Exploring the challenges encountered by Foundation Phase teachers when addressing learner discipline on the Cape Flats in the Western Cape

Thesis presented in fulfilment of the requirements for the Degree of Master's in Educational Studies at the University of the Western Cape.

Faculty of Education
by

Dawood Wakefield
(Student number: 3013155)

SUPERVISOR: Dr. L. Du Plooy

January 2024

ABSTRACT

This study aimed to investigate the challenges that Foundation Phase teachers face in dealing with learner discipline in a challenging school context on the Cape Flats of South Africa. The legacy of apartheid continues to impact the quality of teaching and learning as the communities experience dismal violence, poverty, substance abuse and gang activity and have little regard for schools, teachers, or education.

Theoretically, my study is underpinned by Albert Bandura's (1977a) Social Learning Theory (SLT), which suggests that human behaviour is learnt observationally through modelling. This theory is based on the idea that we learn from our interactions with others in a social context.

The study follows a qualitative interpretive case study design to explore the various challenges from a teacher's perspective in dealing with learner discipline in a primary school in the Western Cape. Data was collected through semi-structured interviews, focus group interviews and document sources within the Foundation Phase of schooling (Grade R- 3).

The findings reveal that schools are the microcosm of society and often mirror society and societal ills. Furthermore, the findings reveal a lack of positive models, and that teachers had perceived uncertainties when attempting to deal with learner discipline. In addition, it revealed that there exists a need for targeted interventions to mitigate the negative impact of learner indiscipline. Through this study, it has become evident that learner discipline is not a one-size-fits-all concept. It varies across different cultural, societal, and educational contexts, highlighting the importance of adopting a holistic and culturally sensitive approach to discipline strategies. Additionally, the role of educators, parents, and school administrators in shaping and maintaining learner discipline cannot be understated. Collaborative efforts among these stakeholders are crucial for its successful implementation.

KEYWORDS

Cape Flats

Discipline

Disruptive behaviour

Foundation Phase teachers

Indiscipline

Qualitative case study

Restorative practices

Social Learning Theory

iii

DECLARATION

I, DAWOOD WAKEFIELD declare that the study on *Exploring the challenges encountered by Foundation Phase teachers when addressing learner discipline on the Cape Flats in the Western Cape* is my own work and has not been submitted for any degree or examination to any other university, and all the quotes and sources have been indicated and acknowledged by means of complete references.

Signed: *D. Wakefield*   Date: 1 January 2024

 Dawood Wakefield

ACKNOWLEDGEMENTS

<div align="center">

بِسْمِ اللَّهِ الرَّحْمَـٰنِ الرَّحِيمِ

</div>

First and foremost, I am profoundly grateful to the Almighty Allah (SAW) for providing me with the opportunity to embark on this academic journey.

My heartfelt appreciation goes to my supportive wife, Farieda Wakefield, whose steadfast presence, constant encouragement, meticulous review of my work, and assistance have been invaluable. I will be forever grateful for her unwavering belief in me.

I extend my gratitude to my eldest son, Mogamat Shadley, for keeping me motivated during the seemingly never-ending challenges. To my second eldest son, Abduraghmaan, I appreciate your wise words of encouragement, which have inspired me to reach for greater heights. I also want to thank my daughter, Ateeqah, for offering her words of inspiration and assistance when I needed it the most.

A special thanks to my supervisor, Dr. Lucinda Du Plooy, for her invaluable guidance and constant motivation throughout this academic journey. Much appreciated.

Lastly, I would like to convey my appreciation to the principal and the dedicated staff of the primary school for permitting me to conduct my study on their premises.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ABBREVIATIONS AND ACRONYMS

AAPR	Annual Academic Performance Report
COVID-19	Coronavirus Disease 2019
FP	Foundation Phase
HOD	Head of Department
InterSen	Intermediate and Senior Phase
IP	Intermediate Phase
OECD	Organisation for Economic Cooperation and Development
PTSD	Post-Traumatic Stress Disorder
RSA	Republic of South Africa
SGB	School Governing Body
SLT	Social Learning Theory
TALIS	Teaching and Learning International
UNICEF	United Nations International Children's Emergency Fund
USA	United States of America
UWC	University of the Western Cape
WCED	Western Cape Education Department

<center>**CHAPTER ONE**</center>

<center>**SCOPE OF THE STUDY**</center>

1.1   Introduction

This introductory chapter provides an overview of the research study. I start by providing the background and rationale for the study. Followed by the problem statement to identify the knowledge gap. This is followed by the research questions, aim and objectives, a brief overview of the methodological considerations, the significance of the study and the structure of this thesis, thus setting the stage for the in-depth exploration of learner discipline in the Foundation Phase of Primary schooling on the Cape Flats in the Western Cape.

1.2   Background and rationale

Worldwide teachers are struggling to address the increasing learner discipline problem that is affecting the ability to manage their classrooms effectively. Belle (2018) states that it is evident that learner discipline is a complex school problem as it may be manifested differently. Marais and Meier (2010) reported that this problem displays itself in a variety of ways which include vandalism, truancy, smoking, disobedience, intimidation, delinquency, assault, theft and general violence. Oosthuizen, Smit and Roos (2009) summarize characteristics of discipline as follows: discipline creates order, discipline guarantees fairness, discipline safeguards the learner, discipline subscribes to the spiritual development of a learner, discipline can be prospective, and discipline is directed primarily at improvement, not vengeance.

Being the principal of a primary school, it became clear that learner indiscipline exerts a significant adverse influence on the core function of schools—namely, teaching and learning. There are days when I have to offer up most of my day to deal with discipline issues, which is not only time-consuming but also immensely taxing. This damaging impact is particularly pronounced in the Foundation Phase of schooling, raising profound concerns for the future development of these young learners during their critical years. My role as a principal, positions me in a particular way which could impact my views, interactions and interpretations of discipline within the school environment. I therefore needed to be aware of this positioning and tried to mitigate its influences on the findings of my research. To increase the validity of my study and address the issue

<center>1</center>

of positionality (Holmes, 2020), I adopted the following strategies: 1) reflexivity -by reflecting on my beliefs and assumptions that may affect my research. In addition, by being transparent in the writing up of this theses about my role; 2) data triangulation-using more than one source to collect data can reduce personal biases; and 3) Peer reviews-external feedback not only from my supervisor but also from my colleagues and fellow researchers helped to ensure objectivity.

Disciplinary problems in schools or behaviours that disrupt the learning environment can negatively impact the educational experience for learners and teachers. Timothy (2008) states that discipline can be the unwillingness of learners to respect the constituted authority, observe and obey school rules and regulations and maintain a high standard of behaviours conducive to the teaching-learning process and essential to the smooth running of the school to achieve the educational objective with ease. Discipline problems in South African schools have prompted Naong (2007) to describe them as a disproportionate and intractable part of every teacher's experience of teaching. According to Semali and Vumilia (2016), an overall definition of discipline is nowhere to be found. Therefore, discrepancies are evident in the use of such terms as "learners' discipline" and "school discipline," which are sometimes used interchangeably in the literature (Oosthuizen, Wolhuter & Toit, 2003). Moreover, inconsistencies can lead to confusion as teachers manage classroom teaching and learning or attempt to make sense of the challenges they experience in classrooms (Semali & Vumilia, 2016).

This phenomenon, however, is not peculiar to South African teachers alone, as learner discipline is a problem that affects teachers internationally (Botha, 2014; Marais & Meier, 2010; Mncube & Harber, 2013; Naong, 2007; Steyn & Wolhuter, 2003). In a report entitled ' *An Update on the State of Exclusionary Discipline and Alternative Education in Virginia's Public Schools'*, Woolard, Deane and Virginia (2018), revealed that schools in the United States of America (USA) issued 17,954 short-term suspensions and at least 111 long-term suspensions to learners in pre-kindergarten through third grade – a marked increase for this population from the prior year. Likewise, Sullivan, Johnson, Owens and Conway (2014) found that of all unproductive behaviours that occur in classrooms in Australia, disengaged behaviours are extremely prevalent and teachers consider them difficult to manage. Ravet (2007) suggests that disengaged behaviours refer to actions or attitudes that indicate a lack of interest, motivation, or involvement in a particular task, activity, or situation.

2

In Africa, researchers have highlighted the gravity of discipline in schools in several countries. These countries include Nigeria (Ali, Dada, Isiaka & Salmon, 2014); Kenya (Gakure, Mukuria & Kithae, 2013); Omote, Thinguri and Moenga (2015) and Tanzania (Semali & Vumilia, 2016). Ali et al. (2014) for example, observed that acts of indiscipline among learners especially at the secondary level of education are a universal challenge that is facing every school in all parts of the world. In a study in primary schools in Gatanga District, Kenya, Gakure et al. (2013) found that 70% of selected 56 teachers indicated that their schools had cases of pupil discipline. In addition, Omote et al. (2015) reported that acts of indiscipline by learners in Kenya sometimes destroy property and poor performance in examinations among other negative outcomes. Likewise, the task of managing learner's discipline in Tanzania, and elsewhere in East Africa, is one of the teachers' primary responsibilities during the school day (Semali & Vumilia, 2016).

Maintaining discipline in the classroom is indeed a challenge that many educators face, and it can be influenced by various factors. In primary schools in the Eastern Cape Province in South Africa, Govender (2014) observed that educators are finding it progressively difficult to maintain discipline in the classroom and that, poor learner discipline has affected the teaching and learning process negatively. In addition, teachers in rural schools in South Africa seemed not to have confidence in the effectiveness of their schools' codes of conduct and enforceability of strategies to deal with learner discipline (Mestry & Khumalo, 2012).

Wolhunter and Van der Walt (2020), drawing on previous research in South Africa, found six sets of factors that contribute to (in) discipline in South Africa, these include learner-related factors, teacher-related factors, school-related factors, education system-related factors, parent-related factors and society-related factors. They however went further to add, parent-community factors to the already extensive list of factors noting that "the root of the problem of indiscipline in schools are firstly traced back to the entire community in which a school is situated, and thereafter specifically to the conditions in the parental homes that form part of that community. This is then followed by the contention that many South African communities and parental homes still lack the necessary social capital as well as the moral compass required to guide them towards a solution to the current spate of violence and indiscipline in communities and schools" (Wolhunter & Van der Walt, 2020, p.2).

The biggest problem is not only that discipline issues are escalating, and that the reasons for learner discipline are complex but the problem is made worse by the fact that we do not know how to handle it (Wolhunter & Van Staden, 2008). Maphosa and Shumba (2010) reported that the escalation of learner discipline cases in schools suggests failure by teachers to institute adequate alternative disciplinary measures after corporal punishment was outlawed in South African Schools. Naong (2007, p.283) argues that "abolition of corporal punishment in schools has left a gap which cannot be filled and that it has led to all kinds of disciplinary problems in schools". This viewpoint suggests a need for schools to develop and implement more effective disciplinary approaches that can replace the role previously played by corporal punishment. It also raises questions about the balance between maintaining discipline and ensuring a safe, respectful, and supportive educational setting for learners. Govender and Sookrajh (2014, p.1) confirm that "global and national concerns that corporal punishment is still being used, openly in certain milieus and surreptitiously in others, suggests that education stakeholders need to take cognizance of teachers' perceptions and experiences that influence their classroom discipline in the context of changing curriculum policies and legislation".

More than ever before, teachers are faced with critical challenges in their classrooms and are confronted (on a daily basis) with unacceptable learner behaviour and intimidating circumstances. Semali and Vumilia (2016) state that little is known about teachers' challenges with discipline in classrooms and on the school grounds, or how discipline-related behaviour can incite disruption and chaos to an otherwise well-functioning, orderly, safe school environment.

Attempting to discipline learners is challenging for South African teachers and they fear the potential repercussions of their actions (Maphosa & Shumba, 2010). Furthermore, by using corporal punishment teachers run the risk of being accused of abuse when disciplining learners (Naong, 2007). Consequently, this also creates a state of hesitation on the part of the teacher to deal with learner disciplinary problems. Teachers are insecure about disciplining learners, (Nakpodia, 2010, Makendano & Mahlangu, 2021, Maphalala, 2014), especially in the light of human rights outlined in the South African Constitution of 1996 [Republic of South Africa (RSA), 1996a] and South African Schools Act 84 of 1996 (RSA, 1996b). Therefore, Du Plessis (2017) stated that discipline in South African schools is getting worse and even out of hand, and

the main concern is whether learner discipline policies and procedures are equitable, fair and effective.

Therefore, researchers have made noticeable endeavours to explore various approaches for tackling this widespread issue of learner discipline or indiscipline, as evidenced by the works of Maree and Van Der Westhuizen (2010), Dhlamini (2017), Mampane (2018), and Moyo, Khewu and Bayaga (2014). For instance, Maree and Van Der Westhuizen (2010) argue that teachers in our schools cannot do this on their own and dealing with the problem needs to start at the highest level, namely the South African Government. Moyo et al. (2014) believe that alternatives to corporal punishment strategy and practices must go beyond alternative punitive practices towards building an alternative school culture based on non-violence and self-discipline. On the other hand, Dhlamini (2017) suggests that the collaborative effort of School Governing Bodies (SGBs), teachers and learners is vital in maintaining discipline. Mampane (2018) focused on the in loco parentis principle and debate that "the educators' duty of care is in most cases constitutionally compliant and progressive in giving recognition to learner and teacher rights, the government and educational institutions need to emphasize this as a joint responsibility between parents and educators" (p.188). It is critical to understand that discipline is the responsibility of teachers in partnership with parents who need to agree on what is appropriate so that they can support each other in cultivating the kind of values that society needs (Weaver, 2011).

Whilst learner discipline problems in South African schools and their handling have been researched many times before (Wolhunter & Van der Walt, 2020; Botha, 2014; Marais & Meier, 2010; Mncube & Harber, 2013; Naong, 2007; Steyn & Wolhuter, 2003), the unique contribution of my research study, is its particular focus on the challenges and uncertainty of teachers when dealing with learner discipline problems in their early schooling, namely in the Foundation Phase of schooling. Marais and Meier (2010) outline why the Foundation Phase of Schooling is ideal for studying issues of learner discipline, as they put it:

> Firstly, because learners in this phase are in a developmental stage where they need to seriously master the laws of society and learn to abide by rules and behave in appropriate ways. Secondly, this developmental stage coincides with the beginning of formal schooling when the learning environment is structured according to the rules applicable to formal schooling. Thirdly, this stage is also the appropriate time to focus on managing disruptive behaviour as a means of

5

assisting learners to cultivate a self-disciplined lifestyle (Marais & Meier, 2010, p.42).

It is evident that the Foundation Phase, which usually spans from ages 6 to 9, is an important time in a child's education since it is during this period that these young learners acquire the foundational knowledge and values that will influence their experiences in the future.

Addressing learner discipline presents a multifaceted challenge, especially in schools situated on the Cape Flats, in the Western Cape of South Africa. The Cape Flats refers to communities situated in the Cape Town, which is plagued with many social ills. Historically, most communities on the Cape Flats live in areas originally planned for marginalized communities, where the enduring impact of apartheid is unmistakable, manifesting in elevated rates of poverty, gang-related violence, and substance abuse (Mrug, Madan & Windle, 2016).

Principals and teachers are increasingly alarmed by the escalating erosion of discipline among learners, identifying the urgent need for intervention. As alluded to earlier, this decline is not confined to South Africa; teachers worldwide deal with the complexities of maintaining order within schools. Public schools, irrespective of location, are mandated to establish discipline policies, which find expression in the school's rules and regulations, primarily enforced through the Learners' Code of Conduct. This code, a legal requirement, is collaboratively formulated by the school principal and the School Governing Body (SGB).

1.3   Problem statement

The literature reveals that researchers focused extensively on learner discipline in secondary schools (Belle, 2018; Dhlamini, 2017; Human-Vogel & Morkel, 2017; Makhasane & Chikoko, 2016; Olufunke & Abimbola, 2018). Nonetheless, Lee (2019) is of the opinion that learner-discipline issues, such as defiance and back talk, may have cropped up at earlier ages in a child, in the Foundation Phase of schooling, Grades R to 3. These behaviours can intensify as children become older, more verbal, and more independent. Prins, Joubert, Ferreira-Prevost and Moen (2019) confirm that this is a vital time for children to develop mentally, physically, and emotionally so that they can better manage the challenges awaiting them in the next phase or level of schooling. Dealing with learner discipline in primary schools in South Africa seems to be a daily problem that is consistently challenging teachers in and out of the classroom,

6

especially in schools in areas where socio-economic challenges, such as poverty, violence amongst women and children, lack of resources and unstable home environments are rife. These external factors are often to blame for learner discipline in schools.

Even though some teachers appear to address the learner discipline problems successfully, the majority of South African teachers are still struggling with various challenges. Steyn and Wolhuter (2003) claim that teachers everywhere seem to be at a loss as to how to address the complex issue of discipline, particularly in those countries where physical or corporal punishment has been restricted or outlawed. Empirical research in this particular field, namely, the Foundational Phase of schooling, appears to be scant. Therefore, the purpose of this study is to explore the challenges encountered by Foundation Phase teachers when addressing learner discipline on the Cape Flats in the Western Cape.

1.4   Research questions

The main research question that the thesis intends to address is: What are the challenges and uncertainties that Foundation Phase teachers face in dealing with learner discipline in the Western Cape?

The sub-questions that will aid in answering the research question are:

- What is the nature of learner discipline in the Foundation Phase of schooling?

  - What are the challenges that Foundation Phase teachers face in dealing with learner discipline?

  - What are the perceived uncertainties that Foundation Phase teachers experience in dealing with learner discipline?

  - Which strategies do Foundation Phase teachers draw on when dealing with the challenges of learner discipline?

7

1.5   Aim and objectives

The aim of the study was to investigate the challenges and uncertainties that Foundation Phase teachers face in dealing with learner discipline in the Western Cape.

The objective is:

- To investigate the nature of learner discipline in the Foundation Phase of schooling.

- To explore the challenges that Foundation Phase teachers face in dealing with learner discipline.

- To explore the perceived uncertainties that Foundation Phase teachers experience in dealing with learner discipline.

- To determine the strategies that Foundation Phase teachers draw on when dealing with the challenges of learner discipline.

1.6   Research methodology

The study follows a qualitative interpretive case study design to explore the various challenges from a teacher's perspective in dealing with learner discipline in a primary school on the Cape Flats in the Western Cape. According to Baxter and Jack (2008), a qualitative case study is a research approach that facilitates the exploration of a phenomenon within its context using a variety of data sources. This ensures that the issue is not explored through one lens, but rather a variety of lenses which allows for multiple facets of the phenomenon to be revealed and understood. Data was collected from multiple sources, namely: semi-structured interviews, focus group interviews and document analysis within the Foundation Phase (Grade R-3) of schooling. The research participants that made up the sample for this study were two Heads of Department (HODs), the school principal and six Foundation Phase teachers. A more comprehensive presentation of the methodological considerations of this study is offered in Chapter Four.

8

1.7   Significance of the study

This study, on the phenomenon of learner discipline and its surrounding dynamics, sheds light on learner discipline in relation to classroom management and effective teaching and learning by providing strategies foundation teachers could draw on when addressing learner discipline. The findings can be used by different stakeholders to inform evidence-based interventions for teachers in the Foundation Phase. Furthermore, the findings can provide policymakers insight into discipline with young children through implementing targeted interventions and provide the necessary resources to support Foundation phase teachers who are struggling with learner discipline.

1.8   Thesis structure

Chapter One provided the context of the study. This section includes the study's background and rationale, the problem statement, research questions, aim and objectives, the research methodology, the study's significance, and an overview of the thesis structure. The significance of the research, emphasising the gap in existing literature regarding learner discipline in the Foundation Phase is explored. It was highlighted that most research has focused on secondary schools, leaving primary education relatively unexplored. Chapter two is devoted to the literature review, which provides a comprehensive overview of the existing literature on learner discipline offering insights into various dimensions of the topic and laying the groundwork for subsequent chapters in the study. By narrowing the focus to early schooling, the aim is to shed light on the unique challenges and uncertainties faced by Foundation Phase teachers in the Western Cape in South Africa. This section also explores different definitions of discipline in literature, examines how teachers interpret and apply the concept and probes into various perspectives on discipline. It covers the uncertainties teachers encounter when dealing with discipline, the impact of banning corporal punishment, and teacher perspectives on learners' rights and disciplinary measures. Chapter three discusses the theoretical framework that underlines this study. It discusses Albert Bandura's Social Learning Theory (SLT), examining its origin and development, and its significant contributions to our understanding of how individuals acquire knowledge, skills, and behaviour through social interactions.

9

Chapter four describes in detail the research design and methodology and how data was collected and analysed. Aspects such as sampling, validity, process of analysis, ethical considerations and measures to ensure trustworthiness are dealt with in detail. Chapter five presents an analysis of school data using the methodology outlined in the previous chapter. The analysis revealed three key categories and related themes. The visual representation aims to provide a concise overview of the research process and highlights the challenges faced by Foundation Phase educators in dealing with learner discipline at various scales: macro (school community), meso (school environment), and micro (Foundation Phase classroom). Chapter Six provides a comprehensive summary of the key findings of the study, their alignment with the research questions and theory and offers recommendations for both the teachers and future research. This chapter serves as a vital reference point for researchers, practitioners and policymakers seeking to understand the implications of the study and its contributions to the field.

1.9   Chapter summary

This chapter serves as an introduction, offering the background and rationale for the study while identifying the problem at hand. The primary focus of this research pertains to the challenges and uncertainties confronted by teachers when addressing learner discipline issues in the South African context. This chapter includes the study's background and rationale, the problem statement, research questions, aim and objectives, introduces the research methodology, provides the study's significance, and an overview of the thesis structure. In the subsequent chapter, Chapter Two, an extensive review of the literature related to learner discipline will be provided.

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

The purpose of this chapter, Chapter Two, is to review literature pertinent to my study. In order to discover relevant research on learner discipline, I selected electronic databases, such as Scopus, Taylor and Francis e-Journals, Sabinet Journals, Web of Science, ERIC and Google Scholar, using a combination of my keywords such as 'learner discipline in schools', 'indiscipline', 'school discipline', 'learner behaviour' and 'disruptive behaviour'. I limited this search to include journal articles over the last ten years and to primary school contexts. In my search, I selected articles that dealt with education, specifically the challenges and perceptions of teachers in dealing with learner discipline. Related articles were clustered into international articles, African articles (articles from our neighbouring countries) and South African articles to ensure that my study reviewed literature abroad and locally. Following is the review of literature starting with defining discipline noting that a clear definition is not forthcoming. This is followed by literature on teacher uncertainties in dealing with (discipline), types of discipline, factors that contribute to learner discipline and an overview of various discipline approaches and strategies.

2.2   Conceptualising discipline

Discipline has been defined in the literature in a variety of ways and teachers tend to interpret the term discipline differently. Therefore, it is crucial to establish a clear understanding of its meaning. To commence this exploration, I examined the definitions of discipline provided by three different dictionaries. According to the Collins English Dictionary (Sinclair, 1994), discipline is described as the practice of ensuring that individuals adhere to rules or standards of behaviour and penalising them when they deviate from these norms. The Longman Dictionary of Contemporary English (Longman, 2005, p.443) defines "discipline" as the act of instructing individuals to follow rules and regulate their behaviour or the act of imposing penalties to maintain order and control. The Merriam-Webster's Collegiate Dictionary (Merriam-Webster Inc, 1999) underscores that discipline involves the use of punishment or penalties to promote obedience and refine moral character.

11

Oosthuizen, Roux and Van der Walt (2003a) researched several dictionaries, and their summary of the descriptions of the concept reveals several themes related to it, which include the following: order, orderliness, ordered behaviour, control, self-control, restrain, restraint, punishment, chastisement, to train oneself in obedience, obedience to rules, set rules of conduct, teaching, training resulting in ordered behaviour, improved behaviour due to training, training in obedience, a subject of instruction, and a branch of learning or instruction. The term 'discipline' is also applied to the punishment that is the consequence of breaking the rules (Lapperts, 2012). Teachers have defined discipline as a means of social control (Millei, Griffiths & Parkes, 2010), but others see discipline as rules with punitive disciplinary measures established to discourage misconduct or deviant behaviour (Onyechi, Okere & Trivellor, 2007). According to Semali and Vumilia (2016), school discipline sets the expected standard of behaviour for both teachers and learners.

The term discipline has been used in research together with other terms, making it difficult to find an unswerving definition of discipline. According to Semali and Vumilia (2016), an overall definition of discipline is nowhere to be found. Inconsistencies in defining discipline can lead to confusion as teachers manage classroom teaching and learning or attempt to make sense of the challenges they experience in classrooms (Semali & Vumilia, 2016).

Discipline has been used interchangeably with the terms punishment, indiscipline or ill-discipline, learner discipline versus teacher discipline and discipline as a modelling character, adding self-discipline into this complex discussion, to which I now turn.

2.2.1 Discipline and punishment

It is frequently debated that to punish learners is to discipline them. Therefore, the terms 'discipline' and 'punishment' are often used interchangeably (Mashau, Mutshaeni & Kone, 2017, p.289). In addition, Mashau, et al. (2017) found in their study that most teachers confuse discipline with punishment. Their study, however, indicates punishment is different from discipline and impacts the learner in different ways. Squelch (2000) agree that the concepts 'discipline' and 'punishment' have different meanings and describes that "discipline is about positive behaviour management aimed at promoting appropriate behaviour and developing self-

12

discipline and self-control in learners. Punishment, on the other hand, is a facet of discipline that involves actions taken in response to inappropriate behaviour to correct or modify behaviour and to restore harmonious relations. Thus, when learners conduct themselves in a way unacceptable to the majority at a school, the majority expects offenders to be punished" (Squelch, 2000, p.2).

Schools are expected to institute disciplinary measures to inculcate self-discipline and maintain discipline in schools. Disciplinary measures can be punitive, preventative or modify behaviour. Therefore, Bear (2008) states that discipline entails more than punishment; it is complex and includes developing student self-discipline. Rules in a school serve several important purposes, all of which are aimed at creating a safe, productive, and orderly learning environment for learners. According to Porteus, Vally and Ruth (2001), children need rules if rules are clear and make sense. Porteus et.al (2001) insisted that such rules should be based on the core values of the classroom such as safety, respect, kindness and so on; when those rules are broken, punishment should be imposed. However, because it is difficult to determine how much punishment is appropriate or adequate for school offences, this approach has done untold damage to countless children, especially when such punishment is physical, severe, or inhumane, often resulting in feelings of alienation, entrenched patterns of anti-social behaviour and even acts of violence. To be sure, there is a difference between punishment as a punitive measure and discipline as an educative and corrective practice. However, this distinction is often vague among educators and sometimes both references continue to be used interchangeably.

Moreover, Vally and Ramadiro (2005) assert that punishment puts more emphasis on what a child must not do, and it also insists on obedience and condemns misbehaviour in a child as well, to discourage the wrongdoers from repeating the offending behaviour. In clarifying the motives behind discipline and punishment, Vally and Ramadiro (2005, p.4) make the comparison which shows that the usefulness of any disciplinary measure is dependent on the motive behind it and the manner it is administered. It is essential and imperative to understand that discipline is different from punishment and it should not be treated as such. Discipline should rather be regarded as a way of guiding and helping learners to learn what is right and what is expected of them (Department of Education, 2000).

2.2.2   Discipline and indiscipline

The term discipline is also used interchangeably with the concept of indiscipline or ill-discipline. Osher, Bear, Sprague and Doyle (2010) note that discipline and its opposite, indiscipline, are transactional phenomena nested in classroom, school, and community ecologies. They add:

> The interactions that produce indisciplined behaviour (or discipline) are mediated and/or moderated by the developmental needs of learners; teacher, student, and school culture; student socioeconomic status; school and classroom composition and structure; pedagogical demands; student and teacher role expectations and capacity to meet the institutionally established expectations for their roles; and school climate (Osher, et al., 2010, p.48).

Mwilima (2021) confirms that indiscipline is the opposite of discipline, while discipline refers to behaviour that is associated with order and obedience, indiscipline is associated with misbehaviour. Simuforosa and Rosemary (2014) agree that indiscipline is misbehaviour in any or all the following areas: respect for school authority, obedience to rules and regulations, and maintenance of established standards of behaviour. School indiscipline is further defined by Igwe (1990, p.262) as "any mode of behaviour, action and conduct which deviates from the established and approved rules and regulations of a school and the acceptable code of behaviour, action, norms and the ethics of the society at large. As such, behaviours that do not conform to acceptable and permitted standards are considered as acts of indiscipline".

2.2.3   Learner discipline and school discipline

In the literature, there seems to be inconsistency in the use of the terms 'learner discipline' and 'school discipline' (Steyn & Wolhuter, 2003). Learner discipline means a constructive, educative and corrective approach whereby order in learners is restored. It is a process by which teachers foster work in learners to assist them to become responsible for their own actions (Masalila, 2006, p.3). On the other hand, school discipline refers to the regulation of children and the maintenance of order (rules) in schools. These rules may, for example, define the expected standards of clothing, timekeeping, social behaviour, and work ethics. Moreover, school discipline can be described as all the strategies that can be used to coordinate, regulate, and organize individuals and activities in the school (Thornberg, 2008, p.38), and put in place provisions and procedures necessary to establish and maintain an environment in which teaching and learning can take place. Moreover, Njoroge and Nyabuto (2014) confirm that the supreme

goal of school discipline is to bestow in each student good behaviours including self-respect, integrity, and the ability to observe standards of good conduct whether compulsory or under supervision and grow up with these habits.

2.2.4   Discipline as modelling character

Discipline as a means of modelling character refers to the idea that self-discipline and adherence to a set of principles or values can shape and define one's character. Aristotle (1999) famously believed virtues should be taught to children at a young age through habituation, which gradually develops into phronesis-guided virtuosity, and he considered what currently is referred to as 'role modelling' as having a large influence on children through the emotion of emulation. Moreover, Bandura proved that moral role models influence children's moral behaviour (Bandura and Walters, 1963).

Nakpodia (2010), defines discipline as methods of modelling character and teaching self-control and acceptable behaviour. It implies self-control, restraint, and respect for self and others. Likewise, Smith (1996, p.18) asserts that 'discipline aims at guiding and directing the learner towards self-discipline, a good moral character and emotional security'. Oosthuizen, et al. (2003a) point out that discipline can be regarded as the over-arching goal of schooling and education in general and that it means guiding learners on the right road, to correct deviant behaviour in a loving and caring way, and to warn and support where necessary. They therefore define discipline as:

> The action by which an educator calls a learner to order and to self-disciplined thinking with the purpose of instilling in the latter a sober and balanced state of mind and self-control, enabling the latter to become fully equipped for his calling in life and for meaningful existence within the constraints of acceptable behavioural codes in his or her particular environment (Oosthuizen et al., 2003a, pp.375-387).

Teachers play multifaceted roles in the lives of their learners, acting as caregivers, models, and mentors. According to Pala (2011, pp.28-29), 'teachers act as caregivers, models, and mentors, treating learners with love and respect, setting a good example, supporting pro-social behaviour and correcting hurtful actions. Bandura (1977a) considers modelling as a powerful means of transmitting values, attitudes and even patterns of thought and behaviour. In our extremely violent society, it means modelling, the benefits of a path that uses discussion and dialogue

15

rather than violent confrontation, one that demonstrates to learners and the broader community, how much better the quality of life is, for law-abiding citizens (Vally, Dolombisa & Porteus, 1999). In addition, teachers practice moral discipline, using the creation and application of rules as opportunities to foster moral reasoning, self-control and respect for others, and teaching values through the curriculum by using academic subjects as vehicles for examining ethical values (Pala, 2011, pp.28-29)

2.3   Teacher uncertainty in dealing with learner discipline

Dealing with learner discipline can be a challenging aspect of teaching, and teachers may sometimes experience uncertainty in handling such situations. The fact that a universal definition of discipline is nowhere to be found, can harvest uncertainty and ultimately lead to confusion among teachers as to how to deal with it. Furthermore, the literature gives the impression that teachers are self-doubting and therefore unclear as to how to handle learner discipline effectively Semali and Vumalia (2016). Segalo and Rambuda (2018) agree that teachers are unsure about disciplining learners, in light of human rights outlined in the South African School's Act and the Constitution of 1996, and with the abolition of corporal punishment. Section 12 of the South African Constitution states that everyone has the right not to be treated or punished in a cruel, inhuman or degrading way (RSA, 1996a). Maphosa and Shumba (2010), found that educators generally feel disempowered in their ability to maintain discipline in schools in the absence of corporal punishment.

In Maphosa and Shumba's (2010) study an educator made the following remarks:

> The child has more rights than a teacher. Imagine a teacher being hauled before the courts for being accused of threatening a learner, not even beating, threatening. It shows you the problems we face in these schools. Learners are not only aware of their rights but [are] very sensitive to them. You only need to teach and whether these learners listen or do assigned work is not our concern, for any attempt to deal with them is putting your future at risk (Maphosa & Shumba, 2010, p.391)

Teachers appear frustrated since they find it difficult to institute effective alternative disciplinary measures in the absence of corporal punishment. As Maphosa and Shumba (2010, p.397) rightfully point out the thrust on children's rights and subsequent banning of corporal

punishment has ushered in an era of freedom for learners who no longer have respect or fear for their educators. In addition, the study also found that teachers were aware of the need to protect children's rights and ensure that they were disciplined. However, teachers felt that the alternative disciplinary measures to corporal punishment were not effective.

2.4   Types of discipline

Teachers often encounter difficulties in maintaining discipline among learners, especially when striving to establish a conducive and secure learning environment. The Minister of Basic Education, Angie Motshekga, has voiced her deep concern about the alarming incidents of violence occurring in South African schools, which is undeniably unsettling (DBE, 2015). These acts of violence have had a damaging impact on the overall atmosphere of teaching and learning. The most prevalent forms of disciplinary misconduct observed in schools include disruptive behaviour, bullying, and both verbal and physical aggression. The different types of discipline are now discussed.

2.4.1   Disruptive behaviour

Disruptive behaviours can disrupt the learning process, create a hostile environment, and hinder the academic progress of all learners. Disruptive behaviour in South African schools is a highly debated issue. It is defined in various ways by different researchers. Mabeba and Prinsloo (2000, p.24) view it as a problem stemming from school discipline issues that infringe on a learner's right to a safe and respectful learning environment. Gordon and Browne (2004, p.639) simply see it as inappropriate behaviour. Nash, Schlösser and Scarr (2016) describe it as any behaviour that distracts the teacher or classmates from the lesson. Levin and Nolan (1996, p.161) identify common disruptive behaviours such as verbal interruptions, off-task actions, physical movements, and disrespect. These behaviours are present in most classrooms. On the other hand, Rayment (2006, p.99) and De Wet (2005, p.89) highlight more serious disruptive behaviour, like physical violence resulting from conflicts, as the most challenging to address in schools. Addressing disruptive behaviour typically involves a combination of preventive and corrective measures, such as establishing clear rules and expectations, providing consequences for inappropriate behaviour, and offering support and resources to address underlying issues.

17

2.4.2   Bullying

During the school years, bullying is one of the most common expressions of violence in the peer context. Bullying can be defined as 'aggressive, intentional acts carried out by a group or an individual repeatedly and over time against a victim who cannot easily defend him or herself (Olweus & Hart, 1993, p.48). Despite some debate over the definition, most researchers agree that bullying involves the intent to harm and an imbalance of power between the aggressor and the victim, and it takes place repeatedly (Farrington, 1993; Olweus & Hart, 1993). Bullying takes place among young children as well as adults in a variety of settings, but most of the research focuses on children and youth in schools (Juvonen and Graham, 2001). It may play out in several forms, including physical bullying, for example punching, poking, strangling, hair-pulling, beating, biting, excessive tickling, direct vandalism and verbal bullying. Verbal bullying comprises acts such as hurtful, upsetting name-calling, persistent teasing, gossiping and even racist comments (Rayment, 2006).

Bullying, including cyberbullying, causes significant emotional and psychological distress. Just like any other victim of bullying, cyberbullied children experience anxiety, fear, depression, and low self-esteem. Trolley and Hanel (2010, p.33) assert that cyberbullying is the traditional form of bullying that has transformed into a more dangerous form. According to Razali and Nawang (2022), there is no universally agreed definition of the 'cyberbullying' term, and its interpretation varies according to the understanding and perspectives of different scholars or organisations. In its simplest form, cyberbullying emerges through the means of modern technology, involving the combination of the words 'cyber' and 'bullying'. Similarly, the [United Nations International Children's Emergency Fund (UNICEF), 2021] defines cyberbullying as "bullying with the usage of digital technologies that can take place on social media, gaming platforms, messaging platforms, and mobile phones". It is repeated behaviour, aimed at scaring, angering or shaming those who are targeted.

Moreover, a survey of teachers and principals from schools in 48 different countries has found that South Africa has the highest rate of bullying and intimidation among pupils in these countries (Mitchley, 2019). In addition, the findings from the Teaching and Learning

18

International (TALIS) study, conducted by the Organisation for Economic Cooperation and Development (OECD) (2019), found that school safety incidents occur more frequently in South Africa than in other countries which participated in the survey. Mitchley (2019) summarises that one out of three principals (34%) report that acts of intimidation or bullying among their learners occur at least weekly in their school, which is more than double the OECD average.

Menesini and Salmivalli (2017, p.242), stated that 'several studies suggest that the prevalence and forms of bullying are different across age groups, even though the findings are not straightforward'. Wolke, Woods, Bloomfield and Karstadt (2001) investigated the impact of bullying in a Foundation Phase school and the findings indicate that 8 – 46% of the learners experienced being bullied. The learners experienced emotional problems such as depression, anxiety, and low self-esteem. The findings also illustrate that victims were presented with high absenteeism and common health problems such as tummy cramps, headaches, and sleep disorders. The study advocates that direct and relational bullying behaviour was prevalent among learners of the 6- 9-year range (Wolke et al., 2001, p.201). It is essential to address bullying promptly and effectively, as it can have long-lasting negative effects on children's mental and emotional well-being.

2.4.3   Aggressive behaviour

The prevalence of aggressive behaviour in primary and secondary schools is a critical and significant concern that has acquired considerable attention in academic literature. Day, Bream and Pal (1992) declare that aggression in a child can be distinguished into two forms, proactive or reactive, depending on whether there is an act that provokes the aggressive behaviour. According to Amad, Gray and Snowden (2021), reactive aggression occurs when a child reacts to a specific event (whether it happened, or the child perceived something as a threat). It is characterised by outbursts of anger and high emotional charge. On the contrary, a child who shows proactive aggression uses violent behaviour to achieve their goals, whether they are aimed at dominating or forcing another child or acquiring an object. Physical aggression implies using physical force or violence to harm or injure another person or their property. Physical aggression involves hitting, punching, kicking and the use of weapons by individuals towards their victims (Baron, Ratri, Ratna, Wisnu & Byrne, 2004, p.464). In addition, Kaplan and Sadock (1994) state that aggression implies the intent to harm or otherwise injure another person, an implication from

19

events preceding or following the act of aggression. Understanding and managing aggression is important for maintaining healthy and constructive relationships and resolving conflicts in non-destructive ways. Professionals in the fields of psychology and counselling can help individuals who struggle with aggressive behaviour develop strategies to address their underlying issues and adopt more appropriate communication and conflict resolution techniques.

2.5   A code of conduct

A code of conduct for schools is a set of guidelines and rules that outline the expected behaviour and responsibilities of learners, teachers, staff, and sometimes parents or guardians within the school environment. Obadire and Sinthumule (2021) assert that the learners' code of conduct is designed to create a safe and secure learning environment in which a learner is not denied the right to be treated fairly and responsibly, to demonstrate an acceptable level of respect, to be taught in a safe and disciplined learning atmosphere, and to be treated with dignity and respect.

Bear (2008) states that a code of conduct spells out the rules regarding learner behaviour at the school and describes the disciplinary system to be implemented by the school concerning transgressions by learners. Teachers do not need to be convinced that school discipline (observance of the school's code of conduct or agreed set of rules and regulations) is a useful measure for expanding activities that enhance classroom teachers' capacity to address problems and foster social, emotional, intellectual, and behavioural development.

For Skiba and Peterson (2000), the idea of discipline means rules to correct or prevent misbehaviour. Du Plessis (2017), confirms that the term refers to learners complying with a code of behaviour often known as the school rules. Similarly, Olufunke and Abimbola (2018), argue that discipline in schools refers to the ability of learners, teachers and other workers in the environment to adhere to the schools' stated rules, standards or policies. Furthermore, school discipline refers to the regulation of children and the maintenance of order (rules) in schools. These rules may, for example, define the expected standards of clothing, timekeeping, social behaviour and work ethics. Therefore, Kagoiya and Kagema (2018) believe that school rules are usually associated with classroom management and school discipline.

2.6   Factors contributing to learners' discipline

No number of strategies will make discipline effective unless the reasons why the behaviour occurred are understood. This section therefore focuses on factors contributing to learners' discipline at home and in school. An essential problem when attempting to investigate discipline amongst learners is to understand its causes. According to Kagoiya and Kagema (2018), the causes could be social, economic, psychological, peer influence, and child environment. Before taking up the challenge of dealing with and maintaining discipline, teachers need to consider the factors that contribute to learners' discipline problems. This will help teachers to take proactive steps to reduce disciplinary problems.

I start this debate by investigating how home and family situations and conditions impact the behaviour of learners in the school environment. A nurturing and supportive home environment can contribute significantly to a child's physical, emotional, and cognitive growth, providing them with the tools they need to flourish in the world. According to Robertson (1999), as cited in Njoroge and Nyabuto (2014, p.292) some children at schools can be disruptive because "they have been subject to distorted or inadequate care throughout childhood due to a variety of family and economic difficulties. Therefore, it is because of that neglect that they are now demanding attention in the classroom". Many school problems cannot be addressed in isolation. Kute (2014) identified that student insurgences against authority are increasing in most countries, perhaps because nowadays schools have children from dysfunctional, poverty-stricken, single parents or teenage parents. According to Omote et al. (2015), parental supervision is declining every day, causing many learners to develop a low regard towards all forms of authority. In their study, Hogg and Reid (2006) reported a positive correlation between performance and school attendance, namely that parenting styles contribute to learners' discipline. Furthermore, various family circumstances may exert more powerful influences over a learner's behaviour than anything that happens in school.

2.7   Discipline approaches and strategies

Effective discipline approaches and strategies play a crucial role in shaping a child's behaviour and fostering their development. Discipline in education is rooted in a theoretical framework

21

associated with the social, behavioural, and cognitive sciences (Smith and Hains, 2012). Social learning theory explains behaviour as an interaction of environmental, behavioural, and cognitive effects (Bandura, 1977a). Behaviourism relies heavily on learning new and maintaining existing behaviour based on the positive or negative consequences of each act (Skinner, 1938). Consequences are inherently a social learning tool, in that the environment and those who control the environment are responsible for establishing and enforcing consequences. As a result of this overlap, current discipline practices in schools and classrooms can be said to have their roots in social learning theory and behaviourism. Thus, discipline policies guided by these theories should produce an equitable application of discipline if all other factors are deemed equal (Bryant and Wilson, 2020). These theories shed light on a particular aspect of discipline and often attempt to provide step-by-step procedures for managing school discipline. These school discipline approaches are shown in Table 2.1.

Table 2.1: Discipline approaches

Approach	Description
The Redl and Wattenberg model, 1951 Group Dynamics	Maintain responsible student behaviour by using "influence techniques" such as encouragement and support of self-control rather than demands and reprimands.
The Skinner model, 1968,1971 Behaviour Modification	When learners conduct themselves acceptably, provide immediate reinforcement to increase repetition of good behaviour and shape behaviour in desired directions.
William Glasser, 1965, 1977 Reality Therapy	Reality therapy provides a means for troubled people to connect or reconnect with others important in their lives, such as teachers.
The Dreikurs model, 1972 Mistaken Goals	Help all learners meet their need for belonging in the class. When they misbehave by pursuing mistaken goals, discuss the fallacy in a non-threatening manner.
The Coloroso model, 1994, 2002 Inner Discipline	Place heavy emphasis on helping learners to develop responsibility and self-control.
Albert Bandura , 1977 Social Learning Theory	New behaviours can be acquired by observing and imitating others.

Source: Adapted from Building Classroom Discipline (Charles, 2013)

2.7.1 The Redl and Wattenberg model - group dynamics

In 1959, psychiatrists Fritz Redl and William Wattenberg introduced a groundbreaking theory-based approach to classroom discipline, outlined in their book "Mental Hygiene in Teaching." (Redl & Wattenberg, 1959). This approach emphasized the importance of understanding "group dynamics" to comprehend and address student misbehaviour. Redl and Wattenberg identified

22

various group dynamics, including group spirit, norms, imitative behaviour, the desire to excel, scapegoating, and providing refuge for non-achievers. They also described different student roles within these dynamics, such as leader, follower, clown, instigator, and scapegoat.

The authors encouraged teachers to be observant of these roles, bring them to the class's attention, and respond appropriately. Redl and Wattenberg (1959) highlighted that learners have certain expectations from teachers, including being role models, sources of knowledge, referees, judges, and surrogate parents. Teachers should be aware of these expectations and discuss their implications with learners. The authors recommended that teachers adopt a helpful, objective, tolerant, and humorous demeanour while assisting learners in maintaining positive attitudes toward school and the class.

Importantly, Redl and Wattenberg (1959) advocated for using influence techniques, rather than threats and punishments, to promote desirable behaviour. They also suggested involving learners in setting class standards and determining how to address misbehaviour, practices that are now widely adopted in modern discipline strategies. Overall, their work marked the beginning of what we now recognize as a "modern discipline" in education.

2.7.2   The Skinner Model - Behaviour modification

In the 1940s and early 1950s, behavioural psychologist Burrhus Frederic Skinner explored how immediate consequences influence our voluntary actions. His research, detailed in publications like "Science and Human Behaviour" (Skinner, 1953) and "The Science of Learning and the Art of Teaching" (Skinner, 1954), uncovered that much of our behaviour is shaped by reinforcement received right after an action. This reinforcement, or 'reinforcing stimulus,' strengthens behaviours, but only when given promptly.

In the 1960s, teachers used tangible rewards like candy, but this practice diminished as learners focused on rewards rather than learning. Instead, teachers now use various reinforcing stimuli such as knowledge of results, peer approval, awards, free time, and positive gestures. Continuous reinforcement helps establish new learning quickly, while occasional reinforcement maintains desired behaviour. Skinner's concept of 'shaping behaviour' involves 'successive approximation,' gradually reinforcing behaviour closer to a preset goal, aiding skill development.

23

While Skinner's work significantly influenced classroom discipline, his principles were ordered into 'behaviour modification' in the early 1960s. Many teachers implemented this approach, rewarding good behaviour and ignoring misbehaviour. However, it later fell out of favour as teachers found it burdensome and ineffective in teaching learners what not to do. Instead, they focused on teaching learners appropriate behaviour. Nevertheless, teachers still use reinforcement tactics daily, particularly through praise and approval, to motivate and support learners.

2.7.3   William Glasser - Reality therapy

William Glasser was a prominent figure in the field of modern discipline and education. He became well-known for his groundbreaking book "Schools Without Failure" in 1969, which was considered one of the most influential education books of the 20th century (Glasser, 1977). Previously, he had gained recognition for "Reality Therapy: A New Approach to Psychiatry" in 1965, where he shifted the focus of psychotherapy from researching the past to resolving problems in the present (Glasser, 1965).

Glasser's approach, known as 'Reality Therapy' emphasises several key principles: Focus on the present and seek solutions rather than dwelling on the past; Avoid criticizing and blaming, as these behaviours harm relationships; remain non-judgmental and non-coercive in interactions; Evaluate actions in terms of results and be willing to change ineffective behaviours; discourage the use of excuses, as they hinder connections with others; and develop specific plans to connect with important individuals and be open to revisions if they don't work (Glasser, 1977). In addition, Glasser (1977) introduced three important ideas for educators:

- Address the problem of learners feeling like failures by promoting genuine success for all.

- Recognize the power of choice in learners' behaviour and influence them to make better choices.

- Utilize classroom meetings as a means of engaging learners in meaningful discussions.

Glasser's approach to discipline involved learners taking responsibility for their behaviour, with rules and consequences linked to their actions. When learners misbehaved, they were encouraged to reflect on their actions, review the impact on themselves and others, and commit to more appropriate behaviour. Glasser believed that learners who saw themselves as failures needed ongoing support from successful figures like teachers, who would provide a positive influence and hold them accountable for their actions.

2.7.4 The Dreikurs Model - Mistaken goals

In 1972, psychiatrist Rudolf Dreikurs introduced two groundbreaking concepts in the field of discipline (Dreikurs, 1972). First, he proposed that all individuals, including learners, have an inherent need for belonging. When this fundamental need is unmet, learners may resort to "mistaken goals" such as seeking attention, power, revenge, or withdrawal, as a means to compensate for the unmet needs.

Dreikurs's second significant idea emphasized the importance of "democratic classrooms" for effective learning (Dreikurs, 1998). In these classrooms, active student involvement, a sense of belonging, and self-discipline are promoted. Such environments are characterized by learners participating in decision-making and being treated as equals by their teachers.

To address misbehaviour, Dreikurs advised teachers to identify and address the underlying mistaken goal, engaging learners in friendly and non-threatening discussions about the faulty logic behind their actions (Dreikurs, 1998). This approach involves asking questions like, "Do you need more attention?" or "Are you trying to show that I can't make you do the assignment?"

Dreikurs highlighted the contrast between democratic classrooms, autocratic classrooms, and permissive classrooms. In autocratic classrooms, teachers make all decisions without promoting student initiative or responsibility. In permissive classrooms, teachers overlook rule violations, which can be interpreted as acceptance of such behaviours. In democratic classrooms, teachers adopt positive communication, encourage improvement rather than perfection, emphasize learners' strengths, and help them learn from mistakes. These environments foster independence, responsibility, and cooperation among learners (Dreikurs, Cassel & Ferguson, 2004, pp.51–54).

25

2.7.5   The Coloroso Model - Inner discipline

Coloroso (2002 cited in Charles, 2013) emphasises that the primary objective of education is to teach learners to behave socially acceptable, fostering inner responsibility and self-control. She believes that schools should play a role in helping learners develop these qualities. This is accomplished by granting learners decision-making responsibilities and allowing them to manage the consequences of their choices, particularly within classrooms. Teachers can facilitate this process by following specific steps when learners misbehave, such as pointing out their mistakes, involving them in problem-solving, and maintaining their dignity. These measures aim to develop integrity, wisdom, compassion, and mercy, all contributing to inner discipline.

Coloroso encourages teachers to avoid speaking hurtfully or provoking anger in learners. When serious misbehaviour occurs, she recommends a process of restitution (repairing damage), resolution (identifying and correcting root causes), and reconciliation (healing relationships with those affected). Learners are encouraged to make decisions about their behaviour and learn from the consequences, with teacher intervention reserved for cases of physical danger, moral threat, or health concerns.

Ownership of discipline problems is essential, with teachers asking learners, "What do you intend to do about the situation?" This empowers learners to take responsibility for resolving issues, emphasizing that discipline is a matter of learning how to think, not just what to think. Additional key points highlighted by Coloroso include:

- Learners have the right to be in school, but they also bear the responsibility to respect the rights of others.

- Teachers should treat learners as they would want to be treated.

- Rather than rescuing or lecturing learners, teachers should provide opportunities for learners to find acceptable solutions to their problems.

- Learners who face realistic consequences for misbehaviour develop a sense of positive control over their lives, while those who are bribed, rewarded, or punished become

dependent on external approval, working to please teachers and evading detection when they misbehave.

2.8   Chapter summary

Chapter Two was dedicated to a review of pertinent literature that surrounds the topic under investigation. I found that there is an absence of a universally agreed-upon definition for learner discipline, which could account for teachers' state of uncertainty and confusion as to how to deal with learner discipline. I clarified the distinctions between 'discipline and punishment' and 'learner discipline and school discipline.' Furthermore, I discussed the challenges teachers encounter when addressing learner discipline in primary schools, described learner misconduct and expanded on the concept of a code of conduct. Furthermore, I provided a comprehensive discussion of diverse approaches and strategies for handling discipline issues while highlighting the contributing factors to learner discipline challenges. I now turn to the theoretical framework used to underpin this study.

27
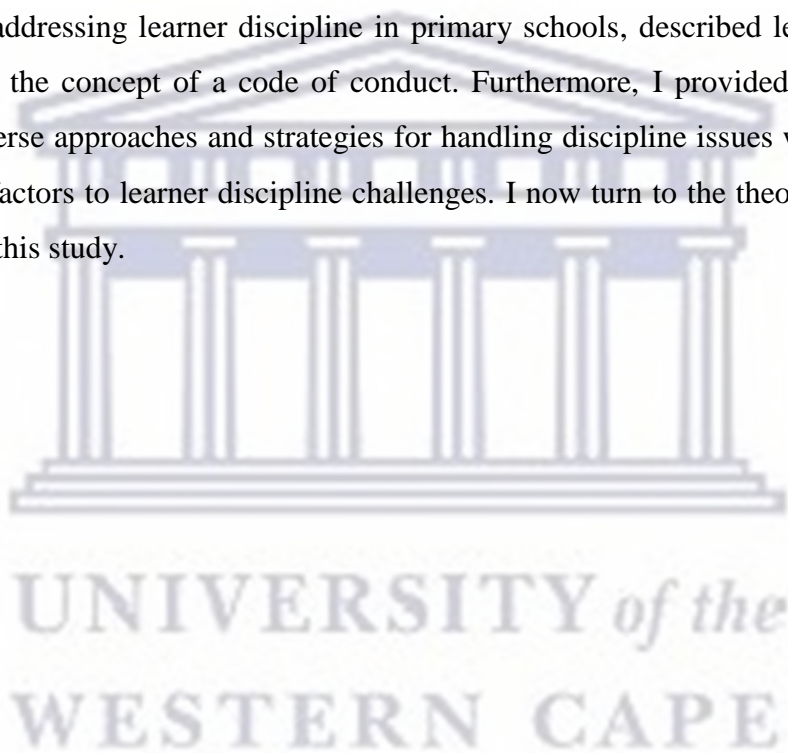
CHAPTER THREE

THEORETICAL FRAMEWORK

3.1 Introduction

Chapter Two was devoted to a review of literature pertinent to understanding the debates surrounding the issue of learner discipline. This chapter, Chapter Three, explores the rich tapestry of Bandura's Social Learning Theory (SLT), examining its origin and evolution, and its significant contributions to understanding how individuals acquire knowledge, skills, and behaviour through social interactions. Bandura's SLT was used to frame this study conceptually. The initial part of this chapter searches into the historical context that shaped Bandura's ideas and probes into the key milestones in the development of this theory.

In addition, it offers a discussion on one of the central tenets of Social Learning Theory: the learning process through modelling. This section unpacks the notion that individuals learn not only through their own direct experiences but also by observing and imitating the behaviour of others. It also dissects the modelling process itself, offering a detailed exploration of the factors that influence its effectiveness. Finally, this chapter uncovers the multifaceted dimensions of Social Learning Theory, gaining a deeper understanding of its significance in shaping our comprehension of how people learn, develop, and adapt in a complex social world.

3.2 Origin and development of Social Learning Theory

Bandura's Social Learning Theory marked a notable departure from behaviourism, giving prominence to the significance of observation, imitation, and social interactions in the processes of learning and development. As time has passed, this theory has undergone evolution and found diverse applications in comprehending how people acquire fresh skills, beliefs, and behaviours within a social context.

Julian Rotter and Albert Bandura are two prominent SLT theorists. According to Sternberg (1995), the central aspect of Rotter's theory was the notion of *internal* versus *external locus of control.* The internal locus of control determines that people feel personally responsible for whatever happens to them. The *external locus of control* advocates that people attribute external forces, such as fate or luck, as being responsible for the consequences of their actions. Bandura's

28

Social Learning Theory represents a more sophisticated behaviourism than its predecessor by adopting a truly cognitive–behavioural approach and addressing the interaction between how we think and how we act (Sternberg, 1995). Although Bandura (1977ab) acknowledged that behavioural theories had contributed greatly to our understanding of behaviour, he felt that earlier models of development were hampered by mechanistic approaches. The behaviourist approach is seen by exponents of this theory as undervaluing the potential of individuals to influence their own behaviour (Quinn, 1991).

According to Nabavi (2014), Bandura conducted his famous experiment known as the Bobo doll experiment, to study patterns of behaviour amongst young children. The children in Bandura's studies observed an adult acting violently toward a Bobo doll. When the children were later allowed to play in a room with the Bobo doll, they began to imitate the aggressive actions they had previously observed (Goldstein & Naglieri, 2011). Bandura's findings from the Bobo Doll experiment changed the course of modern psychology and were widely credited for helping shift the focus in academic psychology from pure behaviourism to a cognitive dimension. He demonstrated that children learn and imitate behaviours, which they have observed in other people.

3.3 Social Learning Theory

As mentioned, the conceptual lens that frames this study is the Social Learning Theory (Bandura, 1977a). Bandura (1971) states that Social Learning Theory (SLT) is a theory of learning process and social behaviour, which proposes that new behaviours can be acquired by observing and imitating others. Edinyang (2016, p.40) confirm that Bandura's Social learning theory or Observational Learning Theory stipulates that people can learn new behaviours by observing others. According to Nabavi (2014), this theory is based on the idea that we learn from our interactions with others in a social context. In other words, Albert Bandura's Social Learning Theory, also known as Social Cognitive Theory (SCT), emphasizes the role of observation, imitation, and cognitive processes in learning. This theory goes beyond traditional behaviourist perspectives by highlighting the importance of both environmental factors and internal cognitive processes in shaping human behaviour. Bandura's theory has significant implications for understanding how children develop within their environments, including the family and school

29

settings (Bandura, 1977ab, p. 191) highlighting that people both influence and are influenced by the world around them. Albert Bandura (1977ab, p.191) further stated that "behaviour is learned from the environment through the process of observational learning".

According to Bandura (1977ab), an important factor in SLT is the concept of reciprocal determinism. This notion states that just as an individual's behaviour is influenced by the environment, the environment is also influenced by the individual's behaviour. "In other words, a person's behaviour, environment and personal qualities all reciprocally influence each other" (Bandura, 1977ab, p.197). According to Edinyang (2016, p.1), Social Learning Theory deals with the ability of learners to imbibe and display the behaviours exhibited within their environment. This also refers to the reciprocal relationship between social characteristics of the environment, how they are perceived by individuals, and how motivated and enable individuals to reproduce behaviours they see happening around them (Edinyang, 2016, p.40). Harinie, Sudiro, Rahayu and Fatchan (2017) further explain that human behaviour is not an innate behaviour but is formed as a result of the interaction of environmental factors, both external and internal. Bandura (1977a) noted that external environmental reinforcement was not the only factor to influence learning and behaviour. He realised that reinforcement does not always come from outside sources (external environment). Your mental state and motivation (internal environment) play an important role in determining whether a behaviour is learned or not.

In addition, Bandura and Walters (1963) found that learning occurs through observation of rewards and punishments, a process known as vicarious reinforcement. Behaviours can be positively or negatively reinforced. Positive reinforcement is the result of a behaviour being followed by favourable outcomes. Negative reinforcement relates to the strengthening of behaviours by avoiding an aversive stimulus. Arrastia-Chisholm, Alvis and Miah (2020, p.43) note that vicarious punishment, an original concept by Bandura, is similar to operant conditioning with observations of consequences to others' behaviour setting learning in motion. Since social learning operates under the basic assumption that people learn from other peoples' experiences, when the model is seen being punished for certain behaviours observers are more likely to inhibit the same type of behaviours to avoid undesired consequences (Bandura, 1977ab). In essence, the onlooker's behaviour can be modified prospectively without engaging in

the undesired behaviour. Figure 3.1, which follows, outlines the key tenets of Social Learning Theory initially introduced by Bandura in 1963 and further detailed in 1977.
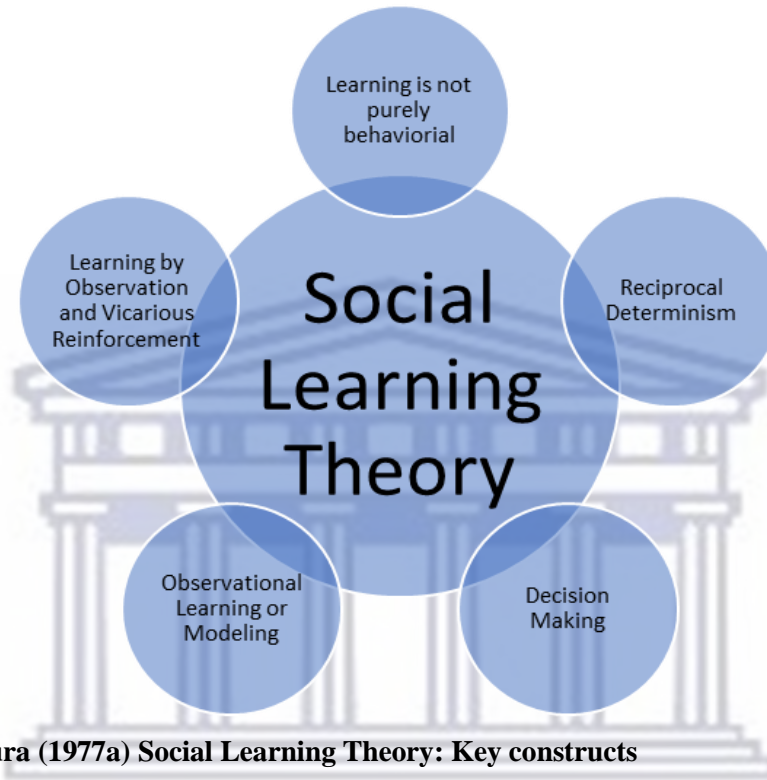
Figure 3.1: Bandura (1977a) Social Learning Theory: Key constructs

- **Learning is not purely behavioural**; rather, it is a cognitive process that takes place in a social context.

- Learning can occur by observing a behaviour and by observing the consequences of the behaviour (**vicarious reinforcement**).

- Learning involves observation, extraction of information from the observation, and making decisions about the performance of the behaviour (**observational learning or modelling**). Thus, learning can occur without an observable change in behaviour.

- **Reinforcement** plays a role in learning, but it is not entirely responsible for learning.

- The learner is not a passive recipient of information. Cognition, environment, and behaviour all mutually influence each other (**reciprocal determinism**).

31

3.4   Learning process through modelling

Bandura observed that human behaviour is largely relayed through social role models. Social role models include not only real models (for example teachers or parents) but also symbolic models (for example the media), through which social learning can occur. Role models are frequently regarded as a source of inspiration for individuals, encouraging them to engage in new behaviour and aspire to achieve ambitious objectives. Role models (vicarious experience) may be used to encourage imitation, exhortation may spur people on to initiate action or to reinforce their tentative first steps (Rosenstock, Strecher & Becker, 1988, p.182). According to Bandura (1977b), humans are active information processors and think about the relationship between behaviour and its consequences. He mentions four necessary conditions which are needed in the modelling process and by considering these steps, an individual can successfully make the behaviour model of someone else. It is important to note that not all observed behaviour is effectively learned through observational learning. Certain requirements and steps must also be followed. The following steps are involved in the observational learning and modelling process as shown in Figure 3.2.
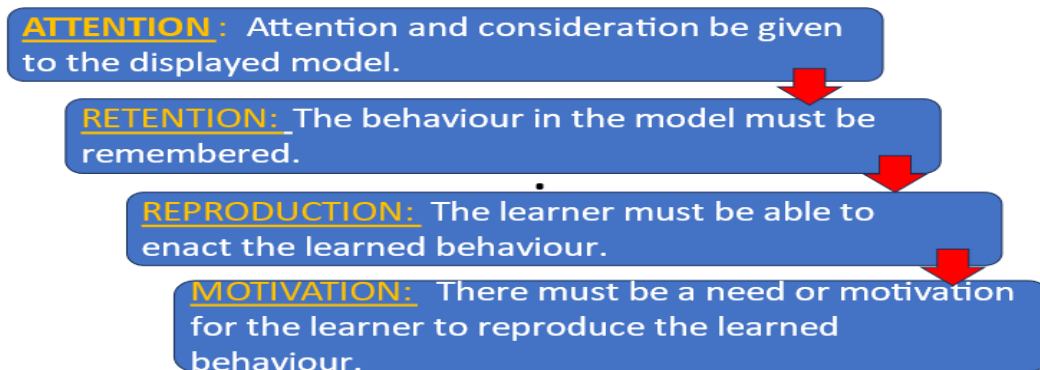
Figure 3.2: Conditions which are needed in the modelling **process** (**Bandura, 1977a**)

3.4.1 Attention

The process of *attention* does not involve just absorbing sensory information; it involves self-directed exploration (Bandura, 1986). Bandura (1986) suggests that attention from learners can be encouraged by incentives such as verbal and non-verbal responses. Today learners observe their models; cognitive processes come into action, through central processing (Bandura, 1977b), critically analysing actions and procedures and questioning practices. In order to learn, you need to be paying attention. Anything that distracts your attention is going to have a negative effect on observational learning. If the model is interesting or there is a novel aspect of the situation, you are far more likely to dedicate your full attention to learning.

3.4.2 Retention

The capacity to retain information plays a crucial role in the process of learning behaviour. Bandura (1977b) underscores the significant influence of knowledge retention on observational learning. Numerous factors can influence retention, yet the capability to later recall and apply information is essential for observational learning. In order to replicate observed behaviours, the observer must possess the capacity to remember and store these actions in their memory for future access. This holds true even when the behaviour is imitated shortly after observation, demanding substantial memory skills. A learner's retention ability can be influenced by various factors.

3.4.3 Reproduction processes

This involves replicating the behaviour that was observed. The ability of the observer to reproduce the behaviour will depend on whether or not they retained the behaviour following observation. Because individuals are not able to observe their performance, they need to rely on informative feedback by the model, so that self-corrective adjustments can be performed (Bandura, 1977a). The amount of observational learning may be underestimated because unless encouraged, people perform less than they have learned (Bandura, 1986). The stage is closely linked to the individual's performance skill so guided practice is required if complex behaviours are to be created (Bandura, 1986). The concept of *scaffolded instruction* is applicable here, by

33

hierarchically organising the components of the behaviour. Further practice of the learned behaviour leads to improvement and skill advancement.

3.4.4   Motivation processes

Vicarious reinforcement is the result of learning by observing other successes and failures (Bandura, 1977b). Bandura (1977b, p. 125) highlights the importance of vicarious reinforcement: 'Observed reinforcement not only informs, but it also motivates'. The result of early adopters demonstrating the advantages of new practices to the potential adopter is the accelerated diffusion of those practices (Bandura, 1977b). People respond to their actions by self-reward or self-punishment, based on their standards of behaviour. That standard of behaviour will be used as a point for comparison with other performances (Bandura, 1977b). If success is attributed to one's ability and effort, it results in a great sense of pride, but if success is attributed to external causes, self-satisfaction is reduced (Bandura, 1977b). The individual's perception of self-efficacy to perform a task, or follow a course of action, will be reinforced by its successful accomplishment (Bandura, 1977b).

> Reward or vicarious reinforcement is some of the factors that influence imitation. A child that observes someone being rewarded for a certain conduct may be influenced to take up the behaviour that was rewarded. Therefore, people around the child will determine the way a child will respond to behaviour he or she imitates. If a child were rewarded by imitating the behaviour of a model, he or she is likely to continue with that behaviour. Therefore, learners are more likely to imitate behaviours exhibited by adults. The behaviour of parents, siblings, friends and teachers can define the behaviour expected from a learner. Through the behaviour of models, the child may be encouraged or discouraged from similar behaviour" (Omote et al., 2015, p.4).

Newman and Newman (2007), report that the general principles of social learning are assumed to operate in the same way throughout life and that observational learning may take place at any stage. Likewise, exposure to new influential, powerful models that control resources may occur at any life stage, and new learning through the modelling process is always possible (Newman & Newman, 2007). Bandura emphasizes the importance of observational learning and modelling others by stating:

34

> Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them of what to do. Fortunately, most human behaviour is learned observationally through modelling: from observing others, one forms an idea of how new behaviours are performed, and on later occasions, this coded information serves as a guide for action (Bandura, 1977b, p.22).

Bandura (1977b) considers modelling as a powerful means of transmitting values, attitudes and even patterns of thought and behaviour. In his social cognitive theory, *modelling* influences have a wider psychological effect, as observers acquire cognitive skills and new patterns of behaviour by observing others (Bandura, 1986). Whether the individual performs observed behaviour or not will rely heavily on the probable consequences of the modelled course of action (Bandura, 1986).

3.5 Bandura's SLT and positive discipline

Positive discipline and Bandura's SLT are both concepts that relate to the field of psychology and education, particularly in understanding how individuals learn, develop, and behave. While they are distinct concepts, they can complement each other in fostering effective learning behaviour management strategies. Combining positive discipline principles with Bandura's Social Learning Theory can create an effective approach to promoting positive behaviour in children. By modelling and reinforcing desirable behaviours, educators can help children develop self-regulation skills and a sense of self-efficacy. Positive discipline techniques, such as respectful communication and encouragement, can enhance the effectiveness of modelling and reinforcement, leading to more lasting behaviour change.

Teachers adopt a positive reinforcement and reward approach to increase learner participation, cooperation, and responsibility. In addition, clear rules and fair consequences are also applied to develop good behaviour and respect for the environment. In the context of character education, positive discipline helps learners internalise moral values such as honesty, responsibility, and mutual respect. Learners also learn to recognize and manage emotions positively and develop social skills that are important in everyday life (Shaharani & Februannisa, 2023). Positive discipline and Bandura's SLT both underline the importance of creating an environment that nurtures positive behaviour through modelling, reinforcement and effective communication. Integrating these concepts can result in a holistic approach to fostering healthy behaviour development in children.

35

3.6   Chapter summary

The purpose of this chapter was to outline the theoretical framework that underpinned this study, namely, Social Learning Theory, developed by Albert Bandura. This theory has had a profound impact on our understanding of how humans learn and develop within a society. Social Learning Theory provides a comprehensive framework for understanding how individuals learn and develop in a social context. It recognizes the complex interplay between cognitive processes, behaviour, and the environment and highlights the importance of observation, imitation, and motivation in the learning process. This theory has not only contributed significantly to the field of psychology but also has practical implications for education, parenting, and understanding human behaviour in various social settings. In the next chapter, Chapter Four, I discuss the methodological considerations for this study.

36
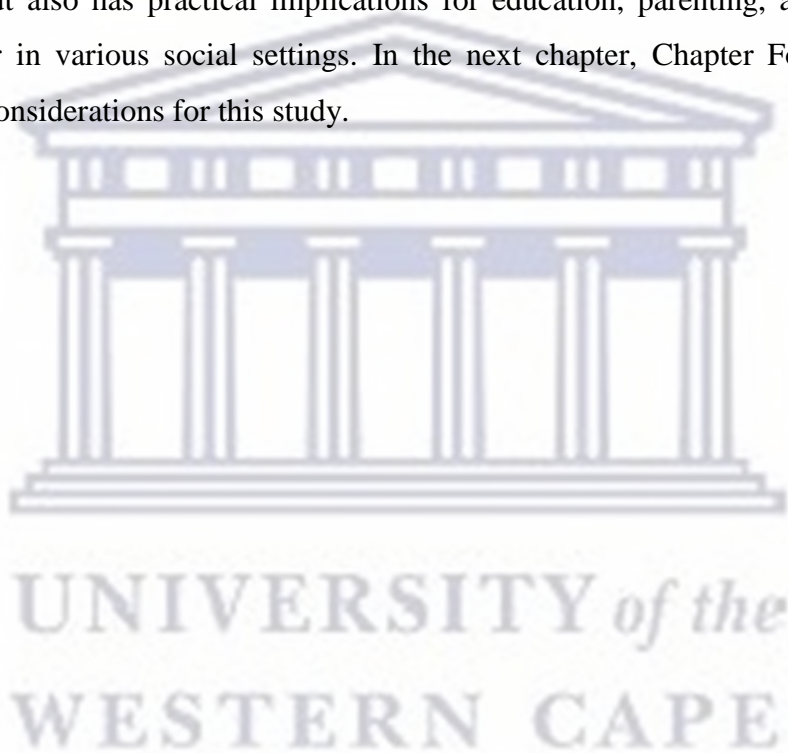
CHAPTER FOUR

RESEARCH METHODOLOGY

4.1   Introduction

This chapter, Chapter Four, is devoted to the methodological considerations of this study. It describes and justifies why this study employed a single qualitative case study framed within an interpretivist research paradigm. Furthermore, it presents a detailed overview of the case study research design, as well as a comprehensive account of the data collection and analysis procedures ranging from rudimentary to analytical themes. A detailed discussion of the research instruments related to this study is provided, as well as the importance of validity, reliability, and ethical considerations in the research process.

> Methodology defines how one will go about studying any phenomenon, meaning that certain processes or approaches will be more suitable than others to make thorough comprehension of the subject (Silverman, 2000, p.79).

4.2   Research paradigm

Ontological and epistemological commitments are foundational philosophical principles that underpin any study, particularly in the field of research. According to Wilson (2013), Ontology explores our convictions regarding the essence of the subjects under investigation, including questions about the existence of various entities in the world and whether there exists a shared, universal reality. Epistemology, on the other hand, explores our convictions about the nature of knowledge attainable concerning those subjects and methodology pertains to the approach taken to procure that knowledge (Wilson, 2013, p.289).

Moon and Blackman (2014) state that philosophers distinguished a relationship between 'being' and 'thinking' so that ontology is concerned with what exists for people to know about and epistemology is concerned with how people create knowledge and what is possible to know. My epistemological position is based on the fact that knowledge is constructed and co-constructed between the teachers', who were the participants in this study, based on their perceptions and their interpretations of the phenomenon, and my interpretation of their perceptions. This belief resonates with interpretivism, the metatheoretical framework or paradigm that framed my study methodologically. For Guba and Lincoln (1994, p.17) a paradigm is "a basic set of beliefs that

37

guides action". Creswell and Creswell (2018) define a paradigm as "a philosophical orientation about the world and nature of research that a researcher brings to a study". Interpretive studies, "seek to explore peoples' experiences and their views or perspectives of these experiences. Interpretive studies are typically inductive and often associated with qualitative approaches to data gathering and analysis" (Gray, 2008, p.36). Furthermore, a "qualitative interpretive paradigm does not concern itself with the search for broadly applicable laws and rules, but seeks to produce descriptive analyses that emphasise deep, interpretive understanding of social phenomena" (Henning, 2004, p.2).

Merriam (2002, p.4) describes an interpretive qualitative approach as learning how individuals experience and interact with their social world. She maintains that researchers who use the interpretive qualitative approach are interested in understanding what those interpretations are at a particular point in time and a particular context. Employing an interpretive qualitative approach enables the researcher to understand the critical and social issues related to communities, and in relation to this study, to understand how teachers view their authority in the school community and its impact on learners' discipline.

4.3   Qualitative research

Qualitative research is a research method that focuses on exploring and understanding the underlying meanings, motivations, beliefs, and experiences of individuals or groups. Myers (1997) proposes that the qualitative research approach suggests that reality can be socially constructed and therefore is constantly changing. Creswell (2003) believes that in qualitative studies, research occurs in a natural setting where the researcher is involved with the phenomenon being studied. Leedy and Ormrod (2005) states that qualitative research employs inductive reasoning where the research can induce a particular response by tailoring techniques such as interview questions to a specific situation. In summary, qualitative research offers a dynamic and context-specific approach that explores the complexities of human experiences and their ever-evolving social constructs.

Methods commonly applied in qualitative research are case study, ethnography, and grounded theory. As previously noted, the study employed a qualitative case study approach to investigate the multitude of challenges faced by teachers when managing learner discipline in a primary

38

school located on the Cape Flats. Within this context, I explored aspects of discipline and the perceived uncertainties Foundation Phase teachers experience when addressing the challenges associated with learner discipline in a primary school.

According to Fossey, Harvey, McDermott and Davidson (2002, p.1) "Qualitative research aimed to address questions concerned with developing an understanding of the meaning and experience dimensions of humans' lives and social worlds. Central to good qualitative research is whether the research participants' subjective meanings, actions and social contexts, as understood by them, are illuminated".

Creswell (2007) outlines several key characteristics of qualitative research, which are crucial for understanding the nature and approach of qualitative research in social sciences, humanities, and various other disciplines. The specific characteristics he provides serve as a valuable guide for researchers engaging in qualitative research. Table 4.1, adapted from Creswell (2007), offers a description of each of the characteristics:

Table 4.1: Characteristics of qualitative research

Characteristics	Meaning
The researcher as a key instrument	This means that the qualitative researcher is the one who gathers the information.
Multiple sources of data	Qualitative researchers gather multiple forms of data through interviews, observations and documents, rather than relying on a single data source.
Inductive data source	Qualitative researchers build their patterns, categories and themes by organising the data into increasingly more abstract units of knowledge.
Participants' meaning	In the entire qualitative research process, the researchers keep a focus on learning the meaning that the participants hold about the problem or issue, not the meaning that the researcher or writer from literature brings to the research.
Emergent design	The researcher's initial plan for research cannot be tightly prescribed. All phases of the process may change or shift after the researcher has entered the field and begun to collect data.
Theoretical lens	Qualitative researchers often use a lens to view their studies.
Interpretive enquiry	Qualitative research is a form of enquiry in which researchers interpret what they see, hear and understand.
Holistic account	Qualitative researchers try to develop a complex picture of the problem or issue under discussion, which leads to reporting multiple perspectives, identifying the many factors involved in a situation and sketching the larger picture that emerges.

Source: adapted from Creswell (2007, p.37-38)

These characteristics of qualitative research, as underlined by Creswell (2007), suited the guidelines for this study in the sense that as the researcher I gathered the information using

39

multiple data sets: individual interviews, focus group interviews and document sources, as data collecting techniques. The meaning that the participants, in this case purposefully selected Foundation Phase teachers, held about their challenges was learner discipline and relevant issues related to it was my central focus. Furthermore, a theoretical lens was also employed to the study.

4.4   Research design: Case study

In this study, as mentioned, I employed a qualitative case study design. According to Baxter and Jack (2008), a qualitative case study is a research approach that facilitates the exploration of a phenomenon within its context using a variety of data sources. This ensures that the issue is not explored through one lens, but rather a variety of lenses which allows for multiple facets of the phenomenon to be revealed and understood (Baxter & Jack, 2008).

The qualitative single case study research design is best suited for this study because it aims to explore and understand the phenomenon under study, which is to investigate the perceptions and challenges Foundation Phase teachers face in dealing with learner discipline within its natural context, the school and classroom. By emphasizing the unit of analysis, case study research aims to generate detailed and contextually rich insights that contribute to a better understanding of the specific case being studied. In a case study, a "case" typically refers to a specific instance, situation, or subject of analysis that researchers or analysts examine in-depth to gain a better understanding of a particular phenomenon, problem, or scenario. Johansson (2003, p.2) and Zainal (2007, p.1) emphasise that the 'case' should be a complex functioning unit to allow exploration and understanding of a complex issue investigated in its natural context with triangulation for close examination. Therefore, a case study should involve specific techniques for the collection and analysing of data, it is also necessary to collect data from different sources, and its trustworthiness should be ensured.

Case studies can also be single or multiple according to their numbers and can be embedded, as well as holistic (Yin, 1994). Just as Yin (1994, p.38) stated an embedded case study is one in which there is more than one sub-unit, while in a holistic case study, a global programme of an organization is contemplated. In this study, a single case study design was used for in-depth understanding and insight into the challenges that Foundation Phase teachers experience in

dealing with learner discipline. In addition, the reason for selecting a single case study is due to the quality of rich data it potentially can provide in relation to a sociological perspective and the phenomenon under study.

In this study, the 'single case' or unit of analysis (the bounded case) are Foundation Phase teachers. To obtain a deeper and more holistic understanding of the case, semi-structured interviews, focus group interviews and document sources were utilised. Data was collected from a specific target group, the sample or unit of analysis to which I turn next.

4.5   Sample (unit of analysis) and sampling procedure

In case study research the sample is the unit of analysis (Yin, 1994; Merriam, 2009), which in my study, as mentioned, are selected Foundation Phase teachers, in a selected primary school on the Cape Flats. These teachers were purposefully selected on the basis that they could supply information-rich data relevant to the problem being researched. For Patton (2002) it is typical to identify and select the information-rich cases for the most proper utilization of available resources in qualitative research. Suri (2011) confirms that the logic and power of purposeful sampling are to select information-rich cases to be able to do an in-depth study. For Creswell (2014) the idea behind qualitative research is to purposefully select participants or sites (or documents or visual material) that will best help the researcher understand the problem and answer the research question. Purposive sampling is appropriate to identify and select individuals or groups who are particularly knowledgeable about the phenomenon (Leavy, 2017).

Furthermore, researchers often explore the social, historical, and environmental context surrounding the unit of analysis, as these factors often play a crucial role in understanding the case fully. The research site, one school was selected from a community situated on the Cape Flats, which is plagued with many social ills. Historically, most communities on the Cape Flats live in areas originally planned for marginalized communities, where the enduring impact of apartheid is unmistakable, manifesting in elevated rates of poverty, gang-related violence, and substance abuse (Mrug, Madan & Windle, 2016).

The table, Table 4.2, below profiles the participants or research respondents of this study and shows the research instrument used to produce data. Keeping in line with ethical considerations,

41

the research site and participants' names were replaced with pseudonyms, to protect their identity.

Table 4.2: Profile of research participants and the relevant data collection instrument

NO	DATA COLLECTION	PARTICIPANTS	PSEUDONYMS	EXPERIENCE
1	Semi-structured Individual Interview	Intermediate & Senior Phase Departmental Head	1. Participant 1: 01TA	7 years
2	Semi-structured Individual Interview	Foundation Phase Departmental Head & Grade 2 Teacher	2. Participant 2: 02BS	8 years
3	Semi-structured Individual Interview	Principal & Teaching Geography & Reading Grade 4 to 6	3. Participant 9: 09GE	32 years
3	Focus Group Interview	1. Grade R Teacher 2. Grade R Teacher 3. Grade 1 Teacher 4. Grade 1 Teacher 5. Grade 3 Teacher 6. Grade 3 Teacher (Excluding HOD's)	1. Participant 3: 03BD 2. Participant 4: 04MH 3. Participant 5: 05RM 4. Participant 6: 06LR 5. Participant 7: 07TV 6. Participant 8: 08EA	11 years 7 years 9 years 29 years 6 years 40 years
4	Collecting Copies of Documents Sources	Principal Admin Clerk		

As mentioned, the Foundation Phase of schooling consists of Grade R to Grade 3. Grade 2 teachers who were initially identified for this research were unavailable at the time of the research, which is one limitation of this study. However, the HOD (Participant 2: 02BS) was a Grade 2 teacher, so one gets a sense of this grade and the disciplinary issues they deal with through her eyes.

4.6   Research instruments

Research instruments are a way of gathering data concerning the research focus. Gathering data using different research instruments creates different ways to study the social event being researched. Following is a discussion of the different data collection instruments used in this study.

4.6.1 Semi-structured interviews

One of the most important sources of case study information is the interview. Gill, Stewart, Treasure and Chadwick (2008) explain that there are three fundamental types of research interviews: structured, semi-structured and unstructured interviews. Structured interviews ask a predetermined set of standardised questions to all participants, and there is little room for deviation from the script. Unstructured interviews have the absence of a fixed set of questions which can lead to variability in the information collected, making it difficult to draw meaningful conclusions or generalise findings. Therefore, semi-structured interviews were preferred for this study because they offer a balance between structure and flexibility, provide depth of information and can produce rich and detailed information. In addition, the participant's perspective is prioritised, and it can capture the context in which the participants' experiences and opinions exist. Kvale (1996) confirms that the focus of these interviews is to elicit perceptions from semi-structured interviews as opposed to structured interviews since they are restricted to predefined questions. Moreover, Gill et al. (2008) states that:

> In a semi-structured interview, the interviewer uses a set of predetermined questions, and the respondents answer in their own words. The interviewer can probe areas based on the respondent's answers or asks supplementary questions for clarification. Semi-structured interviews consist of several key questions that help to define the areas to be explored, but also allow the interviewer or interviewee to diverge in order to pursue an idea or response in more detail. (Gill et al., 2008, p.291).

All the participants in the interviews were informed of the procedures and purpose of the interviews. The interviewees, after reading the information sheet (see Appendix A) and then on agreed to participate in the research study by signing the consent forms (see Appendix F). Participants were informed of their right to withdraw from the interview at any stage, and their right not to answer any question that they did not feel comfortable with. During the interviews, I tried to refrain from forcing the interview in a particular direction (by providing answers, for example) and concentrated on keeping the interviewees focused on the topic.

Niewenhuis (2010, p.89) advises that recording of interview data should be done in a very detailed and precise manner. I used a digital voice recorder to record all interviews. The information was transcribed to provide a written account of what was said. Following advice

from Creswell (2009, p.183), I also took notes that were designed to ensure that the interview data was captured correctly and to capture my initial thoughts, which Merriam (2009) explains as the start of the analysis process.

4.6.2 Focus group interviews

Focus group interviews are conducted to explore and understand participants' perceptions, attitudes, beliefs, and behaviours related to the phenomenon under study. A focus group interview is a research technique that is based on a direct interaction among participants in a group discussion on the topic (Merriam, 2009; Morgan, 1997; Krueger, 1994). According to Woźniak (2014), the interview is described as focused, because it is concentrated on one crucial theme, and because it demands some specific collective actions of the respondents. My objective through focus group interviews was to elicit the group's perspective on the topic (learner discipline) by encouraging discussion so that their understanding of the topic would be revealed during the discussion.

Carey (1994, p.226) defined focus group interviews as "using a semi-structured group session, moderated by a group leader, held in an informal setting, to collect information on a designated topic". One focus group interview, with purposefully selected Foundation Phase teachers, was conducted. I adhered to the guidelines provided by Wilkinson (1998, cited in McLafferty, 2004, p.188), which emphasize that participants are strategically positioned to uncover profound insights encompassing experiences, meanings, understandings, as well as their attitudes, opinions, knowledge, and beliefs, all within the subset of a phenomenon.

The focus group interview was held after school and after all the learners had left school so as not to impede on normal learning time. The participants of the focus group interview were teachers from the Foundation Phase: two Grade R teachers, two Grade 1 teachers and two Grade 3 teachers. Visiting the school in advance and discussing the logistics with the principal, was an enormous advantage. This prior interaction allowed me to gain easy access to the teacher participants. The duration of the focus group interview was limited to one and a half hours.

According to McLafferty (2004) conducting focus group interviews demonstrated that smaller groups were more manageable and as a data collecting strategy, they are a rich source of information. Carey (1994) reinforces this view when she states that the fewer people there are in

the group, the greater the likelihood that they will interact, and reiterates the ease with which moderators can manage and attend to a smaller group. The focus group used in this study consisted of the six educators who participated in the research project. The advantage of this group was that they all taught in the Foundation Phase ranging from Grade R to Grade 3 which was the primary target group for the research project. The small size of the focus group was an advantage because large groups require a high level of interviewing skills and organisation. My role as interviewer and moderator was to pose the questions and to manage the group dynamic. Open-ended questions were asked (Appendix H). I took advantage of the responses of the teachers to prompt them for further detail and/or clarity. In numerous instances, the interviewees' responses led to further discussions but were still relevant to the research. However, there were a few occasions when I believed the discussion became irrelevant to the topic, and in these few instances, I used intervention strategies to remain focused.

Homogeneity in focus groups is discussed by Carey (1994), who recommends that focus groups should be homogeneous in terms of age, status, class, occupation, and other characteristics, as they will influence whether participants interact with each other. According to Woźniak (2014):

> Homogeneity, in terms of belonging to the same level of management and similar work experiences, allows the reconstruction of the specific features of different levels of authority, increases group synergy, and strengthens the capacity for cooperation and confidence among the participants (Woźniak, 2014, p. 8).

I selected participants with similar backgrounds (teachers who have been teaching in schools situated on the Cape Flats) to create an environment where they are more inclined to freely express their viewpoints and personal experiences. This approach fosters open discussions and facilitates a targeted exploration of the distinctive perspectives and experiences within the specific group (Woźniak, 2014).

The main advantage of focus group interviews is the opportunity to observe a large amount of interaction on a topic with the minimum of time required. It is also easy to assemble the focus group. According to Babbie and Mouton (2001, p.292), an advantage of focus groups is the ability to observe the interaction within the group. The focus group interview provided direct information about the topics on which the group contrasted and on those upon which they agreed. One disadvantage of utilising focus group interviews lies in the potential group dynamics

that may hinder the open exchange of ideas. In my role as the facilitator, I noticed that certain participants were reluctant to voice their opinions, likely influenced by the more outspoken members of the group. Consequently, to foster a more inclusive atmosphere, I directed the conversation towards those participants who were hesitant, encouraging their active participation.

4.6.3 Document sources

Document sources, relevant to this research, were used alongside individual semi-structured interviews and a focus group interview session. This allowed me to gain a rich understanding of the phenomenon under study. According to Bowen (2009), documents that may be used for systematic evaluation as part of a study take a variety of forms and may well include advertisements; agendas, attendance registers, and minutes of meetings; manuals; background papers; books and brochures; diaries and journals; event programs (i.e., printed outlines); letters and memoranda; maps and charts; newspapers clippings/art; press releases; program proposals, application forms, and summaries; radio and television program scripts; organisational or institutional reports; survey data; and various public records. Bowen (2009) defines document analysis as a systematic procedure for reviewing or evaluating documents—both printed and electronic (computer-based and Internet-transmitted) material. Like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted to elicit meaning, gain understanding, and develop empirical knowledge (Corbin & Strauss, 2008).

The analyses of all documents pertaining to the phenomenon under study are used to verify and support data collected from the focus interviews and individual interviews. According to Bowen (2009), document analysis involves skimming (superficial examination), reading (thorough examination), and interpretation. Moreover, document analysis often provides new contextual information that expounds and authenticates what researchers learn from interviews (Yamagata-Lynch, 2010). The documents obtained from the school serve as a measure to validate the data collected from other data collections in the study.

Document analysis is often used in combination with other qualitative research methods as a means of triangulation, which is "the combination of methodologies in the study of the same phenomenon" (Denzin, 1970, p.291). By triangulating data, I attempted to provide a confluence

http://etd.uwc.ac.za/

of evidence that breeds credibility' (Eisner, 1991, p.110). It further allowed me to corroborate findings across data sets and thus reduce the impact of potential biases that can exist in a single study. According to Patton (1990), triangulation helps the researcher guard against the accusation that a study's findings are simply an artefact of a single method, a single source, or a single investigator's bias. As mentioned previously, I made use of three data collecting techniques namely, semi-structured interviews, a focus group interview and analysed various document sources. Furthermore, documents may be the most effective means of gathering data when events can no longer be observed or when informants have forgotten the details. Documents can serve a variety of purposes as part of a research undertaking. Bowen (2009) considers five specific purposes of documentary material. The following table (Table 4.3) provides specific functions of documents:

Table 4.3: Specific functions of documents

No	Functions	Discussion
1.	Documents can provide data on the context within which research participants operate—a case of text providing context, if one might turn a phrase.	Such information and insight can help researchers understand the historical roots of specific issues and can indicate the conditions that impinge upon the phenomena currently under investigation.
2.	Information contained in documents can suggest some questions that need to be asked and situations that need to be observed as part of the research.	As the authors explain, 'interview data helped focus specific participant observation activities, document analysis helped generate new interview questions, and participant observation at community events provided opportunities to collect documents' (Goldstein & Reiboldt, 2004, p. 246).
3.	Documents provide supplementary research data.	Information and insights derived from documents can be valuable additions to a knowledge base.
4.	Documents provide a means of tracking change and development.	Where various drafts of a particular document are accessible, the researcher can compare them to identify the changes. Even subtle changes in a draft can reflect substantive developments in a project, for example (Yin, 1994).
5.	Documents can be analysed as a way to verify findings or corroborate evidence from other sources.	Sociologists, in particular, typically use document analysis to verify their findings (Angrosino & Mays de Pérez, 2000).

Source: Bowen (2009, pp.29-31)

The following table, Table 4.4 provides an overview of the types of documents used in this study to gain deeper insight into the phenomenon under study.

47

Table 4.4: Sampling of document sources used in this study

Documents selected	Data Analysed
Vision & Mission Statement of the school	The vision and mission of the school with regard to the end product of the learners.
Code of Conduct of the school	The acceptable and unacceptable learner behaviour, rules and Disciplinary proceedings stipulated
Letters to parents with regard to learner discipline.	Summons to parents to attend a disciplinary meeting.
Minutes of Disciplinary meetings	Types of transgressions and sanctions
Form 22	Report of Abuse or Deliberate Neglect
2022 Annual Academic Performance Report (AAPR)	Background of the school environment. School discipline. Social context. Parent Involvement. Staff profile. Learner achievement.

Source: Adapted from Bowen (2009, p.36)

The original purpose of the documents, the reason it was produced, and the target audience were considered. Documents are context-specific and therefore it was evaluated against the individual interviews and focus group interview. Bowen (2009) notes that when documents are being used for verification or support, even a few can provide an effective means of completing the research. The analysis of documents was instrumental in refining ideas, identifying conceptual boundaries, and pinpointing the fit and relevance of categories (Charmaz, 2003). Apart from providing contextual richness in the research, documents were particularly useful in pre- and post-interview situations. In that regard, I used data removed from documents to check interview data and vice versa.

4.7   Data analysis

Data analysis began as soon as the first set of data was collected. It always involves what Wolcott (2001, p.233) calls 'mind work' in which researchers always engage their intellectual capacities to make sense of qualitative data (Hatch, 2023, p.148). McMillan and Schumacher (2006, p.461) indicate that qualitative data analysis is primarily an inductive process of organizing the data into categories and identifying patterns. Most categories and patterns emerge from the data, prior to data collection.

Qualitative data analysis involves several commonly used approaches, namely thematic analysis, narrative analysis, discourse analysis, and interpretive phenomenological analysis. For my study, I employed the thematic analysis. For Braun and Clarke (2006, p.79) "Thematic analysis is a method for identifying, analyzing and reporting patterns [themes] within data". Braun and Clarke

48

(2006) provide clear guidelines as to how to conduct thematic analysis (see Figure 4.1), which is a diagrammatical representation of the step-by-step process of doing thematic analysis.
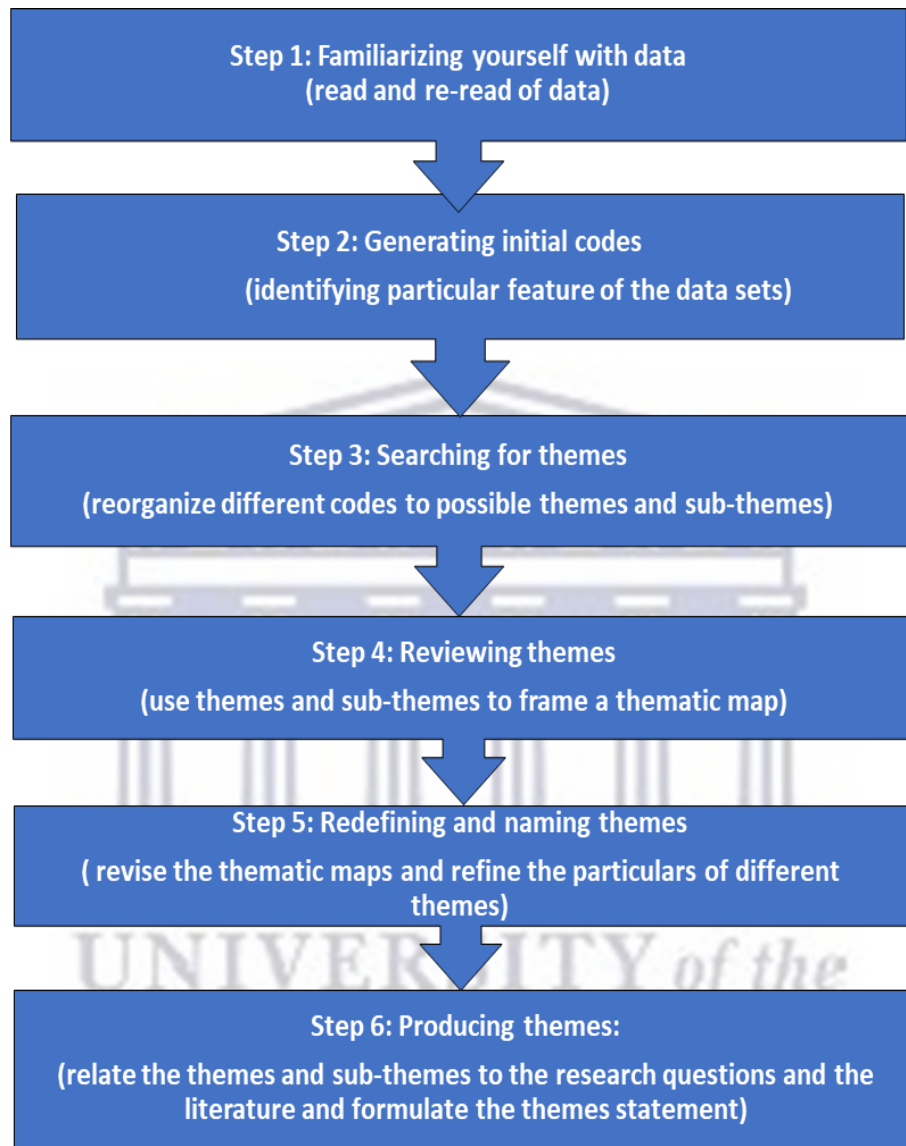
Figure 4.1: Diagrammatical representation of the step-by-step process of doing thematic analysis (Adapted from Braun and Clarke, 2006, p.87)

Following the steps suggested by Braun and Clarke (2006) I first, in step 1, familiarized myself with the data. Treating each data set first as an individual case. Interview data was transcribed and became what Merriam (2009) labelled a 'readable text'. During this process, I started reading and re-reading transcribed text to capture my initial thoughts about the data. Merriam (2009) refers to this as 'rudimentary analysis'. This was followed by Step 2, the generating of

49

initial codes (Braun & Clarke, 2006). Table 4.5 provides an example of how a data extract was coded. This type of coding is referred to as 'descriptive coding' (Merriam, 2009).

Table 4.5: Applying descriptive codes to a data extract

Data Extract	Descriptive Code
You know, [1]you can't keep the child in, the child needs to go to the bathroom, and the child needs to eat. So, I would give them two minutes to quickly eat, and I said, okay after the other kids come in break, I will send one, one, one to the bathroom. But [2]it's disturbing, that makes me a bit uncertain because I am not always sure, you know, [1]I'm keeping the kids in and then the other people walk past like, why you keep your kids in? So that makes me sometimes doubt my own discipline solutions or… And this is just one example. I mean every time I actually discipline the child, I go home and I'm like, "Oh I am going to hear it tomorrow…" or [2]"I'm so scared now, what is the child going to tell the parents? (07TV)	[1]. Punishment or strategy for dealing with discipline 2. Feeling of doubt or fear or uncertainty in own practices

Once all data in all data sets were coded, Step 3 of this inductive analysis process commenced with the search for themes. The different descriptive codes were written down, categorised, sorted and organised into theme piles to create a 'thematic map' (Braun & Clarke, 2006, p.89). Through interpretation and reflection, I revisited my theoretical framework and the existing literature about the topic, to identify broader analytical themes (Step 4 in Braun & Clarkes, 2006 framework). While the themes were distinct, there were often significant overlaps among them. Participants' responses to interview questions frequently addressed more than one theme. The sub-themes that emerged from the data analysis process were grouped into four main themes, which are presented in Table 4.6. Table 4.6: Summary of the themes and sub-themes

THEMES	SUB-THEMES
1. Factors that contribute to Learner discipline	Community and Home Environment Parents
2. The nature of learner discipline in the Foundation Phase	Disruptive Behaviour Bullying Work Ethics Aggressive Behaviour
3. Challenges dealing with learner discipline in the Foundation phase.	Parents Involvement Conflict Management Serious Misconduct Uncertainties dealing with learner discipline
4. Discipline Strategies	Tracking Learner Behaviour Time Out The Star Method Restorative Justice

50

After deriving these themes and sub-themes as illustrated in Table 4.6, I continued by defining and naming them. Here I went back to the data sets to make sure that the themes matched the data. Braun and Clarke (2006, p.93) suggest that "although you will already have given your themes working titles, this is the point to start thinking about names you will give them in the final analysis". Step 5 was followed by Step 6, producing the report. Step 5 and Step 6 will become evident in Chapter Six (Analysis and Discussion) after I present the data in Chapter Five (Data Presentation). However, I first turn to the trustworthiness and ethical considerations of the study.

4.7.1   Trustworthiness

To develop trustworthiness in qualitative research, Lincoln and Guba (1985) initially presented four criteria: credibility, dependability, confirmability, and transferability. In 1994, Guba and Lincoln (1994) added a fifth criterion, authenticity. Each of these criteria to ensure the trustworthiness of my research will be briefly discussed.

4.7.2   Credibility

Credibility is enhanced by the researcher describing his or her experiences as a researcher and verifying the research findings with the participants. Lincoln and Guba (1985) suggested a few techniques to address credibility including activities such as prolonged engagement, persistent observation, data collection triangulation, and researcher triangulation. In this study, data triangulation was employed to enhance credibility.

4.7.3   Transferability

Transferability pertains to the extent to which an inquiry's findings can be applied or extended to other contexts. Transferability refers to findings that can be applied to other settings or groups (Houghton, Casey, Shaw & Murphy, 2013; Polit & Beck, 2012). In this study, I provide sufficient information on the informants and the research context to enable the reader to assess the findings' capability of being "fit" or transferable.

51

4.7.4 Dependability

Dependability in research refers to the consistency, reliability, and stability of the research methods and procedures, ensuring that the study's results can be replicated and trusted. Through the researcher's process and descriptions, a study would be deemed dependable if the study findings were replicated with similar participants in similar conditions (Koch, 2006).

4.7.5 Confirmability

Confirmability refers to the researcher's ability to demonstrate that the data represent the participants' responses and not the researcher's biases or viewpoints (Polit & Beck, 2012; Tobin & Begley, 2004). This study demonstrates confirmability by describing how conclusions and interpretations were established and exemplifying that the findings were derived directly from the data. In reporting qualitative research, this can be exhibited by providing rich quotes from the participants that depict each emerging theme, as is evident in the next chapter.

4.7.6 Authenticity

Authenticity in research refers to the quality of being genuine, trustworthy, and true to the research's intended purpose and goals. Authenticity discusses the ability and extent to which the researcher expresses the feelings and emotions of the participant's experiences in a faithful manner (Polit & Beck, 2012). This study utilised a descriptive reporting method, using 'thick descriptions, enabling readers to grasp the essence of the experience through an exploration of quotations from participants.

4.8 Ethical considerations

In undertaking the study, ethical clearance processes were followed by submitting the relevant ethics clearance forms (Project information sheet, Permission letter, Western Cape Education Department (WCED) application form, and the University of the Western Cape (UWC) ethical clearance form) to UWC and the WCED ethics clearance structures. There was an ethical responsibility to respect and protect all participants and ensure their privacy, confidentiality, anonymity, informed consent, and the right to withdraw from the interview. The names of the principals, teachers, and case study schools remain anonymous in this thesis to protect their

52

confidentiality; no names appear on the interview transcript. Only the researcher has access to the interview transcripts and the transcripts were stored in a safe and private space.

Stake (2005) noted that "qualitative researchers are guests in the private spaces of the world. Their manners should be good and their code of ethics strict" (p.459). Additionally, the data obtained remains confidential and the rights of all participants were protected. Throughout the study, I remained ethical adhering to all ethical considerations, which are paramount in all research from its design to conclusion (Lichtman, 2011).

4.9   Chapter summary

This chapter, Chapter Four was dedicated to the methodological considerations of this study, noting that this study was an interpretivist qualitative study using a single case study research design. In addition, I motivated why I selected multiple data collection instruments (semi-structured interviews, a focus group interview and relevant document sources). Furthermore, I explained the inductive analysis process using thematic analysis to analyse the data. The sample (Foundation Phase teachers) and sampling procedure (purposeful sampling) were discussed as well as the trustworthiness and ethical considerations for the study. In the next chapter, Chapter Five, I present the data utilising the themes that emanated from the data analysis process.

CHAPTER FIVE

DATA PRESENTATION

5.1   Introduction

The previous chapter, Chapter Four, explained the methodology and the instruments used for collecting the data, which were the individual interviews, focus group interviews and document sources. This chapter presents the data that was analysed inductively and presented thematically during the data analysis process outlined in Chapter Four. Following in Figure 5.1 is a graphical representation of the themes and subsequent sub-themes that emerged during the data analysis process.   **Figure 1: Emergent themes and sub-themes**
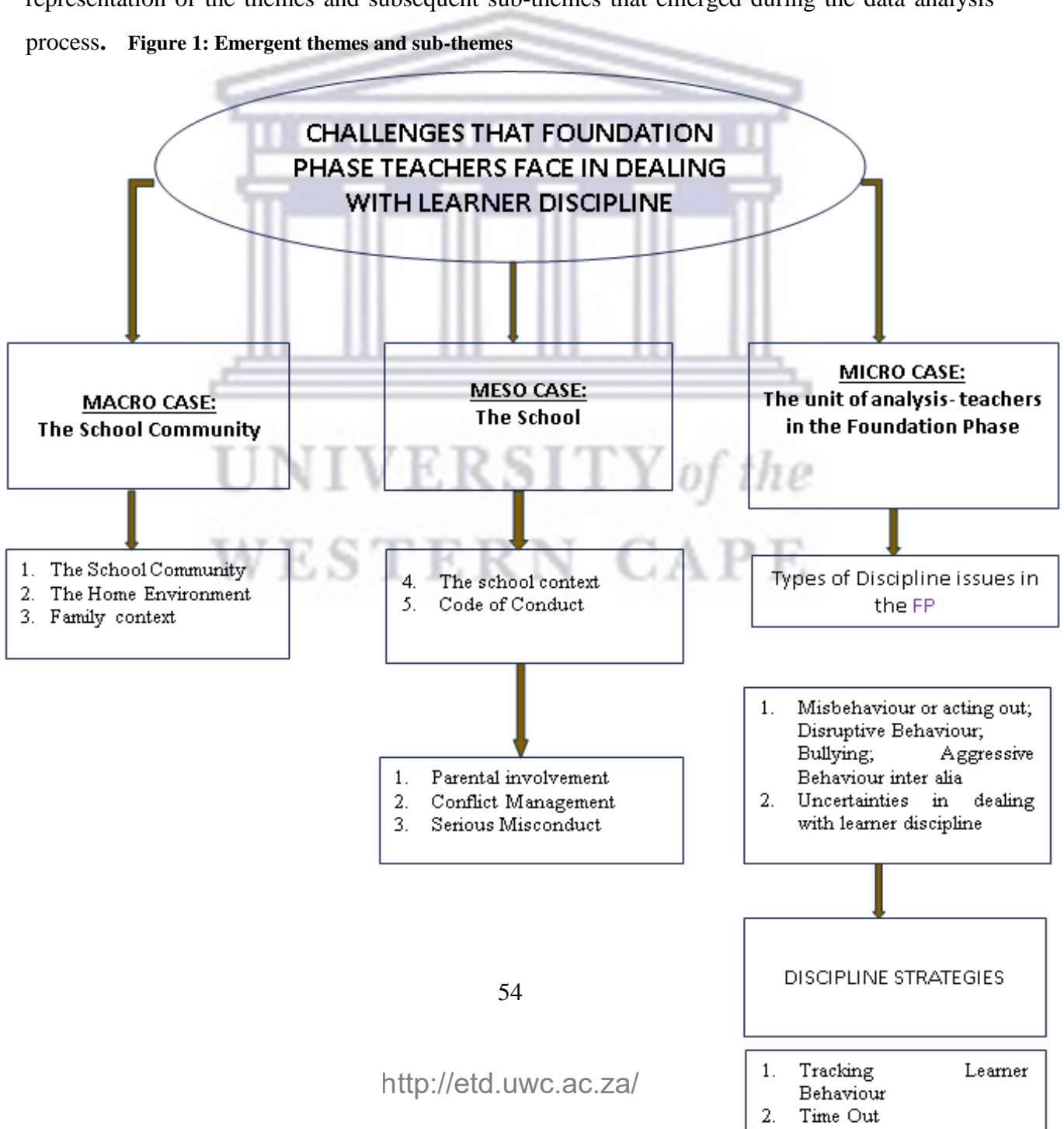
5.2 The macro case: The school community

5.2.1 The school community

The school is situated in a low-income area, inhabited mostly by so-called 'coloured' people. A description for people who were not considers white, black or Asian. In South Africa it is common practice to identify people according to race. This area has a high unemployment rate, and the community is plagued with several socio-economic challenges surrounding the school, which have an impact on the learner discipline in the school. A large proportion of the families in this community are women-headed households who are struggling to make ends meet. The low-income housing in this area was built by the government and a large percentage of these houses have backyard dwellers who live in improvised homes or Wendy houses.

Participant 6 (06LR) describes the housing in this community:

> Maar nou die legacy in the Cape Flats is honestly, daars een huis maar daar's 500 mense op die yard, klom yard dwellers. Nou daai kind gaanie skool nie, ek gaan ook nie skool toe nie. (Now the legacy in the Cape Flats is honestly, there is one house but there are 500 people living on the property, lots of yard dwellers.) (Now, this child is not attending school, and everyone else is not attending as well.)

The township in which the school was built was established due to South Africa's Group Areas Act (promulgated on 7 July 1950) enforcing the policy of racial segregation known as Apartheid, and it provided for the reservation of certain areas for residence and occupation by specific racial groups within the population.

Participant 1 (01TA) states:

> Okay, generally speaking, we do have quite a few learners who are discipline problems because we are a school on the Cape Flats where there is so many things happening in the community. There is gang violence, there's crime, and lots of parents are unemployed. Our children come from homes where there is a lot of domestic violence and drug abuse. Some of learners are from birth already, you know, expose to these things.

Participants gave their assessments of the social deficiency and challenges that are prevalent in the school community environment.

55

Participant 2: (02LS) describes their school community environment as follows:

> Well, my point of view is obviously its gangster infested. Then also the drug abuse is a big thing, our children come from broken homes, a lot of them come from broken homes and it affects them academically and obviously in their personal capacity as well. So that for me is the things that really plays a big part in whatever they are producing at the school itself.

Participant 8: (08GE) describes how unsafe it is for learners and teachers:

> We have the elements who think that they can disrupt the peace for us in this community. So, they have no respect that our learners are walking to school, they will shoot in the mornings, they will shoot in the afternoon when our children must go home in the afternoon, and they make it unsafe for our learners and our teachers too. We try our best to make our learners feel safe. Our learners are not allowed to play on the backfield, because it's too close to the railway line where the people run with guns.

Participants 1, 2 & 8 report that their school community in the Cape Flats has an unfortunate presence of gang violence, which disrupts the peace and safety of the neighbourhood. Tragically, domestic violence is also prevalent, contributing to the broken homes and instability faced by many families. Furthermore, drug abuse has taken a toll on the community, intensifying this already unsafe environment.

5.2.2   The home environment

Participant 8 (08GE) gave an account of the home environment:

> When at home, they are free to do whatever they want to do, you know. A lot has to do with the parents in terms of discipline, a lot has to do with that. A lot has to do with our environment where our children grow up in, gang violence, the warfare, gang warfare, the throwing of stones in the road, all its our neighbours. They see this is the way people solve a problem, let's use violence to solve the problem, then they don't solve the problem properly, you know, what I'm saying?

Participant 2: (02LS) describes how the home in the community contributes to the learner in the school:

> Home, the home in the community. They see people fighting here and then they run. It's like a normal, like a norm. You know. So, they adopt that man, they adopt those things in the community. So that's your home situation. Learning is influenced by the negativity from the community.

56

Participant 8: (08GE) gave an opinion on the factors that contribute to learner discipline:

> I would say our socio-economic conditions at home, in the environment, the environment plays a very big role, but even over and above that, our children are at such backlog even in the womb, because many of their parents are on drugs.

Participant 1: (01TA) makes a comparison between home and school:

> So that is where they (learners) angry because at home they not getting certain things that a child should get and at school, we try to teach them certain things and at home its conflicting with that because the values at home are not the same with the values at school and they're confused and it is difficult, it's tough.

Participants reported that the home environment for learners attending the school is characterised by a lack of parental control, granting the learners significant freedom to make their own choices. Learners are exposed to the harsh realities of gang violence and warfare in their surroundings which influences their problem-solving approach based on violence, which negatively impacts their learning abilities at school. Unfortunately, the values nurtured at home often contradict the values taught within the educational system, creating a contrast that hinders their overall development. Furthermore, some learners face significant disadvantages even before birth, as their parents' drug use during pregnancy leads to various developmental challenges.

5.2.3 Family context

The following extracts, taken from a focus group interview:

> **Participant 6: (06LR):** I would say the reverse roles, now… but this is a different area because the children are the parents, and the parents are the children. So, the reverse role, our parents are too young to be able to pave the way for what is wrong and right, because when they were supposed to be taught, the mother was already the child and the child was pregnant becoming a mother. Where was the direction for her? There's no direction for them. The major problem is neglect, so when the learners come to school, they don't feel like learning because they have been neglected and crying and no support from parents and that all contributes to discipline, so discipline is a major problem at this school.

57

Participant 4: (04MH): There's a wide range of neglect in this area, it seems to be a normal thing for parents and it's not every parent, it's not every learner that comes from a home like that, you can see the ones that do. Very unsupportive and everything that you build up they break down, you can only teach the learners so much manners and then once they leave, no one builds on it from there. They go into their own world outside and then when they come back and everything that you taught is gone, it's very discouraging.

Participant 5 (05RM): That is the mentality because that is how we operate, that is how it's being done outside, that is all that we know. As much as we as educators try and show them a different way or show them the right way, the influence from outside is great. It's great. And especially now with this whole COVID pandemic, they've been at home so long and they've been getting involved in so many wrong things, because there's no proper routine, there's no role model that is, you know, a positive role model in their life. Parents' habits, drinking, smoking, tik, dagga, children living with grandparents, some being raised by grandparents, single mothers, no positive role models. So, in the end, it comes back to school 'en dan kom doen ons nou die actions soema net hierso' (and then we do the actions right here). You know?

Participant 3 (03BD): Ja, the older parents also tik, tik, (crystal meth), dagga, drinking. 'Soe hulle is nie 'n goeie rol model vir hulle kinders nie' (So they are not good role models to their children). The vicious cycles continue. 'My ma het a bietjie getik. Daai's ook mos die lifestyle (My mother used crystal meth. That is the lifestyle).

It appears from this interesting engagement in the focus group interview that the family dynamics in this community are different. Most children come from women-led households (single-mother homes) and these mothers are very young (teenage pregnancies). Teachers note that the children coming from these homes are often neglected and unsupported by parents. The respondents also noted that the recent Coronavirus Disease 2019 (COVID-19) pandemic worsened the situation. With children being at home for longer periods they lacked routine and positive role models. What appeared to be discouraging was the fact that influences (mostly negative behaviour) from their homes were greater than the positive behaviour (good manners) these teachers were trying to instil in schools. Words like it's 'mentality', 'lifestyle' and 'vicious cycle' are used to describe what is coming from the home and what the parents are passing on to their children. I now turn to the meso case, namely the school context.

58

5.3   The meso case: The school

In this single case study, the meso case is the school. To gain a comprehensive insight into learner (in) discipline within the school, the following aspects will be explored: the school context, its Code of Conduct, how the school handles the reporting of child abuse or neglect, conflict resolution and serious misconduct, as well as addressing uncertainties relating to learner (in) discipline.

5.3.1   The school context

The school was established in 1962 and is one of twelve primary schools in this marginalised area on the Cape Flats. The teaching staff are 6% male and 94% female, who have a wide range of experience, with the lowest number of years being 3 years and the highest reaching an impressive 40 years of teaching. 25% of the teachers employed at the school reside in the area where the school is situated. In addition, to the teaching staff, the school also has a dedicated team of non-teaching staff members. Among them, 55% are male and 45% are female, contributing to the efficient administration and smooth operation of the school.

The school caters to a diverse learner body, consisting of learners from both the Foundation Phase (Grades R to 3) and the Intermediate and Senior Phase (InterSen) (Grades 4 to 7). The Foundation phase has a total of 252 learners, while the InterSen phase accommodates 234 learners, ensuring a holistic learning experience for learners of different age groups and developmental stages. Moreover, the school is organized into two classes per grade from Grade R to Grade 7. The academic performance of the school has been commendable over the past three years, despite the many social ills confronting the school daily. In 2020, the school achieved an impressive pass percentage of 93%. In 2021 there was a decrease in the pass percentage to 91% and in 2022 a further reduction to 88%. The decrease in academic performance could be attributed to COVID-19 with school lockdowns and rotational school attendance.

5.3.2   The school's Code of Conduct

The principal shared the school's Code of Conduct with me, which comprised a set of guidelines and rules that outlined the expected behaviour and responsibilities of learners, and the

59

disciplinary proceedings within the educational institution. A different procedure is followed when reporting abuse or deliberate neglect of a child. According to section 110 of The Children's Act 38 of 2005, the school is compelled to complete a form called 'Form 22', to report abuse or deliberate neglect, as soon as the suspicion of the offence is formed on reasonable grounds to the Provincial Government of Social Development, designated child protection organisation or police official (RSA, 2005). Following is an extract taken from the school's Code of Conduct:

> The school's code of conduct recognises the need and rights of learners and all school personnel to live work and play in an orderly, safe and stimulating educational environment; as well as the responsibility of all in the school to work towards attaining and maintaining this ideal. It is required of all learners to act, dress and behave sensibly, decently and accordance with the codes of behaviour generally accepted in the community served by the school.
>
> The occasional or non-repetitive or isolated breaking of measures listed under the Code of Conduct, corrective action/punishment will be handled by the principal or teacher, or school official delegated thereto by the principal, within the dictates of relevant legislation.
>
> Disciplinary proceedings: A learner appearing before the School Governing Body (SGB) hearing must be accompanied by his/her parent or parents, or a person designated as his/her parent or guardian. Should the SGB believe that testifying at a disciplinary hearing would expose a witness to undue mental stress or suffering, it may appoint an intermediary through whom the witness shall give evidence. At such disciplinary hearing, the interests of the learner and any other party involved in the disciplinary process must be safeguarded. After a hearing following correct procedures, the SGB may impose any legal and appropriate restorative action or corrective measures up to and including recommendation for expulsion.

The Code of Conduct offers both the measures and procedures for minor disciplinary offences as well as more serious offences. Parents are provided with this Code of Conduct when they register the learner at the school. As per the 2022 Annual Academic Performance Report (AAPR) of the school, it is interesting to note that there were only three disciplinary cases conducted in 2022, resulting in three disciplinary actions taken. There were no reported suspensions, and no recommendations for expulsions were made. Participants 3 and 9, valued the Code of Conduct, as well as expressed the importance of having classroom rules, as they noted:

Participant 3: (03BD) notes:

60

The school has a code of conduct, what is expected and what is not expected from the learners. Also, when we enter the classroom, there's classroom rules that you need to lay down and tell the learner what is expected from them and what is not expected from them, you see? So that is key.

Participant 9: (09GE) confirmed the value of the code of conduct, especially when they are confronted by parents.

Sometimes we smile when the parents tell us, 'ek weet nie wat om te doen nie' (I don't know what to do), and I say, 'wat moet ek doen'? (what must I do?) But we have a code of conduct, so we follow the code of conduct.

This school often presents unique challenges as children are still acquiring the necessary skills to regulate their emotions and behaviours effectively. The following challenges in dealing with learner discipline were identified: Parental involvement; Conflict management; Serious, misconduct; and Uncertainty in dealing with learner discipline.

5.3.3   Parental involvement

Parental involvement is key in handling disciplinary issues, especially in the Foundation Phase. Teacher respondents expressed the lack of parental involvement as they put it:

Participant 1 (01TA) stated the following:

And a lot of our parents they come, and they say, 'Nee Juffrou slat my kind', You must give him a hiding". "He must .... that's the only way he learns, you know. Jy moet 'n pak kry." But we can't ...we tell the parents " No Mam, we can't touch your child". So, it is ... it is a challenge, but Ja like I said we find other ways. Yes, so.... the biggest limit for me that comes to mind is the parents themselves. So, a lot of the parents they .... you know they still think their children are angels. Even if you.... tell them that your child is acting in this and this way. They will say "He is not like that". They will come and they will defend the child and say " Nee dit is nie my kind nie, hy is nie so nie. Is die kind". Like that man. So, it is a problem getting the parents to understand what we deal with at school and for them know that their child is not the same child that they are at home when they are school.

Participant 7 (07TV) suggested dealing with discipline issues by letting parents know of the transgression in the form of a letter but also noted that it works but only for a short while.

I would send a letter to the parents to address a matter and say, "Listen your child is a bit out of hand in class and please, is there something you can do at

home? I just want to bring it to your attention." And then it goes well for some time, but it doesn't work with everyone.

Participant 6 (06LR) shares her experience with a parent:

> They [parents] believe their kids that's why they have a discipline problem, they don't go down to the root of the truth and punish them and stop it there. They entertain it. Tomorrow, that same ill-disciplined child comes into my class, 'My ma het lekker vir haar uitgesort, nou wat ek die klas oor'(my mother dealt with her and now I'm taking the class over). Daai is die reality vir ons in die Cape Flats. (This is the reality for us in the Cape Flats).

The above extracts show that when learners posed a discipline challenge, these teachers' respondents sought to actively engage parents to find a solution to the problem. Instead of offering positive solutions to discipline issues, parents ask teachers to give their child a physical hiding, or they deny the child's negative actions or defend their child's wrong actions. Some parents do offer a temporary solution where the child's behaviour improves for a short period. Teachers are often undermined by parents in the presence of children, which could be the reason why children do not respect people in authority.

5.3.4 Conflict management

Conflict is an inevitable aspect of human interaction, arising from differences in opinions, interests, and values. Whether it occurs in personal relationships, workplaces, or school contexts, conflict has the potential to disrupt harmony and hinder progress. The participants exhibit the following:

Participant 6 (06LR) reported an incident in her classroom that she encountered:

> Say, they're fighting over a toy or a pencil, now you want to sort it out, now they become stubborn. The one that is wrong doesn't want to keep quiet for you to really investigate what is happening; now the other one is going to become sulky, because you are listening to that one. So now you have to deal with the stubbornness, the rudeness, you as the teacher have to be the middleman, being the smallest one to scare the one that did wrong is going to take a long story, whole day. So, you see, now what do I do? I remove whatever was the problem, you don't get, you don't get it until you calm down so that I can hear what happened, but still I am going to be in a little mess because I took it away, but I can't come through to get a solution, because I've got too many stumbling blocks from you and these kids are stubborn, sir."

62

Participant 9 (09GE) explains:

> We try and do the restorative action first before we do punitive action. We try and restore relationships maybe with mom and child not working out nicely, and then try and see how. We try and do restorative work all the time.

From the responses of Participant 6 and Participant 9, one gets a sense that these teachers are trying their best to manage conflict but it appears to be a delicate balancing act, particularly when dealing with rude and stubborn learners. In such situations, teachers often find themselves assuming the role of a mediator, striving to resolve the conflicts amicably and restore harmony within the learning environment. Rather than resorting to punitive decisions, a restorative approach is adopted to address the underlying issues.

5.3.5 Serious misconduct

Dealing with serious misconduct in the Foundation phase of schooling requires a thoughtful and comprehensive approach that prioritises the well-being and development of young learners. Participants conveyed instances of serious misconduct, and how they went about dealing with it.

Participant 5 (05RM) explains how to deal with a serious offence:

> Well, when it comes to a case maybe when it's a serious matter. The teacher needs to report it to the office, the office then calls in the safety issue guy, right, they need to investigate and see what is happening. If it is something that continuously happens or maybe happens again, they need to get in the SGB (School Governing Body) also to sit with the child and then take different measures and see how they can help the situation or how they can deal with whatever the problem was. And if that doesn't work then SAPS (South African Police Services) need to come in, social workers need to come in, you know, all the other different parties need to come in so that they can sit and work out how.

Participant 1 (01TA) gives another account:

> Is it a serious enough case? Can we deal with it at school level first depending on what the context of the case is? Let's first see if we can deal with it here before calling the parents in. So, there's lots of levels to it and very often the teacher has to use our discretion, use our discretion depending. And then the principal also comes on board and gives advice and.... but I mean if the parents need to be called in then it usually a very serious matter or it's an ongoing thing

63

Participant 9 (09GE) asserts the following:

> If I can make an example, we've had a learner who was stabbing others with a pencil and we couldn't allow, I mean it's just dangerous. And then called the mom, mom understood, was first a bit defensive, 'issie my kind' (isn't my child) and whatever, 'my kind alleen' (my child alone). Mom, see it as we are trying to help. We come from that standpoint, that we're trying to help. So, she understood, filled out a form 22, because we need help, but we also discovered mom is also using narcotics and whatever. So, it was a good referral to the social worker so that we can get to assist the learner in managing his behaviour. She had a good conversation with the social worker, there were still issues after that. He had to realise that it's not allowed at school if he misbehaves. So, we went the disciplinary procedure with the SGB again, you know, so we as I said before we try to restore things first before we do punitive action. We try and do restorative work all the time, you know. Here I try to do it, I call the learners during break and say, you're not in detention for break, I just want you to come sit here and talk to me, it's not detention.

The responses of participants reveal that in cases of serious misconduct, a procedure needs to be followed. The teacher plays a crucial role in reporting incidences of serious misconduct, normally to the principal who upon receiving the report, initiates a thorough investigation to gather all relevant information. Other role players are normally called in to assist if it is serious misconduct, like, social workers and the police. The principal opts for 'restorative approaches' (building relationships, assisting parents) rather than turning to punitive approaches to deal with ill-discipline.

In 5.2, I presented data related to the community (macro case) that the school serves outlining a myriad of problems facing this community and highlighting what happens in the homes in which the learners come from. This was followed by describing the context of the school (meso case in 5.3), which houses children from this very volatile community and that through a code of conduct and other measures tries to address learner discipline. I now turn to presenting data from the focus of this research, understanding the challenges Foundation phase teachers (the micro case) face in dealing with learner discipline.

5.4   Micro case: Foundation phase teachers

This phase frequently presents distinct challenges as children are still acquiring the necessary skills to regulate their emotions and behaviours effectively. Two areas will be discussed in this section. Firstly, I present data on the types of learner (in) discipline teachers are confronted with

in this phase of schooling. Highlighting the uncertainties teachers face in dealing with these disciplinary issues. Secondly, I present data on the discipline strategies teachers in this school draw on to deal with learner discipline.

6   Types of learner discipline in the Foundation Phase

Learners in this phase of schooling appear to be more disciplined than older learners, as expressed by the following interview responses.

According to **Participant 9: (09GE)**:

> Generally, I would say our foundation phase is not as troubled in terms of behaviour as the older ones. Foundation phase, as I said, we don't have too many issues with ill-disciplined learners, but if we do find it, we try and nip it in the bud.

Participant 2: (02LD) affirms the level of learner discipline in the Foundation Phase by noting that "It's not as bad, and it's not unmanageable". **Participant 1: (01TA)** validates that foundation phase learners are more disciplined by stating:

> What I've noticed is the younger learners - they are more disciplined than the older ones. So, you know, when a learner has reached like Grade 6- Grade 7, they sort of start acting out and we've noticed this like when the Grade 6 learners leave like for the end of the year and when they come for Grade 7 at the beginning of the year. It's like they are completely out of hand, and we've noticed this pattern because of the changes in puberty and hormones and they getting bigger and you know, they twelve turning thirteen, eleven turning twelve.

Even though learners in this phase presented fewer discipline problems, and if they did, it was normally dealt with immediately, there were discipline issues that could be considered minor issues, like refusing to complete classwork excessive talking and acting or lashing out.

Participant 5: (05RM) noted that learners are 'street smart' and expressed:

> A Grade R child that is smoking. And it's a norm and that is the problem because they are doing things that adults are doing, so when they come into the class, they are little adults. And that's the kind of child that we are dealing with. They know a lot of things about outdoor life but when it comes to academics, it's a bit of a backlog, you see? But anything streetwise, they are street smart in that sense.

65

Participant 2: (02LD) described why she thought learners in this phase acted out, as she puts it:

> It's only a few, and it's usually the learners that struggle with their academic work. So, they are the ones that act out. And that's the learners, who become discipline problems. Because now it's not fun to be at school. I can't read, I can't write, I can't participate in class. I can't express myself. So, what do I do? I lash out and that's what they do, you see, so they lash out and lot of them have issues at home. They are angry, they are sad, they full of anxiety. They do all those things and what do they do now? They spend most of their time at school, so they take it out on the children and teachers at school.

Participant 7 (07TV) explained that there are learners who refuse to work, which:

> I have learners in my class now, that refuse to work. They just tell me they're not going to work, and they sit and… They just sit there. So, for me, according to the Department, we must make sure they work, because they're going to ask the work and then what did you do as the teacher? So, what I'm doing is I said to them if you don't finish your work, you're going to sit in break.

Participants depicted that learners in the Foundation Phase of schooling who face difficulties with their academic work often find it hard to express themselves effectively, leading to feelings of sadness and anxiety. Consequently, these emotions can manifest in disruptive behaviour, as they may act out and lash out at both teachers and their peers.

Besides these minor offences (refusing to work, acting out) teacher respondents also described more serious offences (disruptive behaviour, bullying and aggressive behaviour), which they encountered as Foundation Phase teachers.

Participant 2 (02LS) gave an account of disruptive in the Foundation Phase classroom:

> Look. we do have the children that chat a lot. We have the ones that pick little fights with each other. We have the restless ones. We had those kids that we constantly have to keep calm.

Participant 7 (07TV) further articulated:

> He would go out being disrespectful so that the teacher can speak to him so that he can get attention. So, with him, you had to like treat differently, because when you put him in time-out, he enjoys it. When you tell him not to do it, he loves it, because he is getting the attention that he doesn't get at home.

66

The teachers echoed similar views during the interviews.

Participant 2 (02LS) confirm that:

> They're angry, they sad, they full of anxiety. They do all those things and what do they do now? They spend most of their time at school so they take it out on the children and teachers at school.

Participant (05RM) added that:

> But still we try to discipline, still we koochie-koochie (soft measures) because, without discipline in the class, there is no way a real day of teaching can go on. Because you need to take time from the child who is disciplined, to take care of the ill-disciplined child. Robbing that child of education. That is what this ill-discipline is doing in our classes. "We're robbing the good child.

Participant 2 (O2LS) recognises various disruptive behaviours, such as excessive talking, fights, and the need to maintain a calm learning environment during lessons. Based on the accounts of Participant 7 (07TV) and Participant 6 (06LR), it becomes evident that teachers invest a significant amount of time and energy dealing with learners who engage in fights and show disrespect, demanding their full attention.

Bullying occurs in most schools, occasionally captivating serious forms, and at other times being more moderate. It may transpire when a child or a group of children try to overpower or take advantage of softer children or children who are smaller in size. Most of the participants agreed that bullying is a major problem among many learners and creates all types of discipline challenges. Participants 3 and 7 report on cases of bullying that they experienced with FP children.

> **Participant 3 (03BD)**: Ja, two years ago I had a boy in my class, it was Grade R. And then him and the cousin used to tax (forcing learners to give money or possessions) the older learners because he's strong, 'almal is bang vir my' (everyone is scared of him), I'm going to sort you guys out. He actually taxed a Grade 4 learner, taking their pencils and rubbers and they found the goodies in his bag. Because he's strong build and he, at 7, can overpower them. He's younger and smaller than them, but my heart is very strong and I'm coming for you. What does he know? Taking things by force. Taking the pencils by force, taking the rubber by force or the luxuries by force. Because I want it and I am stronger than you, you are a quiet, timid child, so I am going to overrule you and I am taking it just because I can.

67

Participant 7 (07TV): Ja, I am a Grade 3 teacher and I sit already with a child that wants to be part of a gang. He said when he comes out of school, he's going with his friends and they're going to gang up and now they gang up against the other learners and say, 'we're going to get you outside, we're going to stab you' and then they do this with a pencil, the stabbing, and you have to deal with that here.

For the principal (**Participant 9: 09GE**), bullying is not tolerated at the school. As he expressed:

Learners need to know that this is not the place that you're going to be harassing others, bullying is a… we're not tolerating bullying at all. So, some learners struggle and, in every class, there are some learners that struggle. I can't say this class is fine, in every class there are learners who struggle with behaviour and it's an ongoing challenge that we have to speak to the parents, try and modify the behaviour.

Several of the respondents noted that when bullies are confronted with the consequences of their negative behaviour, the bully contests their undesirable action, which makes it difficult to resolve. However, these teachers collectively agreed that when reporting incidents of bullying to the bully's parents, they are in denial. Besides bullying, aggressive behaviour is also not tolerated. Temper tantrums, physical aggression such as hitting or biting other children, stealing other children's possessions, and defiance of authority are examples aggressive behaviour in the Foundation phase.

Participants 5 and 6, expressed their experiences with aggressive behaviour:

Participant 5 (05RM): He had so much anger within him, but it's not just the academic thing, it's something obviously that happens at home that was happening with him. But he had a whole tiff with his teacher. The teacher didn't say something or said something that he didn't like or I don't know and he wanted to throw her with a brick. He was Grade 3 at the time; he was 9, 8 or 9 something. Because now the teacher was enraged, 'hy het gelyk soes 'n leeu want nou en die Juffrou, hy wil nou niks hoor nie' (he looked like a lion that wanted … the teacher do want to understand anything). He said, "I am going to kill her now"

Participant 6 (06LR): there's kids on the schoolground and there's gangsters also on the school ground. 'Dan hardloop daai kinders en hulle vloek' (Then that children run and they swear). Then they see the police come because we phoned the police.

These cases, as expressed by the teacher participants, are few but remain destressing for teachers and learners. Various discipline strategies are employed by these teachers, which I describe next.

5.4 Discipline strategies

Discipline strategies are used to enforce behaviour standards and build cooperation to minimise disruptions and maximise learning. The following were identified as strategies: Tracking Behaviour, time out and utilising the STAR method.

5.4.2 Tracking learner behaviour

Participant 9 (09GE) declares the following:

> I need to get the background from the teachers, I have to investigate. Ma'am, was this child like this from the beginning of the year or is it just now? And also, even go back to the previous teacher, how is this child? Call for the profile, check what's happening in the profile so that we can see, you know.

Participant 1: (01TA) approves:

> When you obviously, you see the change in the learner, you see if you physically see that learner, you can see the progression, and we also have an intervention program at the school where these discipline learners who are also often the learners who struggle to learn, so we have them on our intervention. We have ......It's called the individual support plan where we make notes on the child and how if and incidences with regarding the child. So, we look back and we can see okay in January this incident happened and March that incident happen, and we can see a progression as to how the learner's behaviour improved or not so that we can see is like the timeline of the learners' behaviours throughout the year.

Tracking learner behaviour is one strategy used by teachers in this school. They track behaviour by accessing past information of the learner (via the learner profile which is a full record of the learner which gets updated yearly) and thereby determine the most effective approach to address the current disciplinary issue.

5.4.3 Time out

Time out (removing the learner from normal classroom activities) is often employed in this phase of schooling, with younger learners to give them time to calm down and reflect on their transgression.

Participant 3 (03BD): reported the following:

http://etd.uwc.ac.za/

Time-out chair, ja. Removing the child from the heated situation, place him or her at the block corner or any other activity that the child is interested in just to calm him or her down. Here we would speak to the child in a calm manner about his or her behaviour. Refer to the class rules, the code of conduct and what is expected of the child. So, the Grade R's like to play outside. So, if they did bad or didn't behave well that day, you won't be playing outside, you will be sitting and watching the others playing. So, that works.

Participant 7 (07TV) relates a time-out experience:

So, there is one child that had a little bit of a break-out today where she couldn't do the work, so she cried, so the teacher sent her to me, so I took her to the garden. So basically time-out, but instead of putting the child now in a little corner, I had to remove the child completely from the situation. Out of the environment, ja. A peaceful environment which makes wonders to the child and the rest of the day she was so calm.

Time-out has been effective in reducing such behaviors as tantrums, inappropriate social behaviors, yelling, aggression, time spent out-of-seat, and inappropriate verbalizations (Alberto, Heflin & Andrews, 2002; Mortimer, Adamsky & McLaughlin, 1998). Based on the feedback from the participants, the 'Time-Out' strategy (sitting in a time-out chair, removing the child from activities or completely removing the child from the class) emerged as a predominant and preferred approach to employ as a strategy to deal with learner discipline in the Foundation Phase (FP) classroom.

5.4.4   The star method

Edupeg is a programme that assists educators primarily through the provision of classroom-based mentoring and support. In 2015, Edupeg employed a range of classroom techniques called *Teach Like a Champion,* which aids in classroom management for creating a space in which learners can adequately gain knowledge. Edupeg introduced the STAR method to the Foundation Phase teachers in the study as a strategy to manage learner discipline in the classroom. The meaning of the acronym STAR is: Sit up, Track the speaker, Ask and answer questions like a learner, and Respect those around you. Teacher respondents explained how they went about using the STAR method.

Participant 2 (02LD) explained:

I practice this every day and so constantly every day and sometimes I have to then tell them what 'STAR' means again. Cause then I'll tell them. "OK, let's talk". Let's act like we are just talking and then whatever. And I just say "star" you know. So, I give them some practice sessions with that. That helps me with the class discipline. And that I learned from Edupec.

Participant 2 (02LD) continues:

It's like literally a star. A picture of a star, and when you hear me say, "star" when I show the picture, the star picture. Then they know. Their mouths are close. The eyes are open. Their ears are open, and their hands are under the tables. They are immediately quiet and we practiced it a few times, so that helps me with the discipline.

Participant (05RM): confirms the use of the STAR method:

Okay, they came and then they did positive discipline in the classroom with us. And then there was one thing they did which is called 'STAR', where you should say 'Star', learner needs to put everything down, 'almal moet sit, almal moet doodstil wees' (everyone must sit, everyone must be quiet). That is a positive way that also works.

Participants expressed that implementing the 'STAR' strategy in the classroom is a beneficial approach to discipline, as it effectively aids in maintaining order and fostering a positive learning environment.

5.5 Uncertainties in dealing with learner discipline

Dealing with learner discipline in the Foundation Phase of schooling comes with its fair share of uncertainties. Uncertainties arise from the complexity of addressing diverse behaviour patterns and determining appropriate disciplinary measures. For example, the teacher could have doubts about the way the learner and/or the situation should be addressed. This could pose a challenge in finding appropriate ways to deal with the situation.

Participant 7 (07TV) *narrates the following:*

You know, you can't keep the child in, the child needs to go to the bathroom, and the child needs to eat. So, I would give them two minutes to quickly eat, and I said, okay after the other kids come in break, I will send one, one, one to the bathroom. But it's disturbing, that makes me a bit uncertain because I am not always sure, you know, I'm keeping the kids in and then the other people walk past like, why you keep your kids in? So that makes me sometimes doubt my own discipline solutions or… And this is just one example. I mean every

71

time I actually discipline the child, I go home and I'm like, "Oh I am going to hear it tomorrow…" or "I'm so scared now, what is the child going to tell the parents?

Participant 5 (05RM) *added that:*

When it comes to keeping the child, especially if that child just refused to work because me, I am here to teach, and you are here to learn, and I remind them of that all the time. So, what I did and sometimes I think, 'ek is seker maar nou verkeerd' (Maybe I'm wrong here). I would not always keep them in for interval.

Participant (07TV) confirms and adds "It makes me feel powerless, because sometimes there is nothing I can do. Even if you want to help the child, you just don't know, or I don't know how."

The data reveals these teacher respondents found it difficult to think of ways to discipline their young Foundation Phase learners. The strategies, like keeping learners in during breaks, often left them doubting or made them feel fearful and powerless.

5.6 Chapter summary

The purpose of this chapter, Chapter Five was to present the data drawing from various data sets (3 individual semi-structured interviews, a focus group interview and document sources) and presented as individual cases, namely the macro case (Community, school, family), the meso case (the school) and the micro case (experiences of Foundation Phase teachers). It highlights that the community and homes are volatile spaces and that the social ills happening in this community often spill over into the school, which could be the cause for the types of behaviour Foundation phase teachers need to deal with. One also gets a sense that learner behaviour is not a huge challenge but there are incidences (lashing out or acting out, bullying and aggressive behaviour) that are worrying to teachers. Teacher respondents in this study mostly used 'Time Out' as a strategy to deal with learner discipline but ended up feeling uncertain about this form of discipline. Furthermore, this school opted for a restorative approach rather than using punitive action, as a disciplinary measure. In the next chapter, Chapter Six, I offer a discussion of the findings that emanated from the analysis process.

73

CHAPTER SIX

ANALYSIS AND DISCUSSIONS

6.1   Introduction

Chapter Five, the previous chapter, was dedicated to presenting the data drawing on multiple data sets (3 individual semi-structured interviews, a focus group interview and document sources) and extracting data from multiple sources (the principal, two HODs and 6 Foundation Phase teachers) to derive at the themes and sub-themes (see Figure 4, in Chapter Five). Now, in Chapter Six, I explore a cross-case analysis and discussion of the recurring patterns and themes that surfaced in the previous chapter. According to Merriam (2009, p.181), the challenge lies in constructing categories and themes that cut across the data, emphasising that these categories should be seen as abstractions derived from the data, not the data itself.

Glaser and Strauss (1967), as cited in Merriam 2009, p. 181) simplify this process by highlighting that these categories take on a life of their own, distinct from the original data. This details with Braun & Clarke's (2006) thematic analysis process Steps 5 and 6 (refer to Chapter 4, Figure 3, p. 60). The abstraction or the findings that emanated from this inductive analysis process are:

- The schools as a microcosm of society
- Parenting and Discipline
- The lack of positive role models
- 'One size fits all' approach vs Targeted interventions to mitigate learner (in) discipline

A discussion of each of these analytical findings follows.

6.2   The school as a microcosm of society

The data depicts the school as a microcosm of society. Kagoyia and Kagema (2018, p. 4) support this view of schools as a microcosm of society, as problems like drug abuse, crime and physical abuse increase in society, so will the discipline problems in schools. Thus, since schools exist as societal institutions they are bound to be influenced by whatever transpires outside them. A microcosm of society refers to a small, representative community or group that mirrors the

characteristics, dynamics, and complexities of a larger society. In other words, the school mirrors the broader society, serving as a concentrated reflection of its structures, relationships, and complexities. As Participant 1 (01TA) expressed:

> Okay, generally speaking we do have quite a few learners who are discipline problems because we are a school on the Cape Flats where there is so many things happening in the community. There is gang violence, there's crime, and lots of parents are unemployed. Our children come from homes where there is a lot of domestic violence and drug abuse. Some of learners are from birth already, you know, expose to these things.

The constant exposure to social ills often manifests in these young learners misbehaving within the school. These younger children, according to teacher respondents, either commit minor offences (refusing to work, acting or lashing out) or more serious offences (disruptive behaviour, bullying and aggressive behaviour). Bullying (forcing more vulnerable children to hand over their money or possessions) and aggressive behaviour (temper tantrums, physical aggression such as hitting or biting other children, stealing other children's possessions, and defiance of authority).

As mentioned, on the Cape Flats, a suburb designed for marginalised communities, the legacy of apartheid is still evident with high levels of poverty, gang violence, and substance abuse (Mrug et al., 2016). Du Toit (2014) supports the findings of Mrug et al. (2016), which define challenging school contexts as educational institutions located in marginalised areas characterised by significant poverty, inequality, and gang activity. These adverse conditions are a direct consequence of the enduring impact of apartheid. In marginalised communities, such as the Cape Flats, schools have long assumed the responsibility for shaping learner discipline within their boundaries. Even as learners initially adhered to the school's regulations and principles upon arrival, external negative influences from the surrounding society have multiplied, significantly impeding the school's capacity to cultivate a genuinely positive atmosphere and conduct among its learners.

Kagoyia and Kagema (2018) suggest that the behaviour of learners, reflecting a lack of discipline, mirrors the values and practices of their wider society, thus confirming that schools often mirror the society in which they are located. Teacher respondents refer to it as 'spilling over'; things that happen in these communities and homes often 'spill over' into the school.

75

Kiwale (2017) supports this view that the school is in many ways a mirror of society. Haupt (2010) further proclaims this, highlighting schools as small-scale reflections of the communities they belong to, wherein they deal with prevailing political, social, and economic dynamics. For Fuller (2015) schools resemble the broader society; it is a miniature version of the broader society, echoing social justice issues among both learners and school communities. The argument extends to suggest that a lack of social order in society, as noted by Grossnickle and Frank (1990, cited in Kagoyia & Kagema, 2018, p.4)), results in disciplinary challenges within schools. Lochan (2010) further emphasises that issues with discipline in schools often stem from societal problems, such as drug abuse, crime, and violence, indicating a reflection of broader societal concerns. Essentially, as societal issues intensify, they manifest as discipline problems within educational institutions. Societal habits, injustices, crimes, prejudices, and stereotypes are reflected in learners' behaviour in schools in various forms. Consequently, schools, being integral parts of society, inevitably echo the influences and happenings beyond their perimeters (Kagoyia & Kagema, 2018).

In addition, the data reveals that children growing up in the Cape Flats are constantly exposed to violence (gang fights, abuse in their homes), which could have an adverse effect on their social, emotional and academic development. Exposure to violence can lead to a range of challenges, including psychological trauma, difficulty concentrating in school, social withdrawal, and a general sense of insecurity. Furthermore, the social development of learners may be hindered by the normalisation of violence in their community (Malibongwe, 2021). It can contribute to a culture of fear, mistrust, and aggression, making it challenging for these learners to build healthy relationships and develop the necessary social skills for positive interactions.

Exposure to violence on the Cape Flats involves a range of contextual and subjective details. These involve experiencing or learning about incidents such as shootings, stabbings, the possession of weapons with criminal intent, physical assaults, burglaries, and involvement in drug activities. It is evident that people living in a violent community, such as the Cape Flats in the Western Cape, South Africa, experience constant anxiety and always live in fear that something bad can happen to them at any moment (Malibongwe, 2021). Kersten et al. (2017) demonstrate that the most prevalent form of community violence exposure among young individuals involves threats of physical harm, particularly being shot. In South Africa, a

76

considerable number of young people encounter violence within their communities, as highlighted by Leoschut and Kafaar (2017).

According to a study by Kaminer, du Plessis, Hardy and Benjamin (2013), nearly 98.9% of young individuals residing on the Cape Flats have observed incidents of violence, and 40.1% have experienced victimization within the community. Kinnes (2017) contends that the Cape Flats community, known as one of the oldest townships, is marked by exceptionally high levels of violent acts perpetrated by gang members. Notably, law enforcement has not yet formulated an effective strategy to address and alleviate the pervasive violence in the area. Significantly, Chauke and Malatji (2021) assert in their research that children on the Cape Flats tend to engage in violent behaviour due to a lack of parental affection and the influence of drug use. Teacher respondents have raised concerns about the levels of neglect experienced by children in their care. **Participant 8 (08GE)** gave an account of the exposure to violence on the Cape Flats:

> A lot has to do with the environment where our children grow up in, gang violence, the warfare, gang warfare, the throwing of stones in the road, all it's our neighbours. They see this is the way people to solve a problem, let's use violence to solve the problem.

Constant exposure to violence and crime within communities such as the Cape Flats can exert profound and enduring influences on the conduct of children between the ages of 5 and 9. According to Ncontsa and Shumba (2013), young individuals subjected to violence in school or community settings, including teasing, bullying, and cyberbullying, often grapple with depression and social anxiety. Establishing connections with peers becomes challenging within the school environment, as they perceive everyone as a potential threat. Seeking assistance is not considered a viable option for these young children, as they harbour a belief that society has let them down. Mncube and Madikizela-Madiya (2014) argue that youths exposed to violence in schools and communities, such as gang-related incidents, are prone to experiencing stress, diminished self-esteem, and enduring fear.

6.3   Parenting and discipline

The data reveals that parenting accounts for learner discipline in the school under study. Parenting refers to the process of nurturing, supporting and motivating a child or children either by one parent or both parents as they develop from childhood to adulthood (Virasiri, Yunibhand

77

& Chaiyawat, 2011, cited in Mpofu & Tfwala, 2022, p.38). **Participant 6**, **(06LR),** describes the family dynamics in this community by noting that:

> This is a different area because the children are the parents, and the parents are the children. So, the reverse role, our parents are too young to be able to pave the way for what is wrong and right, because when they were supposed to be taught, the mother was already the child and the child was pregnant becoming a mother. Where was the direction for her? There's no direction for them. The major problem is neglect, so when the learners come to school, they don't feel like learning because they have been neglected and crying and no support from parents and that all contributes to discipline.

As mentioned, most children come from women-led households (single-mother homes) and these mothers are very young (teenage pregnancies). Teachers note that the children coming from these homes are often neglected and unsupported by parents. These children face many challenges that can be social, psychological, cultural or economic, resulting in erratic behaviour (Mpofu & Tfwala, 2022, p.37). Children from single-parent homes that reside in low socio-economic areas are more exposed to 'family stress' emotional and material problems, which could account for their behavioural problems in schools (Steyn & Wolhuter, 2003). Epstein & Shelton (2002, p.8) note that "the home environment is an important influence on student behaviour".

Ngwokabuenui (2015, p.71) provides examples of "unhealthy home conditions: children experiencing feelings of frustration and insecurity at home; parents being too busy to involve themselves with their children; the bad company kept by children; parents having no idea where their children are or what they are doing; the children having no respect for rules and regulations; disrespect for authority; loose morals". For Nichols (2010), uninvolved parenting is a predictor of disruptive behavioural disorders, while absent parenthood gives rise to anxiety and disruptive behaviour (Osofsky & Chartrand, 2013). Parents are the primary educators of their children and their examples of self-discipline and moral qualities will not only be pivotal during the first five years of the lives of their children but will continue to exert a powerful force during the school attendance years of their children (Wolhuter & van der Walt, 2020, p.6).

6.4   Lack of positive role models

The data reveals that these young children are growing up in the absence of positive role models. **Participant 5 (05RM)**: *...there's no role model that is, you know, a positive role model in their life. Parents' habits, drinking, smoking, tik, dagga, children living with grandparents, some being raised by grandparents, single mothers, no positive role models. So, in the end, it comes back to school".* **Participant 3 (03BD)** confirms this lack of positive role models by noting that *"The vicious cycles continue. 'My ma het a bietjie getik. Daai's ook mos die lifestyle (My mother used crystal meth. That is the lifestyle)".* According to SLT (Bandura, 1977a, 1986), human behaviour is transmitted largely through exposure to role models, referred to as the modelling phenomena. Bandura, 1977ba) observed that human behaviour is largely relayed through social role models. Social role models include not only real models (for example teachers or parents) but also symbolic models (for example the media), through which social learning can occur.

Positive role models can promote healthy behaviours, while negative role models might lead to the adoption of undesirable behaviours. Bandura's modelling process better known as observational learning or SLT, explains how children learn behaviours by observing and imitating. One could derive from this and the data (constant exposure to violence and violent behaviour and other social ills), that in this context negative role models are more prevalent, which in turn contributes to the learning of more negative behaviours rather than positive ones. The following graphical representation in Figure 6.1, outlines Bandura's modelling process and shows how negative role modelling reinforces disciplinary issues in the Foundation Phase of schooling.

The modelling process diagram contains four quadrants with the following associated text:

ATTENTION
- The prominence and severity of negative behaviours such as exposure to drugs, physical and verbal abuse, violence, and alcohol abuse within households and the community attract the focus of young learners. Consequently, they are more inclined to adopt negative role models, such as parents involved in drug use or associated with gangs.

RETENTION
- After observing the negative behaviour, these children appear to retain this in their memory.

REPRODUCTION
The memories retained by learners often find expression in their actions within the classroom, such as a Grade R child engaging in smoking, children exhibiting lashing out or bullying towards weaker peers. This may also manifest as aggressive conduct, including temper tantrums, throwing objects, or even physical aggression like hitting, biting, and defiance of authority).

MOTIVATION/REINFORCEMENT
- Children are prone to adopting negative behaviours when they witness their role models being rewarded with power or respect. This phenomenon contributes to the early involvement of youngsters in criminal activities on the Cape Flats, often lured in by association with gang members.

Figure 6.1: The modelling process; negative role models reinforce negative behaviour

Bandura (1977b) would argue that without positive role models, children might have fewer examples to learn from. They might lack clear guidance on appropriate behaviours and actions in various situations. In addition, positive role models can enhance self-efficacy by demonstrating that success is manageable through effort and skill development. Without such models, individuals might struggle to develop a strong sense of self-efficacy (Bandura, 1977b).

Teachers are considered important role models for the behaviour of children during early childhood. According to Lashley and Barron (2006) teachers identified by learners as models in an educational context may play a particularly important role in learners' learning processes. Also, their conduct has a great impact on the behaviour of learners. Consequently, when teachers demonstrate respect for the dignity of learners and other school personnel, learners are more

80

likely to adopt such behaviour (Noordien, Samson & Siers, 2008). Sibanda and Mathwasa (2020) advocate that:

> Teachers are the key role models in the school environment. Their conduct has a great impact on the behaviour of learners. Thus, teachers have responsibility to present themselves in an acceptable manner that can influence learners' behaviour positively to enhance and maintain positive discipline in schools (Sibanda & Mathwasa, 2020, p.312).

Teachers, therefore, must model positive behaviour, as learners are prone to emulate the conduct demonstrated in their immediate environment. Teachers, as influential role models, are derived from sociological and psychological 'role theory' (Hoyle, 1969), which asserts that children develop their sense of self and social being by adopting the roles of the behaviours of those they see modelled. For example, through interaction with teachers, learners are expected to define, maintain or change their own role behaviour. This presupposes that teachers intentionally display particular behaviours to encourage their adoption by learners and that their learners in turn will want to imitate such behaviours and be like their teachers. Lumpkin (2008), asserts:

> Because of teachers' influential role in the lives of young people, the public still expects teachers to display behaviours reflective of moral virtues, such as fairness and honesty, and to adhere to professional codes of conduct. A virtue is socially valued, while a moral virtue, such as honesty, is morally valued (Lumpkin, 2008, p.45).

As for Lickona (1991), schools and teachers have a responsibility to foster character development, particularly by emphasizing the importance of respect and responsibility. When teachers engage with learners, it becomes crucial for them to exemplify character through their professional judgments and decisions, guided by societal and moral values. According to Lickona (1991), character is a universal concept that describes individuals who have the courage and determination to live by moral virtues. Character involves not only being good and doing right but also standing in direct contrast to behaving unethically. Lumpkin (2008), adds:

> Teachers with character serve as role models for telling the truth, respecting others, accepting and fulfilling responsibilities, playing fair, earning and returning trust, and living a moral life. Integrity, honesty, trust, fairness, respect, and responsibility should characterize teachers in their relationships with learners. Society is best served when teachers teach and model, and learners develop, character and moral virtues (Lumpkin, 2008, p.49).

81

In essence, teachers, through their actions and behaviours, play a crucial role in shaping the character, values, and skills of their learners. The positive influence of a teacher can extend far beyond the academic lessons taught in the classroom. Teachers in this study, however, felt differently, since for them, as Participant 5 explained, '*as much as we as educators try and show them a different way or show them the right way, the influence from outside is great*'. The outside is the community and what is happening in the home, mainly because children's experiences in the home differ from what is taught in schools and classrooms, making things confusing and difficult to comprehend, as one teacher noted: *"the values at home are not the same as the values in school".*

6.5 'One size fits all' approach vs Targeted interventions to mitigate learner (in) discipline

It appears that a 'one size fits all' approach to discipline is counterproductive and limiting, mainly because the reasons for disciplinary (ill-discipline or indiscipline) issues are multiple and complex. Wolhuter and Van der Walt (2020) in their explanation note that "each (in)discipline problem, like every student/pupil/learner, is individual, stemming from a complex set of circumstances directly linked to the child/person causing the problem, therefore advocating why 'one size cannot fit all' when it comes to discipline. Marais and Meier (2010) for instance distinguishes between surface behaviours and disruptive behaviours, each requiring different disciplinary approaches.

The 'surface behaviours like day-to-day disruptive behaviours that pose a challenge to teachers are verbal interruptions (e.g. talking out of turn, name-calling, humming, calling out), off-task behaviours (e.g. daydreaming, fidgeting, doodling, tardiness, inattention) and physical movement that, whether intended or not, is bound to disrupt (e.g. wandering about, visiting other learners, passing notes, sitting on the desk, throwing objects around the classroom) (Marais & Meier, 2010, drawing on Levin and Nolan, 1996, p.161). These surface behaviours, which appear common in the Foundation Phase of schooling and are evident from the data presented in Chapter Five, and usually do not result in deep-seated personal problems, but are regarded as normal developmental behaviours (Marais & Meier, 2010, p. 44). However, more serious aggressive behaviour like physical aggression, disrespect/defiance of authority and bullying (also evident in the data) is, according to Marais and Meier (2010, p.44) by far the most challenging

82

misbehaviour to deal with. Research respondents in this study also provided evidence of both surface (minor disciplinary problems) and more aggressive behaviour and expressed that not all strategies for addressing these disciplinary problems were effective. In fact, 'time-out' appeared to be a good and effective strategy, teachers used in the Foundation Phase to deal with certain discipline issues. For some learners' 'time-out', as teacher respondents put it "*removing the learner from the situation*" worked. However, for other learners, it was ineffective since they would purposefully lash out or misbehave to get 'time-out' seeing it as a time away from doing class work. Teachers expressed their uncertainties, feelings of discouragement and powerlessness when imposing alternative discipline measures.

According to Motseke, (2020), managing discipline (ill-discipline) in schools serving poor communities can be challenging. Motseke (2020) noted that parents in poor communities, like on the Cape Flats, prefer corporal punishment, mainly because they experienced it, while verbal reprimands and denial of privileges are more likely to be applied in more affluent families. Furthermore, the author noted that alternative measures of managing ill-discipline among learners are non-violent and non-aggressive disciplinary measures, and these include detention; denial or withdrawal of privileges; isolation; excluding learners from class activities; and ignoring the misbehaving learners (Motseke, 2020, p.23).

Elba (2012) believes that the alternative forms of punishment are effective in reducing disruptive classroom behaviour; while Hammett and Staeheli (2011) believe that the non-aggressive forms of discipline play a very important role in helping learners to participate meaningfully in the community of the school; to build character; and to promote self-discipline. The effectiveness of whether or not these alternative measures work in disadvantaged schools remains open for debate (Motseke, 2020; Elba, 2012). Elba (2012, p.1659) believes that the school situation and the availability of resources required for the implementation of alternative disciplinary measures play an important role in determining the extent to which the alternative measures can be applied.

Furthermore, the data revealed that restorative measures were preferred above punitive measures to deal with discipline. As the principal noted: "*We try and do the restorative action first before we do punitive action. We try and restore relationships maybe with mom and child not working out nicely, and then try and see how. We try and do restorative work all the time*". Restorative

83

practices constitute a proactive and effective approach to addressing disciplinary issues within the school community, cultivating a culture centred on accountability, empathy, and positive communication. Rather than being confined to a specific programme, these practices are rooted in the philosophy of restorative justice, as articulated by Amstutz and Mullet (2005, p.4). Contrary to perceiving restorative justice merely as a reactive strategy applied post-wrongdoing, the International Institute for Restorative Practices views it as a subset of restorative practices (Wachtel, 2013, p.1).

Distinguished by its combination of formal and informal processes preceding and following instances of misconduct, restorative practices, as clarified by Thorsborne and Blood (2013, p. 646), are considered a social science that explores the construction of social capital and the attainment of social discipline through participatory learning and decision-making. The utilisation of restorative practices contributes to the reduction of crime, violence, and bullying, the enhancement of human behaviour, the reinforcement of civil society, the facilitation of effective leadership, the restoration of relationships, and, significantly, the repair of harm resulting from misconduct (Wachtel, 2013, p.1). In contrast, punitive practices lack the multifaceted impact of restorative approaches. A comprehensive definition of restorative practice includes a spectrum of strategies, approaches, programmes, models, methods, and techniques deployed preventatively to anticipate misconduct and address the harm inflicted by such behaviour (Reyneke, 2013, p.467).

According to Sugai (2009, p.39):

> When a school decides to use the restorative approach, children do not learn to act socially responsible only in the school environment, but also in the broader community. This extension occurs because the preventive efforts equip children with skills and knowledge that a punitive approach may not inherently provide. Consequently, discipline transforms into an educational learning process, aligning with the fundamental purpose of discipline.

Here discipline is being viewed as a teaching moment or 'educational learning process' or as expressed by Skiba, Rausch & Ritter (2004, p.1) "Discipline is Always Teaching". The tangible results of implementing restorative practices in schools align with the primary objectives of restorative discipline, as articulated by Amstutz and Mullet (2005, p 10): namely:

- Creating a healthy culture of caring and support;

84

- Changing systems when they contribute to the harm;
- Understanding the harm that was done and developing empathy for both the harmed and the harmer;
- Really listening and responding appropriately to the needs of the harmed and the harmer;
- Encouraging accountability and responsibility through personal reflection within a collaborative planning process; and
- Reintegrating the harmer and, if necessary, the harmed, back into the school community so that they still feel valued and contributing members of the community.

Even though most of these goals focus on when harm was done, the opinion is held that the first two goals are essentially the most important starting point for schools. If the culture of the school is not healthy, it would lead to an array of behavioural and other problems in the school community (Ross, Grenier & Kros, 2005, p.6). The restorative approach stands out as a significantly less confrontational method than its punitive counterpart. It places a stronger emphasis on individuals, with an intensified focus on those affected by the misconduct, their respective needs (including both victim and wrongdoer), and ultimately, the steps the wrongdoer will take to rectify the situation.

One key difference between these paradigms lies in the restorative approach's commitment to understanding the underlying reasons for a child's misbehaviour. This understanding is pursued through dialogue and the facilitation of healing. Once healing has occurred, reintegrating the individual into the community becomes a more seamless process. Jansen and Matla (2011), as indicated in Table 8, provide a comparison between punitive approaches (focusing on punishment) and restorative approaches (focusing on responsibility, healing and needs) to discipline problems.

Table 6.1: Comparison of punitive and restorative approaches to discipline problems

Traditional punitive response to disciplinary problems (Focus on punishment)	Restorative response to disciplinary problems (Focus on responsibility, healing and needs)
Questions asked: **1. What rule has been broken?** **2. Who is to blame?** **3. What is the punishment going to be?**	Questions asked: 1 Who has been affected? 2 What does he/she need? 3. What has to happen to make things right and who is responsible for that need? (Zehr, 2002, p.21)
Response focuses on establishing blame (whose fault is it?) and delivering punishment, and pain.	The response focuses on identifying the needs created by harm and making things right.
Justice is sought by making people prove who is right and who is wrong.	Justice is sought through understanding, dialogue and reparation.
Justice is achieved when someone is proven to be guilty and punished.	Justice is achieved when people take responsibility for their actions, people's needs are met, healing of individuals and relationships is encouraged.
Limited possibility for full acceptance back into school/family/community	Maximises possibility for full acceptance back into school/family/community.

Source: Jansen and Matla (2011, p. 85)

The research indicates that employing a 'one-size-fits-all' method to tackle learner discipline issues in these schools has significant limitations. Instead, adopting a comprehensive approach, such as a whole school approach focusing on alternative disciplinary measures that foster positive behaviour with a restorative focus, may present a more multi-dimensional and holistic solution to dealing with discipline issues.

6.6   Chapter summary

The purpose of this chapter was to provide a discussion and interpretation of the findings that resulted from the data analysis process. Here one comes to learn that the community and home-related factors strongly account for the disciplinary issues experienced in the school. The school mirrors what happens in the community and in these children's homes, and tackling learner discipline is a complex phenomenon, where a 'one size fits all approach' does not necessarily work. Teachers often turn to alternative disciplinary measures (time-out) and restorative practices (parent workshops, building relationships) to deal with learner discipline, offering a more holistic approach to mitigating learner discipline in the Foundation Phase of this Cape Flats school. The next chapter, Chapter Seven, provides the conclusion, implications and recommendations for further study.

86

CONCLUSION, FINDINGS AND RECOMMENDATIONS

7.1 Introduction

This chapter, Chapter Seven, provides an overview of the study that aimed to investigate the challenges encountered by Foundation Phase teachers when addressing learner discipline on the Cape Flats in the Western Cape. I start by providing an overview of this study. This is followed by a summary of key findings, which I then discussed in relation to the research questions. This is followed by the limitations of this study, the implications of the findings and recommendations for further study. I end by offering some concluding remarks.

7.2 An overview of the study

The research aimed to investigate the challenges that Foundation Phase teachers face in dealing with learner discipline on the Cape Flats in the Western Cape. The dissertation searched into the complexities of learner discipline, referencing multiple authors to establish a foundation for the research. It is noted that discipline issues are not exclusive to South African schools but are of global concern. Different definitions and terminologies are used to define discipline in the literature, which often leads to uncertainties among teachers as to how to deal with it. Despite efforts, learner discipline problems persist in various countries, affecting both teaching and learning processes.

The importance of this study lies in its unique focus on a relatively unexplored area within the primary education system. While research on learner discipline primarily focuses on secondary schools, this study aims to fill a gap in understanding the challenges faced by early schooling teachers, namely teachers teaching in the Foundation Phase Grade R to 3.

The study highlights key theories and models that underpin different discipline approaches and strategies for classroom discipline in education. These models share common themes, including the importance of positive communication, involving learners in their own discipline process, and promoting responsibility and self-control. Each model offers a distinct perspective on learner discipline and aims to foster a positive and supportive learning environment.

The theoretical framework of the study is based on Social Learning Theory (SLT), as proposed by Bandura (Bandura, 1977a). As mentioned previously, this theory suggests that new behaviours can be acquired through observing and imitating others. Bandura emphasizes that learning is not solely based on behaviourism but also involves cognitive processes and interactions with the environment. Human behaviour is shaped by both external and internal factors, and individuals influence and are influenced by their surroundings. Social Learning Theory, also known as observational learning, states that individuals can change their behaviour by observing the actions of models.

The study is underpinned philosophically by an interpretive paradigm, using a qualitative single case study design to produce data and ultimately derive the findings for this research. The research instruments, three semi-structured interviews, a focus group interview and various document sources were effectively employed to gather qualitative data and insights from participants with varying levels of teaching experience.

This study examined the complex challenges that shape the school environment under examination. The Cape Flats township, marked by issues like gang violence, domestic turmoil, and drug abuse, casts a shadow over learners' lives. These external factors contribute to difficulties, influencing their perspectives, problem-solving skills, values and behaviour. The interaction between learners' home lives and the education system is a significant concern.

The research delivered some key findings. These findings will now be discussed in relation to the research questions.

7.3 Summary of key findings in relation to the research questions

The main research question was: What are the challenges that Foundation Phase teachers face in dealing with learner discipline on the Cape Flats in the Western Cape?

The sub-questions that aided in answering the research question were:

- What is the nature of learner discipline in the Foundation Phase of schooling?
- What are the challenges that Foundation Phase teachers face in dealing with learner discipline?

88

- What are the perceived uncertainties that Foundation Phase teachers experience in dealing with learner discipline?
- Which strategies do Foundation Phase teachers draw on when dealing with the challenges of learner discipline?

7.3.1 What is the nature of learner discipline in the Foundation Phase of schooling?

The data highlights that the community and homes are volatile spaces and that the social ills happening in this community often spill over into the school, which could be the cause for the types of behaviour Foundation phase teachers need to deal with. One also gets a sense that learner behaviour is not a huge challenge but there are incidences (lashing out or acting out, refusing to complete class work, bullying and aggressive behaviour) that are worrying to teachers. Participants depicted that learners in the Foundation Phase of schooling who face difficulties with their academic work often find it hard to express themselves effectively, leading to feelings of sadness and anxiety. Consequently, these emotions can manifest in disruptive behaviour, as they may act out and lash out at both teachers and their peers.

Besides these minor offences (refusing to work, acting or lashing out) teacher respondents also described more serious offences (disruptive behaviour, bullying and aggressive behaviour), which they encountered as Foundation Phase teachers. Bullying (forcing more vulnerable children to hand over their money or possessions) and aggressive behaviour (temper tantrums, physical aggression such as hitting or biting other children, stealing other children's possessions, and defiance of authority) are transgressions that are not tolerated.

7.3.2 What are the challenges that Foundation Phase teachers face in dealing with learner discipline?

The findings suggest that the following issues which worsen in the school community, subsequently appear as matters related to the challenges of learner discipline within the school setting. A lack of parental engagement can result in undisciplined behaviour among learners. In their formative years, young learners often seek guidance from role models to understand appropriate conduct. When the community lacks consistent norms and values that differ from those upheld in the school, misunderstandings and conflicts may arise between teachers and

89

learners, affecting classroom behaviour and discipline. Additionally, learners growing up in adverse environments may display behavioural issues stemming from trauma and stress. Language differences between home and school settings can also hinder effective communication and understanding, causing frustration and misconduct as learners struggle to express themselves or comprehend instructions.

7.3.3 What are the perceived uncertainties that Foundation Phase teachers experience in dealing with learner discipline?

The data reveals these teacher respondents found it difficult to think of ways to discipline their young Foundation Phase learners. The strategies, like keeping learners in during breaks, often left them doubting or made them feel fearful and powerless. In some cases, it is evident that teachers face challenges in their knowledge, skills, and strategies when addressing learner discipline. Firstly, teachers may find it difficult to determine the appropriate disciplinary measures for children within certain age groups. Striking a balance between maintaining classroom order and recognizing that young children are still in the process of developing self-control and social skills can pose a significant challenge.

In addition, teachers may grapple with uncertainties surrounding consistency, especially when learners come from diverse backgrounds and home environments that can impact their behaviour. Furthermore, the uniqueness of each learner and the myriad of transgressions may require that teachers adapt their discipline strategies to individual needs, which can be demanding as there is no one-size-fits-all solution, leaving teachers unsure about the most effective approaches for each learner. Moreover, being well-informed about the legal and ethical guidelines related to discipline is crucial for educators, but uncertainties may arise regarding the acceptable boundaries of disciplinary actions and potential legal consequences. Lastly, the stress of managing classroom discipline, particularly in the Foundation Phase, can contribute to teacher burnout or leave them feeling powerless, and teachers may be uncertain about how to cope with the emotional toll of dealing with challenging behaviour on a daily basis.

7.3.4 Which strategies do Foundation Phase teachers draw on when dealing with the challenges of learner discipline?

The findings reveal that in this school, teachers utilise various strategies to effectively manage learner discipline. Firstly, they employ the *Tracking Learner Behaviour* approach, which involves analysing historical learner information to address current disciplinary issues optimally. Secondly, based on participant feedback, the *Time-Out* strategy has emerged as the preferred method for handling learner discipline in the Foundation Phase classroom. In addition, the research reveals that Foundation Phase teachers implement a *STAR method*, contributing to maintaining discipline and fostering a positive learning environment. Lastly, the school places a higher priority on *restorative actions* over punitive measures, emphasizing the importance of repairing relationships, especially among learners and their peers. Restorative approaches, like encouraging learners to engage in conversations during breaks instead of imposing detentions, are consistently employed to promote communication and mutual understanding as alternatives to punitive measures.

7.4 Limitations of the study

According to Wiersma (2000), limitations are constraints that fall outside the researcher's control and restrict the scope of the study. In the following discussion, I will outline some of the limitations that defined the boundaries within which this research was conducted. The scope of the study was limited to one primary school located within a Township area also known as the Cape Flats. Data collected was limited to teachers only, excluding other categories of non-teaching staff, parents and learners. The study was confined to a small sample consisting of one principal, two departmental heads, and six foundation phase teachers. This sample size may be considered insufficient to have a significant impact on this particular field of research. Nevertheless, as Masson (2010, p.1) points out, in qualitative studies, sample sizes tend to be smaller than in quantitative studies because more data doesn't necessarily equate to more valuable information. Consequently, it is not appropriate to claim that the study's findings can be generalized. The primary objective of this study is not to generalize its findings, but rather to enhance the reader's comprehension of the challenges of learner discipline in the school setting. In other words, it aims to provide readers in similar contexts with insights that they can relate to and apply to their own situations.

Furthermore, due to time constraints, the study was limited to conducting interviews and utilising documented sources. It would have been more comprehensive to have collected data from learners and parents. Future research could explore empirical studies that incorporate observations and/or interviews with more stakeholders to provide a more holistic view of the challenges with learner discipline in the Foundation Phase of schooling.

7.5   Implications and recommendations for further studies

While the primary focus of this study centred on challenges that Foundation phase teachers encounter within a primary school and its unique educational context, the discovered insights carry significant implications for the broader field of education. The key findings open the door to further research undertakings, offering various implications and recommendations for future studies.

1. To effectively handle learner discipline both within and outside the Foundation Phase classroom, it is crucial for teachers, especially Beginner or novice Foundation Phase teachers, to possess the knowledge, skills, and strategies necessary to manage indiscipline exhibited by learners.

Implications: While novice teachers are perceived as well-qualified with a solid theoretical foundation, this alone does not grant them complete engagement in the teaching profession. The challenge lies in navigating the practical aspects of schooling, particularly in handling (in) disciplined learners. Novice teachers frequently experience emotional turmoil, feelings of being overwhelmed, and despondency, leading some to contemplate leaving the profession.

Recommendation: Initial Teacher Education programmes should consider equipping these preservice teachers with a strong theoretical foundation on discipline but in addition, provide the 'how to'; the practical strategies to deal with learner discipline especially when it relates to younger children.

2. Promoting positive behaviour in both schools and the broader community involves a multifaceted approach that includes advocacy, implementation and strategic planning.

Implications: Without combining advocacy, implementation, and strategic planning, schools and communities cannot work together to create environments that support and promote positive behaviour in schools and the community.

Recommendation: Encouraging, executing, and planning for the integration of a Restorative approach is vital to cultivating positive behaviour in both educational environments and the community. A comprehensive approach is necessary to develop a thorough understanding of effective behaviour management. This entails advocating, implementing, and promoting the restorative approach in addressing disciplinary issues across the entire school environment and should include all stakeholders: the broader community, parents, policymakers, social workers, psychologists, and non-governmental organizations.

3. Schools function as microcosms of the surrounding society, and in the context of the Cape Flats, Foundation Phase learners are exposed to violence daily. This underscores the necessity for targeted interventions to mitigate the negative impact of learner indiscipline and a customised learner discipline concept as opposed to 'one size fits' all concepts.

Implications: The negative influence from society will create consistent challenges with learner discipline in schools, which can exert a damaging impact, impeding the fundamental purpose of education, which is teaching and learning.

Recommendations: The Department of Basic Education can play a crucial role in supporting public schools in implementing strategies for positive behaviour and restorative approaches by undertaking several key initiatives. Firstly, it should allocate adequate funding to schools for staff training, materials, and programs geared towards promoting positive behaviour support. Secondly, the department should provide training opportunities for teachers and school staff to effectively implement positive behaviour practices. Thirdly, it should aid in the development of in-service programs, workshops, and conferences to disseminate knowledge and best practices. Fourthly, financial support for research on effective positive behaviour strategies should be provided, with the findings being distributed to schools and teachers.

In addition, the Department of Basic Education should actively advocate for the inclusion of positive behaviour principles in education guidelines and policies. It should also foster

http://etd.uwc.ac.za/

partnerships between schools, community organizations, mental health institutions, and other relevant stakeholders to offer a comprehensive approach to behavioural support. Furthermore, the department should assist schools in establishing data collection and assessment systems to monitor and evaluate the efficacy of their positive behaviour initiatives.

To create a safe and respectful school environment conducive to positive behaviour, the department should also enforce anti-bullying programs. These programs should concentrate on cultivating a culture of respect and safety. Furthermore, specialized programs and interventions should be developed for learners at risk of engaging in negative behaviours, especially those with a history of discipline problems. Finally, the Department of Basic Education should promote parental involvement in behaviour support efforts by offering workshops and resources for parents, recognizing the importance of a collaborative approach to promoting positive behaviour in schools.

7.6   Conclusion

This final chapter, Chapter Seven, of this thesis aimed to provide an overview of the study conducted. It discussed the findings in relation to the research questions and provided limitations of the study. In addition, the implications and recommendations of the study were discussed.

It has become evident that learner discipline is not a one-size-fits-all concept. It varies across different cultural, societal, and educational contexts, highlighting the importance of adopting a holistic and culturally sensitive approach to discipline strategies. Additionally, the role of educators, parents, and school managers in shaping and maintaining learner discipline cannot be understated. Collaborative efforts among these stakeholders are crucial for its successful implementation.

In addition, the thesis has highlighted the need for a balanced approach to learner discipline, one that combines proactive preventive measures with responsive interventions. Teachers should focus on creating a positive and inclusive classroom atmosphere that encourages engagement, motivation and mutual respect. Simultaneously, they should be equipped with effective strategies to address disciplinary issues when they arise, highlighting fairness and consistency.

In brief, learner discipline is a dynamic and essential aspect of education that requires unending attention and modification. As our educational landscape evolves, so must our approaches to discipline evolve. This thesis serves as a valuable resource for teachers, researchers, and policymakers providing insights and recommendations related to learner discipline in the Foundation Phase of schooling, since empirical studies in this area are limited. By persistently striving for excellence in this area, we can help create a solid foundation for our younger learners knowing that early intervention will help shape future outcomes.

Drawing from this study, I would like to conclude with my definition of 'discipline': Learner discipline in schools refers to the structured and consistent approach to guiding learners' behaviour and ensuring a conducive learning environment. It encompasses the rules, strategies, and practices implemented to promote positive behaviour, respect, responsibility, and self-regulation among learners. This concept acknowledges that learners are significantly influenced by their observations of adult behaviour, societal norms, and exposure to violence. Consequently, effective learner discipline not only involves enforcing rules and consequences but also modeling appropriate behaviour, fostering a safe and supportive atmosphere, and addressing external influences that may impact learners' conduct and attitudes.

95

REFERENCES

Alberto, P., Heflin, L.J. & Andrews, D. (2002). Use of the timeout ribbon procedure during community-based instruction. Behavior Modification, 26, 297-11.

Ali, A.A., Dada, I.T., Isiaka, G.A. & Salmon, S.A. (2014). Types, Causes and Management of Indiscipline Acts among Secondary School Learners in Shomolu Local Government Area of Lagos State. Journal of Studies in Social Sciences, 8(2), 254-287.

Amad, S., Gray, N.S. & Snowden, R. J. (2021). Self-esteem, narcissism, and aggression: Different types of self-esteem predict different types of aggression. Journal f Interpersonal Violence, 36, 23-24.

Amstutz, L. & Mullet, J.H. (2005). The little book of restorative discipline for schools. Intercourse, PA: Good Books.

Angrosino, M.V. & Mays de Pérez, K.A. (2000). Rethinking observation: From method to context. In N.K. Denzin & Y.S. Lincoln (Eds.), Handbook of qualitative research (2nd ed.) (pp. 673-702). Thousand Oaks, CA: SAGE Publications.

Aristotle, T.I. (1999). Nicomachean ethics. (2nd ed.). Indianapolis, IN: Hackett Publishing.

Arrastia-Chisholm, M.C., Alvis, A. & Miah, M. (2020). Vicarious Reinforcement and Punishment among the Children of the Incarcerated: Using Social Learning Theory to Understand Differential Effects of Parental Incarceration. National Youth Advocacy and Resilience Journal, 4(1), 38-51. https://doi.org/10.20429/nyarj.2020.040105

Babbie, E. & Mouton, J. (2001). The practice of social research. Cape Town: Oxford University Press.

Bandura, A. & Walters, R. (1963). Social learning and personality development. New York: Holt, Rinehart, and Winston.

Bandura, A. (1971). General learning corporation. New York: General Learning Press.

Bandura, A. (1977a). Social Learning Theory. Englewood Cliffs, NJ: Prentice-Hall.

Bandura, A. (1977b). Self-efficacy: The exercise of control. New York: W.H. Freeman.

96

Bandura, A. (1986). Social foundations of thought and action. A social cognitive theory. New Jersey: Prentice Hall.

Baron, R.A., Ratri, M, Ratna, D., Wisnu, C.K. & Byrne, D. (2004). Psikologi sosial. (Jilid 2). (10th ed.). Jakarta: Erlangga.

Baxter, P. & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. The Qualitative Report, 13(4), 544-559.

Bear, G. (2008). Classroom discipline. In A. Thomas & J. Grimes (Eds.), Best practices in school psychology (pp.1403-1420). Bethesda, MD: National Association of School Psychologists.

Belle, L.J. (2018). The state secondary school principal as an effective leader of learner discipline management. British Journal of Education, 6(1), 43-54.

Botha, J.(2014). Relational aggression: The voices of primary school learners. South African Journal of Education, 34(2)(Art. 878), 1-15.

Bowen, G.A. (2009). Document analysis as a qualitative research method. Qualitative Research Journal, 9(2), 27-40.

Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, 3(2), 77-101. https://doi.org/10.1191/1478088706qp063oa

Bryant, D. & Wilson, A. (2020). Factors potentially influencing discipline referral and suspensions at an affiliated charter high school. Journal of Educational Research and Practice, 10(1), 119-128.

Carey M. (1994) The group effect in focus groups: planning, implementing, and interpreting focus group research. In J. Morse (Ed.), Critical Issues in Qualitative Research Methods (pp. 225-241). London: SAGE Publications.

Charles, C.M. (2013). Building classroom discipline. Verlag: Pearson.

Charmaz, K. (2003). Grounded theory: Objectivist and constructivist methods. In N.K. Denzin & Y.S. Lincoln (Eds.), Strategies for qualitative inquiry (2nd ed.) (pp 249-291). Thousand Oaks, CA: SAGE Publications.

Chauke, T.A. & Malatji, K. S. (2021). An exploration of violent behaviour of young ex-offenders on the cape Flats, South Africa: Suggestions for youth work practice. Southern African Journal of Social Work and Social Development, 33(2), 1-17.

Coloroso, B. (2002). Kids are worth it! Giving your child the gift of inner discipline. New York: Harper Collins.

Corbin, J. & Strauss, A. (2008). Basics of qualitative research: Techniques and procedures for developing grounded theory. (3rd ed.). Thousand Oaks, CA: SAGE Publications.

Creswell, J.W. & Creswell, J.D. (2018) Research design: Qualitative, quantitative, and mixed methods approaches. Sage, Los Angeles.

Creswell, J.W. (2007). Qualitative inquiry & research design: Choosing among five approaches. (2nd ed). Thousand Oaks: SAGE Publications.

Creswell, J.W. (2009). Qualitative inquiry & research design: Choosing among five approaches. Thousand Oaks: SAGE Publications.

Creswell, J.W. (2014). Research design: Qualitative, quantitative and mixed methods approaches (4th ed.). Thousand Oaks, CA: SAGE Publications.

Creswell. J. (2003). Research design: qualitative, quantitative and mixed methods approaches, (2nd ed). Thousand Oaks: Sage Publications.

Day, D.M., Bream, L.A. & Pal, A. (1992). Proactive and reactive aggression: An analysis of subtypes based on teacher perceptions. Journal of Clinical Child and Adolescent Psychology, 21(3), 210-217.

De Wet, N.C. (2005, 11-14 July). Bullying in South African schools. Department of Comparative Education and Education Management. Learning Conference. The Twelfth International Conference on Learning - in the Faculty of Education at the University of Granada and University of the Free State, South Africa.

Denzin, N.K. (1970). The research act: A theoretical introduction to sociological methods. New York: Aldine

Department of Education. (2000). Alternatives to corporal punishment: The learning experience. Pretoria: Government Printers.

Dhlamini, J. P. (2017). Management of Learner Discipline in Secondary Schools: A Collaborative Effort. International Journal of Educational Sciences, 15(3), 474-484. https://doi.org/10.1080/09751122.2016.11890557

Dreikurs, R. (1972). Toward a technology of human relationship. Journal of Individual Psychology, 28(2), 127-136.

Dreikurs, R. (1998). Social equality: The challenge of today. Chicago: Adler School.

Dreikurs, R., Cassel, P. & Ferguson, E.D. (2004). Discipline without tears: How to reduce conflict and establish cooperation in the classroom. New Jersey: John Wiley & Sons.

Du Plessis, P. (2017). Challenges for rural school leaders in a developing context: A case study on leadership practices of effective rural principals. Koers, 82(3), 1-10.

Du Plessis, P. (2017). Learner discipline in crisis: Can South African schools overcome the problem? International Journal of Educational Sciences, 9(3), 383-394. https://doi.org/10.1080/09751122.2015.11890328

Du Toit, N.F. (2014). Gangsterism on the Cape Flats: A challenge to'engage the powers'. HTS: Theological Studies, 70(3), 1-7.

Edinyang, S.D. (2016). The significance of social learning theories in the teaching of social studies education. International Journal of Sociology and Anthropology Research, 2(1), 40-45.

Eisner, E.W. (1991). The enlightened eye: Qualitative inquiry and the enhancement of educational practice. Toronto: Collier Macmillan Canada.

Elba, A.I.F. (2012). Is punishment (corporal or verbal) an effective means of discipline in schools: Case study of two basic schools in Greater Khartoum/Sudan‖. Procedia. Social and Behavioral Sciences 69, 1656–1663.

Epstein, J. & Sheldon, S. (2002). Present and accounted for: Improving student attendance through family and community involvement. The Journal of Educational Research, 95, 308-318.

https://doi.org/10.1080/00220670209596604

Farrington, D.P. (1993). Understanding and preventing bullying. Crime and Justice, 17, 381-458.

Fossey, E., Harvey, C., McDermott, F. & Davidson, L. (2002). Understanding and evaluating qualitative research. Australian and New Zealand Journal of Psychiatry, 36(6), 717-732.

Fuller, J. (2015). The school and society. Retrieved from https://www.linkedin.com/pulse/school-society-janette-fuller.

Gakure, R.W., Mukuria, P. & Kithae, P.P. (2013). An evaluation of factors that affect performance of primary schools in Kenya: A case study of Gatanga District. Educational Research and Reviews, 8(13), 927-937. Retrieved from http://www.academicjournals.org/article/article1379769520_Gakure%20et%20al.pdf

Gill, P., Stewart, K., Treasure, E. & Chadwick, B. (2008). Methods of data collection in qualitative research: interviews and focus groups. British Dental Journal, 204(6), 291-295.

Glaser, E.G. & Strauss, A.L., (1967). The discovery of grounded theory: Strategies for qualitative research. London: Weidenfeld and Nicolson.

Glasser, W. (1965). A new approach to psychiatry. New York: Harper & Row.

Glasser, W. (1977). Schools without failure. Glasser's approach to discipline – Realistic and working. Retrieved from https://files.eric.ed.gov/fulltext/ED137958.pdf

Goldstein, A.E. & Reiboldt, W. (2004). The multiple roles of low income, minority women in the family and community: A qualitative investigation. The Qualitative Report, 9(2), 241-265. Retrieved from http://www.nova.edu/ssss/QR/QR9-2/goldstein.pdf.

99

Goldstein, S. & Naglieri, J.A. (2011). Encyclopedia of child behavior and development. New York: Springer.

Gordon, A.M. & Browne, K.W. (2004). Beginnings & beyond: Foundations in early childhood education. (6th ed.). Australia: Delmar Learning.

Govender, D.S. & Sookrajh, R. (2014). 'Being hit was normal': teachers' (un)changing perceptions of discipline and corporal punishment. South African Journal of Education, 34(2), 1-17. https://doi.org/10.15700/201412071111

Govender, L. (2014). Quiet Time Programme (QTP) as a model for managing discipline in primary schools in Chatsworth, Durban. Unpublished Master's thesis, University of South Africa, Pretoria. Retrieved from http://uir.unisa.ac.za/handle/10500/18345

Gray, D. (2008). Doing research in the real world. Los Angeles: SAGE Publications.

Grossnickle, D. Frank, P. (1990). Prevent the discipline for effective teaching and learning. A source book for teachers and administrators. National Association of Secondary School Principals: Resten, Virginia.

Guba, E.G. & Lincoln, Y.S. (1994). Competing paradigms in qualitative research. In N.K. Denzin & Y.S. Lincoln (Eds.), Handbook of qualitative research (pp. 105-117). Thouand Oaks: SAGE Publications.

Hammett, D. & Staeheli, L.A. (2011). Respect and responsibility: Teaching citizenship in South African high schools. International Journal of Educational Development, 31(3), 269-276.

Harinie, L.T., Sudiro, A., Rahayu, M. & Fatchan, A. (2017). Study of the Bandura's Social Cognitive Learning Theory for the entrepreneurship learning process. Social Sciences, 6(1), 1-6.

Hatch, J.A. (2023). Doing qualitative research in education settings. Albany: State University of New York Press.

Haupt, P.M. (2010). The school as a microcosm of communities and their heritage and the need to encapsulate this in the writing of school histories. Yesterday and Today, (5), 15-21. Retrieved from http://www.scielo.org.za/scielo.php?script=sci_arttextandpid=S2223-03862010000100006andlng=enandtlng=en.

Henning, E. (2004). Finding your way in qualitative research. Pretoria: Van Schaik Publishers.

Hogg, M.A. & Reid, S.A. (2006). Social identity, self-categorization, and the communication of group norms. Communication Theory, 16(1), 7-30.

Houghton, C., Casey, D., Shaw, D. & Murphy, K. (2013). Rigour in qualitative case-study research. Nurse Researcher, 20(4), 12-17.

Hoyle, E. (1969). The role of the teacher. London: Routledge & Kegan Paul.

Human-Vogel, S. & Morkel, J. (2017). Teacher and learners' belief in a just world and perspectives of discipline of Grade 4 - 8 learners in South African schools. Educational Studies, 43(3), 343-353. https://doi.org/10.1080/03055698.2016.1277136

Igwe, S.O. (1990). Professional handbook for teachers. Oweri: Nigerian Union of Teachers.

Jansen, G. & Matla, R. (2011). Restorative practice in action. In V. Margrain & A.H. Macfarlane (Eds.), Responsive pedagogy (pp. 85-109). Wellington: Nzcer Press.

Johansson, R. (2003). Case study methodology. A key note speech at the International Conference "Methodologies in Housing Research" organised by the Royal Institute of Technology in cooperation with the International Association of People-Environment Studies, Stockholm, 22-24 September 2003. http://www.psyking.net/htmlobj-114 3839/case_study_methodology- rolf_johansson_ver_2.pdf. Accessed on 29/4/2018.

Juvonen, J.E., & Graham, S.E. (2001). Peer harassment in school: The plight of the vulnerable and victimized. New York: The Guilford Press.

Kagoiya, P. & Kagema, N. (2018). Examining Factors Contributing to Indiscipline in Primary Schools in Nyeri Central Sub-County, Kenya. Pedagogical Research, 3(2), 07.

Kaminer, D., du Plessis, B., Hardy, A. & Benjamin, A. (2013). Exposure to violence across multiple sites among young South African adolescents. Peace and Conflict: Journal of Peace Psychology, 19(2), 112-124. https://doi.org/10.1037/a0032487

Kaplan, H.I. & Saddock, B.J. (1994). Kaplan and Sadock's Synopsis of Psychiatry. Pennsylvania: Lippincott Williams & Wilkins

Kersten, L., Vriends, N., Steppan, M., Raschle, N.M., Praetzlich, M., Oldenhof, H., Vermeiren, R., Jansen, L., Ackermann, K., Bernhard, A., Martinelli, A., GonzalezMadruga, K., Puzzo, I., Wells, A., Rogers, J. C., Clanton, R., Baker, R. H., Grisley, L. . . . Stadler, C. (2017). Community violence exposure and conduct problems in children and adolescents with conduct disorder and healthy controls. Frontiers in Behavioral Neuroscience, 11, 219. https://doi.org/10.3389/fnbeh. 2017.00219

Kinnes, I. (2017). Contested governance: Police and gang interactions. Unpublished Doctoral dissertation, University of Cape Town, South Africa.

Kiwale, J.A. (2017). Factors Leading to Indiscipline in Secondary Schools in Siha District Council Tanzania. Dar es Salaam: Open University of Tanzania.

Koch, T. (2006). Establishing rigour in qualitative research: The decision trail. Journal of Advanced Nursing, 53, 91-100.

Krueger, R.A. (1994). Focus Groups: A Practical Guide for Applied Research. (2nd ed.). Thousand Oaks: SAGE Publications

Kute, B. (2014). Teachers Views About Role of Peer Counsellors in Enhancing Sudent Discipline in Kisumu Municipality Kenya. Rjopes Research Journal in Organizational Psychology and Educational Studies, 3 (3), 209-214.

Kvale, S. (1996). Interviews: An introduction to qualitative research interviewing. Thousand Oaks: SAGE Publications.

Lapperts, D.M. (2012). Forms of Discipline Practised at Two Rural Schools. Unpublished Master's thesis, Stellenbosch University, Stellenbosch.

Lashley, C. & Barron, P. (2006). The learning style preferences of hospitality and tourism learners: Observations from an international and cross-cultural study. International Journal of Hospitality Management, 25(4), 552-569.

Leavy, P. (2017). Research design, quantitative, qualitative, mixed methods, arts-based and community-based particularly research approved. New York: The Guilford Press.

Lee, K. (2019, July, 04). Discipline for school-Aged Kids: Strategies and Challenges. Through the years. Retrieved from http://www.verywellfamily.com

Leedy, P. & Ormrod J, (2005). Practical research: planning and design. (8th ed.). Upper Saddle River: Prentice Hall.

Leoschut, L. & Kafaar, Z. (2017). The frequency and predictors of poly-victimisation of South African children and the role of schools in its prevention. Psychology, Health & Medicine, 22(1), 81-93. https://doi. org/10.1080/13548506.2016.1273533

Levin, J. & Nolan, J.F. (1996). Principals of classroom management: A professional decision-making model. London: Allyn & Bacon.

Lichtman, M.V. (2011). Understanding and evaluating qualitative educational research. (1st ed.). Thousand Oaks: SAGE Publications. https://doi.org/10.4135/9781483349435

Lickona, T. (1991). Educating for character: How our schools can teach respect and responsibility. New York: Bantam.

Lincoln, Y.S. & Guba, E.G. (1985). Naturalistic inquiry. Thousand Oaks: SAGE Publications.

Lochan, D. (2010). Student Perceptions of Indiscipline at three primary schools in one Educational District in Central Trinidad. Unpublished Master's thesis, University of West Indies.

Longman, P. (2005). Longman Dictionary of Contemporary English. United Kingdom: Pearson Longman.

Lumpkin, A. (2008). Teachers as role models teaching character and moral virtues. Journal of Physical Education, Recreation & Dance, 79(2), 45-50.

Mabeba, M.Z. & Prinsloo, E. (2000). Perceptions of discipline and ensuing discipline problems in secondary education. South African Journal of Education, 20(1), 34-41.

Makhasane, S.D. & Chikoko, V. (2016). Corporal punishment contestations, paradoxes and implications for school leadership: A case study of two South African high schools. South African Journal of Education, 36(4), 1-8.

Makendano, A. K., & Mahlangu, V. P. (2021). Learner Discipline versus Learner Freedom in Secondary Schools. *sjesr*, *4*(4), 1-9.

Malibongwe, T. (2021 July 19). How violence is shaping South Africa. Retrieved from https://www.dailymaverick.co.za/article/2021-07-19-how-violence-is-shaping-south-africa/

Mampane, S.T. (2018). Exploring the practice of in loco parentis in public schools. Bulgarian Comparative Education Society, 16, 183-188.

Maphalala, M. C. (2014). The manifestation of occupational stress in the teaching profession: The unheeded voices of teachers. *Mediterranean Journal of Social Sciences*, *5*(1), 77.

Maphosa, C. & Shumba, A. (2010). Educators' disciplinary capabilities after the banning of corporal punishment in South African schools. South African Journal of Education, 30(3), 387-399. https://doi.org/10.15700/saje.v30n3a361.

Marais, P. & Meier, C. (2010). Disruptive Behaviour in the Foundation Phase of Schooling. South African Journal of Education, 30, 41-57. http://www.scielo.org.za/pdf/saje/v30n1/v30n1a04.pdf.

Maree, J.G. & Van Der Westhuizen, C.N. (2010). Student teachers' perceptions of violence in primary schools. Acta Criminologica: Southern African Journal of Criminology, 23(2), 1-18.

Masalila, O. (2006). An investigation into the causes and effects of student disciplinary problems in community Junior Secondary schools of Botswana. Unpublished Doctoral dissertation, North West University, Potchefstroom.

Mashau, T.S., Mutshaeni, H.N. & Kone, L.R. (2017). Learner discipline: Finding lawful alternatives to corporal punishment (learner discipline). International Journal of Educational Sciences, 11(3), 285-290. https://doi.org/10.1080/09751122.2015.11890400

Masson, M. (2010). Sample size and saturation in PhD studies using qualitative interviews. Forum: Qualitative Social Research, 11(3):1-19.

McLafferty, I. (2004). Focus group interviews as a data collecting strategy. Journal of Advanced Nursing, 48(2), 187-194.

Mcmillan, J.H. & Schumacher, S. (2006). Research in education: Evidence based enquiry. New York: Longman.

Menesini, E. & Salmivalli, C. (2017). Bullying in schools: the state of knowledge and effective interventions. Psychology, Health & Medicine, 22(1), 240-253.

Merriam, S.B. (2002). Introduction to qualitative research. Qualitative research in practice: Examples for discussion and analysis. San Francisco, CA: Jossey-Bass Publishers.

Merriam, S.B. (2009). Qualitative research: A guide to design and implementation. San Francisco: John Wiley and Sons.

Merriam-Webster Inc. (1999). Merriam-webster's collegiate dictionary. (10th ed.). Springfield: Merriam-Webster.

Mestry, R. & Khumalo, J. (2012). Governing bodies and learner discipline: managing rural schools in South Africa through a code of conduct. South African Journal of Education, 32(1), 97-110. https://doi.org/10.15700/saje.v32n1a402

Millei, Z., Griffiths, T.G. & Parkes, R.J. (2010). Re-Theorizing discipline in education problems, politics, and possibilities. (1st ed.). Switzerland: Peter Lang Inc. International Academic Publishers

Mitchley, N.K. (2019). A gap analysis of NPO resource utilisation in a community literacy project. Unpublished Master's thesis, University of Johannesburg, Aukland Park.

Mncube V. & Harber C. (2013). The dynamics of violence in schools in South Africa: Report 2012. Pretoria: University of South Africa.

Mncube, V. & Madikizela-Madiya, N. (2014). Gangsterism as a cause of violence in South African schools: The case of six provinces. Journal of Sociology and Social Anthropology, 5(1), 43-50. https://doi.org/10.1080/ 09766634.2014.11885608

Moon, K. & Blackman, D. (2014). A guide to understanding social science research for natural scientists. Conservation Biology, 28(5), 1167-1177.

Morgan, D.L. (1997). Focus groups as qualitative research. Thousand Oaks: SAGE Publications.

Mortimer, S., Adamsky, S. & McLaughlin, T. F. (1998). Use of isolated time out to reduce aggression and non-compliance with an elementary school student with severe behavior disorders: A long term analysis. International Journal of Special Education, 13(1), 34-45.

Motseke, M. (2020). The role of parents in the teaching of English First Additional Language in the rural area of Limpopo. Per Linguam. 36(1), 112-124.

Moyo, G., Khewu, N.P. & Bayaga, A. (2014). Disciplinary practices in schools and principles of alternatives to corporal punishment strategies. South African Journal of Education, 34(1), 1-14.

Mpofu, P. & Tfwala, S.H. (2022). Dilemmas of children raised by single parents in the Kingdom of Eswatini. Interdisciplinary Journal of Sociality Studies, 2, 37-49.

Mrug, S., Madan, A. & Windle, M. (2016). Emotional Desensitization to Violence Contributes to Adolescents' Violent Behavior. Journal of Abnormal Child Psychology, 44(1), 75-86. https://doi.org/10.1007/s10802-015-9986-x

Mwilima, M.B. (2021). Examining learner indiscipline in selected secondary schools in Zambezi Region in Namibia: A case study. Social Sciences and Education Research Review, 8(2), 28-41. http://dx.doi.org/10.5281/zenodo.5784724

Myers MD, (1997). Qualitative research in information systems. MIS Quarterly, 21(2), 241-242.

Nabavi, R.T. (2014). Bandura's Social Learning Theory and Social Cognitive Learning Theory. Retrieved from http://www.researchgate.net

Nakpodia, E.D. (2010). Teachers' disciplinary approaches to learners ' discipline problems in Nigerian secondary schools. International NGO Journal, 5(6), 144-151.

Naong, M. (2007). The impact of the abolition of corporal punishment on teacher morale: 1994-2004. South African Journal of Education, 27(2), 283-300.

Nash, P., Schlösser, A. & Scarr, T. (2016). Teachers' perceptions of disruptive behaviour in schools: A psychological perspective. Emotional and Behavioural Difficulties, 21(2), 167-180.

Ncontsa, V.N. & Shumba, A. (2013). The nature causes and effects of school violence in South African high schools. South African Journal of Education, 33(3), 1-10. https://doi.org/10.15700/201503070802

Newman, B. M. & Newman, P. R. (2007). Theories of human development: New Jersey: Lawrence Erlbaum Associates Publishers.

Ngwokabuenui, P.Y. (2015). Learners' indiscipline: types, causes and possible solutions: the case of secondary schools in Cameroon. Journal of Education and Practice, 6, 64-72.

Nichols, S. (2010). Perspectives on inclusivity and support in organised and informal activities for parents of preschool children. ECE Journal, 13, 29-41.

Njoroge P.M. & Nyabuto A.N. (2014). Discipline as Factor in Academic Performance in Kenya. Journal of Educational and Social Research. 4(1), 289-307.

Noordien, F., Samson, S. & Siers, M. (2008). A Teacher's Guide to Positive Discipline. Cape Town: RAPCAN

Obadire, O.T. & Sinthumule, D.A. (2021). Learner discipline in the post-corporal punishment era: What an experience! South African Journal of Education, 41(2), 1-8.

105

Olufunke, A.C. & Abimbola, B.F. (2018). Principals' Gender-Related Variables and Discipline in Secondary Schools in Southwest, Nigeria. European Scientific Journal, 14(13), 190. https://doi.org/10.19044/esj.2018.v14n13p190

Olweus, D. & Hart, C.H. (1993). Bullies on the playground: The role of victimization. In C.H. Hart (Ed.), Children on playgrounds: Research perspectives and applications (pp. 85–128). Albany: State University of New York Press.

Omote, M.J., Thinguri, R.W. & Moenga, M.E. (2015). A critical analysis of acts of student indiscipline and management strategies employed by school authorities in public high schools in Kenya. International Journal of Education and Research, 3(12), 1-10.

Onyechi, K.C., Okere, A. & Trivellor, U. (2007). Deviant behavior as correlate of academic achievement among secondary school adolescents. Implication of service delivery in the education sector. Issues and strategies. B.G.: Nworugy.

Oosthuizen, I.J., Roux, J.M., & Van der Walt, J.L. (2003a). A classical approach to the restoration of discipline in South African schools. Koers, 68(4), 373-390.

Oosthuizen, I.J., Smit, M.H. & Roos, M.C. (2009). The educator and learner discipline. In: J Oosthizen (Ed.), Aspects of Educational Law (pp.154-184). Pretoria: Van Schaik Publishers.

Oosthuizen, I.J., Wolhuter, C.C. & Toit, P. (2003b). Preventive or punitive disciplinary measures in South African schools : Which should be favoured ? Koers, 68(4), 457-479. https://doi.org/10.4102/koers.v68i4.352

Organisation for Economic Co-operation and Development. (2019). Society at a Glance 2019. Retrieved from https://www.oecd.org/social/society-at-a-glance-19991290.htm .

Organisation for Economic Co-operation and Development. (2019). Teaching and Learning International Survey (TALIS) 2018. Conceptual Framework OECD Education Working Paper No. 187

Osher, D., Bear, G.G., Sprague, J.R. & Doyle, W. (2010). How can we improve school discipline? Educational Researcher, 39(1), 48-58.

Osofsky, J., & Chartrand, M. (2013). Military children from birth to five years. Future of children, 23, 61-77. https://doi.org/10.1353/foc.2013.0011

Pala, A. (2011). The need for character education. International Journal of Social Sciences and Humanity Studies, 3(2), 23-32.

Patton, M.Q. (1990). Qualitative evaluation and research methods. (2nd ed.). Newbury Park, CA: SAGE Publications.

Patton, M.Q. (2002). Qualitative research and evaluation methods. (3rd ed.). Thousand Oaks, CA: SAGE Publications.

Polit, D.F. & Beck, C.T. (2012). Nursing research: Generating and assessing evidence for nursing practice. Philadelphia, PA: Lippincott Williams and Wilkins.

Porteus, K., Vally, S. & Ruth, T. (2001). Alternatives to Corporal Punishment: Growing discipline and respect in our classrooms. Portsmouth: Heinemann.

Prins, C., Joubert, I., Ferreira-Prevost, J. & Moen, M. (2019). Disciplinary practices in the early grades: Creating culturally responsive learning environments in South Africa. South African Journal of Education, 39(3), 1-7. https://dx.doi.org/10.15700/saje.v39n3a1633

Quinn, F. (1991) The principles and practice of nurse education, (2nd ed.). London: Chapman and Hall.

Ravet, J. (2007). Making sense of disengagement in the primary classroom: A study of pupil, teacher and parent perceptions. Research Papers in Education, 22(3), 333-362.

Rayment, T. (2006). Managing boys' behaviour. New York: MPG Books Ltd.

Razali, N. A., & Nawang, N. I. (2022). An Overview of the Legal Framework Governing Cyberbullying Among Children in Malaysia. IIUMLJ, 30, (S1), 207-228

Redl, F. & Wattenberg, W.W. (1959). Mental hygiene in teaching. Harcourt: Brace

Republic of South Africa (1996a). The Constitution of the Republic of South Africa. Cape Town: Government Printers.

Republic of South Africa (1996b). South African Schools Act 84 of 1996. Pretoria: Government Printers.

Republic of South Africa. (2005). Children's Act No. 38 of 2005. Pretoria: Government Printers, 2005. http://www.justice.gov.za/legislation/acts/2005-038%20childrensact.pdf

Reyneke, J.M. (2013). The best interests of the child in school discipline in South Africa. Unpublished Doctoral dissertation, Tilburg University, Netherlands.

Robertson, J. (1999). Effective classroom control: Understanding teacher - Pupil relationships. London: Hodder and Straughton.

Rosenstock, I.M., Strecher, V.J. & Becker, M.H. (1988). Social learning theory and the health belief model. Health Education Quarterly, 15(2), 175-183.

Ross, A.L., Grenier, G.L. & Kros, F.J. (2005). Creating the upside-down organization: Transforming staff to save troubled children. Baltimore: Children's Guild.

Segalo, L. & Rambuda, A.M. (2018). South African Public School Teachers' Views on Right to Discipline Learners. South African Journal of Education, 38(2), 1-7. http://search.ebscohost.com/login.aspx?direct=trueanddb=ericandAN=EJ1182397andsite=ehost-liveandscope=site

Semali, L.M. & Vumilia, P.L. (2016). Challenges Facing Teachers' Attempts to Enhance Learners' Discipline in Tanzania's Secondary Schools. World Journal of Education, 6(1). https://doi.org/10.5430/wje.v6n1p50

Shaharani, A. & Februannisa, W.Z. (2023). Development of Character Education Through Positive Discipline of Madrasah Learners. Journal of Quality Assurance in Islamic Education (JQAIE), 3(1), 6-12.

Sibanda, L. & Mathwasa, J. (2020). Modelling Positive Behaviour: A Vital Strategy in Instilling Positive Discipline Among Secondary School Learners. Randwick International of Social Science Journal, 1(2), 308-323.

Silverman, D. (2000). Doing qualitative research: A practical handbook. London: SAGE Publications.

Simuforosa, M. & Rosemary, N. (2014). Learner Indiscipline in Schools. Review of Arts and Humanities, 3(2), 79-88.

Sinclair, J.M. (1994). Collins English Dictionary. New York: HarperCollins Publishers.

Skiba, R.J. & Peterson, R.L. (2000). School discipline at a crossroads: From zero tolerance to early response. Exceptional Children, 66(3), 335-346.

Skiba, R.J., Rausch, M.K. & Ritter, S. (2004). Discipline is always teaching: Effective alternatives to zero tolerance in Indiana's schools. Bloomington: Center for Evaluation and Education Policy.

Skinner, B. F. (1938). Behavior of organisms. New York: Appleton-Century-Crofts.

Skinner, B.F. (1953). Science and Human Behaviour. New York: Free Press.

Skinner, B.F. (1954). The science of learning and the art of teaching. Harvard Educational Review, 24, 86-97.

Smith, B.N. & Hains, B.J. (2012). Examining administrators' disciplinary philosophies: A conceptual model. Educational Administration Quarterly, 48(3), 548-576.

Smith, C.E. (1996). The use of research in education policy making: a case study of corporal punishment in public education. Educational Policy, 10, 502-517.

Squelch, J. (2000). Discipline: Series on Education Transformation. Pretoria: Centre for Education Law and Policy.

Stake, R.E. (2005). Qualitative Case Studies. In N.K. Denzin & Y.S. Lincoln (Eds.), The Sage handbook of qualitative research (pp. 443-466). Thousand Oaks, CA: SAGE Publications.

Sternberg, R.J. (1995). In search of the human mind. New York: Harcourt Brace College Publishers.

Steyn., S.C. & Wolhuter, C.C. (2003). An international perspective on learner discipline in schools. South African Journal of Education, 23: 225-232.

Sugai, G. & Horner, R. H. (2009). Defining and describing schoolwide positive behavior support. In W. Sailor, G. Dunlop, G. Sugai, & R. Horner (Eds.), Handbook of positive behavior support (pp. 307-326). New York: Springer Publishing Company. https://doi.org/10.1007/978-0-387-09632-2_13

Sullivan, A.M., Johnson, B., Owens, L. & Conway, R. (2014). Punish Them or Engage Them? Teachers' Views of Unproductive Student Behaviours in the Classroom. Australian Journal of Teacher Education, 39(6). https://doi.org/10.14221/ajte.2014v39n6.6

Suri, H. (2011). Purposeful sampling in qualitative research synthesis. Qualitative Research Journal, 11(2), 63-75.

Thornberg, R. (2008). A categorisation of school rules. Educational Studies, 34(1), 25-33. https://doi.org/10.1080/03055690701785244

Thorsborne, M. & Blood, P. (2013). Implementing restorative practices in schools: A practical guide to transforming school communities. London: Jessica Kingsley Publishers.

Timothy, A.O. (2008). Principles of Educational Management. Abuja: National Open University of Nigeria.

Tobin, G.A. & Begley, C.M. (2004). Methodological rigour within a qualitative framework. Journal of Advanced Nursing, 48, 388-396.

Trolley, B.C. & Hanel, C. (Eds.). (2010). Cyber kids, cyber bullying, cyber balance. Thousand Oaks: Corwin Press.

United Nations International Children's Emergency Fund. (2021). Cyberbullying: What is it and how to stop it. https://www.unicef.org/end-violence/how-to-stopcyberbullying

Vally, S. & Ramadiro, B. (2005). Corporal punishment and bullying: the rights of learners. Wits EPU. Retrieved from http://www.erp.org.za/pdf/punish%20booklet_WEB.pdf.

Vally, S., Dolombisa, Y. & Porteus, K. (1999). Violence in South African schools. Current Issues in Comparative Education, 2(1), 80-90.

Virasiri, S., Yunibhand, J. & Chaiyawat, W. (2011) Parenting: What are the critical attributes? Journal of the Medical Association of Thailand, 94, 1109-1116.

109

Wachtel, T. (2013). Defining restorative. Retrieved from www.iirp.edu/what-is-restorative-practices.php.

Weaver, S. (2011, August 15). What should school discipline look like today? Witness, p.15.

Wiersma, W. (2000). Research methods in education: An introduction. (7th ed.). Boston, MA: Ally & Bacon.

Wilkinson, S. (1998). Focus group methodology: A review. International Journal of Social Research Methodology, 1(3), 181-203.

Wilson, E. (2013). School-based research. A guide for education learners. London: SAGE Publications

Wolcott, H.F. (2001). Writing up qualitative research. (2nd ed.). Thousand Oaks, CA: SAGE Publications.

Wolhuter, C.C. & Van Der Walt, J.L. (2020). Indiscipline in South African Schools: The parental / community perspective. Koers, 85(1), 1-11.

Wolke, D., Woods, S., Bloomfield, L. & Karstadt, L. (2001). Bullying involvement in primary school and common health problems. Archives of disease in childhood, 85(3), 197-201.

Woolard, A., Deane, R. & Virginia, N. (2018). Suspended Progress 2018. Charlottesville: Legal Aid Justice Centre.

Woźniak, W. (2014). Homogeneity of Focus Groups as a Pathway to Successful Research Findings? Przegląd Socjologii Jakościowej, 10(1), 6-23.

Yamagata-Lynch, L.C. (2010). Activity systems analysis methods: Understanding complex learning environments. New York: Springer Science & Business Media.

Yin, R.K. (1994). Case Study Research: Design and Methods. (2nd ed.). Thousand Oaks, CA: SAGE Publications.

Zainal, Z. (2007). Case study as a research method. Jurnal Kemanusiaan, 9, 1-6. 122 http://psyking.net/htmlobj-3837/case_study_as_a_research_method.pdf.

Zehr, H. (2002). The little book of restorative justice. Intercourse, PA: Good Books.

111

APPENDICES

Appendix A: Letter to UWC requesting consent to conduct research

FACULTY OF EDUCATION

UNIVERSITY *of the*
WESTERN CAPE

Private Bag X17, Bellville, 7535
South Africa
Tel: +27 (0) 21 959 3001
Fax: +27 (0) 21 959 2647
Email: lduplooy@uwc.ac.za
Website: www.uwc.ac.za

INFORMATION SHEET

Title of the research project: *Exploring the challenges encountered by Foundation Phase teachers when addressing learner discipline on the Cape Flats in the Western Cape..*

Researcher: Mr. Dawood Wakefield

Purpose of the research:

The purpose of this study is to investigate challenges and uncertainties that teachers face in dealing with learner discipline at school. The aims of the study is to investigate the nature of discipline in the Foundation Phase of schooling; to explore the perceived uncertainties that Foundation Phase teachers experience in dealing with learner discipline and lastly to determine the strategies that Foundation Phase teachers draw on when dealing with the challenges of learner discipline.

Location: Cape Town, Western Cape in South Africa

Sample: Teachers from a primary school located in Cape Town

Participation in this research project is voluntary and participants are free to withdraw from the study at any time without any negative or undesired impact. If they do participate they will be asked to complete a form consenting to Individual Interview.

Confidentiality and Anonymity:

The School and all participants in the study will remain anonymous. The research will not interfere with the normal functions, framework and precincts of the school and the Western Cape Education Department. There is no known or anticipated risk or discomforts associated with participating in this study.

112

Voluntary participation

Participation in this study is voluntary and participants may refuse to participate, refuse to answer to any questions or withdraw from the study at any time without any negative or undesired impact.

Possible risk and harms: Due to the current COVID – 19 pandemic in the Western Cape, there are known or anticipated risks or discomfort associated with participating with the study. Therefore, all COVID -19 health and safety protocols will be observed prior to participation at the venue.

Please feel free to contact me if you need any further information about this research project.

Supervisor: Dr Lucinda Du Plooy   HOD: Dr N. Ravjee
Email: lduplooy@uwc.ac.za   Email: nravjee@uwc.ac.za

<div align="center">

Dean of Education Faculty: Prof. V. Nomlomo
Email: V. Nomlomo@uwc.ac.za

HSSREC
Research Development
Tel: 021 959 4111
Email: research-ethics@uwc.ac.za

UNIVERSITY *of the*

WESTERN CAPE

</div>

Appendix B: Ethics clearance

10 November 2020

Mr D Wakefield Educational Studies **Faculty of Education**

Ethics Reference Number:	HS20/8/26

Project Title: Exploring the challenges encountered by Foundation Phase teachers when addressing learner discipline on the Cape Flats in the Western Cape..

Approval Period: 06 November 2020 - 06 November 2023

I hereby certify that the Humanities and Social Science Research Ethics Committee of the University of the Western Cape approved the methodology and ethics of the above mentioned research project.

Any amendments, extension or other modifications to the protocol must be submitted to the Ethics Committee for approval.

Please remember to submit a progress report by 30 November each year for the duration of the project.

The permission to conduct the study must be submitted to HSSREC for record keeping purposes.

The Committee must be informed of any serious adverse event and/or termination of the study.

Ms Patricia Josias
Research Ethics Committee Officer University of the Western Cape
NHREC Registration Number: HSSREC-130416-049

Appendix C: Letter to Education Department requesting consent to do research

To the Western Cape Education Department

Dear Sir/Madam

I am a master's student at the University of the Western Cape. I am conducting a study that investigates challenges that Foundation Phase teachers face in dealing with learner discipline in the Western Cape.

The purpose of this study is purely for research. I will not mention the identity of the school or the principal, or educators taking part in this study. I will conduct structured and focus group interviews with all participants of the study, which will be recorded for transcribing purposes via a voice recording device. To protect the anonymity of the school and the participants, pseudonyms will be used. Data collected will be confidential and will only be used for the purpose of the study. For your perusal I have attached a copy of consent form that participants will be asked to sign before the interviews.

I have attached a copy of consent form that participants will be asked to sign before the interviews.

Should you have any inquiries about the research, please do not hesitate to contact me at 3013155@myuwc.ac.za. Alternatively, you could also contact my academic supervisor Dr Lucinda Du Plooy at lduplooy@uwc.ac.za.

Thank you in advance.

Yours Sincerely

Researcher: Mr. Dawood Wakefield

115

Appendix D: Permission to conduct research

Audrey.wyngaard@westerncape.gov.za

tel: +27 021 467 9272

Fax: 0865902282

Private Bag x9114, Cape Town, 8000

wced.wcape.gov.za

REFERENCE: 20200909-7944
ENQUIRIES: Dr A T Wyngaard

Mr Dawood Wakefield

35 Lake Road

Grassy Park, 7941

Dear Mr Dawood Wakefield

RESEARCH PROPOSAL: EXPLORING THE CHALLENGES ENCOUNTERED BY FOUNDATION PHASE TEACHERS WHEN ADDRESSING LEARNER DISCIPLINE ON THE CAPE FLATS IN THE WESTERN CAPE.

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1.   Principals, educators and learners are under no obligation to assist you in your investigation.

2.   Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.

3.   You make all the arrangements concerning your investigation.

4.   Educators' programmes are not to be interrupted.

5.   The Study is to be conducted from **14 September 2020 till 19 March 2021.**

6.   No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).

7.   Should you wish to extend the period of your survey, please contact Dr A.T Wyngaard at the contact numbers above quoting the reference number?

8.   A photocopy of this letter is submitted to the principal where the intended research is to be conducted.

116

9.   Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.

10.   A brief summary of the content, findings and recommendations is provided to the Director: Research Services.

11.   The Department receives a copy of the completed report/dissertation/thesis addressed to:

        The Director: Research Services

        Western Cape Education Department

        Private Bag X9114

        CAPE TOWN

        8000

We wish you success in your research.

Kind regards.

Signed: Dr Audrey T Wyngaard

Directorate: Research

DATE: 11 September 2020

Appendix E: Letter to principal

Dear Principal

PERMISSION TO CONDUCT A RESEARCH STUDY

Hereby I wish to seek permission to conduct a research study at your school. I am studying for Masters of Education degree at the University of the Western Cape (UWC). The topic of my study is: ***Exploring the challenges encountered by Foundation Phase teachers when addressing learner discipline on the Cape Flats in the Western Cape..***

The purpose of this study is to investigate challenges and uncertainties that teachers face in dealing with learner discipline at school. The aim of the study is to investigate the nature of discipline in the Foundation Phase of schooling; to explore the perceived uncertainties that Foundation Phase teachers experience in dealing with learner discipline and lastly to determine the strategies that Foundation Phase teachers draw on when dealing with the challenges of discipline learners.

I aim to have individual interviews with the Departmental head of the Foundation Phase and Departmental head of Intermediate Phase (IP). The individual interview sessions will be a once off 50 – 60-minute sessions. Furthermore, I wish to conduct one focus group interview with 6 – 8 participants from the Foundation phase. The focus group interview will be a once off 60 – 90-minute sessions. You will be required to make documents available relating to learner discipline in the Foundation Phase. The data collected during document analysis will be recorded in a journal and on a summary sheet. The individual interviews and focus group interview will be tape-recorded and transcribed and will only be used for the purposes of my dissertation.

Please be informed that participation is voluntary and you are free to withdraw from the study at any time without any negative or undesired impact. As a participant in this study, your identification will remain anonymous. To protect the anonymity of the school and the participants, pseudonyms will be used. All information shared will remain confidential and will not be used for any other purpose other than for the purpose of this research. A summary of the research findings will be made available to you on completion of the study
n completion of the study

For more information feel free to contact either my supervisor or me on the below contact details:
Dr L. du Plooy on: lduplooy@uwc.ac.za or 021 959 3001
D. Wakefield on 3013155@myuwc.ac.za or 072 4910 745

I trust that my request will be considered favourably.

Yours faithfully
Dawood Wakefield _____ Student no. 3013155

FACULTY OF EDUCATION

Private Bag X17, Bellville, 7535
South Africa
Tel: +27 (0) 21 959 3001
Fax: +27 (0) 21 959 2647
Email: lduplooy@uwc.ac.za
Website: www.uwc.ac.za

UNIVERSITY *of the*
WESTERN CAPE

Appendix F: Consent Form

Research Title: Exploring the challenges encountered by Foundation Phase teachers when addressing learner discipline on the Cape Flats in the Western Cape..

PRINCIPAL RESEARCHER: Mr. Dawood Wakefield

Please read the following very carefully so that you are aware what you are consenting to.

I agree to:

Please put tick mark (X) the appropriate box

To participate in a personal interview	
To participate in a focus group interview	
To be audio recorded during the interview	
To authorize the researcher full access to documents/ materials	

I hereby give my consent to participate in this study and to be interviewed by the interviewer. This is for data to be collected by means of an interview to be used in the research study. Permission to record the interviews has been requested, and I am aware that I may refuse to have the interview tape recorded.

I understand the participation is voluntary, that I may refrain from answering any or all questions which might make me feel uncomfortable and that I have the right to withdraw from the study at any time if I so wish. Information gathered from the study will be handled with confidentiality and pseudonyms will be used to protect my identity.

I am assured that the information will be used for research purpose only and I am assured that there is no risk involved in participation in the study.

119

Those who are consenting to a focus group interview, please complete the following Confidentiality Agreement (Non-Disclosure statement)

Non-Disclosure Statement

I ……………………………………………agree to maintain the confidentiality of the information discussed by all participants and researchers during the focus group session.

If you cannot agree to the above stipulation please see the researcher(s) as you may be ineligible to participate in this study.

 To obtain more information about the project, ask questions about the research procedures, express concerns about your participation or report any problems relating to this research please contact:

I consent to voluntary participate in this research study by signing this form.

Signed………………………………………on………..this
day…………………………..at…………………………………...
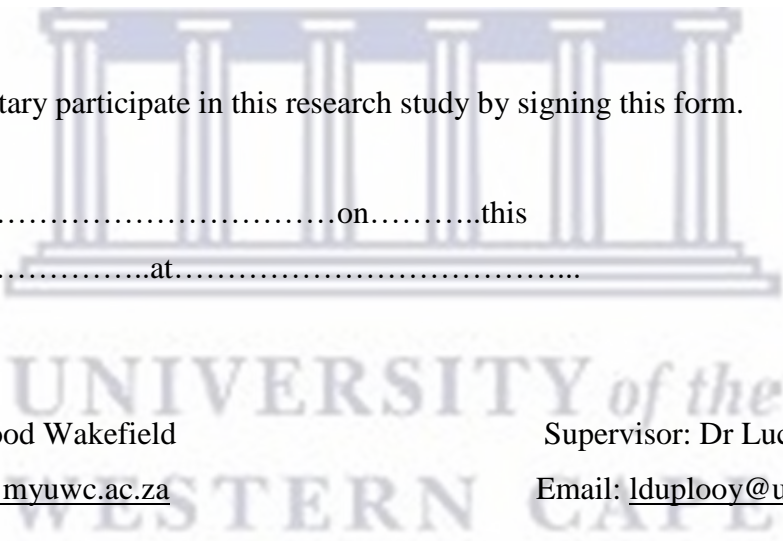
Researcher: Dawood Wakefield   Supervisor: Dr Lucinda Du Plooy
Email: 3013155@myuwc.ac.za   Email: lduplooy@uwc.ac.za

HOD: Dr Neetha Ravjee
Email: nravjee@uwc.ac.za

CONSENT FORM

I, ... am aware of the purpose and procedures of this study and hereby agree to participate. I am also aware that the results will be used for course purposes only and that my identity will remain confidential and that I can withdraw at any time if I so wish. I hereby give my consent to participate in this study.

I understand the participation is voluntary, that I may refrain from answering any or all questions which might make me feel uncomfortable and that I have the right to withdraw from the study at any time if I so wish. Information gathered from the study will be handled with confidentiality and pseudonyms will be used to protect my identity.

I am assured that the information will be used for research purpose only and I am assured that there is no risk involved in participation in the study.

Signature: ……………………………………… Date: ……………………

121

Appendix G: Individual interview schedule

Individual Interview Questions with 2 Departmental Heads (Foundation Phase & Intermediate Phase)

What are the challenges and uncertainties that Foundation Phase teachers face in dealing with learner discipline in the Western Cape?

The sub-questions that will aid in answering the research question are:

Introductory question:

1. What is your understanding of learner discipline and learner discipline?

Aim 1: Investigate the nature of learner discipline in the Foundation Phase of schooling:

2. What is the nature of learner discipline in the Foundation phase?

    2.1 Describe your experiences in dealing learner discipline in the Foundation Phase?

    2.2 How would classify the general disciplinary climate?

    2.2.1   In the whole school?

    2.2.2   In the Foundation Phase?

Aim 2: Explore the perceived uncertainties in dealing with learner discipline.

3. What are your perceived uncertainties in dealing with learner discipline in the Foundation Phase?

    3.1 How do you manage uncertainties in dealing with learner discipline?

    3.2 What limits you in addressing the challenges in dealing with serious discipline cases?

Aim 3: Determine the strategies that foundation phase teachers draw on when dealing with the challenges of learners discipline.

4. Which strategies do you as a Departmental Head draw on when dealing with the challenges of discipline learners?

122

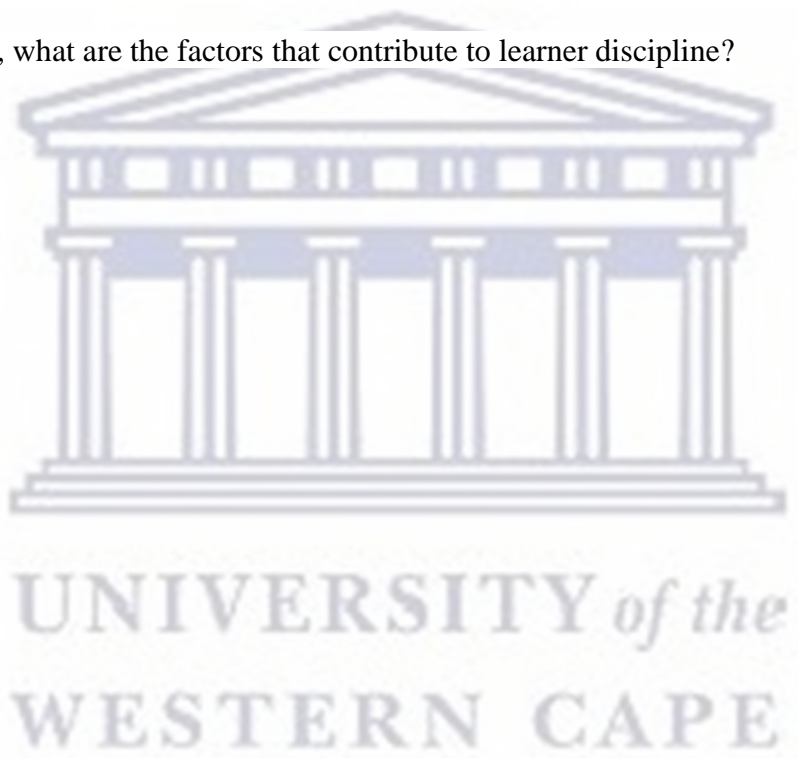4.1 What makes those strategies or techniques effective?

　How do you know this?

4.2 Are any of them not effective? Why?

4.3 What measures are in place to deal with serious learner discipline?

4.4 What school policies promote or support good learner discipline?

<u>Concluding question:</u>

According to you, what are the factors that contribute to learner discipline?

123

Appendix H: Focus group interview schedule

Focus Group Interview Questions with six or more Foundation Phase teachers (Grade R to Grade 3)

What are the challenges and uncertainties that Foundation Phase teachers face in dealing with learner discipline in the Western Cape?

The sub-questions that will aid in answering the research question are:

Introductory question:

1. What is your understanding of learner discipline?

Aim 1: Investigate the nature of indiscipline in the Foundation Phase of schooling:

2. What is the nature of learner discipline in the Foundation phase?

    2.1 Describe your experiences in dealing learner discipline in the Foundation Phase?

    2.2 How would you classify the general disciplinary climate?
    2.2.1 In the whole school?

    2.2.2   In the Foundation Phase?

Aim 2: Explore the perceived uncertainties in dealing with learner indiscipline.

3. What are your perceived uncertainties in dealing with learner discipline in the Foundation Phase?

    3.1 How do you manage uncertainties in dealing with learner discipline?

    3.2 What limits you in addressing the challenges in dealing with serious discipline cases?

Aim 3: Determine the strategies that foundation phase teachers draw on when dealing with the challenges of learner discipline.

4. Which strategies do you as a Foundation Phase teacher draw on when dealing with the challenges of learner discipline?

    4.1 What makes those strategies or techniques effective?

    How do you know this?

    4.2 Are any of them not effective? Why?

    4.3 What measures are in place to deal with serious learner discipline?

Concluding question:

5. According to you, what are the factors that contribute to learner discipline in the Foundation phase?