondary school.
- 1.6.2 To explore novice teachers' management of disruptive learner behaviour.
- 1.6.3 To understand why novice teachers manage disruptive behaviour the way they do.

1.7 Key Research Questions

- 1.7.1 What forms of disruptive learner behaviour do novice teachers encounter in the classroom environment?
- 1.7.2 What strategies do novice teachers use to manage disruptive learner behaviours?
- 1.7.3 Why do novice teachers manage disruptive learner behaviour in their classroom the way they do?

1.8 Significance of the study

Available literature indicates that not much work has been done on novice teachers and classroom management of disruptive learners nationally and internationally. Misbehaving learners and discipline problems are an intricate part of every teacher's teaching experience. Schools have a valid code of conduct to address learner behaviour, which is not always effective (LeeFon, Jacobs, Le Roux & De Wet, 2013). Despite the schools' code of conduct is made available to learners, learners do not adhere to it.

The study sought to raise awareness to the Department of Education in developing programmes to assist novice teachers' classroom management. The focus of South Africa Department of Basic Education is on improved matriculation pass rates and academic standards with little concern for the growth and development of teachers (Moletsane, 2004). According to Swart (2013), there needs to be a clear connection between the beginner teacher and the induction phases in new teacher education. Many beginner teachers require assistance in adapting to their new professional conditions, managing their classrooms, understanding the curriculum, and acquiring teaching resources (Dishena, 2014). It is because of that, that mentors are required.

From an array of research conducted on novice teachers and classroom management, only a few studies have been done on novice teachers and classroom management of learners exhibiting disruptive behaviour in a township secondary school. The location of the study, which is in Umlazi township, made the study different from other studies, due to socio-economic factors of the area.

1.9 Delimitation of the study

Out of many secondary schools in different townships, the study was conducted in one school, therefore, the results cannot be generalised.

1.10 Research Approach

According to Creswell (2013), research approaches are plans and processes for research that bridge the stages from general assumptions to specified data generation methods, analysis and interpretation. This study adopted a qualitative approach under the interpretative paradigm. A qualitative approach gives researchers the best opportunity to understand the innermost ‘lived experiences’ of research participants (Alase, 2017). A qualitative approach permits a friendly interaction between the researcher and the participants in generating rich descriptive data concerning the phenomenon.

1.11 Research Design

This study adopted a case study design. A case study focuses on a very small number of participants as a phenomenon to be studied (Zainal, 2007). Six participants were purposively selected to provide in-depth data, which is key to understanding novice teachers’ management of disruptive learner behaviour in a classroom within a township secondary school.

1.12 Sampling

Sampling aims to identify a particular group of people, who either have characteristics or lived experiences suitable to the social phenomenon that is being studied (Jalali, 2013). Sampling involves sample size and sample designs. Bertram and Christiansen (2014) note that a researcher chooses which people, groups, or objects to involve in the sample. The target population was novice teachers, from which purposive sampling was carried out to gather information regarding novice teachers’ management of disruptive learner behaviours in a classroom of a township secondary school. Six novice teachers, who had the least

experience, ranging between 1-5 years of teaching, were selected to participate in the study. Selected NTs taught different grades within a secondary school identified as a research site.

1.13 Data generation

As mentioned above, a case study was the most suitable design for this study. Data generation was done through semi-structured interviews and observations.

1.13.1 Semi-structured interviews

Rule (2011) and Yin (2013) concur that an interview is the most ordinary and familiar technique of generating data in qualitative research and is frequently used in case studies. In planning the generation of data, the researcher designed an interview schedule with open-ended questions that would simplify and guide the process of data generation. Open-ended questions allowed for in-depth and rich data while observing respondents' emotions and expressions.

1.13.2 Observation

Cohen et al. (2013) say observations allow the researcher to generate real data from naturally occurring settings. The researcher observed all six novice teachers interacting with learners in the classroom. Special attention was paid to novice teachers' response to disruptive learner behaviours.

1.14 Data analysis

Cohen, *et al.* (2013) states that qualitative data include organising, accounting for, clarifying the data, making the meaning of the data in terms of the participants' descriptions of the situation, themes, groupings and consistencies. Data generated through interviews and observations were transcribed, coded, and then analysed thematically.

Chapter 1: provided a brief overview of the background of the study, statement of the problem, aims and objectives of the study, key research questions, a significance of the study, location of the study, research approach, research design, sampling, and data generation for the study.

Chapter 2: discusses literature reviewed that is related to the study and the theoretical framework adopted. The literature includes recent and current documents on novice teachers' management of disruptive learner behaviour.

Chapter 3: outlines the research design, the paradigm and approach and the methodology used for the study. The selection of participants was done purposively. Data generation tools comprised of semi-structured interviews and classroom observations. Consideration of ethical issues and limitation are also discussed in this chapter.

Chapter 4: presents and analyses the data generated. Presentation is done using the exact words spoken by novice teachers (verbatim). Four themes emerged from the data generated and are used to present and analyse data.

Chapter 5: concludes the research study by discussing the findings, limitations, and recommendations.

1.15 Conclusion

This chapter introduced the study and made discussions under the following headings: orientation of the study, a background of the study, motivation, aims of the study, objectives of the study, key research questions, the significance of the study, delimitation of the study, research approach, research design, sampling, data generation, data analysis and the organisation of the study. Chapter two focuses on the literature review and theoretical framework that informed the present study.

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1. Introduction

In the previous chapter, a brief introduction was given that provided the background and motivation for the study, statement of the problem, significance of the study, research aims and objectives, key questions, concepts, theoretical framework, and organisation of the study. This chapter focuses on the review of relevant literature related to the topic.

Fox and Bayat (2007) describe the literature review as a critical assessment and summary of the range of previous and current literature in each area of knowledge. It may be restricted to formal documents or papers and books written on one discipline or sub-discipline, or it may be wider ranging within another discipline or sub-discipline. This study adopted Bronfenbrenner's (1979) Social-Ecological Theory as a theoretical framework.

2. 2 Definitions of key terms

This section defines terms relevant to this study. "Terms and concepts are the building blocks of theory and are requirements of scientific knowledge" (De Vos & Strydom, 2013, p.33). Certain terms are used in an umbrella, singular, or specific manner.

2.2.1 *Classroom management*

Wydeman and Mokoena (2015) define classroom management as a wide range of skills and techniques that teachers use to keep learners focused, organised, orderly, attentive, on task and educationally productive during the lesson. Evertson and Weinstein (2013) define classroom management as teachers' actions to promote an environment conducive for academic and social-emotional learning. Classroom management includes maintaining control over learners using acceptable discipline and encouraging effective environments fostering instructional learning and appropriate behaviour (Little & Akin-Little, 2007). It is important to explore novice teachers' management of disruptive learner behaviour in the classroom.

2.2.2 Disruptive Behaviour

Gordon and Brown (2004) describe disruptive behaviour as simply improper behaviour. The University of North Carolina student affairs office (2015) defines disruptive behaviour as a behaviour that disturbs, defocuses, impedes, hinders, or prevents any normal operations and functions of the school. In the context of this study, disruptive behaviour is viewed as any form of learner conduct that inhibits effective teaching and learning.

2.2.3 Novice teacher

Different researchers (Farrel, 2012, Kim & Roth, 2011 Heynes, 2011) use varying number of years to define who a novice teacher is. These range from one to five years of teaching experience. There is no agreement on how many years of teaching are necessary to be an experienced teacher. A novice teacher is defined as a teacher who is teaching something new for the first time (Farrel, 2012). In some studies, a novice teacher is defined as a teacher with less than five years of teaching experience (Kim & Roth, 2011). Novice teachers can be in their first year of teaching with little or no prior teaching experience. For this study, the term novice teacher is defined as a teacher who has been teaching for five years or less. The next section discusses the international perspectives on the topic.

2.3 International Perspectives of disruptive learner behaviours

Kuhn, Ebert, Gracey, Chapman and Epstein (2015) note that challenging behaviours, such as defiance, hostility, and aggression, define disruptive classroom behaviours. Allen (2010) believes that disruptive behaviour is as a result of our society becoming antisocial and violent which has forced some teachers to seek improved ways of balancing learners' behaviours.

Disruptive behaviours in the classrooms is an international problem that has resulted in teachers leaving the profession (Attrition). Suppose disruptive learner behaviours are a problem for experienced teachers. How are novice teachers coping with and surviving disruptive learner behaviours, with no experience in the field? Disruptive behaviour has implications for educational instruction; time spent managing disruptive, and the amount and quality of instructional time (Flower, McKenna & Haring, 2013).

For novice teachers, being away from the teacher training universities' safe and familiar environment can be very isolating. It may add to the pressures they experience during their

early years of actual teaching as professionals. The challenges faced by novice teachers vary from struggling with classroom management matters to dealing with lesson planning while adapting to a new environment and getting to know colleagues is also a hurdle. On top of all these challenges, novice teachers have to deal with disruptive learner behaviours.

Due to challenges that are related to classroom management issues, it has been noted that the number of novice teachers leaving the teaching profession during the first three years is high universally (Clark, 2012, Redding, 2018). Teacher adaptation can happen over a while, but adaptation requires a lot of support and guidance from the school management team and experienced teachers. Additional to the theory learned in universities, novice teachers need contextual training based on the individual school's setup. Lack of support and skills to deal with the challenges that cause stress and anxiety for novice teachers which may lead to decisions to leave teaching as a profession.

Teacher attrition poses negative outcomes for the Department of Education but is more hurtful to the principals who, while trying to strengthen their teams, face losing some of the team members. When the trusted member who has internalised the shared vision of the school leaves, principals suffer tremendously as they would be required to get a new member who might take time to adapt to the team. Matoti (2010) mentions an unsafe school environment among some reasons for teacher attrition. Since democratic dispensation with all the rights involved teachers do not feel safe in schools, some teachers opt for early retirements, resigning which then leave the gap and reduce the skills of teachers who would empower novice teachers with skills to manage and manage succeed in the profession.

Teacher attrition negatively affects school routine and management because it harms the efforts to construct a solid organisational culture and to maintain staff solidarity and satisfaction (Hanselman, Grigg, & Bruch, 2014). This explains the increased interest in the role and responsibility of teachers in managing disruptive behaviours and the effect of this behaviour on novice teachers' quality of life in the workplace. Further, research indicates that novice teachers' perceptions of being unready appear to be a concerning issue worldwide (O'Neill & Stephenson, 2014, Woodcock & Reupert, 2012).

Many novice teachers express apprehension that something bad might happen when dealing with disruptive behaviours, especially in a recent period that the media has been broadcasting incidents of teachers being attacked by learners.

Reupert and Woodcock, (2010) found that new teachers frequently employ initial corrective strategies, even though preventative strategies could produce the same results. In the past teachers were using any form of physical exertion that the learners feared. In a democratic dispensation, any disciplinary strategy must be in line with the human right culture in which any form of physical exertion is not allowed.

Many teachers are not adequately prepared for the behaviour that learners display in the classroom, resulting in challenges to teaching and learning (Flower, McKenna, and Haring, 2017). Vaaland (2017) notes that teachers do not have alternative discipline strategies to apply when their universal strategies become ineffective. The feeling of incompetence among teachers suggests a need for greater focus on class management during the teacher preparation programs and support and guidance during the beginning of teacher mentoring and/or the probationary phase. Flower, McKenna, and Haring's (2017) research results on teacher preparation programmes indicate that new teachers were taught general management measures rather than more specific skills and strategies for dealing with misbehaviour.

Tungata (2006) believes that one of the causes of bad behaviour among learners is their need for status and reputation in the eyes of the class. As children grow up, he further says this 'need for status and prestige grows, and it means that they want to be thought of well by their friends. Vaaland (2017) also confirms that some pupils are striving to attain social power at the cost of others' powerlessness and are also interested in how they can embarrass or threaten the teacher and the teacher's authority. Teachers endure being undermined as learners building their image at teachers' expense. Learners enjoy making teachers laughing stocks in front of their peers and portray them as having inadequate knowledge or not meeting their educational expectations.

Yusoff and Mamsor's (2016) research findings showed that teacher training did not equip novice teachers with adequate skills to manage problematic classes. When they leave their undergraduate programmes, most teachers are unsure whether they are adequately equipped to serve learners and their specific needs. Despite university efforts to provide undergraduate

students with sufficient instructions and practice in behaviour management (O'Neill & Stephenson, 2012). Sezer (2017) posits that novice teachers wrestle with disruptive behaviour in the classroom and are negatively affected by the learners' disruptive behaviour. The high rate of attrition is associated with learner disorderly behaviour. Disruptive behaviour conflicts with learning and may cause teachers to experience stress and anxiety (Vaaland, 2016).

Experienced teachers have been blamed for not being pro-active in assisting novice teachers. However, the experienced teachers argue that novice teachers do not clearly state the challenges they need guidance on. Novice teachers join the profession with some expectations and often experience a gap between their presumed ideals and the reality of teaching practice (Moodley, 2009). Carpersen and Raaen (2014) opine that novice teachers generally lack ways to articulate their own needs to colleagues. They further suggest that the ability of novice teachers to cope with their work should be considered a collective responsibility in schools, rather than the fate of the individual teacher.

According to Buchanan, Prescott, Schuck, Burke, Aubusson, and Louviere (2013), policies on learner discipline were seen by some teachers as impediments to their management of inappropriate behaviour. They further note that the other problems with discipline are exacerbated by real or apparent lack of support from colleagues and senior staff. Experienced teachers are blamed for their inability to assist novice teachers in dealing with disruptive learner behavioural problems in their classroom. In a study on how different mentoring approaches affected beginner teachers' development, Ritcher, Kunter, Ludke, Klusman, Anders and Beumert (2013) observed that qualitative mentoring was better than the frequency of mentoring. Furthermore, they noted that mentoring that follows constructivist rather than transmission principles of learning, fosters teacher efficacy, teaching enthusiasm, and job satisfaction; and reduces emotional exhaustion.

2.4 African perspective

There has been an outcry about indiscipline in schools in most continents, and the African continent is no exception. Zubaida in Idu & Olugbade (2001) mentions several forms of indiscipline among the secondary school students, such as truancy, lateness to school, cultism, drug abuse, insult/assault, theft, rioting, and many other antisocial vices. Similarly, Ali, Dada, Isiaka and Salmon (2014) note that several deeds of indiscipline were widespread

among secondary school learners. Proper disciplinary measures are becoming more and more difficult to apply in the democratic dispensation. African schools seem to have shifted from their original pattern of disciplining children, towards more democratic and civilised patterns mostly guided by Western beliefs and values.

2.4.1 Botswana

Indiscipline incidents in Botswana have grown to become a matter of public concern among key stakeholders such as teachers, family, educators, religious organisations, and education funding agencies (Oats, 2018). Rules and regulations to be followed are available in most schools but learners hardly follow them. The unfortunate part is that poor classroom behaviour affects, not only the ill-disciplined learners but also all those in contact with the learners, such as teachers and other learners (Jacobz, 2015). Teachers are concerned with their well-being as they must deal with disobedience and chaos caused by learners.

There are different reasons put forward as contributing factors to problems in schools. Makwinja (2017) blames the community for not embracing the culture of bringing up children together as a community and concludes that, that has led to problems of misbehaviours at home and in schools. Surroundings inform human development, and families and societies are basic systems where children's characters are shaped and strengthened through instilled beliefs, values, and norms.

While novice teachers struggle with the subject matter, they are also expected to manage classrooms wherein disruptive learner behaviours are difficult and morally draining. Garegae (2008) says teachers feel disempowered by schools' discipline regulations and learners take advantage of such regulations to undermine teachers' authority.

2.4.2 Nigeria

Learner indiscipline has had a negative effect in Nigeria schools. It is regarded as a chronic problem that causes concern in Nigerian schools (Odebode 2019, Hamadi & Lukman 2014, Moye 2015). The future of any country is entrusted to the youth of that country, and so investing in their future is any country's responsibility. Discipline and academic performance are related to education (Stanley, 2014). Moye (2015) reveals a high prevalence of indiscipline among secondary schools' students in Ondo State which has significantly

affected students' interest in schooling and overall students' academic performance in school. Lukman and Hamadi (2014) mention truancy, absenteeism, fighting, stealing and drug addiction among typical examples of disciplinary problems experienced in Nigerian secondary schools.

In addition to that, Nakpodia (2010) highlights that students' discipline problems have grown into an epidemic in Nigerian secondary schools. Nobwodo and Donatus (2015), Ali, Dada, Isiak and Saalmon, (2014) reveal that acts of indiscipline prevalent in Nigerian schools include lateness to school, absenteeism, assault, extortion, theft, fagging, fighting, bullying, intimidation, violent demonstration, organised torture of students, sexual immorality, use of abusive or foul and vulgar language, defacing and destroying of school property and equipment, examination malpractice, drug abuse, and non-compliance to school rules and regulations.

Indiscipline and disruptive learner behaviour cause a setback to a general academic achievement of learners (Bedding 2012). Behavioural problems were more common among children in government schools than in lower socio-economic classes (Akpan, Ojinnaki & Ekanem, 2010). Olugbode (2012) reveals that social problems have a gloomy effect on learners' educational performance. learners' educational performance, learner's social adjustment is affected by social problems, and the deviating behaviours are not restricted to a particular gender.

Two people directly affected by disruptive behaviours are teachers and learners because, if discipline is not maintained, the teacher will not achieve his lesson outcomes. Since outcomes of any lesson are meant to modify learners' behaviours, failure to achieve the lesson outcomes renders the learning and teaching exercise invalid. Invalid teaching and learning result in under-achievement.

The causes of indiscipline and disruptive learner behaviours are very diverse: home, society, schools, curriculum and even teachers and learners are the contributory factors to disruptive learner behaviours. It is a blame game because teachers point at parents and parents point at teachers as the culprits. Nwobodo (2015) found that teachers' negative behaviour in the schools contributes to students' indiscipline and called for counselling of teachers and learners. However, Ogwu (2016) argues that teachers were ripped off powers to manage

indiscipline and while that is the case ill-discipline was gaining momentum causing poor performance academically. Learners' academic progress is all stakeholders' concern. Discipline should not be a one-sided responsibility for teachers. Parents at home and teachers at school form the mesosystem of a child and should participate fully to ensure a child's good behaviour. This suggests that there should be constant interaction among the school community stakeholders to instil discipline. Ali, Dada, Isiak and Salmon, (2014) suggest a wholesome approach to be embraced to manage indiscipline.

2.4.3 Kenya

Kenyan schools are reporting a higher number of indiscipline cases (Ndiata, 2016). Despite the rules and regulations that guide the interactions within the individual schools, there is a concern about the increase of indiscipline. To introduce solutions to misbehaviours the government embarked on creating committees to investigate the causes which have not been fruitful.

Kenyan researchers Ndiata,2019, Kiende 2019 revealed that common cases of indiscipline are noise-making, bullying, fighting, failing to complete assignments, drug abuse, sexual deviance, sneaking out of school, stealing other students' property and general defiance of school authority and rules.

Mwaniki, 2019 and Kiende (2019) mention overprotective guardians, peer pressure, inconsistency in punishments, teacher competence and the abolition of corporal punishment as causes of indiscipline in Kenyan schools. Lack of parental guidance has been consistently named as a major element that contributes to learner indiscipline in Kenya.

Researchers suggest that a school and a classroom climate could be key to managing and curbing indiscipline. Chewen, Munua and Ogoma (2018) note that school climate may influence learners and teacher behaviour. Positive classroom climate lays a conducive environment for progressive teaching. Umar (2017) maintains that the classroom environment plays a crucial role in determining learners' academic achievement levels and holistic growth. Nyongesa (2016) observes that Kenyan schools play a crucial role in the socialisation process

of the young people from where they learn to regulate their conduct, respect others, and manage their time responsibly, and; thus, become responsible citizens

Gitome et al. (2013) postulate that indiscipline makes students lose focus on academic goals. The focus can only be achieved through hard work, time management, respect for others, and self-determination. A high failure rate has been noticed in schools where learners lacked discipline. Discipline allows for a proper and conducive environment which enables effective teaching and learning, without which high academic performance cannot be achieved.

However, maintaining discipline, especially after the phasing out of corporal punishment, has been difficult. In seeking a solution, teachers find themselves having to use corporal punishment. Nyovesa, Chonge and Yegon (2016) noted that most teachers preferred caning pupils as opposed to guiding and counselling them and that most of the discipline methods employed had a positive impact on the pupils' behaviours. The democratic dispensation, however, prescribed that learners be treated humanely, not exposing them to violent acts such as corporal punishment and other physical activities. Onyango, Aloka and Raburu (2016) say corrective measures such as guidance, counselling, manual work, temporal withdrawal from class, and temporal withdrawal of privileges can be used in managing learners' behavioural problems. Anayo (2014) recommends a whole school community approach where all stakeholders are involved in students' discipline.

Teachers are frustrated and helpless and some choose to exit the system to salvage their wellbeing. Kagoiya and Kagemu (2018) recommend re-training of teachers on alternative and acceptable methods of discipline. Teacher continuous development programme may assist in retaining young teachers in the teaching profession. Kiprop (2010) recommends that for effective management of discipline, the cooperation between the heads, staff, learners, parents and the community is crucial.

2.5 National Perspective

South African education is facing a huge problem of the misbehaviour of learners escalating and becoming a cause for learner underachievement and teacher depression. De Witt and Lessing (2013) indicate that the intolerable behaviour of learners in South African schools is a major concern for all stakeholders in the teaching career. Disruptive behaviour is what most

teachers put forward as a challenge to their otherwise enjoyable profession (Marais & Meier 2010, De Witt, 2013 & Robarts, 2016). Usually, teachers would expect respect from learners for teaching and learning processes to run smoothly. It is African for a young person to respect the elderly person irrespective of profession, just under an adult. Unfortunately, the democratic dispensation granted rights to children, which have either a positive or negative impact on how children behave towards older people. There is nothing wrong with granting of the rights to the children, it becomes a problem only when the rights are misunderstood for the licence to disrespect other people. Learners still need to be taught that one's right does not have to undermine the other's right and also that rights come with responsibilities.

Maphosa and Mammen (2011) indicate learners' display insufferable behaviours in classrooms like being generally noisy and disrespectful to teachers. What makes the situation even worse is that learners would respond aggressively whenever teachers are trying to redirect learners. In attempting to establish and create a safe and conducive environment, teachers face aggression from learners. Kubeka (2018) confirmed this, who says reports on the media broadcast the escalation of school violence, such as learners hitting, smacking, and stabbing other learners and teachers. Further, Ngobeni (2013) notes that one learner was caught on camera attacking a teacher with a broom. Such behaviour from learners discourages teachers as it puts their lives at risk, particularly novice teachers who need skills to manage deviant classroom behaviour. It is evident that learners see violent behaviour daily on television and they take that to be a way of life which they practise even in the classroom. Lately, there have been countless incidents of teachers being attacked by learners in schools.

In another incident that shocked the whole of South Africa, a novice teacher (24) was stabbed to death by a 17-year-old learner in North West (Ngqakamba, 2018). The attack on teachers by learners has become a widespread problem. Videos have been trending where learners were videoed attacking teachers in schools. Segalo and Rambuda (2018) note the decline of the teachers' right to discipline learners as characterised by learners' lack of respect, morals and values, and lack of teacher safety and personal protection. While all teachers are affected, of greater concern are novice teachers and their capabilities of managing disruptive learner behaviours. Novice teachers experience a transitional shock when they move from being protected at the institution to becoming a protector in teaching. At the university, their well-being was well taken care of by lecturers and authorities. Still, in schools, they are expected to take care of the well-being of all learners without themselves getting support from

experienced teachers, which brings a shock to them not knowing where and how to start. Botha and Rens (2018) suggest that new teachers must be empowered to adapt and learn from experience and manage their reality shock and stress. Facing disruptive, unruly, and disobedient learners is a cumbersome experience that reduces the spirit and enthusiasm teachers bring to the classroom.

Disruptive behaviour that happens in the classrooms is a threat to teachers' well-being, and teachers may spend some time away from schools attending to their health. De Witt et al. (2013) say that teachers must attend to their health and take measures to combat stress apart from classroom management. The trauma that novice teachers are faced with is very difficult for them as they are new and have no experience. Therefore, it hits novice teachers very hard.

2.6 Educating disruptive learners

Despite all learner disruptions that are noted in the classrooms, teaching and learning processes have to be undertaken. Teachers are expected to create a condition or an environment where teaching can take place. Teachers are required to come up with strategies of creating a positive environment that accommodates effective teaching and learning. Literature provides a variety of options to be explored, but the strategy's effectiveness relies on the context in which the strategy is used. Different strategies are used differently according to the context. United States of America Department of Education (2004) reports that teachers who succeed in teaching disruptive learners, use a three-pronged approach. In the first instance, the individual needs should be identified, and the teacher decides how, when, and why the learner is less attentive, impulsive, and hyperactive. In the second instance, the different academic practices related to educational instruction, behavioural interventions, and classroom accommodation appropriate to cater for that learner's needs are chosen. Lastly, the educators merge these activities into an individualised plan and integrate this with educational activities provided to other learners in the class.

In the South African context teaching disruptive learners has not been easy for teachers, mostly because of the rules that govern the way learners should be treated in schools. The shift away from the traditional ways of maintaining discipline in schools has disempowered teachers. They are very unsure of what to do to not find themselves in trouble with the South

African laws that protect children's right. The South African constitution and the South African Schools Act of 1996 prohibit teachers from carrying out any kind of physical discipline to the learners. The law protects even their emotional being. These laws do not promote learners respect towards teachers instead, in celebrating their rights learners have turn out to be disrespectful and do not abide by the schools' code of conduct despite SASA section 8 (4) stating that all learners attending a particular school are to be guided and follow the code of conduct of that school. School Management Team (SMT) and the School Governing Bodies (SGB) design the code of conduct for the proper functioning of schools, but whatever consequences of not adhering to the good and expected conduct must be on par with the constitution of the country. All disciplinary policies are to be guided by democratic principles.

Maphosa and Mammen (2017), Sibanda and Mphofu(2017) recommend that to curb the problem, teachers need to be furnished with skills that will help them support positive and co-operative disciplinary methods as compared to punitive measures. Organising the workshop or induction programs will be of great benefit to novice teacher to learn skills that will promote positive learning in the classrooms while also helping them manage discipline problems. Open communication among the teachers may also assist the school in welcoming and integrating the new teachers with experienced teachers.

The extent to which teachers can communicate with each other is affected by many variables, such as the size of the school, its policies and procedures, and the school climate. In some cases, an isolated physical environment and the school climate can create both physical and emotional barriers to information sharing among teachers (Milner & Khoza, 2008; Price 2011, Rawatlal & Petersen, 2012). Programmes such as three-pronged approaches may not be feasible in other contexts.

2.7 Novice teachers and disruptive learners in the classroom

A novice teacher, as a leader and manager, should be able to manage disruptive behaviour constructively. Memela (2013) notes that when novice teachers begin their career as professionals, they are trying to settle in, and must face, among other issues, the problem of dealing with learner discipline. Settling period is a crucial period where a novice teacher is trying to familiarise him/ herself with the new context, including people they interact with,

facing the reality of their chosen profession. Faez and Valeo (2012) confirm that novice teachers encounter the realities of the profession during this period and must decide whether teaching is the right career for them. It is where novice teachers must make a crucial decision about whether to stay or leave the profession.

In townships with high crime rates, teachers have to consider what to say and how they say when dealing with disruptions in class because they may find themselves in big trouble if they are careless, however, teachers are expected to do miracles in learners' performance. They are expected to perform duties like experienced teachers, without necessary support such as a workshop, assigning mentors to help them with skills. Novice teachers struggle to acquire the necessary skills to manage conflict or have the theoretical background and not the practice (Memela, 2013).

In the literature on teachers and teacher education worldwide, the concern is often conveyed about the high attrition rate in the teaching profession (Wolhuter, van der Walt, Potgieter, Meyer & Mamiala, 2012). Speaking on why teachers are leaving the profession, Nokuthula Vilakazi, a teacher, was quoted as saying, "Learners disrespect teachers in the name of knowing their rights." She was further quoted saying, "Learners swear at us and ridicule us right in front of the authorities, but no one does anything about it because we are expected to be understanding; even when we are being undermined" (Move, 2017).

Some novice teachers in South Africa exit the profession early due to, among other reasons, their inability to cope with learner disruptions that they encounter in the classrooms. The causes of teacher attrition vary widely depending on individual teachers. Pitsoe (2013) confirms that the decision to leave the profession may be influenced by a variety of factors, among which are experiences of tensions, frustration, anxiety, anger and depression resulting from work and school violence. Other reasons cited by Xaba, (2003), Matoti (2010), Mafora, (2013) include workload stress, low salaries, lack of discipline in schools, and career advancement.

In their study on the retention and attrition of newly employed teachers, Buchanan, Prescott, Chulk, Aubusson, Burke and Louveriere (2013) note that behavioural problems are prevalent in low socio-economic areas. The present study was conducted in the township where socio-economic conditions are very low. According to Malinga, (2016) Umlazi area does not have

job opportunities that can cater for its population requirements hence crime activities are mostly reported, it consists of formal and informal households. Some citizens resort to stealing due to unavailable job opportunities, especially unemployed youth.

Bearschalk, (2010) states that difficulty in maintaining classroom discipline, time pressures, workload demands, excessive change, being evaluated by others, challenging relationships with colleagues, and poor working conditions may cause teacher stress. Behavioural problems affect novice teachers and even experienced teachers, as dealing with problematic learners is difficult (Segalo & Rambuda, 2018). This is the case, especially after abolishing corporal punishment which was the most employed strategy of dealing with misbehaviour. Alternatives to corporal punishment are not as popular for teachers. Maphosa and Shumba (2010) confirm that the removal of corporal punishment that was replaced by alternative disciplinary measures has increased learner indiscipline in schools.

As a leader and a manager, the teacher must redirect the misbehaving learners to continue with the lesson. That is time-consuming, especially because misbehaving learners argue with and disrespect teachers. Novice teachers need to acquire the skills necessary to manage the situations constructively. DeAngelis, Wall and Che (2013) point out that pre-service training and induction programs can be suitable tools to empower teachers to adapt easily to the workplace hence minimising teacher attrition. Novice teachers may consider abandoning the profession if their support needs are not catered for.

Some learners can easily see when the teacher is new and take advantage of that by not taking orders from them. Learners normally do not do their work, talk while teaching is in progress, disturb the teacher, and ask irrelevant questions to annoy the teacher. Such actions waste time that should have been used productively for teaching and learning. According to De Witt and Lessing (2013), teachers confirmed spending a lot of time on the few learners who exhibited disruptive and off-task behaviour, at the expense of academic instruction to most of the learners. As a result, learner achievement declines. Each school's functionality is judged by its results, so if disruptive learner behaviour results in lower learner achievement, it must be taken seriously and dealt with effectively.

Several studies reveal that families and communities where learners have a big contribution to how learners behave. Learners from the communities where socio-economic status is very

low, tend to be disruptive in schools (Ramaala, 2009, Gregory & Skiba, 2010, Sign & Steyn, 2013, Njoroge & Nyabuto, 2014 and Junot, 2018). The disadvantaged home environment does not give educational support to learners because of poverty. Sometimes these struggling families focus more on their poverty that they do not provide enough support for their children. Learners would steal other learners' belongings like bags, calculators, books, and any other value items and sell for an income. For teachers, dealing with conflict among the learners is difficult because teachers do not easily get the truth about the whole story. It may take time to resolve the issue, time which could have been used for gainful learning. Societal factors and family factors are among the factors to consider when assessing learner behaviours. Marais and Meier, 2010 confirm that factors such as the school, learner, family, and society are considered as contributory to disruptive learner behaviours. Morongwe and Rosemary (2014) maintain that indiscipline among learners is a delineation the norms, attributes, values, and practices of their society.

The background of the learners may contribute to the way they behave. It is, therefore, the teacher's responsibility to take some steps to understand the background of misbehaving learners. Teachers should not only criticize and judge the disruptive learners but instead, explore all possible ways of improving learner behaviour in the classrooms. The first thing that they can work within improving the behaviour of a learner is the learner. Teachers should call the learner aside and try to talk sense to him or her positively. The way a teacher talks to the learner should not be judgemental or incriminating. It must encourage positive behaviour and be motivational. Normally, classrooms have rules that must be created jointly by the learners and the teacher. That is done so that learners will own them and strive to abide by those rules knowing that they were part of their formulation. They should jointly decide the consequences for breaking those rules.

2.8 Management of learners' disruptive behaviours in the classroom

Disruptive learner behaviours are actions by learners that disturb the classroom processes and learning in the classroom (Twenge, 2006). De Witt and Lessing (2013) note the increased behavioural problems are a great concern for teachers. Robarts (2015) refer to widespread disruptive behaviours as a serious hurdle in the classrooms. Disruptive behaviour may affect

the teachers and their teaching capabilities, and it can directly or indirectly affect the learners in the classroom (Jacobsen, 2013). Disruptive behaviour by learners has been researched. So far, there are limited studies on novice teacher management of disruptive learner behaviours in South African township secondary schools. This study explored forms of disruptive behaviours as well as how novice teachers managed the learner disruptions during teaching and learning processes.

Memela (2013) suggests that new appointees by the Department of Education should be given direct and specific training in dealing with learner discipline and any other thorny issues in schools. Disruptive learner behaviour in the classrooms is a crucial issue that requires special attention from all stakeholders, including parents.

Wolf, Jarodzka, Van den Bogert and Boshuizen (2016) note that teachers have to observe learners' behaviour, interactions between learners, keeping up the velocity of instructions, making an impetuous decision about how to intervene in classroom disruptions, and other concerns to create a progressive and successful classroom. Teachers play a vital role in rehabilitating learners, instilling acceptable behavior as part of teachers' duties and responsibilities. Teachers are expected to develop a relationship with different learners coming from diverse backgrounds. Establishing and maintaining sound relationships with learners coming from culturally and socially different backgrounds can be challenging and can require special and specific skills from new and experienced teachers (Jacobsz, 2015).

A teacher-parent relationship is encouraged for managing learners' progress, and various research studies confirm that if parents participate fully in their children's education, learners' achievement heighten. According to Mchunu (2012), the participation of parents is critical for secondary school learners, and has a positive impact on learners' performance, regardless of the parent's socioeconomic status and their educational level. A working relationship between the parents and the teachers improves the child's behaviour and performance as well. It is unlikely for a child who knows that there is the interaction between her/his parent and the teachers to misbehave and display disruptive behaviour. This is one strategy that novice teachers can take advantage of in curbing disruptive learner behaviour and encouraging positive behaviour.

In some cases, parents with disruptive learners remove their children from one school to the other because those schools are said to be able to discipline learners and parents do not open up about their children's behaviour as the reason for a change of school because they hide the truth and hope a new school will do miracles to help change the learner's behaviour. The new school usually discover the reason for the changing schools when the disruptive behaviour of that learner begins to surface. Parents just push their disruptive children to schools and refuse to avail themselves when requested to come to discuss the behaviours of their children, this is either because they are tired or because they feel humiliated. When disruptive learners get to the new schools, he either influence his new peers or peers influence him to change positively.

2.9 Administering discipline in the classroom

It is the teachers' responsibility to ensure the maintenance of discipline in their classrooms. Segalo, et al. (2018) point out that despite several documents such as Constitution of the Republic of South Africa, Act No. 108 of 1996a, South African Council of Educators' Act, Act No. 31 of 2000, South African Schools Act 10(1) suggesting alternative disciplinary measures, teachers seem not to understand them, therefore administering discipline remains a challenge for them.

Discipline means creating a conducive space for learning that will enhance higher achievement by learners. Positive and productive discipline is the best way of maintaining discipline for a beneficial learning climate. There are several suggestions for strategies that are made. To achieve productive discipline, a teacher can use rewards and merits for good behaviour. According to Masekoaneng (2010), the co-operative connection between a teacher and the learners creates a feeling of being responsible and self-discipline. Discipline requires that there should be an understanding between the learners and the teacher, and the relationship is co-operative. Skinner (1986) note learners co-operate better on rewards as compared to punishment. There are various ways which teachers can use to encourage positive behaviour in learners.

Most teachers still believe in punitive measures of controlling learner behaviour in their classroom. Learners regard teachers who use punishments as very ineffective compared to those using rewards and other positive strategies. Punitive measures of maintaining discipline

have no positive outcome instead they create less motivation among the learners (Rahimi and Karkami, 2015).

2.10 Novice teachers' learning about classroom management

Allen (2010) mentions that novice teachers learn about classroom management in three areas: classrooms that they inhabited for thirteen or more years as students, schools where they do field observations and practice teaching, and trained for their profession. They continue to learn about classroom management during the mentoring and development workshops organised by the district. Sezer (2017) argues that failure by novice teachers in classroom management should be attributed to their insufficient training during the early years of their career. Some schools organise internal induction and development programmes to assist novice teachers. School Management Teams organise people who will be responsible for mentoring each novice teacher who joins the school. In some cases, the responsibility of mentoring a novice teacher is given to master teachers.

The term master teacher in the South African schools' context is a post level, one educator, providing class teaching, inclusive of academic, administrative, educational and disciplinary aspects; facilitating extra and co-curricular activities and mentoring; and giving guidance to inexperienced educators (ELRC, 2008). They are considered as more experienced and knowledgeable in the profession and therefore expected to guide and mentor the new entrants in the profession. Even though master teachers, with their experience, seem to be more suitable for that responsibility, they also complain about their inability to do justice to the mentorship due to time constraints (Panther, 2010). It would have been very helpful for master teachers to develop novice teachers as they form part of their mesosystem.

2.11 Approaches to classroom management

A positive approach is encouraged to maintain a good teacher-learner relationship. Classroom management, as defined previously, does not only mean establishing and sustaining an orderly environment but also enhancing learners' social and moral growth (Evertson & Weinstein, 2013). For teachers to develop, there needs to be a viewpoint that guides them towards achieving a well-organized, conducive, and interesting classroom environment.

2.11.1 The use of corporal punishment

The South African Schools Act (No.84) of 1996 stipulates that “no person may administer corporal punishment at a school or to a learner.” Corporal punishment violates the rights of children and does not promote a good learning environment. As cited in Lwo & Yuan (2010), Wilson says corporal punishment is the deliberate act of causing physical pain on a learner who is misbehaving or has done something perceived to be wrong. A teacher may think that corporal punishment resolves issues, whereas it abuses the learners emotionally, and may cause some of them to drop out of school. Punishment can suppress bad behaviour but does not guarantee effective learning. For effective learning, learners must be free from any threats that come with corporal punishment. Some learners behave because they are scared of the punishment, in that process, one cannot guarantee that learning processes are running smoothly in a tense environment.

During apartheid, violent measures were used to correct learner behaviours. Still, now the South African Constitution, Chapter two sections 28 (1f) stipulates that “one needs to be protected from maltreatment, neglect, abuse or degradation.” Geldenhuys and Doubel (2011) state that banning corporal punishment was a good decision because corporal punishment comprises outside control but does not create intrinsic motivation to learners to respond and make informed choices and take responsibility. It also solves the problem temporally.

It is the teachers’ responsibility to strive for meaningful learning so that learners acquire self-actualization. Learners come to school to actualise their dreams if the issue of discipline is managed well, it shouldn’t be such a big problem. May be education fraternity need to holistically focus on empowering teachers to inculcate positive attitudes to learners persistently.

2.11.2 Alternatives ways to classroom discipline

There are many ways of disciplining learners other than hitting them with a stick. A teacher can instruct his or her learners to clean the class after they have committed any mistake. As cited in Lwo & Yaun (2011), Diamantes says teachers can use alternative ways of disciplining learners by punishing them by way of the collection of rubbish or litter in the school. Other forms of ATCP include demerits and physical work. Diamantes (1992) proposes that teachers must call the parents and tell them exactly what is happening with their

misbehaving children and seek support in helping learners to succeed in school. Currently, even the above alternatives are regarded as punitive. Hence, teachers find themselves powerless and at a loss of fruitful but safe strategies to maintain order in the classrooms.

Teachers can also keep learners behind after school, as teachers can also assign extra work for misbehaving learners. Keeping the learners behind requires informing a parent prior, the teachers herself has to reorganise herself to be available because a child cannot be left alone without a teacher's supervision. Detention does not seem to be an easy way as an alternative to corporal punishment. It is intended to reduce future misbehaviours that may occur, but it also impacts teachers. The stakeholders have different views about corporal punishment as some feel that they are not effective as result there are still reports of teachers who are using corporal punishment. Busienei (2012) found that even though teachers are using alternatives to corporal punishment, alternatives are ineffective as compared to corporal punishment. Suggestions had been made to create awareness about the use of alternatives to corporal punishment.

2.11.3 Ecological approaches to classroom management

The ecological approach means establishing and preserving a positive learning environment where teachers encourage and support learners without using punitive measures but forming co-operative relationships. It is the teacher's responsibility to ensure a positive, warm and welcoming classroom structure, where the teacher provides guidance, motivation and also create a sense of belongingness amongst the learners (Osher, Bear, Sprague & Doyle, 2010). Adding to that, Evertson and Weinstein (2013) state that teachers must develop a harmonious, encouraging correlation with and among learners while employing teaching strategies that will enhance fruitful learning. Learners need not be controlled but should be encouraged and guided constructively. In secondary classrooms, teachers face several disciplinary problems in the forms of bullying, non-co-operation, and failure to submit tasks and projects.

An ecological approach provides the learner with a platform to share their problems, optimisation of learning environment, and constructive participation in a zestful system (Osher et al., 2010). To achieve that, a teacher needs to create a positive classroom climate where each learner will feel worthwhile and important. This approach allows co-operative learning and encourages the establishment of good lasting learning relationships amongst

learners. Learners can create the rules that would guide them towards creating an enhanced and conducive learning climate. The ecological approach enables learners to take ownership of their classroom and be responsible. It must be understood that learners also want to realise their dream, therefore with a positive climate comes a positive behaviour that will see their dreams being achieved.

2.11.4 School-wide Positive Behaviour and Support

Osher *et al.* (2010) suggest that the development of integrated support systems for learners and adults at school, classroom and family level may reduce problem behaviour. Bradshaw, Waasdop and Leaf (2012) note that, SWPBIS believes that changing the staff conduct, developing systems, and supporting children's behavioural needs will decrease learners' behavioural problems. Prevention means clearly defining behavioural expectations, teaching them how to behave, and rewarding good behaviour and consistency in implementation and awarding consequences for problem behaviour. Teachers should be consistent in dealing with the problem behaviour as well as positive behaviour. Consistency will help establish a positive classroom environment. PBS encourages teachers to be proactive and positive, rather than reactive and negative, regarding behavioural management strategies.

2.12 Causes of disruptive learner behaviours in schools

There are many reasons for learners' misbehaviour and disruption in the classrooms. Stress mostly arises from the relationship that is between the teacher and the learner (Savage & Savage, 2010). The relationship should be kept positive and encouraging.

The problem with novice teachers is their failure to express their positions regarding disruptive learner behaviours. This is due to being incompetent attached to them if they keep on complaining about the disruptive learner behaviours. When teachers face disruptive behaviours, they begin to doubt their capabilities and become de-motivated. School management complains about teachers not honouring their periods in the classrooms without understanding the reasons behind that. Staying away from the classrooms does not solve the problem instead it presents more challenges.

According to Ghazi, Shahzada, Tariq and Khan (2013), disruptions are hurdles to effective teaching and learning in the classroom. Teachers become demoralised and develop less

enthusiasm due to frustrations and exhaustion in the classrooms. For them, disruptive behaviour makes it difficult for learners to enjoy educational processes, resulting in low achievement.

Their immediate society shapes people. Learners' backgrounds, such as the communities where they come from, families, and societal values, contribute to how learners behave. Donald et al. (2005) affirm that children from poverty-stricken and disruptive homes become anti-social. A broken family changes the way a child handles himself at school, which harms discipline.

2.13 Factors that influence disruptive learner behaviours

2.13.1 Family and societal factor

Family, being the closest system in the learner's life, can have a noticeable impact on learners' behaviour. As always have been said charity begins at home therefore home is where a child begins to learn about behaviour. Parents may influence their children's behaviors through proper guidance and respectful behaviour at home while children are still young. Children should be taught norms and values. If the home is governed by deviant behaviours by elders in the household that is how children will behave even outside their home. Children who often witness fights (verbal or physical) between their parents may display violent, aggressive, and antisocial behaviour. Ncontsa and Shumba (2013) point out the following as causes of school violence: indiscipline, failure to tolerate, easy access to school premises, lack of job opportunities, poverty, lack of recreational facilities, and overcrowding.

Parents often forget that they are role models to their children and that the way they conduct themselves are lessons being learned. Wolhuter and Oosthuizen (2003) mention failure by parents to support and nurture their children as a reason for indiscipline. Some learners come to school full of anger which influences their behaviour. Many things cause anger in children. As mentioned above, if the situation at home is not socially amicable, the child is affected negatively and exhibits negative behaviour at school. Parents' failure to model good behaviour and instil discipline in their children contributes to the problem of disruptive behaviours that harshly affect the functioning of the schools.

If a learner does not get necessities that enhance his/her learning, he /she may develop negative behaviour. Some learners resort to stealing to support their needs. Marais and Meier (2010) mention internal and external factors that contribute to disruptive behaviour, some of which are family and societal factors. Moral deterioration of communities, racial clash, the inferior standard of housing and limited medical services, the availability of firearms and the lack of control thereof, bad law enforcement, and unemployment are some of the community-based risk factors that increase the possibility of learners' participating in disruptive behaviour (De Wet, 2003). Teachers have a responsibility to understand the context and the background of the learners misbehaving and disrupting the classrooms. The society from which they come influences their growth and development. Townships are currently struggling with drugs, and township schools are negatively affected by that. Learners come to school "high" due to the use of intoxicants and become violent and aggressive.

Since some learners come from child-headed families, they do not have anyone who gives orders to them. They are used to self-guidance and doing things the way they feel like. These learners find it difficult to follow orders from teachers hence they are disruptive and disrespectful. Some teachers only pay attention to achieving learners and leave those struggling unattended. The latter feels left out and begin to be disruptive. Teachers should be caring enough to understand and identify learners who are looking for attention. Instead of ignoring them, they should assist them by creating a positive relationship with them and reassuring them. Memela (2013) states that a child wants to belong. He further suggests that proactive children should be embraced. Failure to do that may turn the child into anti-social behaviour.

Learners from violent families where their views are not considered important may display disruptive behaviours to feel powerful. Learners from families where they are made to feel useless display disruptive behaviour to prove their worth as well as gain self-esteem. In most cases, low achievers become problematic because their focus is not on task, but on gaining recognition from their classmates. They want to be in control of the class.

2.13.2 School factors

School situations such as poor classroom conditions and overcrowded classrooms inhibit teachers' control of the class (Loh Epri, 2016). Mustafa et al. (2014) point out that having a

large number of learners in classrooms hinders proper classroom management activities including classroom discipline. Overcrowding has also been identified as militating against good achievement. Learners are deprived of individual attention from teachers. With limited time, teachers are unable to check the learners' work as frequently as they should.

Wolf, Jarodzka, Van den Bogert and Boshuizen (2016) say making sense of the classroom involves observing learners' behaviour, observing how learners interact with one another, and managing instructional pace while also deciding on intervention plan on classroom disruptions. Latif, Khan and Khan (2016) mention the physical environment of the classroom, problems relating to teachers and teaching methods, health problems, the classroom's psychological environment, and students' psychological problems. Sun and Shek (2012) describe the disrespect of teachers in terms of disobedience, rudeness, talking out of turn and verbal aggression as a problem that teachers face in the classroom. Jacobsz (2015), notes that unpalatable results may increase if learners behave disruptively by bullying other learners, talking during lessons, forcing the stalling of a lesson when the teacher has to discipline them. The issue of disruptive behaviour needs to be addressed quickly as it impacts negatively on the performance of learners as well as the well-being of novice teachers.

The classroom physical organisation is a crucial factor for creating conducive and encouraging learning conditions (Puteh, Che, Mohamed, & Ibrahim, 2015). Organisational climate plays a key role in the success and productivity of an organisation. It is critical to mention that it is difficult to make class progress if the school climate is not conducive. Cohen and Geier (2010), cited in Dulays & Karadag (2017), describe school climate as the psychosocial effect of the organisational environment on the students and adults in the school and includes the school's norms, goals, targets, values, relations, organisational structure, and learning-teaching methods. All the stakeholders at the school can contribute towards shaping a healthy climate of the school. Stakeholders include the community, parents, teachers, learners, under the guidance and leadership of the principal. Principals, together with their SMTs, are key role players in ensuring a stable, healthy climate.

Time management for curriculum coverage is not easy due to time consumed by disruptive learner behaviours enhanced by among other things, overcrowding. Monitoring learners in overcrowded classrooms is more difficult for novice teachers, especially because some

learners are known also to be involved in criminal activities. These include drug peddling, drug abuse, theft, muggings. Novice teachers cannot be expected to maintain order in overcrowded classrooms. Marais (2016) suggests that teacher training institutions should equip student teachers with the necessary skills in managing a large number of learners in the classrooms as overcrowding seems to be the norm in the schools. The study sought to explore how novice teachers managed disruptive learner behaviour caused by the above-mentioned factors.

Scarcity of teaching aids/resources in schools has been a stumbling block to proper and fruitful teaching. Schools are operating with the minimum budget due to the government's inability to provide resources such as books, technological devices such as laptops, overhead projectors, calculators, libraries, and more resources. The availability of these resources would have made it easier for learners to engage in their studies. For instance, when a teacher refers learners to a particular page or picture, learners without books will become disruptive as they will have nothing to refer to and therefore feel left out. At the same time, most parents cannot support their children by buying those needs due to the high unemployment rate. Mupa and Chinooneka (2015) point out that, schools have a shortage of textbooks, revision books, resource books that should assist in extending learners knowledge. With the increased development of technology, learners become bored easily by the use of traditional methods of teaching which then cause chaotic classroom environments. Schools need technological devices that will facilitate learning processes in a very enjoyable way.

Novice teachers are easily scared of bullies and rude learners. The abolition of corporal punishment rendered learner discipline inadequate and compounded the indiscipline problem, particularly for novice teachers. In one of the schools in Durban, one learner was found with a cell phone searching for answers during examination. When the teacher tried to confiscate the phone, the learner attacked her and was not prepared to surrender or hand over the phone to the teacher. The intervention of the deputy principal influenced the learner to comply with the rules and regulations of the National Senior Certificate examination. This shows that novice teachers are faced with challenges for teaching learners who attach more value on material things than school rules and regulations.

2.13.3 Personal Factors

Several disruptive behaviours are because of factors related to internal systems of the learner displaying disruptive behaviour. Learners are facing several challenges which if not attended to, would turn them into chaotic individuals. Characteristics such as age, sex, mental and physical health, personality can cause the learner to behave strangely. Research indicates that when a child enters the adolescent stage, the behaviour changes drastically. Shin and Ryan (2017) state that learners' adolescent stage tends to listen more to their peers and are therefore easily influenced by them. Learners who feel worthless struggle with a sense of inadequacy and self-abasement, are most likely to be disruptive. Some of these feelings are because of things that are happening in the learner's lives which could be from their microsystem. Bullying is one aspect that triggers feelings of inadequacy and worthlessness. The child's microsystem includes parents, siblings, teachers, friends, and school and classmates. Bullying can be very destructive to a child and can lead to disruptive behaviour.

Scholars state that a student is being bullied or victimized when he/she is exposed, repeatedly and over time, to negative actions on the part of one or more other learners. Twemlow, Fonagy and Sacco (2001), as cited by Allen (2010), view bullying as constant ill-treatment of a learner or a group of learners by another group of learners who happen to hold power in acquiring material positions from vulnerable learners through unlawful means. The bullies derive joy from the displeasure and embarrassment of a victim who suffers this wrath in public.

There different ways in which bullying can manifest itself in society, such as physical, emotional, and social (Ancer, 2009). It occurs when a more powerful person directs his/her aggression repeatedly at a less powerful person. He further states that bullying can be in any form; verbal, physical or social; and has the intention to hurt, humiliate and isolate individuals. In my observation, victims of bullying are scared to talk about how they are bullied and bullies. Bullying harms learners and encourages absenteeism in schools (Beran, 2008). Consequently, some learners are unable to attend their classes on a regular basis. If bullying is not managed, it might cause some problems to the victims, like bunking classes, school dropouts, absenteeism, and even death, depending on the seriousness of the issue.

There seem to be many cases that have been reported on bullying in schools. According to Bemak and Keys (2000), learners withdraw themselves from all activities in which they are

expected to participate gainfully in fear of being bullied, this results to the negative impact on to effective learning. Some of them may end up having dropped out of school or join another group inside the school to seek protection. The school degenerates into several opposing groups who, when fighting for power, will disrupt effective teaching and learning and discipline in the school. This results in challenges for novice teachers to manage the classroom effectively. The groups disturb teaching and learning and are not easy to deal with. Bester and Du Plessis (2010) and Gasa (2012) attest that learners' unbecoming behaviours pose a highly challenging environment in the schooling system which warrants a diversity of learner management strategies.

Some novice teachers also experience bullying and violence from learners which warrants experience in teaching. Novice teacher can only learn those strategies by working together with experienced teachers. The study explores township novice teachers' strategies for managing disruptions in the classrooms, informed by both theory and practice. De Atouguia (2014) suggests that schools should encourage parental involvement and improve parent-teacher interactions while also proposing creating a positive school's identity and further development of teachers.

2.13.4 Teacher based factors

2.13.4.1 Creating rules

Teachers should model the behaviour they expect from the learners. The democratic dispensation requires that teachers give human treatment to learners, thereby creating a positive climate. Teachers need to involve learners in formulating the rules that will govern their classroom behaviour and create a positive atmosphere in the classroom. Maingi, Maithya, Mulwa and Migosi (2017) found that learner participation in all activities that affect their teaching and learning including code of conduct, drawing up classroom rules is key to creating a positive teaching and learning climate. Learners must also formulate the consequences for not adhering to the rules and ensure that the teacher's consistency is key for ensuring harmony. Involving learners in the decisions made in class makes them feel worthy and valued.

The rules created need to be based on values such as respect and care. It is also important to encourage interaction among the learners and the teachers, where learners can express their

views and opinions without fear. Sithole (2017) recommends that teachers give learners the chance to use their experience to master the concepts and new skills and develop or create fun in the classroom. Teachers may not underestimate the importance of learners' background knowledge concerning the content to be taught even to the extent of deciding the form of learning activity in which a learner has to participate. There should be a collaboration between the teacher and the learner in anything that will involve both the purpose of the learning activity and the outcome, sought after should be clearly defined. School and classroom rules must be fair, agreed upon by both teachers and learners, and equitably applied. Positive behaviour should be reinforced. Learners' attendance policy should be strictly adhered to (Craig et al. 1998; Lockheed & Verspoor 1991). Teachers should inspire learners towards coming to learn.

2.13.4.2 Teachers' Preparedness

For teaching, preparation is an essential part when coming to the classroom, a teacher must be well prepared to deliver the content comprehensively. Teachers who go to class unprepared may encourage the disruptions by not being organised in what they teach. A lesson plan is a crucial presentation of a teacher's instructional activities. A lesson plan is an important road map that spells out all the stages of what is to be taught, how it is to be taught, and the intended outcomes (Kemmisop, 2015). Lesson plans organise the work of the teacher and how the teacher will go about unpacking the content. If the lesson is not properly planned, there might be some gaps and learners would take advantage of that to cause chaos in the classroom. Novice teachers need to be well prepared when going to class to minimise or eliminate disruptive learner behaviour. Being prepared may also assist novice teachers in the event learners pose questions related to a subject or look for deeper information concerning what is being taught. A novice teacher must have an ongoing conversations with experienced teachers who have been teaching the subject content for a longer period to learn and gain more content related knowledge and improve his/her competency.

To avoid disruptions, a novice teacher may engage in different assessment strategies to assess prior knowledge. The assessment would be very beneficial for the teachers to identify the gaps that need to be filled.

2.13.4.3 Teachers' Attitudes

Mitchel and Bradshaw (2013) suggest that the skill that is inculcated to a teacher while still training together with the skills in which a teacher is capacitated when he is already in service should encourage pro-active behavioural support strategies. Being too harsh to learners is fruitless in managing discipline therefore teachers' attitudes to learners must remain calm and seek to inspire learners towards learning. In approaching discipline problems, teachers must promote positive behaviours, positive behaviours should always be encouraged through the positive approaches and attitudes towards the learners. The positive classroom environment encourages learners to achieve positive academic results/ outcomes (Sithole, 2017).

Most teachers tend to favour high performing, motivated and well-behaved learners and ignore those referred to as disruptive in the classroom (Ahmad& Sahak, 2009). Krischler and Pit-ten Cate (2019) reveal that teachers have dissimilar attitudes toward learners who display unbecoming behaviours and learning challenges. Favouritism destroys learners who feel rejection. Researchers recommend that instead of rejecting the learner due to disruptive behaviour teachers should come closer to that child to understand reasons behind the unbecoming behaviour and render any possible support that may assist. Ahmed and Sahak, (2009) suggest the strengthening of communication between the teacher and the learner to enhance a good relationship that will last throughout the year. The positive relationship between a teacher and a learner cannot be ignored and teachers' attitude in handling learners equally can bring harmony in the classroom and therefore learners will remain motivated towards learning while displaying good behaviour.

2.14 Interventions for disruptive learners behaviours in the classroom

Higher education institutions need to equip teachers with strategies that will assist and empower them in managing disruptive behaviours. According to Swart (2013), there is a need for an explicit link between the initial teacher and induction phases in Initial Teacher Education. Adjusting from being a student teacher to a novice teacher requires support and guidance. The important stage in the journey of a teacher is when the teacher is already teaching where the match between the theory and practice is experienced (Clarke, Triggs & Nielsen, (2014). It is not clear whether the Department of Education has a specially designed programme that caters for novice teachers' need for managing and coping with disruptive learners in classrooms. It is also important for Master and Senior teachers to avail themselves

to assist and mentor novice teachers so that they do not feel like they are thrown in the deep end. This is stipulated in their job description in the revised PAM document Government Gazette No. 396684.

The behaviour by learners in the classroom is an attempt to expressing their views about what their needs are, that is to be addressed by the teacher (Reid & Radhakrishnan, 2003). Nosal (2015) says that, for a classroom to have a positive climate, learners must have self-monitoring behaviour. A well-managed classroom results to a good school with disciplined learners and a safe teaching and learning environment. A classroom is a building block of a school that can influence a positive climate in the entire school. Teachers with the necessary and effective classroom management skills can influence the school into becoming a good quality school.

There must be an open, honest and active communication channels between teachers and learners that solidify the close relationship of trust within the classroom, mutual interactive participation; that permit the access to knowledge about the child's social, emotional and psychological needs and development. Similarly, a conducive school environment is needed to accommodate a diversity of learners and ensure they enjoy the learning process. Mitchel and Bradshaw (2013) say that teachers' beliefs and cognitive attitudes should be explored to discover how their feelings and attitudes respond to learner disruptive behaviours.

Teachers have indicated that they do not receive the support they need concerning the management of disruptive behaviours. De Wett and Lessing (2013) agree that even though school governing bodies support schools in dealing with disruptive behaviours, a certain percentage of other stakeholders fail to provide support. Teachers facing challenges in performing their duties need support. Teachers believe that their training was not enough to provide them with the necessary skills to face all the challenges presented by learners in their classrooms and the school's general problems. Teachers and all stakeholders must establish and maintain a collaborative relationship to share skills and techniques to satisfy the multiple needs of the learners (Thousand & Villa, 1990). The Department of Basic Education, Republic of South Africa (2010) maintains that teachers need to promote respect, tolerance, and responsibility. The relationship between teachers and learners must be based on mutual respect, dignity, and responsibility (Hammet & Staeheli. 2011). Although teachers have a right to discipline learners, discipline should be a remedial and empowering act as compared

to punitive and retributive exercise (Department of Basic Education, Republic of South Africa, 2010).

Irwin (2006) emphasises the shift in educational circles from considering learners as objects, to responding to them as subjects who can manage their own lives. A suitable environment should be created in which authority is shared with learners by allowing them to determine their own goals, progress, and achievement. A negotiated curriculum should be established between management, staff, and learners. Caring as an educational ideal should be fostered as one needs to step out of one's reality to feel or empathise with learners. Schools should help learners with any form of abuse, cooperate with SMTs and SGBs, and ensure sound classroom management for effective learning and teaching (Muthukrishna, 2001).

Scott (2004) testifies that classroom teachers are institutionally controlled by all other players at the bottom of the educational pecking order, administrators, curriculum specialists, parents and learners. Steyn (2001) postulates that staff empowerment has become a managerial buzzword, evoking images of positive commitment and participation in the workplace or school. Staff empowerment is essential to make people feel good and proud of what they are doing. Staff empowerment is, however, often confused with task allocation. Whenever teachers and staff are empowered for effective practice, learners enjoy the warmth and caring friendships (Bogdan & Taylor, 2009). According to Short (2004, p. 1), education should be an activity directed at self-empowerment and attempting to influence a person's character, attitude, abilities, and capacities with a sense of personal meaning. Irwin (2006, p. 13) states that "empowered educators are persons who believe in themselves and in their capacity to act they support the self-actualization of all persons in their schools, classrooms and communities." Educators should be endowed with knowledge and skills to motivate learners to learn, irrespective of their challenges. Educators need all available endowments to carry out the desired function catering for learner's empowerment.

Collaborative support is the combined effort when assisting a learner to respond to problems which threaten to sabotage the learning process. This can be a teacher-parent collaboration, societal help or more. Strage and Brandt (1999) examined the role of parenting styles in the lives of college students. They found that previous parenting behaviours continue to be important in the lives of college students as with children and adolescents. They found that the more autonomy, demand, and support parents provided, the more students were confident

and persistent academically. The efforts of the schools and teachers are fruitless if parents are not included to help learners. Maluleka (2014) note that if parents monitor and supervise their children's work at home, it can result in better academic performance. Parents should have high expectations for their children's future and academic achievement.

Teacher- parent relationship was established to execute and apply school and home-based plans that will focus on intensifying academic chances which will then increase academic success (Swick, 2001). The program would give self-assurance to parents while also facilitating interactions between parents and their children as well as presenting parents with the opportunity to support teachers. Families play a critical role in the earlier developmental stages of a child but as the child grows some element such as peers and other people who are not part of the family impacts in a child's life (Parke & Buriel, 2008). It is because parents provide a critical environment for children's development, the influence of parenting processes and the quality of parent-child relationships have been a key focus of family research. Furthermore, changes in the demographics of the family in many societies, accompanied by increasing levels of childhood problems, have continued to fuel concentrated interest around effective and responsible parenting (Ramey, 2002). Teachers at schools play a parental role to the learners (*loco parentis*) and so expect respect from learners, which is not always forthcoming as some learners' display disobedience and unruly behaviour towards their teachers.

Disruptive learners should be seated between two well-behaved classmates, and if possible, a U-shaped seating plan reportedly yields good results. Ingersoll (2008) advises that learners be seated away from noisy areas such as busy traffic and doorways. However, this is not realistic in most public schools. The U-shaped seating plans are suitable for normal classrooms, not overcrowded classes like those found in township schools. Community participation in supporting schools and learners is an important aspect of improving education (Kusumaningrum, Ulfatin, 2017). The community in which learners live their everyday lives may contribute towards motivated behaviour. This can be facilitated through organising seminars where young people are motivated and taught proper ways of dealing with the problems they face, rather than resorting to chaotic behaviour. Communities may organise awareness campaigns that discourage and warn against the use of toxics. Different kinds of games may be organized to remove the youth from the streets to the fields to showcase their talents and spend more time.

Even though the government introduced the Quality of Learning and Teaching Campaign, the stakeholders do not seem to be pro-active in participating, to ensure the quality of teaching and learning in their schools. For democracy to prosper, requires educated people to manage the economic growth properly, therefore education should not be seen as teachers' responsibility, but it should be every citizen's responsibility. Teachers need support from all stakeholders including the communities. Education can provide a solution in the alleviation of poverty.

Novice teachers complain about lack of support from the education stakeholders, namely, fellow teachers, School Management Team, circuit inspectors, provincial and national ministers etc. There need to be teacher development programmes that will capacitate novice teachers with the necessary skills and strategies to manage disruptive learner behaviour. Dishena and Mokoena 2016 suggest that well organised and facilitated induction programs should be given to novice teachers to achieve the objectives as intended. As has been mentioned previously some scholars have recommended induction programs as the best way to equip novice teachers with skills needed in executing the duties.

2.15 Theoretical Framework

According to Omirin and Falola (2011), a theoretical framework in a research study is the structure that holds and guides the theory of a study. In other words, a theoretical framework is an attempt to develop a general explanation for some phenomenon. Swart and Pettipher (2011) posit that a theoretical framework is a set of ideas which are systematically arranged to allow us to understand the world and ourselves. In this study, the theoretical framework that was used is the ecological system theory. Urie Bronfenbrenner developed this theory in 1979, and it focuses on the impact that the environment exerts on the growth and development of an individual. Bronfenbrenner believed that human development depends on the environmental context in which the development occurs.

Bronfenbrenner (1979) posits five environmental factors that impact an individual's growth and development. These factors are the mesosystem, the exosystem, the microsystem, the chronosystem, and the macro system. From all indications, each of these systems influences child development. This theory helped the researcher understand the attitude of novice

teachers towards disruptive learners, considering that novice teachers are at a developmental stage in teaching. The environmental context that surrounds them determines their development.

The ecological theory emphasises the interconnectedness of elements surrounding the learners' growth in their physical. Furthermore, concerning my study, Bronfenbrenner's ecological and bio-ecological models are vital theories for managing learner behaviour. Teachers can understand and identify disruptive learners in their classroom from their backgrounds. According to Bronfenbrenner and Morris (2006), the education systems' failure to define and comprehend the influences of interactions, the interdependence between a learner and the variety of different systems that are related to the learner through ecological systems theory is a huge challenge. It is, therefore, expedient for the educators to profoundly understand these disruptive learners at all levels as stipulated by Bronfenbrenner (2001).

Bronfenbrenner's model (2001) is an example of a multidimensional model of human development, which involves other kinds of changes. Such changes include qualitative and transformative changes, such as manifested in the change from an exclusive to an inclusive educational system. Urie Bronfenbrenner's Ecological System theory maintains that different system forms the environment of children and those systems play a key role in their growth. Bronfenbrenner believes that environmental influences play a central role in the growth of a child therefore, the environment should be one that provides interesting growth opportunities. Teachers and parents have direct and influential roles in children's lives. Bronfenbrenner (1979) names five environmental systems as shown in figure 2.1.

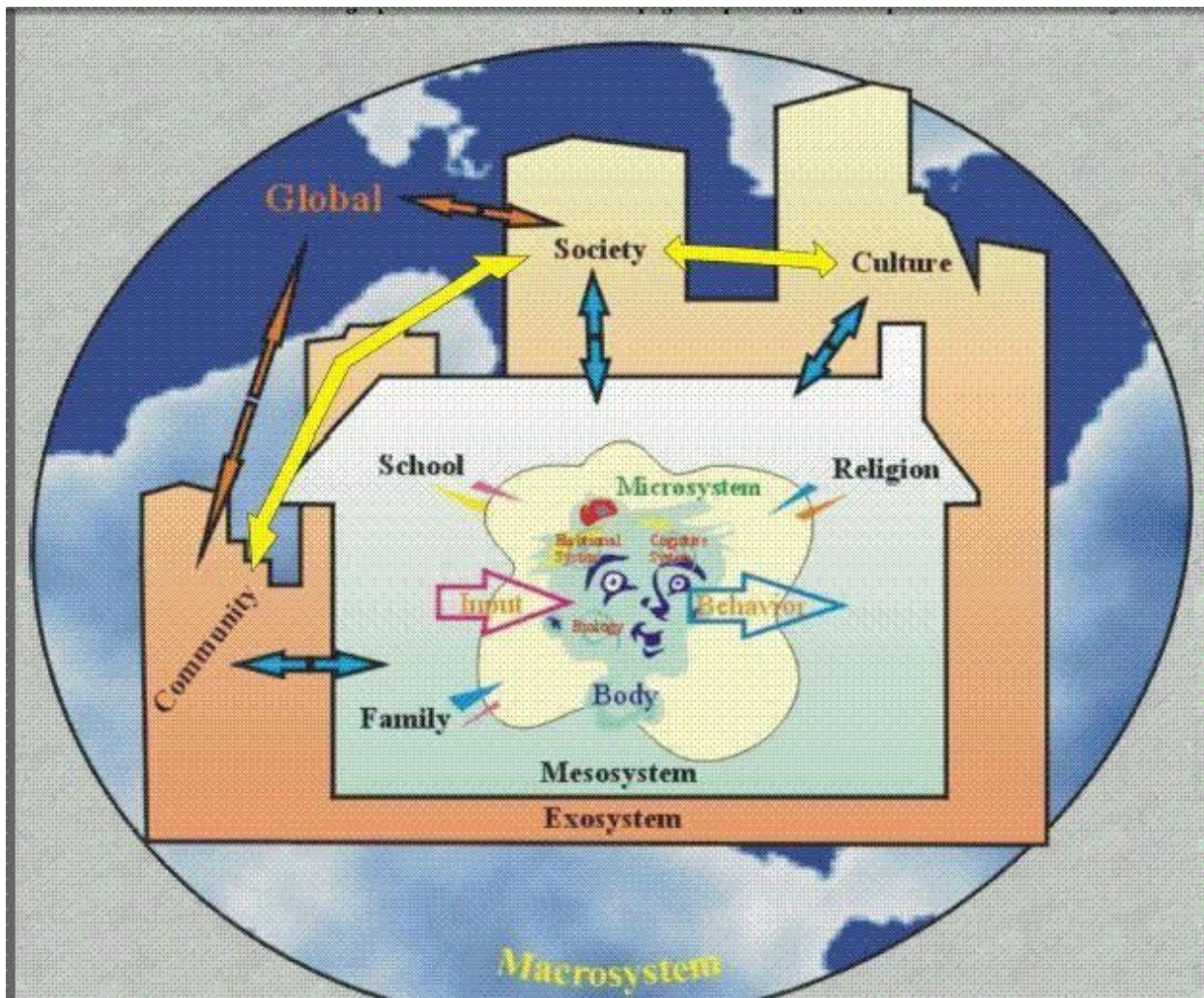


Figure 2.1: Bronfenbrenner's ecological systems theory.

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According to Bronfenbrenner (1979), child development happens within four nested systems: microsystem, mesosystem, exosystem and the macro system. All constitute a whole. Bronfenbrenner's ecological systems state that there must be a relationship between the learner and the teacher. It also asserts that a relationship between the parent and the teacher is very important as a mesosystem that enhances a child's growth. The interaction between home and school supports and influences positive behaviour as well as the performance of the learners. The importance of interaction between and among all elements that surround the child's development cannot be over-emphasized. Learners learn and are influenced by their Micro, Meso, Chrono, Exo and Macrosystems.

2.15.1 Microsystem

The microsystem consists of the family, the school, and the peer group in which learners are closely involved in continuous face-to-face interactions (Donald, Lazarus & Lolwana, 2002). In this layer, the relationship impacts two directions- both away from the child and towards the child. For instance, a child's parents may influence his beliefs and behaviour, and the child also affects the behaviour and the beliefs of the parents. Bronfenbrenner (2001) calls these bi-directional influences.

According to Bronfenbrenner (2005), the learner learns at home as a home curriculum which he says has a critical influence on a child's school. Home curriculum aids the child to develop routine and attitudes that prepare a child for academic instruction (Novak & Pelaez, 2004). Novak and Paleaz (2004) emphasise that the family exhibits powerful influences on the child's development. This layer is related to my study because the teachers need to enlist their learners' co-operation or guardians. Sigelman and Rider (2009) note that where families are dysfunctional, a school should offer an environment that is.

The ecological theory of Bronfenbrenner relates to my study considering what Sigelman and Rider (2009) see as the responsibility of the teachers, not only to play a teacher's role to these disruptive children but also a parental role, especially where the child is from a dysfunctional home. Therefore, the immediate surroundings of the individual, which include the family, peers, school, teachers, and neighbourhood, are critical. In the microsystem, the most direct interactions with social agents like parents, peers, and teachers take place. The individual is not merely a passive recipient of experiences in these settings but helps construct social settings.

2.15.2 Mesosystem

Bronfenbrenner (1977) defines mesosystem as the relations between the different microsystems and connections between contexts. Many microsystems interact with activities to affect developments (Ettekal & Mahoney, 2017). Some common examples are the connections between family experiences and school experiences, school experiences and church experiences, and family experiences and peer experiences. For example, children whose parents have abandoned them may have difficulty developing positive relations with their teachers, friends, or peers. This is the level where peer group, school and family systems

relate with one another. What happens at home or in the peer group can influence how learners respond at school.

A mesosystem is a system made up of different microsystems of a learner. As a result, parents and teachers are supposed to work together to build a learner. The disruptive learners may not find adequate care and support at home, as some of them do not live with their parents due to several circumstances. However, such care and support may be offered by the teachers at school. These new parental roles played by the teacher towards the disruptive learners are demanding ones, which only the well-equipped, resourced, and supported teachers can fulfil and perform effectively. Using this theory, the researcher investigates the novice educators' management of disruptive learners in the classroom.

The interaction between teachers and parents facilitates background understanding that is expected from teachers to understand what shortcomings and/or strengths learners possess clearly. Understanding the background assist teachers to engage strategies that will positively help the child improve behaviorally and academically.

2.15.3 Exosystem

The exosystem level involves the other structures that the learner may indirectly concern, but they feel the positive or negative effect (Ryan, 2001). A parent gets dismissed from work due to some differences or disagreements with the employer, dismissal will somehow impact on a child which can result in behavioural change. When a parent loses a job the set up in the household is affected and the learner does not always get all needs like he used to, therefore that can influence the behaviour. The vulnerable children may not feel directly involved at this level, but he/she does feel the positive/ negative force involved with the interaction with his/her system (Berk, 2000).

2.15.4 Macrosystem

The Macrosystem is the fourth layer considered as far the child's environment. Bronfenbrenner (2006) explains that the macro system consists of the all-embracing pattern of micro, meso and exo systems characteristic of a given culture or subculture, regarding the belief systems. With the study, parental role of the teacher towards these disruptive learners at

this level, coupled with their ability to take responsibility for these learners, is of high priority, and the cultural value of these disruptive learners may include developing a culture of respect and obedience to authority or adults in their communities. This, in turn, affects the structures in which the authority figures function.

This describes the culture in which individuals live and culture means the way of life of people. The cultural contexts involve the family's socioeconomic status, ethnicity or race, and living in a still-developing or a third world country. For example, being born to a poor family makes a person work harder or less every day.

2.15.5 Chronosystem

The chrono system refers to the challenges that face the individual one after the other. For example, a parent who is breadwinner at home becomes involved in a criminal offence resulting in him getting arrested thereafter the remaining parent becomes retrenched from work. The family will struggle with biological needs and maintains domestic expenses such as paying for electricity, water, and rates. Eventually, the family will adapt to the situation by finding ways and means to sustain themselves. Since the ecological systems theory has become an important theory and a foundation of other theorists' work, the ecological systems theory has since. The study uses the theory for both novice teachers and disruptive learners. It is important to mention those novice teachers are at the onset of their development, and therefore, the environment they develop in plays a crucial role in what they develop to be.

2.16 Novice teacher's development within the ecological theory

During the first year of teaching, novice teachers are confronted with a reality shock. Beside novice teachers being ready to share the knowledge with the learners, they come to settle in a new context, learn to co-exist with different people whose characters are also different, meet diverse learners for the first time. This adaptation period is crucial to handle effectively. That alone presents a lot of stress for novice teachers. Novice teachers' success is determined by many factors, including educational background, school climate, learner behaviour/needs/personalities, community climate, district environment, colleagues, etc. When these teachers are new in the environment, they are also in a development stage. A person is responsible for his/her development; therefore, novice teachers should strive for

personal development in their profession by grabbing every opportunity of learning something about their new context and be open to communication and mentoring.

2.16.1 Novice teacher's microsystem

Novice teachers' microsystem includes people with whom the novice teacher has close contact. They include home, school, classroom, colleagues, parents, and learners. When novice teachers start their first job, they experience the reality shock of a gap between theory and practice (Feimer, 2001). Positive interaction between the mentioned stakeholders and the novice teacher will ease the burden of adapting to a new setting and determine whether the novice teacher settles comfortably in the workplace. The initial stage of a novice teacher is a developmental stage which requires support from people who interact with the novice teacher such as family, colleagues, and friends.

Bronfenbrenner (1994) states that recognising the relationship is crucial towards understanding the developmental changes in children and in adults who are serving in different fields. Family support is crucial during this period. If things do not go well at work, at least novice teachers will have a supportive family to encourage, motivate, and lift the spirit to persevere. Novice teachers need ears that listen to their daily difficulties encountered at work. The family support structure will help reassure the teacher who is uncertain about things that are bothering him about work-related challenges.

A healthy relationship and connectedness among the staff would encourage novice teacher adjustment from theory to a practice-based teacher in the first years of employment (Botha and Rens, 2018). Building a vibrant social, emotional, and professional relationship with colleagues helps build resilience (Tait, 2008). Being a novice teacher is not an easy task, because learning about work occurs along the way, novice teachers have the same workload as experienced teachers and are expected to produce good work. Some teachers succumb to stress, diseases, burnout and lose interest in their career. With the support of colleagues, new teacher frustration can be reduced. If a novice teacher seeks and receives support and guidance from other teachers, adaptation can be enhanced.

SMT has to assist novice teachers, especially the immediate supervisor of a novice teacher who is ahead of the department (HOD), should facilitate adaptation by giving helpful advice

and identifying areas of development through effective monitoring and evaluation of a novice teacher. HODs as the main mentor to the teacher may organise a teacher from the lower level to mentor a novice teacher because authority scares novice teachers. Moodley (2009) posits that novice teachers are longing to be socially welcomed by colleagues and be considered about their experiences and development needs.

2.16.2 Mesosystem of a novice teacher

Mesosystem of a novice teacher refers to all people who surround a novice teacher in their performance of their duties. These include district, community, school, and teachers. If, for instance, the relationship between the school and the community is healthy, the teacher will be able to work effectively without disruptive learners in the classroom due to the influence of that positive relationship. A novice teacher's family and a positive relationship with the society would encourage progressive development and empowerment for a teacher, especially if the teacher originates from the neighbourhood.

2.16.3 Exo system of a novice teacher

This encompasses the Educational legislation that does not directly affect the novice teacher. It affects the district and school board, which in turn develop the policies that affect the teacher. Decisions by organisations, employers, government, and any other private and public agencies may influence the teachers' well-being and development in the classroom (Price & McCullan, 2014). The teacher's interaction with learners affected negatively by decisions taken by the above-mentioned agencies also endures the effects of the decisions through the child that may be disruptive which affects a novice teacher.

2.16.4 Macrosystem of a novice teacher

The context involves an overall belief system and cultural influences of the teacher (Rees, 2015). Socio-cultural practices and norms impact novice teachers' development by setting expectations for behaviour and shaping other settings (Duchesne et al., 2013). Some learners' rights, brought about by the democratic dispensation, hinder proper management of classrooms. Learners' respect toward teachers has declined to the extent of causing anxiety and stress for teachers. The emphasis on the human right culture in society places the teacher and the learner as equal partners in the teaching and learning situation. Teachers no longer have authority upon the learner as it used to happen before democracy. In everything that the

teacher does human dignity must be considered. Any offence that the learner commits should be corrected through a developmental approach than a punitive approach (Price & McCullinan, 2014). These are the expectations of the society from both the teacher and the learner

2.17 Conclusion

The reviewed literature indicates that novice teachers face many forms of disruptive behaviours and struggle to manage disruptive classroom behaviours. Novice teachers are not adequately prepared to handle and manage disruptive learners. Hence, some resort to leaving the profession which is a significant loss to the education department. Disruptive behaviours were discussed, their causes, and negative impact. The theoretical framework relevant to the study was also discussed.

In the next chapter, the research design and methodology of this study are discussed. This includes the research method, sampling, research instruments, the data collection process, trustworthiness, ethical considerations, and the study's limitations.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The previous chapter discussed the literature reviewed concerning the study and the theoretical framework under which the study is guided. This chapter explains in detail, the research design and methodology that guided the generation of data. Research design can be defined in many ways. According to Maree (2013) and Betram and Christiansen (2014), the research design is a series of steps to be undertaken in working towards answering the research questions. Litchman (2013) says that research design is a blueprint, a plan of various elements of research, and how they are related to each other.

This chapter provides a detailed account of the research design, methodological orientation, research participants and site, data generation instruments, data analysis and procedures for attaining access and acceptance.

3.2 Research Design

3.2.1 Research paradigm

A research paradigm is a set of common beliefs and an understanding of how research problems should be approached (Kuhn, 1996). The author defines paradigm as the general premise and perspective upon which research and development in the field of enquiry are based. Research paradigm represents a worldview that defines what is acceptable to research and how it can be done. An interpretative study paradigm, chosen for this study, is characterised by a concern for the individual (Cohen, Manion & Morrison 2011). Bertram and Christiansen (2014), state that the interpretive paradigm aims to understand peoples' social behaviour and how they make meaning of their experiences.

Novice teachers expressed their daily experiences with disruptive learners and how they managed and coped with them. Cohen, Manion and Morrison (2011) indicate that there is no single reality or truth, but individuals create the reality; hence, the inclusion of individual participants to complete semi-structured questions to allow the participants to explain extensively how they made sense of their experiences in terms of managing disruptive

learner behaviour. The interpretive/constructivist paradigm is a view that emphasises the role of a learner in building understanding and making sense of information (Woolfolk, 2014). The researcher allowed novice teachers to take an active role. Piaget in Woolfolk (2014) believes that knowledge is constructed by transforming, organising, and re-organising previous knowledge. The researcher observed the contextual/ social interaction between the novice teachers and disruptive learners, which allowed her to understand and interpret the real situation, state the findings, and make recommendations based on contextual knowledge.

As detailed in the data analysis section, the analysis drew conclusions based on the responses by participants, confirming that meaning can only be understood in the interaction between the researcher and the respondents (Betrams & Christiansen 2014). The researcher interacted with the participants and uncovered challenges they faced concerning learner disruptive behaviour. Cohen, et al. (2011) state that, in interpretive paradigm, the researcher interprets and observes actions, and views the social world in its original state, with the purpose of understanding that social world. The interpretive paradigm also strengthens trustworthiness as the research gives detailed data description.

3.2.2 Research approach

The qualitative research approach was a suitable approach for this study. A qualitative approach is an inquiry that seeks to explore and understand, a phenomenon through a complex holistic picture, analyses words, reports detailed views of informants, and conducts the study in a natural setting (Creswell & Clarke, 2007). Yilmaz (2013 p 312) defines the qualitative approach as “an emergent, inductive, interpretive and naturalistic approach to the study of people, cases, phenomenon, social situations and processes, in their natural settings to reveal, in descriptive terms, the meanings that people attach to their experiences of the world.” The researcher interacted with the participants who dealt daily with disruptive learners on how they coped with disruptive learners. The researcher observed the phenomenon in its natural setting to understand the interactions between the respondents and disruptive learners. Similarly, McMillan and Schumacher (2006) note that qualitative research methodology examines a bounded system or a case in detail, employing multiple data sources found in a setting.

The main strength of qualitative methodology is that it allows the researcher to access an in-depth understanding of events as they unfold (Cohen, 2011). Sekaran and Bougie (2013) explain that qualitative research usually yields more resourceful results than other methods of inquiry. The qualitative approach helps the researcher to get a deeper understanding of novice teacher management strategies in natural settings. Holliday (2008) states that qualitative research delineates activities within a specific setting compared to the manipulation of variables. It is an approach that enables the research questions to be answered by providing a rich picture of the actual conditions surrounding novice teachers' classroom management of disruptive learner behaviour in a township secondary school.

Within this qualitative framework, an interpretive approach was the most appropriate. "Interpretive research assumes that reality is socially constructed, and that the researcher becomes the vehicle by which this reality is revealed" (Cavana, Delahaye & Sekaran, 2001, p.21). Guba and Lincoln point out that the interpretive researcher's ontological assumption is that social reality is locally and specifically constructed by "humans" through their actions and interactions. According to Merriam (2000), interpretive qualitative approach concerns the researcher's interest to comprehend and recognise explanations participants' point of in their context.

The researcher sought to understand the form of disruptions as encountered by novice teachers in the classroom setting and explore how they manage disruptive learner behaviours in a classroom of a township secondary school context in which they practised. Interpretive paradigm regards the researcher as the basic instrument for data generation and data analysis. The interpretive study relies on interviews and observations that best support the participants' views in their natural setting compared to statistics. The product of the study is descriptive and explorative in the form participants' verbatim,

Qualitative research focal point is on how each participant views and understands his/her context and circumstances which facilitate meaning construction based on experiences. Qualitative research maintains researchers receive elucidated explanations, catch sight, and interpret small parts of reality (Holliday, 2008). Participants are observed in their actual setting. The qualitative research methodology allowed the researcher to observe the participants in their natural setting and focus on their meanings and interpretations through interactions and observations. The researcher was able to gain insight and clear perspectives

of the participants' multiple views regarding the challenges they encountered, and how they coped with and managed disruptive learner behaviour.

3.2.3 Research design

A case study research design was used, which is a thorough and in-depth study of a single case or multiple cases that explores event deeply and within its natural setting over a while (Stake, 2013; Yin, 2013; Creswell et al., 2007). A qualitative case study was the most suitable method for the study. A case study is a qualitative research method used to look deeply on a bounded system and explore several sources data available in the setting (McMillan & Schumacher, 2014). Yin (1984) defines the case study research method as a factual inquiry that looks into an occurring phenomenon within its natural context when the boundaries between phenomenon and context cannot be seen clearly. Several sources were involved (Yin, 2004). Case study research is a method of in-depth inquiry allowing the researcher to explore an event, process, phenomenon, and/or individuals (Creswell, 2009).

According to Cohen, Manion and Morrison (2011), case studies can identify cause and effect ('how' and 'why'). The advantage of a case study is the researchers' ability to observe from within the natural setting one of their strengths is that they observe effects in real contexts, recognising that context is a powerful determinant of both causes and effects. That in-depth understanding is required to do justice to a case. The case study method is appropriate for this study because, as Yin (2009) puts it, a case study can enable readers to understand how ideas and abstract principles fit together. Miles describes a case study as a method that allows for data generation through multiple methods from multiple sources. The case that is the subject of the inquiry was teacher strategies in dealing with and managing disruptive learner behaviour in the classroom.

The focus of the research was a township secondary school in Umlazi where the researcher explored novice teachers' management of disruptive behaviour in the classroom. The study sought an in-depth understanding of the strategy's novice teachers used to cope with the challenging behaviour displayed by learners in the classroom. According to Bertram and Christiansen (2014), case studies describe "what it is like" to be in a particular environment. Yin (2009) observes that the case study design helps explore occurrences in their immediate

contexts. The researcher observed and interviewed novice teachers for a better and comprehensive understanding of the problem and their coping strategies.

3.2.4 Data generation tools

Data means the evidence information researchers generate to find answers to the questions they are asking (Bertram & Christiansen, 2014). There are various data generation tools the researcher may choose from to generate data relevant to the study. To generate authentic data, the researcher chose the following two instruments.

3.2.4.1 Observation

Observation means that the researcher goes to the actual area of the study, which may be a school, classroom, a staffroom, and observes what is taking place there (Bertram & Christiansen 2014). Moreover, observations present practical and convenient data for a case study (Rule, 2011). Cohen, Manion and Morrison (2011) say observation provides non-verbal data in a natural setting. Yin (2013) adds that observations catch and render liveliness of the behaviour or situation within its real-life context.

The researcher chose observation as a data generation tool to source data through seeing and hearing interactions. The first-hand observation allowed the researcher to witness the reality as it unfolded and record what she saw and heard, allowing for a deep understanding of the context and participants' behaviour (McMillan & Schumacher, 2014). Observation helped the researcher to witness disruptive behaviours that were displayed by the learners as well as how novice teachers responded to them. Observation went further and provided more data than the participants discussed. It allowed the researcher to note the salient features of the interaction. The researcher created a mini checklist for classroom observation based on the focus of the study. Bertram and Christian (2014) suggest that observation as a data generation tool is very powerful for gaining insight into a situation than relying on the opinion and perceptions of others. Although assurances of confidentiality were guaranteed for the participants, there was distrust. In some cases, the presence of the researcher artificializes the classroom engagements.

3.2.4.2 Semi-structured interviews

Rule (2011) and Yin (2013) regard an interview as the most widely engaged technique of generating data in qualitative research which is usually used in the case studies. An interview is a flexible tool for data generation, enabling multi-sensory channels to be used (Cohen, Manion & Morrison, 2011). Thomas (2011) mentions that three types of interviews can be engaged in conducting research, namely: structured interviews, semi-structured interviews, and unstructured interviews. Interviews are most used by researchers to generate data because they allow the researcher to plan the process by preparing questions that are relevant to the study. One of the advantages of an interview is that it promotes interactive communication between the interviewer and the interviewee; hence, an interactional relationship is developed. Many types of interviews can be used to do research. For this study, the researcher selected an individual semi-structured interview.

The semi-structured interviews furnish the researchers with a clear set of instructions for interviewers and can provide authentic, comparable qualitative data. Considering, the need for the interviewer to pose open-ended questions. Each respondent expressed himself/ herself independently based on their natural feelings and experiences. Using voice recording helped the researcher capture each word of the interviews accurately. Interviews lasted between 20 to 30 minutes and the questions allowed for probing which helped unpack rich data required for the study. It assisted the researcher to get a broader view of the novice teachers' management of disruptive learner behaviour, particularly in the township schools. Furthermore, the semi-structured interview permitted the interviewer to choose the wording to each question and the use of probes (Hutchinson & Skodol-Wilson 2013). Interview questions were open-ended to get an in-depth insight into the phenomenon.

3.2.5 Research site

The research site was a township secondary school in Umlazi, south of Durban. Umlazi is a large district within the eThekweni region. The district is subdivided into several circuits. Umlazi is the largest township in KZN but does not have enough employment opportunities. Most families struggle to maintain their household needs. Some children go to school on empty stomachs and do not even have proper school uniforms and school supplies. The school is situated in a crime-stricken area, and even some of the learners are involved in crime. The school where the study was conducted is a secondary school (grades 8-12). It had

an enrolment of 3180 learners, 119 educators, and 32 support staff. Some staff members were operating in SGB paid posts.

The pass rate obtained by the school was highly commendable, ranging from 83-91% in the past 5 years. This is achieved with the assistance of the staff. The school management team comprised a principal, two deputy principals, five HODs and five grade heads. The school's Governing Body played a vital supportive role in the school's functioning.

3.2.6 Population and sampling

According to MacMillan and Schumacher (2014), a sample is a group of people (referred to as subjects) from which data are generated, representing a particular population. Sampling means deciding who to involve, where what procedure and events or behaviours to add in the study (Bertrams et al 2014; Cresswell, 2015). Informing a sample, the researcher employed a purposive sampling, which is selecting participants based on the qualities the participants have. Cresswell (2015) suggests three conditions for purposeful sampling method: (1) Making the decision on participants or sites, (2) Choosing the sampling method and (3) Deciding on the sample size.

The sample was made of participants that the researcher chose as they had information (novice teachers) that best informed the research questions and enhanced understanding of the phenomenon under study (Cohen, Manion & Morrison, 2011). Participants had to be novice teachers. The researcher purposefully selected six novice teachers as participants. According to Bertram & Christiansen (2014), purposeful sampling means that the researcher decides who to participate in the study or which objects to involve in the sample.

Qualitative researchers have given many definitions of purposive sampling. According to Terre Blanche, Durrheim and Painter (2006), the researcher looks for the qualities that satisfy some pre-set standards in purposive sampling. Often, as a characteristic of qualitative research, researchers choose the participants to be included in the sample based on the researchers' judgement of their typicality or possession of the certain features being sought (Cohen, Manion & Morrison, 2007). Novice teachers who taught different grades were selected purposively. To conduct the study, the researcher followed the procedures of requesting permission from the school where the research was conducted. The researcher

selected participants based on being novice teachers with between one to five years in the field and were operating in a school chosen as a site for the study. Five of the participants were permanently employed by DoE and one was an SGB paid teacher employed based on a scarce qualification in Mechanical Technology and had been teaching for three years. She was in the process of completing her Post Graduate Certificate in Education (PGCE). All participants operated on post level one, which is the basic level in the hierarchy of teacher levels.

3.2.7 Data Analysis

Creswell (2009) defines data analysis as a continuous process that requires thinking about the data generated, he further indicates the importance of checking, tidying, transcribing, and reorganizing data focusing on the highlighting information to be utilised in making suggestions and conclusions. The data generated from the field was transcribed. Green, Willis, Hughes, Small, Welch, Gibbs, and Daly (2007) affirm that data analysis is a vital process of closely examining the data generated and arrange it into a reasoned and logical account.

The researcher familiarised herself with data during the transcription process, whereby the recorded data was listened to back and forth, to ensure clarity and understanding. Green *et al.* (2007) suggest that researchers should have a thorough knowledge of data to capitalise on opportunities to broaden and diversify the sample. Braun and Clarke (2006) define thematic analysis to identify, scrutinize, and describe themes (patterns) within data. During the interviews, the researcher took notes and used digital audio recording. In the interpretation process, the audiotape was played repeatedly (backwards and forward) to ensure accurate interpretations. Phases suggested by Bruan and Clark (2006), such as familiarizing yourself with data, generating initial codes, searching for themes, reviewing themes defining and naming themes and producing report were adopted for data analysis. After transcription, the researcher read the data line by line to understand and familiarise herself with the data to identify codes. Interview transcripts and field notes were categorised according to similarities, differences of responses, and themes were identified, after which the report was produced.

3.2.8 Limitations

In any research study, there are some limitations, and this study is not an exception. The study was conducted in a township secondary school and excluded novice teachers in the foundation phase (grade 1-3) and intermediate phase (grades 4-6) due to the assumption that indiscipline problems were mainly encountered in secondary schools where learners are at the teenage stage. The study was conducted in one township secondary school, so exclude rural schools. Therefore, findings cannot be generalised for the practice in all secondary schools.

Table 3.1 A brief profile of the participants

Participants	Gender	Grade responsible	Age	Years of Teaching Experience	Number of learners in a class
Dawn	F	8&10	30-40	4 years	80-90
Mpilo	M	8&10	20-30	2 years	70-80
Beyonce	F	8&10	20-30	2 years	70-80
June	F	10-12	20-30	1 year 3 months	70-80
Nelly	F	10-12	20-30	4 years	60-70
Vuyo	M	10-12	30-40	3 years	70-80

3.2.9 Ethical considerations

Ethics plays a very important part in educational research because research processes involve people. McMillan and Schumacher (2014) confirm that ethics is concerned with beliefs about what is right or wrong when engaging with the participant, from a moral perspective. It is critical to adhere to the principles of ethics to shield the rights and dignity of the participants. Ethics involves several elements such as full disclosure, voluntary participation, and informed consent. The researcher followed the ethical protocol by requesting approval to research the University of Kwa-Zulu Natal, the Department of Education, and the school where the research was conducted. Once permissions were granted, the process of consulting the potential participants began, and a lot of explanation was needed to make them understand their rights as potential participants, and those who saw it fit to participate signed a consent form which guaranteed confidentiality and safety of the information provided. Participants' rights in terms of voluntary participation and withdrawal were communicated and guaranteed.

3.2.10 Trustworthiness

Rule and John (2011) assert that trustworthiness promotes rigour, transparency, and professional ethics for qualitative research. Trustworthiness comprises four elements which are credibility, transferability, conformability, and dependability.

3.2.10.1 Transferability

Transferability refers to the extent to which the outcome of the study that can be applied to another context with other respondents (Cohen et al, 2013). The findings in this study cannot be generalised, but the intention is to comprehend, clarify and interpret the phenomenon under research. However, the results can be applied to similar contexts.

3.2.10.2 Credibility

Credibility establishes whether the research findings represent credible and reasonable information taken from the participants' original data and constitute an accurate interpretation of the participants' original views (Graneheim & Lundman, 2004). Observations were done on different times of the day so that it would not be assumed that learners behaved differently on different times, due to a variety of factors including tiredness if the observation was done late in the day. The audio recording was done to capture the interviews and during data analysis, the tapes were played back and forth to ensure accurate transcription of the data.

3.2.10.3 Dependability

Dependability includes participants' evaluation of the results and the interpretation and recommendations of the study which ensures that they are a true reflection of the data received from the participants of the study (Cohen, Manion & Morrison 2011; Tobin & Begley, 2004). Lincoln & Guba, 1985 suggest that member check is an important process that any qualitative researcher should undertake because it is the heart of credibility. To eliminate bias, the researcher included the voices and feelings of respondents in the analysis and interpretation of the data. After the interpretation was completed, the researcher invited the participants to read the results and confirm whether the results represented their views or not. Notes were taken and recorded during observation to ensure the dependability of the study and its findings.

3.2.10.4 Confirmability

Confirmability is concerned ensuring that a precise interpretation of data has been done and there are no figments of the researcher's creation and imagination but are purely what was derived from the data (Tobin & Begley, 2004). The researcher tried to avoid biases by ensuring that all interpretations were done based on data generated during data generation processes. The findings were presented based on the ideas and experiences of the participants.

3.3 Conclusion

This chapter presented a research design and methodology which guided the study. The study was guided by the interpretive paradigm and followed a qualitative approach.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

In the previous chapter, the methodology that was used in the research study was discussed. The participants and the selection of the participants were clarified. Data generation process that was used in the research study was discussed. Ethical issues and aspects of trustworthiness and reliability and limitations of the study were discussed. This chapter provides a detailed presentation of data generated through semi-structured interviews and observations. Novice teachers were newly employed teachers, who qualified from different universities. The teachers were still young and enthusiastic, but their enthusiasm was challenged by disruptive learner behaviour displayed by the learners inside the school, especially in the classroom, where teaching and learning processes took place. Table 4.1 shows the profile of the participants in this study.

The participants were novice teachers who had joined the teaching fraternity a few years ago. Almost all of them expressed that becoming a teacher had always been their dream from an early age. On completing their high school education, they immediately enrolled for the career of their dreams and enjoyed every minute of learning about it and were very enthusiastic. After graduating with their degrees, they could not wait to go to the classroom and share the knowledge they had acquired during university years. On getting to the classroom, they unexpectedly faced challenges of disruptive learner behaviours. Even though novice teachers expressed their disappointment differently, they commonly showed disappointment about the classroom's behaviour manifested in the classroom.

4.2 A brief description of the research site

The research site is a school situated in a township south of Durban in Kwa-Zulu Natal. It is a comprehensive technical high school situated deep in the township and is surrounded by residential houses. The school has an enrolment of 3250 learners and 122 teachers and 28 general staff (including security and 10 admin staff). There are 44 classrooms, two computer laboratories, one science laboratory, a consumer/ hospitality studies room, three technical workshops for Civil, Welding and Mechanical. The school also has two staff rooms for

teachers and five offices for five Heads of Departments. The administration block consists of offices for the principal, his two deputies, and the administrative staff.

Despite the large student numbers in the classrooms, the school has consistently produced matriculation results ranging between 83%- 100%. There is a good relationship between the school and the community. If community members see learners doing something wrong outside the school, they immediately call the principal to inform him about the bad behaviour of the learners. For instance, when learners are absconding to school or are involved in a fight, the community would inform the school. Even if there are plans or attempts by thugs to break into the school, the community does its best to protect it.

The school is quintile four with function C of the South African Schools Act no.84 of 1996. A quintile four school is found in an environment where there are both employed and unemployed parents and has sufficient resources for teaching and learning. Function C means that the school led by SGB decides on the school fees, runs a school account through a budget approved by SGB. The account audited by approved, independent auditors at the end of each quarter which in turn produce an annual report.

The school day begins at 6h45 and ends at 16h00 for grades 8 and 9, and it ends at 17h00 for grades 10-12. There are three 30-minute breaks, and learners cannot exit from the school until the end of the day. There are vendors' stalls that cater to the learners' refreshments needs. The background of the learners differs. Some come from households where there are no parents, and some parents are unemployed and cannot provide for learners' needs. Due to different social factors, the school established a Care Centre which provides meals to learners coming from struggling families. The care centre is mostly funded by donations from the staff, and rarely from parents. In the past three consecutive years, the church of Nazareth in Umlazi (KwaShembe) has donated groceries to the care centre once a year.

4.3 Data presentation and analysis

Two instruments were used to generate data, semi-structured interviews and participant observations. Concurrent presentation of data will be done, interviews being the basis of data presentation, corroborated by participant observations.

The study explored forms of disruptive behaviours encountered by novice teachers and their management of disruptive learner behaviour in a township secondary school classroom. Disruptive behavior in the classroom was identified as the most prevalent and problematic obstacle in the classroom's smooth running. The analysis process began with familiarisation with the data, which included transcribing and reading through the data generated then coding the data, from which the themes emerged. Thematic analysis identifies patterns or themes within qualitative data (Maguire & Delahunt, 2017). During analysis, four themes emerged, after which data were further categorised into sub-themes and analysed. The following are the four themes that emerged:

1. Novice teachers' views about the nature and type of disruptive behaviour encountered in the classroom.
2. Influential factors that contributed to learner disruptive behaviours.
3. The impact of learner disruptive behaviour on learner achievement and teacher attitudes.
4. The strategies that novice teachers employ to manage disruptive learner behaviour.

4.4 Theme one: Novice teachers' views about the nature and types of disruptive learner behaviours encountered in the classroom

The novice teachers in this study took up the profession with a passion for teaching. Novice teachers were eager to embrace teaching as a profession and commence their work in a local school, endeavouring to make a meaningful contribution as professionals (Confait, 2015). The enthusiasm that novice teachers had was challenged by the disruptive learner behaviour they encountered in their classrooms. Novice teachers mentioned these behaviours as impacting negatively on their morals as well as on the learners' progress and understanding of teaching and learning. Novice teachers also expressed that it was tedious to deal with disruptive learners as they normally back told them when they attempted to discourage disruptive behaviour. Vaaland (2017) notes that teaching and learning are at stake when classrooms are highly disruptive, and pupils ignore teachers' instructions and leadership. Table 4.2 below presents participants' views on the nature and types of disruptive behaviours.

Table 4.2 Views about the nature and types of disruptive behaviours.

THEME	SUB-THEME	ISSUES RAISED (SUMMARY)
Views about the nature and types of disruptive behaviour	Noisemaking and talking out of turn	Noise making, talking out of turn, asking of irrelevant questions are the most mentioned disruptive behaviours that are a cause for concern to the teachers.
	Failure to complete activities/tasks/projects	Participants are concerned about learners' failure to cooperate with the teachers because they fail to complete activities/projects.
	Consistent late coming as an undesirable habit.	Participants' responses indicate concern about the late coming of the learners from the break and what they do after joining the class instead of sitting and letting the lesson continue.
	Eating, walking up and down, laughing and sleeping.	Participants expressed difficulties and challenges faced because of learners who eat, laugh, sleep and walkabout in the classroom.
	Use of cell phones in the classroom.	Teachers raised their concern about the use of cell phones during teaching and learning time.

In his findings, Sezer (2017) reveals that novice teachers frequently encountered disruptive behaviours. Novice teachers listed disruptive behaviours encountered in the classroom and at times, they became emotional when narrating their experiences on the issue. They listed noisemaking; failure of learners to do and complete activities; coming late to the class; eating,

sleeping, and laughing during the lesson; and using cell phones, as the disruptive behaviours encountered. During the observations, the researcher discovered that there were more disruptive activities that learners engaged in during teaching and learning such as moving their heads as if they were dancing to music. Yet, they had no earphones nor was there any music around, talking back when they were reprimanded, and displaying disrespect and undermining the teacher's instructions. This theme had sub-themes identified from the data generated through semi-structured interviews and observation.

4.4.1 Noisemaking and talking out of turn

Data generated indicates that teachers experienced challenging work conditions due to learners' never-ending noise-making during teaching and learning. Talking out of turn or asking irrelevant questions indicated that learners were disruptive to the learning progress.

Novice teachers highlighted noise making as the first, most common and prominent unacceptable behaviour that disturbed the teaching and learning processes. Teaching and learning cannot be effective in a noisy classroom where learners are not attentive. Here are how the participants expressed their views about noisemaking:

June

“Talking in the classroom when there is a lesson is disruptive because some learners right around you are trying to listen to what the teacher is saying and what other learners are saying but they can't because people are talking around them, which are disruptive.”

Beyonce

“... noise-making, coming in and out of the class, shouting answers without raising their hands, speaking at the same time with the teacher, eating in class some eat in class, you have now had to take your attention from the other learners and discipline the learner.”

Mpilo

“...they will be talking; some will maybe be walking up and down claiming they are borrowing pencil or a pen or what so ever. At the end of the day, they end up not completing the activity.”

Noise in the classroom hinders effective teaching and learning. Involvement in irrelevant activities, talking out of turn or talking, making noise, asking irrelevant questions, and physical aggression impede the learning process. Noise in the classroom is disruptive to the teacher and other learners. When a child is talking to other learners or talking out of turn, it is difficult for other children and the teacher to concentrate (Daniels, 2018).

4.4.2 Failure to complete activities/ projects

Research indicates that some learners do not complete the tasks given to them (Memela, 2013). After every lesson, learners are expected to display their understanding through the completion of activities. However, based on responses, the researcher noted that several learners failed to complete activities given to them. Learners fail to complete their tasks because they waste time moving around claiming to be borrowing pens or any other stationery item.

Mpilo

“...Learners’ failure to respond positively to the work given to them. Like for an example, if I give activity to be completed and I expect all learners to complete the work. During that time, some learners would not be engaging with the activity but are moving up and down claiming to be borrowing a pen or pencil. In the end, they end up not completing the activity.”

Vuyo

“... but, if they get an opportunity to hide, they hide and do not do their classwork, homework. So that sort of, you know, if a child does not do their classwork and homework it hinders his /her learning...”

Learners’ disruptive behaviour, such as moving up and down, contributed negatively to other behaving learners, as the latter got distracted and their performance declined. Petersen (2010) attaches increased failure rate to the low level of interest in schoolwork, spending too much time on television, cell phone, internet, and idleness. From a study, Marais and Meier (2010) report teachers’ observations that learners talk while learning content is being explained or when they must be completing a task. Failure to complete work is mostly associated with disrespect and undermining the teachers’ integrity as well as their professionalism. It results in teachers being unable to produce good results and being blamed for bad results.

4.4.3 Consistent late coming

The researcher noted that, even though learners would come back late from break, most teachers did not make learners account for the late coming. Teachers continued with the lessons as if nothing had happened. On late arrival, learners did not even bother to seek permission to sit down. Instead, they went straight to their seats and started talking, disturbing those who had been in class and engaging in the lesson. Novice teachers revealed that late coming disrupted the lessons.

Vuyo

“...coming late from break, and they are taking time to sit down. That's sort of waste the time that we have, we have 45 minutes per lesson so spending 15 minutes or so trying to control learners to sit down .it is sort of time-consuming.”

Mpilo

“...these small disruptions consume a lot of time. They hurt syllabus coverage. Number two, they harm those learners who are following because you keep on making those mine stops.”

Nelly

“Coming late to the class is very disruptive, noise-making in the class, chewing gum or you find that while you are busy teaching others are busy abusing their chewing gums, using cell phones, laughing. Now, our learners tend to laugh without you making any joke. They are so disruptive.”

Time is an irreversible and valuable commodity that should be gainfully and effectively used to achieve the set goals. In the context of the classroom, time must be properly used for teaching and learning processes. The above experiences indicate that teaching and learning time was wasted on unnecessary disruptions that are prevalent in the classrooms. One cannot see a joke in late coming, but learners laugh even when there is no joke. Memela (2013) concurs with what the teachers mentioned above when he mentions late coming as one of the disruptive behaviours that learners display in the classroom.

4.4.4 Sleeping, laughing, eating, and moving up and down during the lesson

In the classroom rules in all classrooms, the researcher observed that sleeping was prohibited, but the researcher noted that learners slept a lot during teaching and learning time. Despite the teachers' attempts to wake them, asking their desk mates to wake them, they woke up for a few minutes and went back to sleep. After breaks, learners brought their food and ate while teaching was in progress. The teacher's focus shifted from teaching to disciplining the learners to stop eating.

Even during the interviews, some participants expressed their concerns about learners sleeping and eating during the lesson. This behaviour distracted other learners' focus on the teacher. Nelly mentioned that laughing had become one of the ways learners used to disrupt the progress of teaching and learning processes. When the teacher allowed learners to ask questions for further clarification about the topic, learners asked questions that were irrelevant to the topic. That alone became a joke to the classroom and stalled the lesson progress. The researcher observed that not much attention was directed to the lesson, but some learners discussed their issues and laughed. In a bid to avoid lesson disturbance, teachers ignored them, but the situation only worsened. Participants' views on the issue were as follows:

Vuyo

"...sometimes you'll see learners sleeping during the lesson, I don't know but most of the learners sleep when they come back from break. I don't know maybe it's because of the things they do may be the food they eat but they sleep most of them when they come back from break. So, it sorts of time-wasting to try and beg learner to wake up at the same time you have to control other learners to stop making noise, stop going around in class.

Nelly

"...some would just stand up since I'm using a workshop for teaching. I do not go to them they come to me at the workshop. You find some standing up to get water without asking for permission."

Beyonce

"...maybe eating in class. So, you now take your attention from all the other learners and discipline the learner that is eating."

Responses by participants make us understand the difficulties and challenges faced by novice teachers in managing and administering classrooms. Even the experienced teachers complain about the disruptions by learners in their classrooms. Sezer (2017) mentions that disruptive behaviors involve chatting, using mobile phones, chewing gum, assaults on classmates, and disrupting the class. It seems that there are no solid and applicable solutions to the problem of misbehaviour by learners and it is gradually developing into a situation where classrooms are not teachable. Novice teachers are challenged by being in a new setting, meeting new people, as well as teaching very disruptive learners. Sometimes, novice teachers are not sure about the decision they need to take in ensuring discipline in the classroom.

4.4.5 Use of cellular phones in the classroom

The study found that cell phone use in the classroom has negatively affected learning and annoyed teachers. Gainful use of cell phones would normally not pose a problem. However, learners have been found using a cell phone during learning times for wrong reasons. During the lesson, the researcher noted that learners sitting at the back shared each part of earphones and nodded their heads up and down even shoulders. No attention was directed to learning.

Participants mentioned cell phone use as one of the disobedient and disruptive behaviour. Some schools do not even allow learners to bring cell phones to school as it is believed that they distract learners from focusing on lessons. This school was no exception, but learners brought cell phones. Below are the participants' responses on the issue.

Dawn

"...they are seeking for attention either from me or their peers like using cell phones."

Nelly

".... using a cell phone"

Nowadays, the cell phone has been defined as one of the learning tools by many. Ferriter (2010) identifies digital gadgets (cellular phones) as teaching tools; and although most schools have banned cellular phones, most learners around ages twelve to seventeen own cellular phones. Cell phones help learners search for information to do projects and assignments. Yiga (2012) argues that cellular phones have become essential gadgets in our

lives as technology constantly advances. Porter (2016) argues that phones can enable valuable access to information, but they are not necessarily used for this purpose. She further states that the positive use of cell phones appears is limited to mundane tasks such as contacting friends to check homework or using the phone as a calculator. Pullian (2017) notes that the majority of teachers also reported being distracted by students using their phones, while only about half of the students believed their teachers have been distracted by cell phones.

4.5 Summary of novice teachers' views about the nature and types of disruptive learner behaviours encountered

During the observation, the researcher noted that noisemaking; in completion of projects, tasks/ activities; late coming; sleeping; laughing; use of cell phones in the classroom were the most prevalent disruptive behaviours. Even though, during the interviews, some of the teachers had claimed to handle the learners and deal with them; during observations, the opposite was witnessed. During observation sessions, the researcher noted many unmentioned disruptive behaviours displayed by the learners such as learners' failure to bring books to school. Teachers confirmed that the school provided books to all learners, but they left them at home claiming that they were too heavy. Whenever the teacher told them to open a certain page from the book, the majority of learners would not open the specified page because they would not be having books. Some novice teachers discovered that some learners were writing in loose papers or using writing pads instead of prescribed exercise books when checking learners' work. When learners have to refer to a picture, they then move around trying to squeeze in with those carrying the books, which then cause chaos in the classroom.

The restlessness that was also seen during observations made the teaching of disruptive learners difficult. Learners did not bring the textbooks for everyday use. With no textbooks, teachers had a challenge in teaching as some subjects had pictures and diagrams to be referred to in the textbooks. To refer to pictures, learners without books had to move closer to those who had books and with movement, comes a noise, they couldn't move quietly which then took time to normalise the noise.

In all classrooms, where observations were conducted, most learners had to chew gums in their mouth and all participants did not take any corrective measures about that. Chewing

gum was among items prohibited in the list of rules in the classrooms; therefore, should not have been occurring, which shows negligence on the teachers' side. Teachers ignored some classroom. Novice teachers did not take corrective measures about disruptive behaviour which could be a desperate attempt to proceed with teaching and avoid disturbances. Unfortunately, ignoring disruptive behaviours was not a solution as the behaviour become a norm if no steps were taken to curb it.

The high rate of theft among the learners was seen during observations. In some cases, violence erupted because of theft. Learners stole from others, resulting in fights that left novice teachers helpless and delayed teaching and learning processes. As participants had indicated, grade heads played a crucial role in supporting the teachers whenever they needed support.

Novice teachers expressed their concerns and hopelessness. Some participants mentioned that they did not see any improvement, but instead, the situation was deteriorating. Novice teachers were concerned about time wasted in restoring order as opposed to teaching and learning activities. The researcher observed that classrooms had rules written in bold and pasted on the walls stating that there should be no eating or sleeping. However, learners did not obey those rules.

Discipline problems caused poor academic performance by the learners and harmed the academic atmosphere and learning in the classroom (Mahvar, Ashghali, Aryankhesal, 2018). Novice teachers' failure to create a conducive teaching environment resulted in negative attitudes toward teaching as a profession. Although during the interviews, some of the teachers had claimed to be able to handle the learners and deal with them, during observations, the opposite was witnessed. Some teachers observed were not capable of handling the learners who rebelled against them by not taking instructions. Teachers sometimes used avoidance style of management to avoid confrontations. Disgrace (2016) found that educators failed to inculcate positive behaviour in students, impacting what the learners conceived as acceptable and unacceptable behaviour. The responses by participants showed the difficulties and challenges faced by novice teachers in managing and administering classrooms apparent. There are no solid solutions to the problem of misbehaviour by learners, and it is gradually developing into a situation where classrooms cannot be easily taught.

4.6 Theme two: The influential factors that contribute to disruptive learner behaviours in the classroom.

Various factors contribute to disruptive learner behaviour. Disruptive behaviour emanates from dysfunctional ecological systems that affect learners as they interact in their daily lives. Teachers are not sure exactly what causes these disruptive behaviours, but teachers consider factors that contribute to this pandemic. Looking at some of the contributory factors to the behaviour may also provide a clear picture of the severity of the problem faced by teachers in schools. Bronfenbrenner's ecological systems theory (1979) states that a person's behaviour is influenced by his ecological systems which consist of micro-system, mesosystem, exo-system, micro-system as well as chrono-systems. Novice teachers identified many factors that could influence learners' behaviour. Learners tended to focus more on social goals than academic goals or achievement, which negatively impacted their schoolwork and assessments.

Morongwa (2010) identifies eight causes of indiscipline among secondary school learners: family influence, teachers/ educators; political, social and economic factors, learners with emotional problems; principals' factors. Factors that are contributory to disruptive learner behaviours are presented in Table 4.3.

Table 4.3 Influential factors that are contributory to disruptive learner behaviours

THEME	SUB-THEME	ISSUES RAISED (SUMMARY)
Influential factors that contribute to disruptive learner behaviour	Family and societal factors	Respondents see family and societal factors as some of the influential factors that inform the behaviour. Novice teachers indicated that learner background and upbringing are crucial in these disruptions.
	Disobedience for peer approval	Participants believed learners can be disruptive just so that they fit into a group and for peer approval.
	Intoxicants as a contributory element to disruptive learner behaviours.	Participants mentioned the use of drugs, alcohol and other intoxicants as one of the reasons that cause learners to become disrespectful and disruptive.
	Overcrowding as a contributory factor to disruptive learner behaviour	All participants voiced their concern about large numbers in the classrooms. They believe classrooms are disruptive because of overcrowding.

4.6.1 Family and societal factors

The family background may contribute to disruptive learner behaviour. In some cases, learners' disruptive behaviour can be attributed to the communities where they come. The systems that surround the child as he grows are crucial in determining the kind of child being raised.

Participants had this to say:

Vuyo

"I think this is the township school, learners come from different backgrounds and some of them, and they grow in an environment where there is nobody who is guiding them. They have uncles who are not working. They are disruptive themselves in the community. Also, you will find that if a boy child grows in that family, he will copy that behaviour he will think that it's a way to live to behave in a disruptive manner."

Beyonce

"Number one, I'll start from where they come from in their families. Maybe it's a lack of discipline from parents as you know that some kids come from families where there is a single parent. Some families do not even have a parent. Some, they stay with their grannies so it's different backgrounds and these kids have different principles and morals. The child's upbringing has a crucial influence on his/her behaviour, even though one may not rule out other influences."

Nelly

"I can say the poor upbringing some learners are violent in class. Some learners, you fail to discipline them because at home they are not disciplined."

Dawn

"Maybe it is their background. Their background may result in what they do in classes. You find that these learners are coming from disruptive families so even if they come to school, they will come with that in their minds. And child-headed families, disruptive families like the family where parents drink or the family where parents use to fight eeh.... ya."

Bowman (2004) posits that parents' failure to instil discipline in their children contribute to exacerbating disciplinary problems in schools. Disruptive behaviour may easily extend beyond when children are exposed to extreme and violent home environments.

4.6.2 Disobedience for peer approval

Learners rebel against teachers by not following their instructions, to get accolades from their peers. Participants voiced out that the escalating disobedience depicted by learners is due to seeking peer approval.

Vuyo

“A child thinks that she is not fitting well enough with her peers if she/he does not disrespect teachers. When he sees that his/her peers disrespect teachers they sort of think that that it is the way to show friends that “I am cool.” Not so cool. Yes, peer pressure sort of also play a big role in them disrespecting teachers.”

Beyonce

“...maybe the kid wants attention from his or her friends or maybe they bet who is the boss. Kids are like that, they bet over stupid things... who is the boss? If you are disrupting a teacher that means “I am the boss of them all.” So, it’s different things from the community to individuals, which affect the school.”

Nelly

“Peer pressure. Sometimes you find that a certain girl or boy was behaving well, and he/she ends up in a certain group and now suddenly she/he has changed.”

Peer influence has been identified as playing a role in disruptive learner behaviours. Yahaya, Ramli, Hashim, Ibrahim, Rahman & Yahaya’s (2009) found that peer group influence was a dominant factor influencing discipline problems among students.

4.6.3 Overcrowded classrooms

The research revealed that overcrowding contributed to disruptive behaviours in the classroom. One of the challenges faced by teachers in schools was big learner numbers. The researcher learned that most classrooms had 80 plus learners, which encouraged learners to be unruly knowing they would not be easily identified. It takes time for the teacher to know all learners if the class is unusually big. Knowing the learners by name helps the teacher to maintain discipline.

Nelly complained about the numbers in the classroom

“I can say the numbers ... as they are many in class; a person knows that I can get away with everything easily because we are so many. Some will make noise when you turn around you don’t know who was making that noise, so you ask who was making that noise, who was saying this.”

June confirmed the problem of large numbers when stating that

“In this large class of 76 learners, I would stand closer to those learners who are mostly disruptive so that they won’t find a chance to make disruptive noise or just talk without being pointed or talk irrelevant stuff in a lesson.”

There is no effective teaching and learning in the overcrowded classroom. Marais (2016) asserts that big classes are rowdier; unruly so that it negatively impacts classroom discipline. Overcrowding imposes a less individualised attention which reduces the chances of success for learners. Struggling learners need individualised focus from the teacher which results in chaos and inability to understand the subject content. Overcrowding has disruptive results for learner behaviour (Marais, 2016). Overcrowding vastly contributes to novice teachers’ failure to cope with learner disruptions. Du Plessis (2019) mentions that among the things that waste teaching time in overcrowded classrooms is managing behaviour.

4.6.4 Intoxicants

Alcohol, drugs, and all other intoxicants that the learners consume influence their disruptive behaviour. Learners who are under the influence of substances are disruptive and do not take instructions from the teachers.

Novice teachers mentioned the use of drugs, alcohol, and any other intoxicants as among the reason’s learners become disrespectful and disruptive. Some of the reason’s learners misbehave are because they are under the influence of intoxicants. Intoxicants use in schools by learners has become a challenge to all teachers, irrespective of whether they are experienced or novice. Novice teachers attributed learner disruptive behaviour to the factors below:

Vuyo

“One has to mention that most of them indulge themselves into drugs and one of the behaviours that I’ve mentioned is that they sleep in the classroom. So, I think maybe because of the drugs they use to sort of fail to handle their bodies because now they sleep. I think it is one of the reasons they can’t behave. Maybe the drugs has some effects on them.” Every child wants to fit in a scheme, so yes peer pressure is playing a big role in them being disrespecting.”

Beyonce

“...Maybe it’s the things they use, the drugs...”

Nelly

“The first thing will be the use of drugs. The truth is that we are no longer dealing with innocent children. They are into drugs; they use a lot of drugs.”

4.7 Summary of influential factors that contribute to disruptive learner behaviour in the classroom

The responses by novice teachers reveal the factors which trigger learner disruptive behaviours. Factors such as home and society, peer approval, drug use, and overcrowding encourage disruptive behaviour. Learner-teacher ratio is unacceptably high in the schools. Overcrowding makes it difficult for teachers to identify culprits because teachers cannot move around easily in an overcrowded classroom. When the teacher turns to write on the board, learners begin to misbehave knowing that they will not be identified. Sleeping by learners during teaching and learning occurs mostly after a break which may indicate that during the break, learners abuse drugs as some learners have been discovered to be using drugs at school.

Novice teachers mentioned the use of drugs as one of the contributory factors to indiscipline. The upbringing by families, society where they come from, and peers, also influences their behaviour. Gutuza and Mapolisa (2010) similarly found that indiscipline was a result of poor group influence, the bad company within and outside the school, lack of discipline at home and in school, irresponsible parents and guardians, use of drugs and alcohol, family problems, poor teacher-student relationships, and failure of the school to effectively enforce school rules

and regulations. These elements formed the micro-system of a person's development. It is, therefore, crucial for the families and community to instil worthwhile values. Some learners influence others to become chaotic, rebellious, and disruptive in the classrooms.

Muthusamy (2015), Marais (2016), and Khan et al. (2012) attest that teaching in overcrowded classrooms is a source of stress for teachers, and effective teaching and learning is not possible in the classrooms. Overcrowding in public schools affects the quality of teaching and negatively impacts pupils' behavior (Tswanya & Hlati, 2017). Some discipline problems at school reflect problems at home. Schools are a microcosm of society. As problems like drug abuse, crime, and physical abuse increase in society, so will school discipline problems (Lochan, 2010). Khan and Iqbal (2012) indicate that effective teaching is not possible in overcrowded classes, and most of the teachers face challenges with both teaching and managing classes.

The ecology of human development is the scientific study of the progressive, mutual accommodation throughout life between an active, growing human being and the changing properties of the immediate settings in which, the developing person lives (Johnson, 2008). Broken family structures could be the reason for disruptive learner behaviour experienced by teachers. Marais & Meier (2010) believe that learners learn much by copying the behaviour they observe around them. They further state that, if children are exposed to aggressive displays between adult partners who are their role models at home, they will carry these experiences with them into the school.

Bronfenbrenner (1979) mentions five layers of a person's development. As the most immediate microsystem of a child, family plays a very influential role in building a child's behaviour. Family is where children begin interactions with the people around them. Those interactions develop qualities that the child will take and live with. The person influences and is influenced by the microsystem (Bronfenbrenner, 1995). A microsystem includes parents, peers, teachers, members of the family, administrators.

Townships are characterised by poverty due to the high rate of unemployment. Some novice teachers believe that it is rare to find a child that comes from a stable family disregarding a teacher's instruction. Parents or guardians must take note of the kind of a person they bring up by teaching and modelling good values to their children. Using acceptable language and

respecting other people irrespective of age, race, gender, or status should be taught early in a child's life.

4.8 Theme three: Impact of disruptive learner behaviours on learner academic performance and teachers' attitude.

Every country regards children as a national asset, which is why many countries have introduced many policies that protect children's rights. South Africa is no exception as it has policies designed to enhance children's future through education. Education liberates the minds of the people. Education enables people to acquire knowledge that can be used to make decisions and perceptions about themselves and things that surround them.

Education begins at home, and as the child grows, they start from early childhood development up to high school. Therefore, home is the first school before formal learning takes place. Home schooling lays a crucial foundation in learners' lives. Progressive learning at school can only take place in a conducive setting, created through the positive relationship of the two most important role players, the teacher, and the learner. It is the responsibility of both teachers and learners to create a positive climate for teaching and learning to take place without any disturbances. Teachers, especially novice teachers, are exposed to challenging behavioural problems that hinder teaching and learning. Jacobz (2015) reveals that disorganised classroom behaviour often results in poor academic performance and low employment prospects, as further elaborated in Table 4.4.

Table 4.4 Impact of disruptive learner behaviour in their achievement or performance.

THEME	SUB-THEME	ISSUES RAISED
Impact of disruptive learner behaviour on teachers' attitudes and learner achievement/performance	Impact on learners' academic achievement	The negative impact was reported by the respondents. Learners' final achievement/performance deteriorated because of their inability to pay attention during the learning process, and failure to do activities, projects etc.
	Impact on teachers' attitudes toward disruptive learners	Teachers maintained that they (teachers) remained positive and held no grudges despite all the challenges they faced.

4.8.1 Impact of disruptive learner behaviour on learners' academic achievement

Disruptive behaviour impacts both teachers and learners negatively. Teacher morale is dampened by these challenges even though teachers as adults must always display positive attitudes, but they are affected.

4.8.2 Disruptive learner behaviours' impact on teacher morale and attitude

The researcher witnessed the emotional reactions during the interview and during observation indicated those novice teachers' feelings and morale were wounded. Interaction with some of the teachers indicated that they were fed-up and tired. Even though some teachers confirmed that as teachers they always displayed positive attitudes each day when going to the classrooms, their hurt feelings could have negative health consequences. The researcher noticed those novice teachers compared disruption in different classrooms. When they went to a less disruptive classroom, they evinced a jovial mood and a positive attitude. However,

they dragged themselves to the disruptive classrooms and had to display positive attitudes. These novice teachers' emotions potentially resulted in depression.

In response to the impact of disruptive behaviours on teacher morale and attitude as well as the impact on learners' academic achievement, participants say:

Vuyo

“So, it starts with the classwork and then the homework and if you don't do those, you won't perform better informal assessment because you are not used to writing homework and classwork.”

Beyonce

“They affect it negatively. Sometimes, you plan a lesson and you do not finish, now you have to discipline or punish the disruptive kids.”

Mpilo

“...and these small disruptions they consume a lot of time. They harm syllabus coverage. Number two, they harm those learners who are following because you keep on making those mine stops, now for slow learners (I don't know whether the term slow learners is still applicable in this time and age) but they are very the... are not good to those learners they cannot follow.”

Nelly

“At times, it delays your lesson because you have to stop your teaching and try to bring order back in class, try to tell them to concentrate ... it delays the lesson and delay their curriculum.” There is a time frame for certain lessons... it means you must be faster to cover for the lost time.

4.9 Summary of the impact of disruptive learner behaviour and teachers' attitudes

Masingi (2017) and Blank and Shavit (2016) assert that disruptive behaviour affects the flow of teaching and learning processes, thereby hindering the learning outcomes and academic achievement. Disruptive behaviour is a drawback to serious and eager learners because they suffer the loss of learning time. Jacobz, (2015) reveals that disorganised classroom behaviour often results in poor academic performance and low employment prospects. Disruptive

learner behaviour may put teachers' health at risk. Disruptive behaviour may propel novice teachers to look for alternative careers.

4.10 Theme four: Strategies that novice teachers' employ to manage disruptive learner behaviours

Before democracy, teachers could use different strategies to enforce a conducive environment under which progressive teaching and learning occurred. One of the widely used strategies was corporal punishment. Corporal punishment was a popular mechanism that teachers relied on, as it was believed to create a teaching and learning environment in the classrooms. After democracy, corporal punishment was regarded as a human rights violation and was phased out and illegalised. Section 12(1) of the constitution states that everyone has the right to freedom and security, including the right to be free from all forms of violence, not to be tortured, treated or punished in a cruel, inhuman or degrading way. South African Schools Act No.84 of 1996 Section 11(2) states that discipline should be corrective and nurturing. Serious steps are taken against any teacher who is found using corporal punishment. Teachers noted that the abolishment of corporal punishment had caused learners to go wild and do what they like in schools. Teachers indicated that it was now a challenge to maintain order in the classroom. Most teachers are concerned about the time spent on maintaining discipline. Table 4.5 displays teachers' concerns on the management of disruptive learners' behaviour.

Table 4.5 Strategies that novice teachers employ to manage disruptive learner behaviour.

THEME	SUB-THEME	ISSUES RAISED
Novice teacher's strategies for management of disruptive learner behaviour	Professionally learned skills and alternative to corporal punishment.	Participants confirmed having been trained in classroom management strategies.
	SMT and Experienced teachers' interventions.	SMT members and some experienced teachers were very supportive to novice teachers.
	Parents' involvement.	Participants saw parental involvement as the most effective strategy in maintaining classroom order. Participants believed parents had a crucial role to play in correcting their children's disruptive behaviour.

Teachers were concerned about the time they spend in the classroom before they start the lessons, and about the mini stops during the lessons occasioned by the disruptive behaviours that are displayed by the learners.

Beyonce

"...So, you now take your attention from all the other learners and discipline the learner that is eating."

Vuyo

“... That sort of waste the time that we have. We have 45 minutes per lesson, so spending 15 minutes or so trying to control learners to sit down is sort of time-consuming.”

Mpilo

“The cause- it is sometimes teachers are inconsistent in making sure that the learner follow the rules and you must be consistent with the punishment that follows after they have broken a certain rule. And by those rules I mean the first time you enter the classroom; you must make sure that the learners understand what is expected of them before you even start teaching. You have to make sure; you have to formulate those rules that will guide you throughout the teaching.”

4.10.1 Using learned skills and alternative to corporal punishment

Learners do not focus on their schoolwork and become very aggressive towards the other learners and the teachers. Masitsa (2008) notes that learners have become ill-disciplined to the extent that they challenge the teacher’s authority, knowing that nothing will be done to them. Most of the participants were not familiar with the alternatives to corporal punishment, which was an obstacle for them. Moyo *et al.* (2014) research results revealed that there was no established consistency between the disciplinary practices in the schools and the principles of the alternatives-to-corporal punishment strategy. Participants confirmed that they were trained on how to manage learner behaviour. Many studies have indicated the existence of a gap between teacher training and teaching in practice. Based on study findings on novice teacher’s opinion about, Sezer (2017) suggests that classroom management training be given based on theory and practice. Participants

4.10.1.1 Alternatives to corporal punishment

Teachers agreed that the alternative measures provided by the government were not user friendly and therefore, did not assist them in curbing the disruptive behaviours in the classrooms and at school. Maphosa (2010) observes that teachers felt that alternative measures to corporal punishment were not effective in curbing learner indiscipline. Most strategies (as provided in the ATP) teachers were trying to use in regulating their classrooms seemed neither helpful nor effective. According to Banks (2014), helping student teachers identify alternatives to corporal punishment results in promoting positive behaviour change.

When the government heard the schools' outcry about the ill-discipline experienced by the teachers in general, it launched a project that was published as a document named, "Alternatives to corporal punishment" and disseminated to all schools. The document was meant to assist teachers in dealing with disruptive and chaotic behaviour that had become rife and a stumbling block to proper teaching and learning. The study sought to find out how novice teachers dealt with prevalent disruptive behaviour. Responses on how novice teachers managed disruptive learner behaviours were captured as follows:

Beyonce

"... of course, it is not easy as we are working as teachers. You have to come up with a way to work around the problems. No, we have the prefects in class as you are teaching, you ask that learner to note those who are disruptive by making a list. By that, you are disrupting the learner because the kid is not paying attention now, but she/he is busy checking the noisemakers.

Beyonce

".....Corporal punishment is not allowed, so I use many alternative ways which also I think the department will regard as being abusive because sometimes I take the kid outside, the kid is losing out in class. Sometimes, I make them kneel in class; sometimes I scare them about deducting marks from their assignments."

Dawn

" , in my mind, I was having a strategy of detention but due to the nature of the school which I'm working in, it is not applicable since the school day ends at five ...when I'm detaining them, I also detain myself as an educator. And the other one, when isolating the learner, it doesn't work sometimes because if I isolate him/ her by taking him/her to the front of the learners, you will find the learner making some movements in front of learners only to find that learners do not focus on me but are focusing on that learner. So, isolating the learner does not work. What I used to do was give him/her more work so that she/he will be busy working and won't have time for disruptions."

June

“...but like ok ... let me use detention in our school. The school starts at 6:45 and finishes at four for grade 8 & 9 and at five for 10-12. Detention does not work for us as I cannot keep kids beyond five o’clock as it is already late. They were studying from 3-5 now I can’t keep them from 5 to a certain time. Detention in my setting does not work for me in my classroom because I cannot keep kids. There’ve been here from quarter to seven I can’t keep them till 8 at night.”

4.10.1.2 Learned skills

Universities ensure that teachers are given necessary skills to manage disruptive behaviours in their classroom. Participants in the study mentioned that there were modules in their package that accommodated skills in managing indiscipline but indicated that the theory they learn and skills they learn do not useful in contextual environment.

Beyonce

“...yes, we were taught. There was a module specified or strictly accommodated for that but as I said, the university setting, and the work setting are totally different.”

June

“No”

Vuyo confirmed that he was trained in managing the discipline

“Yes ... Yes, we were trained because I remember we did a module called Professional Studies. It is where we were trained to manage the classes. And, during our teaching practise, we went to schools we learnt there also with the mentors guiding us.”

Mpilo

“I would say..., I was trained by the institution because I believe that if you... if the institution sends you for teaching practice and you get a mentor, the person who is mentoring you is responsible for ensuring that you, as a teacher, are aware of everything that happens when you are teaching in a school and your mentor must make sure that you can manage the classroom.”

4.10.2 Experienced teachers' and the School Management Team's Interventions.

When novice teachers start working, they need support from experienced teachers and SMT. The mentoring and support they get equips them with skills to improve their classroom management skills. Professional development is seen as the most helpful tool that the school needs to better the behaviour and performance of learners. Ono and Ferreira (2010) define professional development as a process consisting of formal and informal learning that help to the improvement of knowledge, skills, and personal qualities required to perform professional duties. Lack of professional development may hinder the teaching and learning processes, especially where novice teachers are concerned.

There has always been a call for experienced teachers to assist novice teachers. In the context of this study, experienced teachers, family, friends, and learners form the microsystem of a novice teacher, which needs to be supportive, motivating, and encouraging. Experienced teachers also play a mentoring and developmental role to novice teachers. Sasser (2018) confirms that novice teachers place value on participating in the mentoring programme because they perceive it as being beneficial to their professional practice as teachers. Naicker (2014) indicates that novice teachers require enhanced coping strategies and co-operative support from the School Management Team and the Department of Education to deal with discipline problems. In establishing themselves, novice teachers require guidance from experienced teachers and school management. Therefore, responding to a question on whether novice teachers got support from the SMT, the following data was generated:

Beyonce

"... if it gets too much, I call the authorities, like my HOD or the Principal because these kids are very naughty, they are scared of certain people like the principal."

Vuyo also indicated that the grade managers who formed part of the management team in the school dealt with the problematic learners.

"... We have grade managers here at school, so we try and report the students to them, so they are the ones who try to put the learners in place."

Mpilo attested to the support they receive from experienced teachers as well as SMT, as novice teachers

” Yes, yes, yes, yes, I do, I do. Luckily, we have a lot of seasoned teachers in the school, so we get support, we get support and that is good. That is what I would recommend for all new teachers. It is important to have someone who will assist you in every step of the way while you are trying to establish yourself as a teacher.”

Experienced teachers and SMT should not only support teachers by only intervening when there is a problem, but they must capacitate teachers through organised development programmes. Novice teachers welcoming context may strengthen their development in managing classrooms by cascading information concerning classroom management skills at an entry stage of their profession to equip them with various skills that will enhance a climate conducive to classroom management. Professional development may promote a positive feeling and self-worth for novice teachers and enhance resilience and positive well-being.

Previous research confirms that professional development may reduce professional dissatisfaction and attrition in novice teachers. Novice teachers displayed their willingness to learn from the experienced teachers and attend development programmes that would assist them to improve their ability to deal with the challenging situations in the classroom or school. Naicker, (2014) concludes that teachers need improved coping strategies and collaborative support from the School Management Team and the Department of Education to deal with discipline problems.

4.10.3 Parental involvement

The learner’s development into a good and responsible learner depends, first on his upbringing. Family plays a pivotal role in the development of a child. Relationships among all levels of a child’s ecological systems may influence how the child develops and behaves. The same applies to the development of a novice teacher within his/ her ecological system that informs how he develops within the profession. Many teachers believe that the child’s upbringing informs the behaviour the child portrays; therefore, parents play a crucial role in the upbringing of a child and nurturing a child’s behaviour. Marias and Meier (2010) state that the learner is inherently dependent on other systems like the family and society for his own health and survival. These systems need to exercise and promote positive behaviour in the learner. Sezer (2017), stresses that some responsibilities must be fulfilled by the learners’ parents, school administrators and bureaucrats.

However, parents tend to avoid their responsibility of working/ interacting with the school to monitor their children in some cases. Baker et al. (2016) indicate that parents and staff acknowledge the critical need for sound interaction, giving information and assists, giving information, and assisting either parents or staff to help the child. Nene (2013), in her findings, reveals that lack of parental involvement in schools and at home was the biggest cause of discipline problems. Some parents were not co-operating with the schools, especially when it came to discipline. Parents made excuses when they were called to meet teachers concerning their children's behaviour.

Beyonce

"...but they are not hundred percent effective, especially the one that involves the parents I think in our township schools the parents are not fully committed in the journey of the learning for their kids, they are not fully committed compared to the multiracial as I have seen in my family."

Vuyo

"...No. 2, maybe sometimes I include the parent if the behaviour is too much. I include a parent. I may be going to the office and request the letter then see the parent and we talk about the child. I ask the child to come as well. We discuss the way forward as I've had many cases in my class. Then, after that, I observe whether the child is changing or not."

"So, we try and call parents and sort the problem. What I've realised is that learners if you call their parent, they sort of start to take you seriously and they change their behaviour, but if the parents are not playing a role whatsoever in child's learning, those learners become a problem."

Dawn

"After that, I used to involve the parent. After trying all these, I used to involve the parent to assist me maybe."

4.11 Summary of strategies that novice teachers employed to manage disruptive learner behaviours

The above verbatim responses by teachers depict their helplessness and that they are still struggling with finding the proper solution to this problem of disruptive learners. Novice teachers are not properly capacitated to maintain discipline that will enhance the smooth running of the lessons. Their incapability impacts negatively on learner performance and teacher morale. The school management and the experienced teachers are expected to assist novice teachers through induction and professional development processes. Parents, as stakeholders, should be part of their children's learning process, and not to only involve them when the child is misbehaving.

4.12 Summary of data presented

Novice teachers mentioned several disruptive behaviours they encountered during teaching and learning processes in the classrooms. Novice teachers mentioned factors such as home and societal factors, peer pressure, intoxicants and overcrowding as contributory to the disruptive behaviours. Kagema and Kagoiya (2018) attest that different family situations apply powerful influences over learner's behaviour. LeeFon, *et.al* (2013) suggest that understanding the learners' circumstances and background that involve the co-operative relationship between the teachers and parent can contribute to reduced learner disruptive behaviours.

Interaction between a child's microsystems which is called mesosystem should be encouraged so that teachers can understand the learners' background when dealing with the learners. Parents and teachers' interactions improve the child's behaviour, as the child knows that whatever disruptive action, he does at school will be communicated to the parents. According to Al-Alwan (2014), when parents are involved in school, their children display less disruptive behaviours, reduce levels of aggressive behaviour and absence from school, and increase compliance with school rules. Hashmi and Akther, (2013) observe that parental involvement impacts positively on academic achievement. Lekganyane (2011) maintains that parental involvement in dealing with learner misbehaviour in the classroom/ school has been identified as one of the critical factors leading to learner pro-social behaviour and a successful schooling experience.

The responses reveal that novice teachers do not have a clear direction on how to manage disruptive behaviours in the classroom. Novice teachers try different strategies depending on individual learner's response. A strategy that works for one learner may not necessarily work for the other.

4.13 Conclusion

The chapter provided a verbatim presentation of data on novice teachers views of disruptions they encounter, factors contributing to disruptive behaviours, the impact of disruptions on learner performance and novice teachers' well-being, and strategies novice teachers use to manage disruptive learner behaviours. The detailed thematic analysis provided a clearer picture of the conditions under which novice teachers operated.

CHAPTER 5

SUMMARY OF FINDINGS, RECOMMENDATION AND CONCLUSION

5.1 Introduction

The previous chapter presented data generated through the observations and semi-structured interviews. The study was undertaken to understand what forms of disruptive behaviours do novice teachers encounter, how they managed the disruptive learner behaviours in the classrooms, and why they manage learner behaviours the way they do. The aim was to explore whether the strategies used by novice teachers worked effectively in creating a conducive climate for teaching and learning processes.

The three research questions were as follows:

What disruptive behaviours do novice teachers encounter in the classroom environment?

How do novice teachers manage disruptive learner behaviours?

Why do novice teachers manage disruptive behaviours the way they do?

5.2 Summary of the findings

5.2.1 Research question one: What disruptive behaviours do novice teachers encounter in the classroom environment?

This study revealed that novice teachers encountered several disruptive behaviours ranging from noisemaking, incompleteness of activities, eating, sleeping, laughing and moving up and down in the classroom to the use of cell phones by learners in the classroom. These disruptive behaviours are listed as misconduct in the school's code of conduct. Disruptive learners do not consider code of conduct as important hence they do not respect it. Some learners would unapologetically come late from a break and not sit down immediately in the available space. Instead, they would start quarrelling with other learners over the seats. Teachers would be forced to intervene in that conflict which disturbs the flow of the lesson. It becomes the teacher's duty to mediate between the learners early to avoid the conflict from escalating.

Similarly, studies conducted on disruptive behaviour mention the same disruptive actions that were listed by the participants in this study (Marais & Meier, 2010, Memela, 2013). Teachers were concerned with the declining performance as learners did not pay attention during teaching, and curriculum coverage was compromised by the disruptions.

5.2.2 Research question two: How do novice teachers manage disruptive learner behaviour?

On how the novice teachers managed disruptive learner behaviours, they came out with various stages through which they managed the behaviours. These stages included firstly, the basic stage, where novice teachers reprimanded learners to stop disruptive behaviours. They would call the learner and try to speak with him/ her on a one-on-one basis. Some teachers were seen to prefer to just ask the learner to stop any disruptive behaviours as the lesson was continuing.

Secondly, if the disruptive learner was not co-operating by not refraining from that disruptive behaviour, novice teachers would then seek assistance from experienced teachers or a School Management Team (SMT) member. According to the novice teachers in this study, SMT was very supportive and helpful to some extent, by providing reactive solutions. They would normally call the learner and reason with the learner to stop their disruptive behaviours. The SMT member would also try threatening the learner by telling them the consequences of disruptive behaviours. Some learners would then refrain from those behaviours.

Thirdly, the parents would be involved if the behaviors persevered, especially for serious issues where a learner did not co-operate with teachers and SMT. Teachers stated that learners will immediately refrain from disruptive behaviors if they threaten the learners that they would call a parent. However, if that failed, parents would be invited to school for a meeting with the school principal, SMT member, and the novice teacher concerned, with the learner also attending the meeting. During that meeting, some serious measures would be discussed and there would be serious consequences for learner's behaviours. Most learners usually apologized for their disruptive behaviours during this meeting and promise not to repeat the offence.

Most participants indicated that parental involvement helped in managing disruptive behaviours. Parents had the key to instilling discipline. Parental involvement in school seemed to be the most effective strategy, especially for the learners who respect their parents at home. Unfortunately, some parents do not have an interest in what is happening in their children's schools. Participants revealed that it was not easy to get the parents to come to school. Parents had a pivotal role to play in schools to keep the school functional, but it seems that parents were not aware of that.

Based on this study, various strategies were used for different disruptive behaviour situations. However, strategies were used depending on whether they worked or not. From what the participants said, the researcher noted three-level strategies. The first level, referred to as a lower level, is when a novice teacher dealt with a learner who displayed disruptive behaviour. The second level, referred to as a middle level, is when a novice teacher sought intervention from the experienced teachers and/or the SMT to manage disruptive learner's behaviour. The third level referred to as the high level, is the involvement of parents in managing a learner's disruptive behaviour.

Findings suggest that novice teachers' way of dealing with disruptive behaviours is reactive in nature. It lacks proactive measures of assisting learners to refrain from disruptive behaviour in the classroom.

5.2.3 Research question three: Why do novice teachers manage disruptive behaviours the way they do?

Novice teachers reprimanded disruptive learners in the classroom to stop disruptive behaviours. They stated that when they come for teaching practice, they would observe experienced teachers doing that. Others also said that they used it because those were strategies that their teachers used to employ while they were still at school in their classrooms. Novice teachers also stated that they studied in the Universities, in a specific module or course on managing disruptive behaviours in their classroom. Therefore, they would be doing that in response to the theory they had from the university.

Novice teachers said they asked SMT or experienced teachers assistance because SMT members were experienced in dealing with such disruptive behaviour. It is believed that experience is the best teacher; therefore, an experienced teacher would intervene better than a novice teacher. It was also stated that learners feared or respected the principal. Therefore, once they saw that the teacher involved an SMT member, they knew it would then go to the principal. Some of them would then apologise and ask the teacher not to take the matter further to the principal's office.

Furthermore, novice teachers involved learners' parents because they knew that some learners were scared of their parents and would then refrain from disruptive behaviours. Additionally, some learners knew that it meant a higher-order offence that might cause them to be suspended from school once they involved their parents. They also stated that when they involved parents, managing the disruptive behaviour became easier and, as a result, a learner would stop the behaviour. Normally, the involvement of the parents would be a reactive strategy which may result in stopping the behaviour by the learner.

5.3 Recommendations

When entering the education system, novice teachers do not possess an adequate understanding of the school contexts. They are puzzled by what they discover in schools. Even though they get an opportunity to practice in schools for a short period during their training, they seemed not to be ready. They prepared enough for the field regarding the management of disruptive behaviours. The researcher suggests that teacher training institutions consider increasing the time student teachers spend on the field during teaching practice and consider re-organizing their modules to include discipline aspects in classroom management. Involving learners in decision-making and the formulation of classroom rules may also contribute positively because learners will own the rules if they were involved in their formulation. Background checks of learners would provide teachers with an understanding of what informs the unfortunate behaviours, and teachers can also work on assisting the learners when they understand their backgrounds. Some causes of disruptive behaviours can be managed by an interaction between the parents and teachers.

Districts must organise induction and mentoring programs to welcome novice teachers into the field. It would enhance the teachers' readiness for challenges of classroom management, particularly concerning disruptive learner behaviours. Well-equipped teachers will encourage positive behaviours among learners to create a positive classroom climate.

Through the School Management Teams, schools should constantly organise motivational talks for learners to promote harmony and motivate learners to focus more on academic achievement. They can also conscientise learners about the importance of good, positive behaviours. Principals should encourage parental participation in the school in safety committees in the school. Department should organise the induction programs where novice teachers may be equipped with skills in managing with behaviours.

5.4 Suggestions for further studies

The sample for this study was small as the study was done in one school with only six participants. Therefore, a broader sample is needed to get broader views of the novice teachers concerning their strategies in managing disruptive learner behaviours. Further research can be directed at establishing what can be done to establish a disruption-free culture in the classrooms.

5.5 Summary of the study

This study focused on understanding the strategy's novice teachers used to manage disruptive learner behaviours in the classroom. Managing a classroom means creating conditions for proper and effective teaching to run smoothly without any hindrances. Usually, the most challenging aspect of classroom management is that of maintaining discipline, especially after the phasing out of corporal punishment as a measure of controlling learners. The study was divided into five chapters. Chapter one introduced the topic, aims and objectives, location of the study, the background of the study, the significance of the study, motivation. Chapter two reviewed literature related to the study and discussed the theoretical framework guiding the study. Chapter three discussed methodology giving detailed processes that were followed during the research. Chapter four presented and analysed the findings of the study. Chapter five provided a summary, recommendations, and conclusion of the study.

The overall findings indicated that the management of disruptive learner behaviours was a huge problem for novice teachers. Novice teachers were not effectively and adequately equipped to manage disruptive behaviours. Novice teachers revealed that disruptive behaviours delayed curriculum coverage which, in turn, impacted negatively on academic achievement. Novice teachers needed development workshops and mentoring programmes to acquire knowledge and skills in dealing with disruptions. The researcher gained much insight into how novice teachers managed learner disruptions, and how stakeholders should come up with programmes to assist novice teachers with this challenge.

5.6 Conclusion of the study

In concluding, the study results indicate that novice teachers face challenges with disruptive learner behaviours, which are a major hurdle towards an effective and conducive teaching and learning processes and strategies for combating or managing the behaviours are not clearly defined for novice teachers. The various strategies they use are not efficient and only depend on the individual learner's response to each strategy being engaged. Dealing and managing disruptive behaviours consumes time that could be effectively used for teaching.

Having interacted with and observed NTs' expressions and emotions while giving their experiences and views, the study revealed an urgent need for special attention to be given to this challenging issue as it is also eating up on these young teachers' well being. Recommendations were made concerning that all concerned stakeholders (parents, departmental officials, and teachers) could participate holistically in attending to disruptive learner behaviours to ensure academic success.

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Appendix A: Ethical Clearance Letter



28 January 2019

Ms Lungile P Buthelezi 216077064
School of Education
Edgewood Campus

Dear Ms Buthelezi

Protocol reference number: HSS/1793/018M

Project title: Novice Teachers and classroom management: Exploring Novice Teachers classroom management of disruptive learner behaviour in Township Secondary School.

Full Approval – Full Committee Reviewed Application

With regards to your response received 28 January 2019 to our letter of 05 November 2018, the Humanities and Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have 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

Dr Shamila Naidoo (Deputy Chair)

/px

cc Supervisor: S Mngomezulu-Dube
cc Academic Leader Research: Dr SB Khoza
cc School Administrator: Ms S Jeenarain and Ms M Ngcobo

Humanities & Social Sciences Research Ethics Committee

Dr Rosemary Sibanda (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4609 Email: ximbap@ukzn.ac.za / snvmanm@ukzn.ac.za / mohunp@ukzn.ac.za

Website: www.ukzn.ac.za


1910 - 2010
100 YEARS OF ACADEMIC EXCELLENCE

Founding Campuses:  Edgewood  Howard College  Medical School  Pietermaritzburg  Westville

Appendix B: Letter requesting to conduct study from DoE

Ogwini Comprehensive Technical High School
Private Bag X 01
Umlazi
4031

Department of Education
Private Bag x 9137
Pietermaritzburg
3200

Dear Sir/Madam

Re- Request for a permission to conduct the study

I'm Lungile P. Buthelezi and a Med (Masters) student at University of KwaZulu Natal and I hereby request a permission to conduct the research at Ogwini Comprehensive Technical High School which is in Umlazi District of Ethekwini Region.
Details of the research are as follows:

TITLE

Novice teachers' management of disruptive learner behaviour in a classroom of a township secondary school.

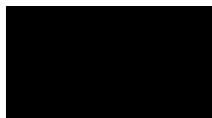
KEY FEATURE OF A PROJECT

Disruptive learner behaviour has been identified as big challenge for all teachers in effective teaching, but it is worse for novice teachers. This study seeks to explore novice teachers' management of disruptive learner behaviour in classroom of a township secondary school.

I have filled in the form which will provide lengthy details about the research plan.

Your co-operation will be appreciated.

Yours Faithfully



Lungile Buthelezi

Appendix C: Permission Letter from DoE



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1063

Ref.:2/4/8/1628

Ms LP Buthelezi
Private Bag X01
Umlazi
4031

Dear Ms Buthelezi

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **“NOVICE TEACHERS AND CLASSROOM MANAGEMENT: EXPLORING NOVICE TEACHERS’ MANAGEMENT OF DISRUPTIVE LEARNER BEHAVIOUR IN A TOWNSHIP SECONDARY SCHOOL”**, 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 11 September 2018 to 01 March 2021.
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.

Umlazi District


Dr. EV Nzama
Head of Department: Education
Date: 13 September 2018

Appendix D: Letter requesting permission to conduct study from

**Private Bag X 01
Umlazi
4031**

27 July 2018

**The Principal
Ogwini High School
P899 Phambili Road
Umlazi
4031**

Dear Dr Dlamini

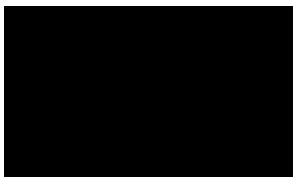
Re- Request for permission to conduct a research for study purpose

I hereby request permission to conduct a research at the school, the details of which are as follows:

- (a) The research title is Novice teachers' management of a disruptive learner behaviour in a classroom of a township secondary school.**
- (b) As disruptive learner behaviour has been identified as challenge that inhibits effective teaching, the study aims to explore novice teachers' management of a disruptive behaviour in a classroom of a township secondary school.**
- (c) I'm currently employed by the department of Education and stationed in this school, I therefore selected the school to conduct the research as it would be very convenient in terms of time.**

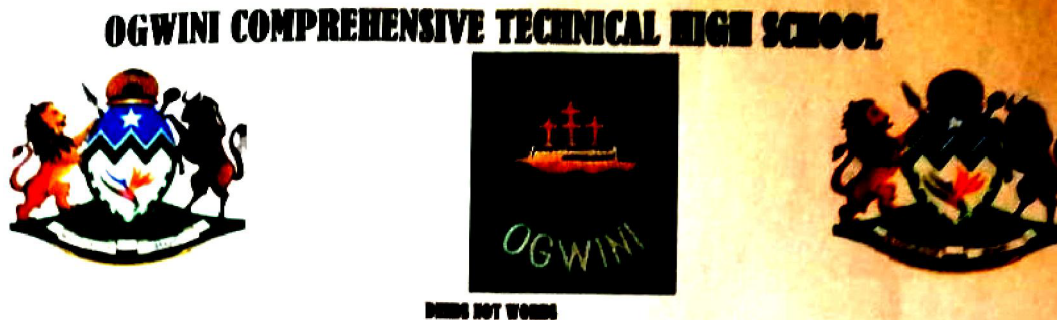
Your co-operation will be highly appreciated.

Yours faithfully



Lungile P. Buthelezi

Appendix E: Gatekeepers permission letter to conduct



Address: P99 Umlazi
Private Bag X01
Umlazi
4031

Telephone: 081 907 4010
Fax: 081 907 6095
E-mail: dlamini.simon5@gmail.com

12 October 2018

Miss L.P. Buthelezi
Educator- Ogwini Comprehensive Technical High School
P99 Phambili Road
UMLAZI
4031

Dear Madam

Re: PERMISSION TO CONDUCT A RESEARCH FOR STUDY PURPOSED

Your application for the above request has reference:

You are granted permission to conduct your research as per your programme that is suitable for your action plan.

You are therefore, advised to approach the programme with respondents of your choice and in accordance with all the specifications on your ethical clearance. The school shall be available to provide support where it is necessary.

S. DLAMINI (PhD)
PRINCIPAL

EXECUTIVE: VS Dlamini (Principal), CPN Melbi (Chairperson), B Zikalala (Dep.), Z Sithole (Secretary), X Mvemve (Treasurer), CM Ndlovu, TA Nzama, S Dlamini, EM Mfeka, P Madlala, N Gumede, SS Dlamini, NP Mbhele, ZP Cele, M Ndlovu, THN Mkhize, N Dlamini

Appendix F: Informed consent letter

INFORMED CONSENT LETTER

My name is (Ms) Lungile P. Buthelezi. I am a Master of Education degree candidate studying at the University of KwaZulu-Natal, Edgewood campus, South Africa.

I am interested in conducting a study on the novice teacher's classroom management of disruptive learner behaviour in a township secondary school.

To gather the information, I am interested in asking you some questions.

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 generated 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 penalized for taking such an action.
- The research aims at exploring novice teachers' management of disruptive learner behaviour in a classroom of township secondary school.
- Results of the study may assist the Department of education to organize induction and mentoring programmes to assist novice teachers in managing disruptive learner behaviours.
- University may introduce modules that specifically deal with the management of disruptive learner behaviours.
- Your involvement is purely for academic purposes only, and there are no financial benefits involved.

I can be contacted at:

Email: lungi.putswana@gmail.com

Cell: +2782 689 7578

CONSENT FORM

_____ (Full Name) hereby consent to participate in the above research. I understand that my participation is voluntary, and I may choose not to participate at any time and no penalty will be instituted against me. I also understand that the information sought will only be used for the study as mentioned above.

I hereby provide consent to the use of: Audio Recording during the interview and observation processes.

Participant's Signature

Appendix G: Editor's Letter



Dr Jabulani Sibanda
Senior Lecturer: English Education
School of Education
Tel: (053) 491-0142
Email: Jabulani.Sibanda@spu.ac.za
Alternate e-mail: jabusbnd@gmail.com
Website: www.spu.ac.za
Cell: 0845282087

Date: 25.09.2020

RE: CERTIFICATE OF LANGUAGE EDITING

To whom it may concern

I hereby confirm that I have proof read and edited the following MASTERS THESIS using Windows 'Tracking' System to reflect my comments and suggested corrections for the author(s) to action:

Novice teachers and classroom management: Exploring classroom disruptive behaviour forms and their management by novice teachers in a township secondary school

Reference

- Author(s): Lungile Patience Buthelezi
- Affiliation: University of Kwazulu-Natal

Although the greatest care was taken in the editing of this document, the final responsibility for the product rests with the author(s).

Sincerely

25. 09.2020

SIGNATURE

This certificate confirms the language editing I have done in my personal capacity and not on behalf of SPU

Appendix H: Turn it in certificate

Novice teachers and classroom management: Exploring classroom disruptive behaviour forms and their management by novice teachers in a township secondary school

ORIGINALITY REPORT



PRIMARY SOURCES

1	researchspace.ukzn.ac.za Internet Source	2
2	Submitted to University of KwaZulu-Natal Student Paper	2
3	uir.unisa.ac.za Internet Source	1
4	Submitted to Mancosa Student Paper	1
5	hdl.handle.net Internet Source	1
6	www.ajol.info Internet Source	1

Appendix I: Observation Schedule

a) Name of School: _____

b) Name of Teacher: _____

c) Class: _____

Date: _____ Time: _____

Classroom disruptive behaviours	Always	Often	Somet imes	Not at all
Noise making				
Roaming around in class				
Use of cell phone				
Bullying & intimidation other learners during lesson				
Not participating in the lesson				
Asking to leave the class during lesson				
Talking while teacher is talking				
Sleeping in class				
Eating in class				

How does the novice teacher respond to the disruptive behaviours?

Appendix J: Semi-Structured interview Schedule

1. For how long have you been teaching these learners who are disruptive in the classroom?
2. Can you describe the behaviour of learners who are disruptive that you encounter in the classroom?
3. How do you deal with the learners who are disruptive in your classroom and why do deal with them the way you do?
4. What are some of the challenges of teaching these learners? Would you say that these learners are problematic in the class? If so, why? If not so, why?
5. In your training, were you taught on how to handle learners who are disruptive?
6. Can you tell me your attitude towards disruptive learners?
7. As a novice educator, what are the intervention strategies you adopt in teaching these learners who are disruptive?
8. Explain other intervention strategies put in place by the school authority in addressing problems associated with learners who are disruptive in the class?
9. Do you feel that you are equipped to deal effectively with learners who are disruptive in the classroom?
10. Can you offer any practical suggestions as to how your school could meet the needs of learners with disruptive behaviour effectively?