

**A FRAMEWORK FOR IMPLEMENTING POSITIVE LEARNER
DISCIPLINE AT SELECTED PUBLIC SECONDARY SCHOOLS IN
THE MPUMALANGA PROVINCE**

By

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Co-Promoter: PROF GJ SCHLEBUSCH**

DECLARATION

I declare that **A FRAMEWORK FOR IMPLEMENTING POSITIVE LEARNER DISCIPLINE AT SELECTED PUBLIC SECONDARY SCHOOLS IN THE MPUMALANGA PROVINCE** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.



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DATE: 09.12.2021

STUDENT NO: _____

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DEDICATION

This study is dedicated to my late maternal grandfather, Mr James M Tibapi Ndebele: A man who taught me to work hard and modelled how to live a successful life through honest means. He warned me to never allow discouragement to stand in the way of my ambition for achievement.

ABSTRACT

Learner indiscipline has emerged as a global cause for concern for educators and parents in the 21st century. A learning environment marred by noise, disorder, disruption and violence is a breeding ground for low academic achievement. This study sought to establish factors leading to the ineffectiveness of the positive learner discipline (or 'positive discipline' – PD) approach and further develop an Afrocentric framework for the successful implementation of PD. The study sought to provide answers revolving around the contributing factors towards learner indiscipline, the effects of indiscipline on teaching and learning, educators' perceptions on PD, factors leading to the ineffective implementation of PD and the constituents of an effective framework for implementing PD.

The study adopted a qualitative approach. Convenience and purposive sampling were used to identify districts and participants. Data were gathered through the use of semi-structured interviews and document analysis. Six schools in two districts of the Mpumalanga Province were selected for data collection purposes. Twenty four participants comprising of six principals, six class teachers, six Life Orientation teachers and six chairpersons of School Governing Bodies formed the study sample. Document analysis paid attention to incidents record books, school codes of conduct, as well as minutes for a school disciplinary committee and school safety committee. Data were analysed and presented through thematic content analysis.

The findings and literature revealed that family setting, community setting, human rights, peer pressure, the educator, and the learner are the contributing factors behind learner indiscipline. It was further revealed that learner indiscipline has negative effects on teaching and learning. It disrupts learning, instils fear in educators and other learners and slows down learning progress. Educators have no adequate understanding of PD. Participants expressed both positive and negative perceptions of positive discipline. Lack of stakeholder engagement, absence of training, overemphasis on learners' rights and conditioning of educators and parents on corporal punishment are the factors that have led to the ineffective implementation of PD.

A framework for effective implementation of PD should sequentially adopt a multi-stakeholder approach to engagement where wide consultation is done. Views

gathered from all stakeholders should be captured in reviewing policies on learner discipline, and infusing Ubuntu values in repackaging the PD toolkit to suit the local context. Training of stakeholders should follow before implementation at home and school. The study proposed an Afrocentric framework for the implementation of PD at selected public secondary schools in Mpumalanga.

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LIST OF ABBREVIATIONS

ACCEPT	Adlerian Counselling Concepts for Encouraging Parents and Teachers
ACRW	African Convention on the Rights and Welfare of the Child
CJCP	Centre for Justice and Crime Prevention
CNE	Christian National Education
COVID-19	Corona Virus Infectious Disease 2019
CP	Corporal Punishment
CUT	Central University of Technology
DBE	Department of Basic Education
DC	Disciplinary Committee
DoE	Department of Education
FRIC	Faculty Research and Innovation Committee
FS	Free State
HM	Her Majesty
IKS	Indigenous Knowledge Systems
IP	Individual Psychology
LO	Life Orientation
LRC	Learner Representative Council
PD	Positive Discipline
PP	Positive Psychology
SA	South Africa
SASA	South Africa Schools Act
SGB	School Governing Body
SSC	School Safety Committee
UDHR	Universal Declaration of Human Rights
UK	United Kingdom
UN	United Nations

UNCRC United Nations Convention on the Rights of the Child

USA United States of America

CHAPTER 1: OVERVIEW OF THE STUDY

1.1 INTRODUCTION

This study seeks to develop a framework for implementing positive learner discipline (also known as positive discipline; hereafter PD) at selected public secondary schools in the Mpumalanga Province. Learner indiscipline currently stands out as one of the major challenges schools are confronted with. It is, therefore, necessary to engage on a deliberate path that attempts to propose a framework for managing learner indiscipline if productive learning and teaching are to be realised.

The chapter presents the background of the study and articulates the problem statement. The chapter also presents the research questions, aims and objectives that guide the study. Furthermore, the chapter reviews preliminary literature that articulates the concept of the study and explores research methodology and design. Population and sampling are identified and justified. Thereafter, the chapter presents data collection methods, instruments and an analysis plan. Key terms pertinent to this study are also defined in the context of the study. Finally, the chapter presents an outline of the study and ends with a chapter summary.

1.2 BACKGROUND TO THE STUDY

Discipline problems are a thorny issue not only in South Africa (SA) but globally (Pitsoe & Letseka, 2014). Historically, corporal punishment (hereafter CP) was the most common method of discipline. CP was legalised in public schools in SA during the apartheid era. This system of instilling discipline negated the rights of children, as well as basic human dignity. SA attained independence in 1994 and thus ushered in a democratic Constitution (1996), which brought about a new dispensation with a new set of values that sought to promote children's rights and therefore heralded the abolishment of CP (Pitsoe & Letseka, 2014). According to the National Education Policy Act (1996), no person shall administer CP or subject a learner to physical or psychological abuse. The banning of CP, therefore, gave rise to the introduction of alternative means of learner discipline. PD was then introduced as a more humane way of dealing with learner indiscipline.

PD focuses on discipline as opposed to punishment, and thrives for correction, promotion of responsibility and self-discipline without undermining learner dignity.

What has brought alarm to scholars, in general, is the fact that poor discipline in schools has escalated after the introduction of PD (Du Plessis, 2015). Poor discipline manifests itself in the form of truancy, lateness to school, cultism, drug abuse, insulting, assaulting, stealing, rioting, threatening other learners and school staff members and many other antisocial vices (Masingi, 2017).

This study occurs at a time when the notion of 'Africanisation of the curriculum' has taken centre stage among academic debates in SA (Msila & Gumbo, 2017). The researcher intends to develop a model based on Ubuntu values that will guide the effective implementation of PD.

1.3 PROBLEM STATEMENT

Schools in SA continue to experience alarming levels of indiscipline, despite the introduction of PD soon after the attainment of independence. According to Du Plessis (2015), discipline problems in SA schools and other countries are rife and the situation is getting worse; it could even be considered out of hand. Ngwokabuenui (2015) laments the fact that learners have become uncontrollable and highly disrespectful to themselves, teachers, school administrators, parents and society at large. He further states that learners portray different types of indiscipline; these include (but are not limited to):

- boycotting lessons;
- watching and practising pornography;
- violence;
- dishonesty;
- disobedience to teachers and those in authority;
- alcohol consumption;
- confronting and stabbing teachers;
- late arrival at school;
- drug and substance abuse; and
- insulting; assaulting; theft and rioting.

One of the major problems associated with lack of discipline in schools is that a considerable amount of time that could have been utilised for academic progress is diverted to solving behaviour problems. Teachers and other learners fail to function

well in an environment marred by violence, threats and chaos. According to Kourkoutas and Wolhuter (2013), research on learner indiscipline issues in SA schools has revealed that the biggest problem is how to handle them.

The introduction of PD aimed at adopting a non-violent and holistic means to managing learner behaviour in schools and life in general. Against this backdrop was the subject of children rights, which enjoyed over-emphasis and thus culminated into a chaotic situation characterised by learner disobedience and violence. Lack of teacher understanding on PD approaches and absence of joint efforts from school authorities and parents caused serious issues in PD application (Rampa, 2014). Additionally, literature on methods of maintaining discipline cites a host of techniques in a 'bag of tricks fashion', which is a behaviouristic approach to the treatment of symptoms rather than addressing a whole cocktail of factors and dynamics surrounding issues of learner indiscipline (Kourkoutas & Wolhuter, 2013). This study intends to develop a framework for the successful implementation of positive strategies for discipline in schools to sanitise the learning environment and allow schools to function properly. Thus, the problem leads to the following research questions:

- What are the factors leading to learner indiscipline?
- How do learners' indiscipline affect the quality of teaching and learning?
- What are teachers' perceptions of PD?
- Which factors contribute to the ineffective implementation of PD?
- What should a framework for the effective implementation of PD include?

1.4 RESEARCH AIM AND OBJECTIVES

1.4.1 Research Aim

To establish factors leading to the ineffectiveness of the PD approach and further develop an Afrocentric framework for the successful implementation of PD.

1.4.2 Objectives

- To establish the factors leading to learner indiscipline.
- To find out how learners' indiscipline affects the quality of teaching and learning.

- To identify teachers' perceptions of PD.
- To discover the factors that have contributed to ineffective implementation of PD.
- To develop a framework for the effective implementation of PD.

1.5 PRELIMINARY LITERATURE REVIEW

Indiscipline refers to behaviour from a learner that amounts to a breach of rules and regulations that undermine school effectiveness (Masingi, 2017). According to Du Plessis (2015, p. 383), discipline problems continue to exist in SA and the situation is getting worse. Similarly, Kourkoutas and Wolhuter (2013, p. 1) contend that learner discipline is a problem in SA schools. Magaba (2018, p. 1) reveals that indiscipline amongst learners has not only risen considerably in the last 15 years but often in ways that have brought substantial anxiety to teachers' lives and their everyday experiences.

Learners exhibit various forms of indiscipline such as truancy, lateness to school, cultism, drug abuse, insulting, assaulting, stealing, rioting, threatening other learners and school staff members and many other antisocial vices (Masingi, 2017). Ngwokabuenui (2015, p. 64) agrees, adding that acts of indiscipline can also include sexual offences, vandalism and cheating as destructive practices.

The aforementioned citations indicate a wide range of discipline problems that learners engage in. In light of these, it can be said that a school environment engulfed by such behaviour tendencies cannot become a place where productive teaching and learning take place effectively. Teachers and other learners cannot function well amid emotional turmoil and physical treat.

1.5.1 Effects of indiscipline on the quality of teaching and learning

Learners' indiscipline presents a myriad of negative effects on the quality of teaching and learning in schools. Masingi (2017) affirms that no effective learning and teaching can take place without discipline in a school environment. According to the author, indiscipline at school affects the performance of learners. Salifu and Agbenyega (2012), as cited in Masingi (2017) reveal that indiscipline reduces teaching contact hours, as more time is spent on managing behaviour than on instruction. Learners who frequently engage in unlawful activities tend not to perform well in their academic work. Masingi (2017) further asserts that misbehaviour is associated with lower grades

and lower test scores. Other well-behaved learners fail to perform optimally in an environment marred with violence and threats. Teachers also struggle to commit and perform as expected in schools where indiscipline is rife. Magaba (2018) argues that teachers become demoralised by having to manage difficult learner behaviour daily, which they claim affects the quality of their practices and their investment in what they do. Summarily, Ngwaokabuenui (2015) contends that indiscipline in school greatly affects the quality of teaching and learning since it is characterised by an unfinished school curriculum, poor results, dropouts, and wastage of resources invested by stakeholders of education, such as parents and the government.

1.5.2 Positive discipline

PD teaches parents and teachers how to be kind and firm simultaneously; it also invites a sense of connection to the youngsters they are involved with. The approach is neither permissive nor punitive. PD is an effective way for parents, teachers and learners to learn life skills and build a sense of community and connectedness based on mutually respectful relationships. McVittie (2003) states that PD teaches all parties involved the skills necessary to create healthy interpersonal connections in an environment where each person's contribution has meaning, is valid and is expected. If properly implemented, PD can transform a school system into a peaceful and orderly one where educational goals are achieved with fewer predicaments. The PD approach can play a key role in creating safer schools, where children's rights and dignity are respected and they are equipped to achieve their full potential. Importantly, the PD approach rejects the use of violence as a teaching tool.

Durrant (2016) argues that PD focuses on guiding children's behaviour. Rather than enforcing good behaviour through fear, the educator plays the role of mentor and guide, and the school makes a long-term investment in the child's development. This approach not only supports children's full development but also improves the school environment by eliminating fear, teaching children self-discipline and encouraging greater pleasure and engagement in learning. Ozan (2015) reveals that setting a positive classroom joins together parts of a puzzle; each part contributes an atmosphere requiring determination, compassion, esteem, and mutual respect. PD focuses on fulfilling a plan which demonstrates the accuracy of teaching and the emotional motivations of teachers. It also aims to promote the development of

emotion, thought and behaviour, relations between people and for learners to regard themselves with systemic and judgement skills (Ozan, 2015).

1.5.3 Factors leading to ineffective implementation of positive discipline

PD is a strategy endowed with many benefits to the learner and the education system at large. Its failure to achieve intended outcomes does not necessarily reflect any weaknesses associated with it as a strategy; this failure has more to do with the implementation strategies adopted. After 1994, the National Department of Education (DoE) introduced a non-punitive, positive and constructive approach to the maintenance of discipline in the schools, which implicitly culminated into the official banning of CP as a form of discipline enforcement (Khewu, 2012). However, the implementation of alternative disciplinary approaches has been confronted with difficulties and challenges, as learners reject any kind of authority; this has resulted in the phenomenon of 'pupil power,' as a form of entitlement, which leads to intimidation and violence (Rampa, 2014). SA learners' misbehaviour and teachers' uncertainty about how to develop and implement alternative disciplinary approaches have resulted in vandalism, violence, social aggression, revenge, retaliation against school authority, open disrespect, and disobedience of school rules (Khewu, 2012). This uncertainty and misbehaviour are thus the focus of the study.

1.6 METHODOLOGY AND RESEARCH DESIGN

According to Maree *et al.* (2016), research methodology includes the procedures by which researchers collect data in order to analyse, describe, and explain phenomena. Musingafi and Hlatjwayo (2013) contend that methodology refers to the overarching theoretical approach to research. It could be understood in simpler terms as the systematic way a researcher solves a research problem along with the logic behind choosing specific steps. There are two main approaches to methodology, namely one that seeks to understand the social world, and one that seeks to explain it (Musingafi & Hlatjwayo, 2013). In seeking to understand the world, a researcher focuses mainly on the meaning of action, while in explanation the focus is on revealing the causes of behaviour. Qualitative research is interpretive and therefore seeks to pursue understanding, while quantitative research is explanatory and therefore places emphasis on researcher objectivity and rational approaches.

This study shall adopt a qualitative research approach. According to Musingafi and Hlatjwayo (2013), qualitative research verbally describes or tells the story around events, occurrences and practices. Qualitative research will enable the researcher to delve deeper into the dynamics affecting learner discipline within the context of the learning environment.

1.6.1 Research design

The research design focuses on the end product and all the steps involved in the process to achieve the outcome anticipated (De Vos, Strydom, Fouche & Delport, 2015). One could therefore safely argue that a research design is an overall plan on how a study will be conducted, which details the step-by-step process of gathering, analysing and presenting data findings.

According to De Vos *et al.* (2015), the collective case study is an instrumental study extended to several cases that enables comparisons to be made between cases and concepts and, in this way, theories can be extended and validated. This study will adopt the collective case study design as it enables the researcher to make an empirical inquiry on the implementation of PD as well as have an insight into the factors and variables that affect the challenges associated with handling learner behaviour in schools.

1.6.2 Population and sampling

Alvi (2016) defines a population as a term that sets boundaries on the study units. They further state that population refers to the totality of persons, events, organisation units, case records or other sampling units with which the research problem is concerned. The population of this study will comprise principals, class teachers, Life Orientation (LO) teachers and chairpersons of School Governing Bodies (SGBs) of public schools in two education districts in the Mpumalanga Province.

Three schools will be selected from each of the two chosen districts in the province. Sampling is a selection process used to draw a fraction of a population (participants) in a research study (Musingafi & Hlatjwayo, 2013). Convenience sampling will be used to identify districts and schools to take part in this study. Convenience sampling is a type of non-probability sampling that allows the researcher to select members of the target population that meet certain practical criteria, based on easy accessibility,

geographical proximity, availability at a given time, and/or the willingness to participate in the study (Etikan, Musa & Alkassim, 2016). Mpumalanga has three education districts. On grounds of accessibility, the two districts to be chosen for this study are those that would be geographically closer to the researcher's place of residence. The study will therefore take place in the Gert Sibanze and Ehlandzeni districts.

Purposive sampling will be used to identify and select schools and participants for the study. Maree *et al.* (2016) posit that qualitative research, in general, makes use of purposive sampling, which is based entirely on the judgement of the researcher, in that, a sample is composed of elements that contain the most characteristic, representative or typical attributes of the population. Principals, class teachers, LO teachers and chairpersons of SGBs will be the sampled participants of the study. Principals are managers of schools who are responsible for the overall oversight of policy matters on a day-to-day basis. They will provide the study with hands-on experience on discipline problems encountered in their schools and how they attempt to deal with them. Class teachers deal with the day-to-day discipline problems reported to them by learners and class prefects. LO teachers take a proactive role in instilling positive behaviour outcomes through instruction and provision of guidance and counselling. Chairpersons of SGBs are representatives of parents. They are members of a Disciplinary Committee (DC). Their views will be drawn from their perspective as parents as well as their experience in dealing with disciplinary issues as members of the DC. A total of 24 participants will be used in this study. This comprises the six headteachers from the selected schools, six chairpersons of SGBs, six class teachers and six LO teachers.

1.6.3 Data collection methods/instruments

Data will be collected through semi-structured interviews and document analysis. A semi-structured interview is an interview that comprises open questions that are asked and are followed by further probing and clarification (Maree *et al.*, 2016). Interviews will be audio-recorded and kept on a compact disc. This will allow easy access to interview details when verbal transcription of interviews is later carried out. Document analysis is a technique where the researcher focuses on all types of written communication that may shed light on the phenomenon under investigation (Cardno, Rosales-Anderson & McDonald (2017). In this study, school policy regarding

discipline, a code of conduct for learners, the discipline record book and minutes for the DC hearings will be examined.

1.6.4 Data analysis

Data gathered through interviews will be analysed using the thematic approach. Thematic analysis is a method for identifying, analysing and reporting patterns (themes) within data (Vaisimoradi, Turunen & Bondas, 2013). The researcher will identify major themes that address the concerns of the study, which will guide the analysis of verbal data. Content analysis will be used to analyse data gathered from school records. Vaisimoradi, Turunen and Bondas (2013) state that the purpose of content analysis is to describe the characteristics of the document's content by examining who says what, to whom and with what effect. In this study, the content of reports, school policies and discipline record books will be analysed to reveal how the contents influence the way PD is implemented in the chosen schools.

1.7 EXPECTED OUTCOMES

- The study will contribute significantly towards the identification of factors leading to the ineffective implementation of PD, teachers' perceptions towards PD and proffer a more effective way of fostering learner discipline in schools.
- The insights gained by the study will be valuable to learners, teachers, headteachers, parents and other stakeholders in working towards safe school environments conducive for productive learning and teaching.
- The results and addition to the body of knowledge (framework) from this study will propose an Ubuntu-grounded framework for the effective implementation of PD in secondary schools.

1.7.1 Social impact

Educators will be better able to implement PD strategies, thus working towards an organised educational school environment conducive for productive learning and teaching.

1.8 DELIMITATIONS OF THE STUDY

The study sought to propose a framework for the implementation of PD at selected public secondary schools in Mpumalanga. The study was confined to six public secondary schools in two districts of Mpumalanga. Consequently, primary schools and private secondary schools were not included in this study. Views were gathered from principals, class teachers, LO teachers and chairpersons of SGBs. Being qualitative in design, the study findings will only apply to the schools that were involved in the data gathering process.

1.9 DEFINITIONS AND CONCEPTS

Several key concepts are defined and contextually clarified for this study in the subsequent sections.

1.9.1 Positive discipline

PD is an approach to discipline that is based on the premise that behaviour is motivated through people seeking a sense of belonging or connecting as well as having meaning in their social context (Nigrini, 2016; Prins, Joubert, Ferreira-Prevost & Moen, 2019). According to the Centre for Justice and Crime Prevention and the Department of Basic Education (hereafter referred to as CJCP and DBE) (2012), PD discards the use of violence as a teaching tool. Instead, it focuses on guiding children's behaviour within an environment where the teacher plays a mentorship and guidance role without the use of fear to enforce good behaviour (CJCP & DBE, 2012). In SA, PD was introduced in schools upon the abolishment of CP by the democratic government.

1.9.2 Learner

A learner is generally defined as a person ranging from early childhood development to adult education phases, undertaking formal and informal education (Belle, 2016). in the context of SA, a learner refers to any person in receipt of education or who is obliged to receive education in terms of law (South African Schools Act [SASA], 1996). In this study, a learner is any individual (male and female) embarking on secondary school education (Grade 8 to 12) in the public schools of the Mpumalanga Province.

1.9.3 Framework

A framework is defined as a purposefully organised solution with interrelated concepts forming a system of functionality that can be practically applied in a given field (Horwath, 2021). Weerasuriyage (2019) also views it as a structure developed for the attainment of a well-defined goal. This study sought to develop a framework for the successful implementation of PD.

1.9.4 Public secondary school

In SA, a public secondary school is a school that is supported by public funds and offers secondary education to the children of a community pursuing studies from Grade 8 to 12 (Phatlane, 2008).

1.9.5 Mpumalanga province

Mpumalanga is one of the provinces of SA, located in the East. Its name means "the place where the sun rises" in Swazi, Xhosa, Ndebele and Zulu. It was formed in 1994 - before that, it was known as Eastern Transvaal. Its capital is Nelspruit. It covers a total land area of 78 370km² (Collins English Dictionary, 2014).

1.10 ORGANISATION OF THE STUDY

Chapter 1 contains the overview of the study. It illuminates the major components that the study seeks to focus on. This chapter explores the background to the study, the research problem and the aim of the study. It also articulates the sub-questions and objectives of the study. These questions and objectives give direction to the subsequent chapters of the study. The chapter also presents a brief review of literature guided by the sub-questions, whilst exploring the research design, methodology and ethical considerations of the study. Towards the end, the organisation of the study is presented, and key terms of the study are contextually defined. The chapter concludes with a summary that highlights the major focus areas of the chapter.

Chapter 2 embarks on a review of literature on PD from a global perspective. The chapter proceeds by exploring the concept of learner indiscipline to raise awareness of the problematic behaviours that learners exhibit at school. It focuses on CP as the traditional disciplinary approach whose abolishment ushered in the mandatory paradigmatic shift to PD. In so doing, it looks at the arguments for and against CP and

the reasons behind the adoption of international resolutions to outlaw the use of all forms of CP on learners. The chapter further explores PD as the main conceptual framework of this study. The global perspective of PD is explored by focusing on the United Kingdom (UK) and Uganda as case studies, whose successes and challenges provide lessons for SA. This is then followed by a theoretical framework in which the Adlerian theory is discussed to explain how it influences the concept of positive psychology (PP) which gave birth to PD. The philosophy of Ubuntu is also discussed as a critical cultural component necessary for contextualising PD techniques to the local educational environment. The chapter further presents existing empirical research findings which address the research questions of the study. These views were vital in giving insight into the dynamics surrounding the implementation of PD within a global context.

Chapter 3 explores literature specific to PD within the SA context. The chapter begins by exploring the state of indiscipline in schools. It then explores the concept of CP in the SA education system, focusing on its origins and unpacking the legal framework that brought about its abolishment. It then discusses PD from a SA perspective as well as the values and strategies attached to it. The Ubuntu philosophy is discussed within the context of SA intending to articulate values that could be blended with PD in an attempt to generate a home-grown concept of PD that could enjoy wide acceptance and relevance within local settings. Literature regarding empirical views according to themes drawn from the sub-questions of the study is presented. Finally, the chapter conducts a literature gap analysis where the unique contribution of this study to the problem of learner discipline in SA is articulated.

In Chapter 4, the methodology of the study is presented. It primarily explores paradigmatic issues underpinning the orientation of the study. In so doing, it contextualises and justifies paradigmatic elements related to ontology, epistemology, methodology and methods. The chapter outlines the research approach, research design, population of the study, and selection of participants. Further, the chapter discusses data collection instrumentation, data analysis, triangulation, trustworthiness, ethical considerations and issues of trustworthiness.

Chapter 5 presents the findings gathered through semi-structured interviews and document analysis. Qualitative data gathered through interviews from principals, educators and parents who are chairpersons of SGBs of selected public secondary

schools in Mpumalanga are analysed, presented and interpreted. Data extracted through analysis of documents such as the incidents record book, disciplinary hearing minutes, schools' safety committee minutes and school code of conduct are also presented and interpreted. Data are presented according to themes drawn from the sub-questions of the study. Data from various sources are triangulated to address the trustworthiness aspects of the study.

Chapter 6 embarks on a discussion of the findings of this study. In discussing the findings, the researcher establishes connections and patterns between the results of the study and empirical literature views, as well as theoretical framework aspects. The chapter is organised according to research themes that seek to provide answers to the sub-questions that guide this study. Under each theme, the views of participants are presented according to summaries of sub-themes generated from the views and supported by one or two verbatim excerpts. After this, a discussion of the extent to which the views expressed resonate with literature and components of the theoretical framework follows. Participants' views about the framework for the implementation of PD at selected public secondary schools in Mpumalanga are also presented.

Chapter 7 presents the summary of the study, giving details of what transpired in each of the six previous chapters. Further, it presents the conclusions of the study which serve as answers to the sub-questions that the study explored. This chapter also explores the limitations experienced, intending to bring to the fore methodological and logistical constraints that might have affected the conclusions of the study. The chapter also suggests recommendations for good practice and further studies. Finally, the chapter presents the major contributions of the study to theory and practice.

1.11 SUMMARY

This chapter has laid out the overview of the study. It explored the background, problem statement and research aim. Further, it listed the research sub-questions and objectives that guide the study. It also reviewed preliminary literature sources briefly. Research methodology specific to the design, population and sampling, data collection and analysis was articulated. Finally, the chapter set out the boundaries, defined key terms and articulated the organisation of the study. The next chapter undertakes a review of literature on the global perspective of PD.

CHAPTER 2: POSITIVE DISCIPLINE - A GLOBAL PERSPECTIVE

2.1 INTRODUCTION

This chapter presents literature findings based on research studies conducted across the world concerning i) the implementation of PD in schools, ii) the severity of learner-indiscipline matters, iii) related management strategies and iv) associated dynamics. The chapter commences with an exploration of learner indiscipline and then proceeds to analyse the use of CP, which has been widely used as an approach to handle indiscipline matters, since the inception of formal education. The chapter also outlines PD from an international perspective with a special focus on the UK and Uganda and then moves towards establishing an appropriate theoretical framework for the study. The chapter then attempts to address the concerns of the study objectives by exploring empirical views of literature specific to each. Finally, a summary highlighting the major concepts discussed in the chapter is presented.

2.2 THE CONCEPT OF LEARNER INDISCIPLINE

According to Kagoiya and Kagema (2018), indiscipline refers to disrespect for school authority, disobedience of school rules and regulations, and non-maintenance of established standards of behaviour. School rules define parameters for conduct within the school premises at all times. Learners who conduct themselves in ways regarded as inconsistent with these rules and regulations are considered to be misbehaving and, therefore, undisciplined. Learners who break school rules violate other learners' rights and, in the process, disrupt the teaching and learning process. Indiscipline manifests itself in many ways and Mwaniki (2018) identifies the following behaviours as examples of indiscipline:

- pupil demonstrations (peaceful and violent);
- general unrest;
- mass disobedience;
- deliberate breaches of school rules;
- drug use;
- delinquency;
- drunkenness;
- stealing;

- truancy;
- absenteeism;
- persistent lateness;
- bullying; and
- laziness.

Ngwokabuenui (2015) further states that learners portray different types of indiscipline. These include (but are not limited to):

- boycotting lessons;
- watching and practising pornography;
- violence;
- dishonesty;
- disobedience to teachers and those in authority;
- alcohol consumption;
- confronting and stabbing teachers;
- late arrival at school;
- drug/substance abuse; and
- insulting, assaulting, theft and rioting.

Considering the foregoing, one could argue that learner indiscipline encompasses a wide range of behaviours which are considered unruly. Learners engage in these as a group or as individuals. Therefore, this study seeks to implement a framework for practical PD.

2.3 CORPORAL PUNISHMENT

While this study focuses on the implementation of PD, it is nonetheless imperative to embark on an analysis of the origins, reliance and dynamics of CP as the dominant approach that was largely relied upon in handling indiscipline at home and at school in the past. According to Makewa, Nyambossibe and Kinuthia (2017), the term CP is derived from the Latin word *corpus* meaning body. Therefore, CP denotes the use of physical force to inflict pain (but not injury) on an individual's body, for the purpose of reprimanding and controlling conduct. According to Gershoff (2017), the United Nations Committee on the Rights of the Child (UNCRC) has defined CP as any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. Invocavity (2014) also defines CP as an act of

purposely inflicting physical pain to change undesirable behaviour by way of hitting, punching, spanking, slapping, and pinching using a variety of objects including sticks, belts, and paddles. Similarly, Makewa *et al.* (2017) contend that when applying CP, parents and teachers use spanking, slapping, whipping, caning or some uncomfortable position as a punitive measure to cause pain in children.

2.3.1 Origins of corporal punishment usage in education

Historically, early civilisations employed CP as a measure for maintaining learner discipline in their education systems. Educational history indicates that the education system of Sparta, Greece, was militant in approach and greatly relied upon the use of physical punishment. According to Bobou (2015), the Spartan education system was established on a set of guidelines introduced by the legendary Lycurgus (800-730 BC). At an average age of seven, boys were enrolled at schools where they would submit to slave pedagogues. Lycurgus had not given the slaves authority to control the boys. Instead, he had instructed that the city's elite magistrate would be in command of the boys and be assisted by adolescents who would administer CP to the misbehaving boys (Bobou, 2015). Spartan education provided harsh training which aimed to produce strong citizen-warriors. Thereafter, other systems of education followed in a similar pattern, largely adopting CP as a disciplinary mechanism for unruly children.

2.3.2 Views in support of corporal punishment

The use of CP has been based on a broad view that takes into consideration the religious and cultural permutations of ancient societies. Hunt (2014) states that religious authorities made many parents and teachers believe that children were inherently evil and that beatings were an effective method of 'driving the devil out'. The biblical adage, 'spare the rod, spoil the child', served to justify the use of the stick as a correction mechanism for unwanted behaviours in children. Gith (2014) points out that the Sharia law (Islam) allows for the use of light physical punishment which could take the form of a slap as a means of educating a child. Makewa *et al.* (2017) resolutely advanced that in Africa, CP is perceived as a culturally acceptable practice. They argue that parents and teachers who do not beat their children are considered to be negligent. Makewa *et al.* (2017) observed that some parents and children in Africa tend to believe that children do not grow up to be well mannered and responsible adults if they are not beaten when they make mistakes.

According to Hunt (2014, p. 2), “Some supporters of corporal punishment claim that school administrators and teachers use corporal punishment when they have urgent needs to promptly control learners’ risky problem behaviours”. This means that proponents of CP believe it is time- and cost-effective, with Hunt (2014) reporting that there is no cost involved, it is easy to administer, and there is no organisation or training needed when using CP. One may argue that the absence of training requirements to administer CP leaves it open to escalating into child abuse, as what could be the standard of minimum force may differ from one teacher to another. Furthermore, it is possible to easily inflict different amounts of pain on different learners for similar offences.

Alsaif (2015) argues that CP is effective as a deterrent because nobody likes physical pain. Furthermore, he believes that CP may also deter other learners vicariously who may avoid misbehaving to stay away from pain. Invocavity (2014) asserts that CP is effective because it makes a learner think again before committing the same offence and the use of CP can be a deterrent to other learners who might want to violate a rule in the absence of such punishment. However, an unfortunate outcome of attempting to avoid punishment is the tendency to lie (Alsaif, 2015). In this way, CP is found to be in a position where it solves a problem by creating a more complex one.

Rimal and Pokharel (2013) posit that proponents of physical punishment have argued that it leads to immediate compliance. Be that as it may, reality has gone further to demonstrate that this desirable outcome tends to be short-lived, with the child learning to avoid the behaviour in front of the adult, rather than changing their behaviour. Therefore, the short-term benefit of the child’s immediate compliance is watered down by the child’s failure to learn self-control and responsible conduct. Alsaif (2015) similarly espouses that punishment is viewed as a process of reform in that the fear of physical pain will automatically motivate a person not to re-offend. One major weakness of this argument as viewed by the researcher is that it relies on fear to achieve compliance. One then wonders what eventually happens in the event that learners decide to steel themselves and revolt against physical punishment.

2.3.3 Views against the use of corporal punishment

Voices against the use of CP gradually grew louder with the civilisation of societies. The evolving character of philosophy and ideas about children brought about more

progressive perspectives on pedagogy and the nature of the child. The chief proponent of liberalisation of the education system and respect for the dignity of the child was Jean Jacques Rousseau (1712-1778). Rousseau placed much emphasis on the child, their nature and needs, rather than on childhood being a preparation for adulthood. In Rousseau's ideal world of education, as described in Rousseau (1957), punishment would never come from the teacher but as a consequence of the child's acts, a necessary part of learning by experience (Rousseau, 1957). In Rousseau's own words, he reiterated that "I have already said enough to show that children should never receive punishment merely as such; it should always come as a natural consequence of their fault...never punish him, for he does not know what it is to do wrong" (Rousseau, 1957, p. 48). Rousseau was of the idea that punishment of any form should be abolished so that the learner could discover their own mistakes consequentially.

Contemporary researchers have echoed Rousseau's position and empirically demonstrated (in various ways) the damning effects of using CP on learners' motivation, attitudes towards school, academic progress, day-to-day conduct and future behaviour. Gudyanga, Mbengo and Wadesango (2014) posit that CP as a method of disciplining children is both ineffective and harmful. In their view, CP teaches a child that problems can be solved through physical violence, thereby perpetuating the cyclical culture of violence in schools. Invocavity (2014) adds that the use of CP inculcates a strong belief in the susceptible minds of learners that violence is justified to control unwanted or undesirable behaviours. In the same vein, Gudyanga *et al.* (2014) posit that it can be concluded that punishing a wrongdoer by inflicting pain reinforces the mentality that violence is a proper way to settle differences or to respond to problems.

This teaches the child that if one does not like what somebody does, it is acceptable to inflict pain on that person. This becomes more glaringly contradictory when it is applied to learners who are at fault for having beaten others. When this happens, the child is given the message that violence is wrong, yet the parent or teacher conveys this message through violence. This manner of doing things tends to advance the narrative, 'Do as I say; not as I do'.

In the researcher's view, social learning theory has demonstrated that children learn by imitating the actions of role models – in this case, teachers and parents. Gudyanga

et al. (2014) underscore the fact that in the short term, those who are physically punished are more prone to committing acts of aggression against other children, teachers and school property. Research has further revealed that in the long-term, substantial numbers of individuals who commit crimes were physically punished as children (Gudyanga *et al.*, 2014). Hunt (2014) concurs by stating that those learners who have received CP become aggressive adults who persistently display violent behaviour in society. Undoubtedly, violence begets violence.

Rogers (2011) maintains that CP may solve the situation temporarily but it is ineffective in the long term, especially with those learners whose background is already one of socio-emotional deprivation, aggression or hostility. Learners are under stressors often not of their own making. One wonders as to how a child who is already being maltreated or emotionally neglected at home, will resolve inner turmoil by being subjected to physical punishment at school.

CP's ability to eliminate maladaptive behaviours is questionable. Invocavity (2014, p. 18) maintains that most of the learning theories show that punishment does not decrease unwanted behaviours but instead sustains and increases them over time. It has been observed that some learners are so humiliated by the experience of punishment that they eventually decide to run away from school. This view is supported by Gudyanga *et al.* (2014) who argue that, worldwide, some pupils have failed to complete their basic education due to factors linked to the use of CP, especially in institutions where teachers and headteachers rely on CP as the chief strategy to control learner behaviour. Hunt (2014) has further demonstrated the ineffectiveness of CP by arguing that if CP was effective, learners would not misbehave and there would not be repeated behavioural problems by the same learner who is consistently punished. Hunt (2014) indicates that CP makes learners fear teachers and attending school, thus they develop school phobia, feel helpless, attain lower academic grades, become absent or truant, and engage in violent behaviours towards others. Given the foregoing, there is ample reason to argue that the use of CP in schools over the years is one single dominant factor that has promoted high rates of school drop-outs, the perpetuation of a culture of learner violence and low academic achievement.

One major weakness of CP is the reality that the amount of force and number of strokes administered in a state of anger by the teacher is not easy to regulate nor standardise. This leaves room for child abuse. Invocavity (2014) states that children are sometimes physically abused and humiliated, leading to negative effects such that they incur broken eardrums due to being boxed. They could also have large cuts, sprains, broken fingers, bruises and swelling, knocked out teeth, broken wrists and collar bones, eye damage, and internal injuries that require surgery. Gudyanga *et al.* (2014) emphasise that the use of CP remains a contravention of the UNCRC (as ratified in 1989), which has outlawed the use of CP in schools. Disciplinary measures that violate children's rights have no place in modern-day education. Approaches that make the child feel less human than they ought to have since been discouraged in an era where we embrace strategies that contribute to the development of a positive self-concept. This study thus endeavours to provide an alternative approach to CP, which seeks to embrace PD within local settings.

Continued use of CP creates a mentality in learners who are accustomed to punishment, therefore believing the act is not wrong unless they are physically punished. Thus, learners will not abide by the rules and regulations if they are not punished (Invocavity, 2014). Another shortcoming associated with CP is that it is only effective in the presence of the teacher who administers it. Learners are not equipped with skills and abilities to behave in a responsible manner outside the schoolyard and in future. Invocavity (2014) supports this notion by stating that CP, insults and verbal abuse are ineffective because they only tend to minimise misbehaviour in the presence of the authority figure. Gudyanga *et al.* (2014) argue that CP is thus 'effective' in controlling deviant behaviour when teachers fail to discourage deviance using other less abusive methods, such as moral authority and positive reinforcement. CP becomes the only viable option to a teacher who is not cognisant of other alternatives that are less violent. It is, therefore, disturbing to note the extent to which children have been made to suffer for the teacher's inadequacies and shortcomings.

2.3.4 Banning of corporal punishment

The banning of CP was necessitated by the adverse effects discussed above. The UN was instrumental in raising nations' awareness of children's rights by encouraging them to implement strategies for the protection of children's rights as enshrined in the

UNCRC (1989). In England, CP was banned in 1999, while in Sweden it was banned in 1979 due to the increase of parents and learners' complaints, citing physical and psychological trauma (Makewa *et al.*, 2017). In Africa, Kenya abolished the use of CP in 2001, while in Eswatini CP was banned and criminalised in 2015 by the Ministry of Education and Training. Zimbabwe banned CP in schools in 2017 through a High Court Order (Makewa *et al.*, 2017; Gudyanga *et al.*, 2014).

It is evident from these highlighted cases that there is a need for alternative mechanisms for controlling learner behaviour given that CP has been considered illegal. Therefore, PD was ushered in as a more acceptable form of maintaining discipline at home and school.

2.4 WHAT IS POSITIVE DISCIPLINE?

PD has its roots in PP, which traces its roots to Alfred Adler's psychological ideas of individual psychology (IP) (Ozan, 2015). PD was developed by Jane Nelsen in 1981 after she attended a workshop facilitated by John Taylor in her capacity as director of Project ACCEPT (Adlerian Counselling Concepts for Encouraging Parents and Teachers). Inspired by Adler's writings on positive parenting techniques, Nelsen developed PD as an approach for parents and teachers to use in ensuring that only the positive attributes of behaviour and life-fulfilling experiences are promoted (Ozan, 2015). According to Assali (2015), PD is a teaching and parenting model that strikes a balance between two main considerations, namely effective teaching and respecting the rights of the child.

The UNCRC protects children from all forms of violence, including physical and emotional punishment. It also recognises children's rights to respect and dignity. This consideration is at the heart of the PD model, which focuses on reinforcing the good behaviours of children and reducing bad behaviours without physical or verbal aggression. Ozan (2015) also views PD as a management technique for making children responsible individuals who can solve their own problems, and capacitates them to think well of themselves while they learn the rules of their society. He further contends that in practice, PD focuses on fulfilling a plan which demonstrates the accuracy of teaching and the emotional motivations of teachers.

Assali (2015) has further argued that PD is not only about avoiding CP and respecting the basic rights of the child. It also provides an instructional toolkit aimed at supporting

children's growth, giving them information, allowing them to develop to their full potential, and preparing them to become happy, balanced and successful individuals. When it comes to teachers, in particular, it shows them how to achieve their teaching goals and help their learners handle challenging situations, while remaining calm, tolerant, respectful and effectively managing their classrooms. PD is based on a set of principles that ensure the creation of a safe learning school environment. Assali (2015) identifies the following:

Dignity: PD invites teachers to respect the child's dignity and ensure mutual respect.

Discipline that teaches: PD invites teachers to be both kind and firm and focus on solutions instead of punishment. PD is neither permissive nor punitive, and focuses on achieving educational goals in a safe learning environment.

Personal development: The paramount aim of school discipline should be to endow learners with habits, such as self-respect and proper pride in their own integrity—qualities that enable them to observe the norms of good conduct when not under compulsion or supervision, and to carry these norms into adult life (Semali & Vumilia, 2016).

Understanding: PD invites teachers to respect the child's motivation and life views, to understand the reasons behind their behaviour and to tackle the negative beliefs behind their behaviour rather than trying to change the behaviour itself.

Fairness: PD promotes justice, fairness and non-discrimination among children.

Social and life skills: PD promotes active participation and aims at developing the child's character with a set of personal skills, such as self-discipline; social skills; cooperation; effective communication; problem-solving; respect; solidarity and concern for others. Ozan (2015) concurs with the list, stating that in PD, teachers encourage learners to understand and follow the rules they propose.

Potential and autonomy: PD encourages children to discover their potential and capacities and to make constructive use of personal power and autonomy. Ozan (2015) states that PD aims at promoting the development of emotion, thoughts and behaviours, relationships between people, and for learners to regard themselves with systemic and judgment skills.

Encouragement instead of praise: This shifts the focus from success to effort and improvement and builds long-term self-esteem and empowerment.

Meaning: PD also instils a sense of meaning, because it enables the learner to endure with integrity, whereas CP leads to despair and emptiness.

2.5 GLOBAL TRENDS IN IMPLEMENTATION OF POSITIVE DISCIPLINE

This section briefly describes the global outlook of how different states have positioned themselves in passing laws that outlaw the use of CP. The exploration of these trends gives a picture of the extent to which nations throughout the world are committed to embracing positive learner disciplinary strategies (PD strategies). Further, it focuses on disciplinary approaches used in the UK and Uganda. Lessons for SA will be drawn from the successes and challenges these countries have experienced.

Globally, of the 193 countries that are members of the UN, only 63 have full prohibition of CP. A further 26 have committed to configure their laws to achieve a complete legal ban (End Violence Against Children, 2021). The UN adopted the UNCRC in 1989 (United Nations Children Emergency Fund, 2017) and it is surprising that more than 30 years later, over 100 countries have yet to fully comply with the full prohibition of CP. It has been observed that in 16 countries, CP is not even considered a crime and has not been fully prohibited in any setting (End Violence Against Children, 2021). These countries include Barbados; Botswana; Brunei; Darussalam; Dominica; Malaysia; Maldives; Mauritania; Nigeria; Pakistan; Saudi Arabia; Singapore; Somalia; St Vincent and the Grenadines; State of Palestine; Tuvalu and UR Tanzania. This list shows that there is still a long way to go before PD can be fully adopted on a global scale.

2.5.1 Positive discipline in the United Kingdom

2.5.1.1 Legal framework

In the UK, CP was outlawed through an Act of Parliament in 1987 (Farell, 2021). This Act made provisions for all state and private schools receiving some form of funding from the government. It was subsequently banned in the remaining private schools by 2003. It is worth noting that the UK ratified the UNCRC (2009), which prohibits the use of CP on children. Article 28 (2) of UNCRC (2009) states that the right of the child to protection from CP and other cruel or degrading forms of punishment should be

pursued and realised by all member states. Subsequently, article 29(1) of the same convention emphasises that education aims to realise the child's right to education and to ensure that there is no CP in schools. According to Rowland, Gerry and Stanton (2017), physical punishment is prohibited in all schools, preschools, children's homes, local authority foster homes and day-care centres. Interestingly, while the law prohibits the use of CP, it does make provision for the use of punishment in disciplining learners. According to the Department for Education (2016), the law stipulates that "Teachers can discipline pupils whose conduct strays from minimum expectations. Punishment could include detention or physical work depending on the learner's age and gravity of the offence".

The law empowers the headteacher to authorise educators and any other member of staff or volunteers to punish learners who violate school rules. Punishment should, however, be consistent with the offence committed. The banning of all forms of CP in UK schools is a noble idea that paves way for the adoption of positive behaviour approaches. However, the provision for use of punishment tends to water down efforts to create a conducive environment within which PD could be successfully implemented. Rowland *et al.* (2017) argue that in the UK, parents have not been explicitly prohibited by law from flogging their children. Section 58 of the Children's Act 2004 (Her Majesty's [HM] Government, 2004) states that physical punishment becomes illegal if it leaves a mark or causes injury on a child. However, the law in the UK does not explicitly make all forms of physical punishment illegal and it remains legal for parents to physically discipline their child, for example, in the form of smacking, provided no actual bodily harm is caused and provided no mark is left (Rowland *et al.*, 2017). There is evidence to prove that attempts to avert family violence are advanced but a situation where physical punishment of children is tolerated, yet child abuse is forbidden, is not justifiable. There is a need to craft special provisions in the legislative framework that will send a clear message across all sections of society that physical punishment of children, regardless of the circumstances, is not acceptable.

It should be noted, however, that learners and educators have rights that should be adhered to. Thus, educators should realise that effective implementation of discipline should include the rights of both educators and learners. According to Kaufenberg (2012), teachers have the following basic rights as educators:

- The right to maintain an optimal setting for learning;
- The right to expect appropriate behaviour, and
- The right to expect assistance from administration and parents when appropriate.

In addition, learners have the following basic rights:

- The right to have teachers who help them develop by helping them limit self-destructive and inappropriate behaviour;
- The right to have appropriate support from their teachers for their appropriate behaviour; and
- The right to choose how to behave with advanced knowledge of the consequences that will logically and certainly follow.

2.5.1.2 Goals of positive discipline in the United Kingdom

The disciplinary system of the UK is guided by four main goals. According to Junyan (2018), PD revolves around the following four main goals:

- establishing, maintaining and reinstating order;
- compliance or obedience;
- helping learners establish self-discipline; and
- regulation of emotion.

2.5.1.3 Strategies

Considering the four goals cited above, it is worth noting that PD strategies fall within two distinct approaches. According to the Department for Education (2018), disciplinary strategies consist of proactive approaches that aim to prevent bad behaviour and reactive approaches that deal with bad behaviour after it has happened. However, scholars suggest that combining both approaches is more effective. This is due to the fact that proactive approaches, dependant on clear and consistent rules, ensure that pupils know what behaviour is expected of them, whereas reactive approaches constitute disciplinary policies that are necessary to help the learner understand the consequences of not meeting expectations (Department for Education, 2018). Junyan (2018) and the Department for Education (2016; 2018) present several

learner disciplinary strategies in the UK. These are discussed in the sub-sections below.

Discipline plan

Educators in the UK promote self-discipline using a discipline plan. Learners are guided in making their own rules. Thereafter, they develop a contract for behaviour which they then sign and commit to live by.

Positive reinforcement

In most cases, positive behaviour is strengthened using a reward system of praising learners who show the desired behaviour. Reinforcing positive behaviour also consists of the adoption of a positive culture by educators. A positive culture comprises the use of praise stickers which serve as an immediate reward to learners. Educators may also give 'table points' or tokens to learners who behave well. Other learners in the process pay attention to those receiving tokens as models of good behaviours. Through this approach, both educators and learners work collaboratively in influencing a PD culture.

Counselling

A range of counselling programmes that include social skills training can be used to correct behaviours that fall outside of expectations. Educators also talk to learners after class within a friendly, relational environment.

Eye-contact and identification

Eye contact with a learner who is not behaving well is used to communicate that what the learner is doing is not appreciated. Educators also resort to calling the names of misbehaving learners if eye contact appears not to resonate with the learner.

Seating arrangements

Educators use properly arranged seating plans to maintain discipline and order in their classrooms. Learners who do not behave well are moved to sit closer to the teacher.

Warning system

Educators also rely on the use of a warning system that consists of three phases. First, a warning is initially done by writing down the offender's name on the board. Second,

a yellow warning involves moving the learner away from the class or group for a stipulated amount of time. Last, a third warning requires the misbehaving learner to miss taking part in games played in class.

Parental involvement

Parental involvement, through attending meetings, volunteering at school and paying consultative visits to the school, has shown to be positively related to the child's behaviour.

Sanctions

Sanctions are used to respond to poor behaviour shown by learners. Sanctions should be applied with a legally responsive system that is guided by the school's behaviour policy for fairness and consistency. Schools are required to have well-detailed disciplinary measures that are communicated to school staff, learners, and parents. Withdrawal of privileges, detention and punishment using manual work are legally permissible disciplinary measures educators can use to correct the behaviour of learners who break school rules. According to the Department for Education (2016), loss of privileges may involve:

- missing break time;
- detention, including during lunchtime, after school and at weekends;
- school-based community service;
- imposition of a task – such as picking up litter or weeding school grounds;
- tidying a classroom;
- helping clear up the dining hall after mealtimes; and
- removing graffiti.

2.5.2 Positive discipline in Uganda

2.5.2.1 Legal framework

Uganda initially outlawed CP in schools in 1997 through a circular that was issued by the Commissioner for Education (Ministry of Education and Sports, 2017; Segawa, 2018). This circular was sent to all district education officers, school inspectors, and principals to communicate a momentary ban on the use of CP in schools and colleges (Ministry of Education and Sports, 2017). On 9 September 1998, the *Guidelines on*

Policy, Roles and Responsibilities of Stakeholders was issued to regulate the implementation of Universal Primary Education; in clause 3.4 (iii) it unequivocally forbids educators from using CP in schools. On 10 September 2001, the second circular was issued by the Permanent Secretary of the Ministry of Education and Sports and sent to principals of public secondary schools to spell out guidelines for handling discipline in secondary schools. Another circular was issued by the Director of Education on 7 August 2006 and copied to primary schools, post-primary institutions, tertiary institutions, colleges and polytechnics to explicitly bar CP in any school in Uganda. This circular called for each school's SGB to approve a disciplinary policy. It further states that any case of punishment must be recorded in a specific punishment book kept by the school. The circular made it clear that anyone found to be in breach of these guidelines would be committing an offence and would therefore be held to account in a court of law (Ministry of Education and Sports, 2017).

The Constitution of the Republic of Uganda (1995) article 24 has a special provision for the protection of children against cruel, degrading and violent treatment. Article 44 under section (a) makes the provisions under article 24 non-derogable, thereby implying that there can be no rationalisation for flouting these rights. These provisions safeguard learners' constitutional right to be taught without demeaning and undignified treatment.

The Children's Act, Chapter 59 (1997) section 5 unequivocally states that anyone assigned with the care of a child should maintain that child and make provision for their basic rights. Section 5 (2) accentuates the obligation of the same duty-bearers to ensure children do not suffer from discrimination, violence, abuse or neglect. This implies that parents, guardians, members of the community and educators have a legal obligation to guarantee that children under their care are safe and protected. In schools, it means educators have a responsibility to guard against the use of violence on children resulting from the use of CP or bullying (Ministry of Education and Sports, 2017).

The current legislative provisions legalise CP at home. Under common law, a parent has a right to apply "reasonable chastisement" (End Violence Against Children, 2020). Provisions against violence and abuse in the Children's Act, 2003, the Constitution, 1995, the Penal Code 1950 and the Domestic Violence Act, 2009 do not prohibit all CP in childrearing. In 2015, the government tendered a Children Amendment Bill

intending to prohibit CP in all settings, including the home. Unfortunately, the Bill was tabled alongside a Private Members' Bill: the Children's (Amendment) (No. 2) Bill – which included prohibition in schools only. The Government Bill was later withdrawn, with the Minister of Gender, Labour and Social Development stating that the Private Member's Bill had sufficient provisions to address the matters of concern.

The amendments as passed in March 2016 and assented to in June 2016 included a new article 42A which states that every child has a right to be protected against all forms of violence including physical and emotional abuse, and article 42B which states prevention and early intervention programmes “must focus on developing appropriate parenting skills and the capacity of parents and caregivers to safeguard the wellbeing and best interest of the child, including the promotion of positive, nonviolent forms of discipline”.

(End Violence Against Children, 2020, p.2)

The foregoing legal provision advocates positive parenting and discipline as the preferred systems of grooming children. It is unfortunate to note that the latest amendments did not incorporate the prohibition of CP in childrearing. In March 2016, the Children Act was amended with the insertion of a new article 106A:

Corporal punishment in schools. (1) A person of authority in institutions of learning shall not subject a child to any form of corporal punishment. (2) A person who subjects a child to corporal punishment commits an offence and is liable to imprisonment for a term not exceeding three years or to a fine not exceeding one hundred currency points or both.

(Ministry of Education and Sports, 2017, p. 7)

This implies that the banning of CP in schools was paired with sentencing conditions of up to three years imprisonment for educators found guilty of violating this section of the Act by a court of law. A 2017 report from the Ministry of Gender, Labour and Social Development recommended that the government should promulgate “legislation forbidding violent punishment of children by parents, teachers, and others” and promote PD, instead of CP (End Violence Against Children, 2020, p. 2). However, such legislation has not yet been passed and CP remains legal at home.

2.5.2.2 The positive discipline concept

According to the Ministry of Education and Sports (2017), PD is defined as a system of managing children's conduct by addressing issues to do with their psychological and emotional needs. It empowers children to take responsibility for making proper decisions and to justify those decisions in the context of school-wide interests (Sekiwu & Naluwemba, 2014). The Ministry of Education and Sports (2017) spells out the value of PD by emphasising that PD equips learners with skills for self-discipline and includes non-violent consequences for poor behaviour. The PD approach may require learners to perform the following activities to alter bad (Ministry of Education and Sports, 2017):

- writing essays about the effects of indiscipline;
- apologising to the person they have wronged; and
- carrying out chores in the classroom that will make them stop, reflect and show their intention to act differently in the future without making them feel humiliated.

2.5.2.3 Strategies

A study conducted by Sekiwu and Naluwemba (2014) involving secondary school educators and learners in Uganda revealed that PD strategies commonly used in schools are manual work, suspension, detention, counselling, guidance, and isolation. Nanyiri (2014) also identified modelling, school rules enforcement, and parental involvement as strategies applicable in PD in Uganda. The strategies are detailed below, according to Sekiwu and Naluwemba (2014) and Nanyiri's (2014) research.

Modelling

Parents and teachers are expected to set an example of desirable behaviour, through the way they conduct themselves. In so doing, they reinforce learners' desire to imitate them. It is common for learners to expect pro-social behaviours from adults. For example, educators should always be exemplary in being responsible and committed to assisting learners at all times, without showing favouritism.

Counselling

Learners exhibiting disruptive behaviour can be handled through good pastoral care, participatory planning and discussion. Counselling and guidance operate along with

the principle of restorative justice. The counsellor has the opportunity to engage the learner in an environment characterised by trust, in establishing the underlying factors that lie at the core of the learner's behavioural problems. Solutions for restoration are mutually arrived at, and the learner is supported in his or her attempt to reform.

Motivation

Motivation assists learners to pay more attention to learning and have fewer opportunities to misbehave. Motivation may be achieved through the awarding of rewards and praising learners who do well in their schoolwork and general conduct. It is also argued that learners are bound to behave better where they are allowed to choose their own leaders, who have the responsibility to monitor them.

School rules

Effective pursuance of self-discipline in schools relies on a code of conduct that sets parameters on what can or cannot be done. Rules ought to be clear, attainable, and be consistent with school policy and government regulations. Mastery of rules can prevent indiscipline. On the other hand, rules also spell out consequences associated with an act of misbehaviour. Rules in schools spell out the boundaries of teacher-learner and learner-learner relationships. Thus, the code of conduct of a school attempts to sustain a positive learning environment characterised by moral behavioural attributes, such as promotion of self-discipline, constructive learning, mutual respect and tolerance.

Parental involvement

The principal may invite the parents of a misbehaving learner to come to school for discussion. Discussion could revolve around the responsibilities of parents towards their children's attendance and manner of conduct in school. Through active engagement, parents and schools need to develop and agree on strategies that can be jointly implemented in grooming learners towards the attainment of expected behaviour. This home-school approach can achieve outstanding results, and parents should always be informed about their children's behaviour patterns.

Manual work

Learners who break school rules have to engage in manual labour. This includes cleaning the classroom, watering and cultivating the garden, digging anthills, and preparing new school playing grounds. In practice, manual labour ranges from light to heavy labour, and from a few minutes to many hours of hard work. The decision on a suitable form of manual labour depends on the gravity of the offence.

Suspension and isolation

Misbehaving learners are sometimes isolated from being part of the class. This approach is rarely effective because it tends to produce docile learners. The suspension also bars the learner from school for a stipulated period. It should be noted that schools are entities for reform and transformation. Suspending learners is an indirect way of the schools' acknowledgement of their failure to handle indiscipline cases.

2.5.2.4 Challenges

The adoption of PD as an alternative approach to CP in Ugandan schools has been met with a wide range of challenges. Sekiwu and Naluwemba (2014) maintain that there is a shortage of specialised professionals who provide psychological services to learners whose schools lack the requisite skills to handle them (Sekiwu & Naluwemba, 2014). Another issue is the fact that some educators still consider CP a viable option to instil learner discipline. Educators lamented the use of PD strategies as a time-wasting mechanism which causes the state of discipline in schools to deteriorate further (Segawa, 2018). As a result, educators have continued to rely on CP even though it has been banned. According to Nanyiri (2014), most learners were in favour of manual work as an alternative to CP because they enjoyed being in groups. Manual labour, therefore, loses effectiveness once learners begin to take it lightly and use it as a platform for spending quality time with friends.

Uganda also suffers from the absence of laws that prohibit CP at home. The fact that learners still receive floggings at home makes school efforts of instilling discipline through non-violent means a non-starter. In order to combat this (and other issues), a framework must be developed. Therefore, the next section explores the theoretical framework of the study.

2.6 THEORETICAL FRAMEWORK

A theoretical framework is defined as the blueprint or guide for a research study (Grant & Osanloo, 2014). Adom, Hussein and Agyem (2018) further contend that it is a framework based on an existing theory in a field of inquiry that is related to, and/or reflects the hypothesis of a study. It is a blueprint that is often ‘borrowed’ by the researcher to build their own research inquiry. It serves as the foundation upon which research is constructed. This study will mainly be guided by Adler’s IP theory. However, the Ubuntu African Philosophy will be used to augment Adler’s theory, to develop a richer and better-balanced theoretical framework.

2.6.1 Alder’s individual psychology theory

Alfred Adler (1870-1937) pioneered the work towards a PP dimension, which later gave birth to both positive parenting and discipline. He proposed a theory of personality development and counselling called IP, which was more positive in orientation as opposed to Freud’s deterministic and pessimistic view.

2.6.1.1 What is individual psychology?

Adler (1924) referred to IP as an approach that seeks to understand living phenomena and their variations as connected wholes - biologically, philosophically and psychologically. Watts (2015) reveals that the name IP is a derivative of the Latin word, “individuum” meaning indivisible because Adler opposed reductionism. He emphasised that persons cannot be properly understood as a collection of parts as had been asserted by Freud but must rather be unitarily viewed (Watts & Erguner-Tekinlap, 2017). Similarly, DeRobertis (2014) explains that IP is anything but an individualist psychology that stresses the indivisibility of the human being as a unified entity. In other words, IP views are uncompromisingly holistic in approach.

IP is therefore perceived as an amalgamation of cognitive, existential-humanistic, psychodynamic, and systemic perspectives (Watts, 2015). This means that the Adlerian theory is a holistic, phenomenological, socially oriented, and teleological (goal-directed) approach to understanding and explaining human behaviour. DeRobertis (2014) simplifies it as a theory of human behaviour whose focal point is on causative influences of inheritance, social situation, and creative power.

This, therefore, means that IP is aware of the biological, relational and cognitive aspects of human behaviour, bringing out the holistic nature of personality development. All three of these life dimensions are intertwined dynamically. Watts (2015) maintains that IP emphasises the proactive, form-giving and fictional nature of human imagination, and its role in constructing the 'realities' that people know, pursue and respond to. It is a positivist theory that argues that humans are not at the whim of hereditary forces or environmental conditions over which they have little or no control. Instead, they are creative, proactive, meaning-making beings that possess the ability to choose (in other words, free will) and take authentic responsibility for their choices (Watts, 2015).

2.6.1.2 Tenets of individual psychology

According to Watts (2015), Adler's thoughts on striving for perfection or superiority and *Gemeinschaftsgefühl* (community feeling/social interest) are the two tenets of Adlerian Psychology, whose arguments largely mark the origin of PP.

Striving for perfection or superiority

According to Watts (2015) in Adler's understanding, 'striving for perfection or superiority' refers to the human effort channelled toward attainment of competence or self-mastery, which serves the purpose of being the central motive of human behaviour. Humans strive for superiority or perfection in their quest for a creative and compensatory answer to the normal and universal feelings of insignificance and inferiority, which epitomise the conviction that one is less than what one should be. Adler (1927) spells out that an individual conducts self-evaluation, which generally results in the development of a permanent mood, the nature of which is a feeling of inferiority. This triggers an attempt for a planned final compensation and a life plan dependent upon the unconscious technique of our thought-apparatus and imagined goal. Schultz and Schultz (2013) further underscore the fact that Adler believed that feelings of inferiority are common to all individuals and serve as a motivating force in behaviour. In Adler's view, being human means to feel inferior sometimes, hence inferiority is an integral human element and not a sign of weakness or abnormality (Schultz & Schultz, 2013).

The process of compensation facilitates individual growth, which emanates from the individual's attempts to overcome real or imagined inferiorities (Watts, 2015).

Throughout life, Adler believed that humans are driven by the need to overcome a sense of inferiority and to strive for increasingly better levels of development. Adler suggested that inferiority feelings are the source of all human striving. Watts and Erguner-Tekinalp (2017) reveal that Adler's portrayal of 'striving' evolved, and is reminiscent of his use of various words like 'completion', 'mastery', 'perfection' and 'superiority' to describe how human beings attempt to move from 'the present situation of inferiority, to a perceivably better one, which is superior to the present status'. Therefore, striving for perfection or superiority is the natural human desire to move from a perceived negative position to a perceived positive one.

Schultz and Schultz (2013) posit that in Adler's view, the meaning of superiority did not carry the same notion as is used in the usual sense of the word, nor did the concept relate to the grandiose self-concept of the superiority complex. Striving for superiority has nothing to do with an attempt to be better than everyone else, nor is it an arrogant or domineering tendency or an inflated opinion of an individual's abilities and accomplishments. It simply means a drive for perfection (Watts & Erguner-Tekinalp, 2017). Thus, Adler suggested that humans strive for superiority to perfect and try to make themselves complete or become whole.

DeRobertis (2014) asserts that the desire to become more superior, competent and overcome feelings of inferiority has the potential to motivate the child into becoming a spontaneous and enthusiastically involved learner. This provides educators with the means to establish a conducive environment that is caring, genuinely empowering, and inspirational, without pampering the individual.

According to Schultz and Schultz (2013), Adler maintained that individuals have a free will that allows each person to create an appropriate style of life drawn from the abilities and experiences endowed by genetic and social dispositions. Adler insisted that the style of life for individuals is not deterministically shaped but is a product of free will and personal creation. Once created, however, the style of life remains constant (Schultz & Schultz, 2013). Adler (1927) contended that humans maintain their style of life daily by striving for fictional and ideal goals of perfection that are subjective and beyond objective testing of reality. Schultz and Schultz (2013) similarly indicate that the goals for which humans strive are probabilities, potentialities and ideals that exist within themselves subjectively. Watts (2015) views these goals as being proactive, form-giving and fictional - resulting from human cognition. Schultz and Schutz (2013)

exemplify this notion by arguing that people live their lives around ideals such as the belief that all people are basically good. These beliefs then influence how individuals perceive and interact with others. Some people, for example, believe that behaving a certain way will bring rewards, such as landing a place in heaven after death. Such a belief has a significant influence on an individual's style of life, even though it is not based on objective reality. Nonetheless, it is perceived as real by the person who holds that view.

Gemeinschaftsgefühl (community feeling/social interest)

Another significant tenet of IP as postulated by Adler is the relational *Gemeinschaftsgefühl*. According to Schultz and Schultz (2013), the term originates from the German language, and is best translated as “community feeling”. Watts (2015) asserts that the community feeling or social interest phenomenon emphasises the relational and social-contextual nature of IP. It is imperative therefore to underscore the fact that both community feeling and social interest are required for a holistic understanding of *Gemeinschaftsgefühl*. According to Watts and Erguner-Tekinalp (2017), community feeling addresses affective and motivational aspects, while social interest symbolises cognitive and behavioural facets. Therefore, a true community feeling incorporates virtues such as a sense of belonging, empathy, caring, love, compassion, and acceptance of others (Watts, 2015). Successful attainment of community feeling results in the realisation of social interest characterised by thoughts and behaviours that contribute to the common good, as well the good of the whole at both micro- and macro-systemic levels (Watts & Erguner-Tekinalp, 2017).

DeRobertis (2014) reveals the characteristics of a social environment that lead to either typical or atypical development in children. Where the prospective learner is pampered, they become self-absorbed and are therefore prevented from becoming sensitive to the world outside of their own self-interest. Similarly, an environment that places high value on competition will only orient the prospective learner in the direction of self-gain and self-enhancement. For the child to be transformed into a learner with a community feeling, there is the need for an environment that encourages cooperation over competition and ensures that the child is spared the limitations imposed by self-preoccupation (DeRobertis, 2014).

2.6.1.3 Individual psychology's influence on positive psychology

There is sufficient evidence that connects the tenets of IP to PP ideas. Adler (1933) prophetically highlighted that IP would (in the distant future) have a permanent bearing on the thought, poetry, and dreams of humanity to the extent of attracting many enlightened disciples, and others who will hardly know nor recognise the names of its pioneers. This section of the study explores key concepts of IP that served as influential precursors to PP.

According to Kim, Keck, Miller and Gonzale (2012, p. 46), PP can be summarised as the “scientific study of optimal human functioning that aims to discover and promote the factors that allow individuals and communities to thrive”. In other words, PP focuses on psychological principles that help develop and exude in humans those positive strengths and virtues that make life meaningful and fulfilling. In a nutshell, PP focuses on the positive events and influences in life (Ackerman, 2019). These include:

- Positive experiences (like happiness, fulfilment, joy, inspiration, and love);
- Positive states and traits (like gratitude, resilience, respect, and compassion); and
- Positive institutions (applying positive principles within entire organisations and institutions).

Seligman and Csikszentmihalyi (2000) summarily refer to PP as a science of positive subjective experience, positive individual traits, and positive institutions which strive to improve quality of life and prevent the pathologies that arise when life is barren and meaningless. According to Seligman and Csikszentmihalyi (2000), values such as hope, wisdom, creativity, future mindedness, courage, spirituality, responsibility, and perseverance are necessary social ingredients that develop a feeling of worth in living.

The field of positive psychology at the subjective level is about valued subjective experiences: well-being, contentment, and satisfaction (in the past); hope and optimism (for the future); and flow and happiness (in the present). At the individual level, it is about positive individual traits: the capacity for love and vocation, courage, interpersonal skill, aesthetic sensibility, perseverance, forgiveness, originality, future mindedness, spirituality, high talent, and wisdom. At the group level, it is about the civic virtues and the institutions that move individuals toward better

citizenship: responsibility, nurturance, altruism, civility, moderation, tolerance, and work ethic.

(Seligman & Csikszentmihalyi, 2000, p. 280)

The foregoing quotation explicitly lays down the virtues of PP and the levels upon which they are manifest. This concurs with Adler's social interest phenomenon in which the individual who strives for superiority does so at both individual and community (group) level, if a healthy personality is to be developed. Seligman and Csikszentmihalyi (2000) allude to the fact that PP maintains that people and experiences are embedded in a social context. Therefore, in their view, PP takes positive communities and positive institutions into account. Earlier, the concept of 'community feeling' was well explored. Such magnitude of semblance establishes stable grounds to suggest that IP laid the groundwork for the proliferation of PP. This observation is further substantiated by Watts (2015), who argues that recent research by Leak and Leak (2006) and Barlow, Tobin, and Schmidt (2009) have pointed out that social interest is related to numerous aspects of PP such as hope, *other-centred* values, optimism, prosocial moral reasoning, psychosocial maturity, and subjective well-being. These values are direct derivatives of Adler's *Gemeinschaftsgefühl*.

Schultz and Schultz (2013) argue that Adler's emphasis on social forces in personality can be seen in Horney's theory. His focus on the whole person and the unity of personality is also reflected in Allport's work. The creative power of the individual in shaping their style of life, self-determinism and the insistence that future goals are more important than past events, influenced Maslow's work (Schultz & Schultz, 2013; Seligman & Csikszentmihalyi, 2000).

To link the foregoing to PP, Watts (2015) states that Seligman (2000) acknowledged that PP is not a new idea primarily because it has many distinguished forbearers. Seligman (2002) identified the two examples of distinguished forbearers as Gordon Allport and Abraham Maslow. It is interesting to note that Adler clearly articulated key PP tenets long before the 'ancestors' identified by Seligman (namely Allport, Maslow and Rogers). More interesting is the fact that the forbearers that Seligman identified reflect the influence of Adler's ideas in their works. This, therefore, implies that Seligman's PP concept is an offshoot of Adlerian Psychology.

According to Watts and Erguner-Tekinalp (2017), the teleological concept of ‘striving’ is notable in the writings of several personality theorists, including Goldstein, Horney, Jung, Maslow, Rank, Rogers, and White. Contemporary theoretical perspectives such as constructivist, evolutionary, and PP emphasise the teleological concept of striving for a better level of development. For example, in discussing happiness and human potential, Ryan and Deci (2001) cited in Watts (2015, p. 125) described optimal functioning and development as “the striving for perfection that represents the realisation of one’s true potential”. This positivist position is essentially identical to Adler’s understanding.

This section is concluded by capturing the resolute stance taken by Watts and Erguner-Tekinalp (2017), who contend that Adlerian theory is relevant for today’s psychological zeitgeist because it demonstrated the characteristics of PP long before the emergence of the PP movement. It has been observed that by adopting a positive view of psychology (back then), Adler proved to have been well ahead of his time. The magnitude of relevance IP has maintained in ongoing efforts to develop contemporary strategies to proactively shape positive behaviours is astounding.

2.6.1.4 Adler’s views on positive discipline

This section of the study engages in a discourse that articulates how Adlerian views have guided the patterning of the PD parenting and classroom management model. Adler developed and introduced a programme of training parents on positive parenting practices, based on the tenets of IP in the United States of America (USA) in the 1920s (Ren & Ma, 2017). Holliday (2014) concurs that the positive parenting model is rooted in IP. The programme became popular because of its democratic approach to parenting and the positive results it achieved (Canney, 2017; Ren & Ma, 2017). Adler’s ideas were taken further by Dr Nelson, who incorporated them into developing a PD parenting and classroom management model (Ren & Ma, 2017).

According to Shultz and Schultz (2013), Adler posited that spoiling and being too permissive with a child can lead to the development of an inferiority complex when they get to a school situation where they no longer receive absolute attention. Neglected children may experience an inferiority complex which could result in the manifestation of sceptical and aggressive tendencies toward others (Schultz & Schultz, 2013). Holliday (2014) further remarked that Adler strongly spoke against

autocratic parenting practices, which he considered to be irrelevant and misplaced within a democratic system of society. Since the negligent, permissive and autocratic parental practices are frowned upon by Adlerian Psychology, more democratically oriented styles are advocated for, thus encouraging parents and teachers to adopt the authoritative approach (Holliday, 2014). A similar approach is also advocated for in classroom management. Rogers (2017) contends that Adler called for the adoption of school-based approaches, grounded on democratic classroom principles, which enable the development of personal and social confidence. These create a fertile environment for learner discipline and behaviour support. Ren and Ma (2017) argue that treating children respectfully was highly advocated for by Adler, who perceived that such a practice was only possible through the adoption of a kind but firm democratic approach to teaching and parenting.

PD, which is both a parenting and classroom management model, has two major principles that are in tandem with Adler's views on democratic parenting. Assali (2015) maintains that PD is governed by the principles of dignity and discipline. In ensuring adherence to the dignity principle, the teacher or parent is expected to respect the child's rights and maintain a social environment that guarantees that mutual respect always prevails. The principle of 'discipline that teaches' calls upon teachers and parents to shun punitive measures and embrace an approach of being kind and firm, which focuses on the attainment of set goals in a safe environment (Assali, 2015). PD by design is both a parenting and a classroom management technique. Hence, any implementation strategy that leaves out one of the components is bound to fail in the researcher's view. Ideally, PD should begin from home and then be transferred to school. Direct introduction of this model to the school system, bypassing the home completely, does not only violate the prescribed order but serves as a recipe for disaster. This study, therefore, seeks to establish how PD should be implemented to propose a framework that guides the effective implementation thereof.

Schultz and Schultz (2013) state that Adler argued for the equality of humanity and held the belief that all people are inherently good. Adlerian Psychology, therefore, accentuates the strength of the human personality. In pursuit of these Adlerian ideals of human equality and innate goodness, the PD approach embraced a principle of mutual respect between the adult and the child. Ren and Ma (2017) contend that PD strives to ensure that mutual respect is established and maintained between parents

and children, as well as between teachers and learners. Adults are expected to work toward greater respect for children, so that children in turn would learn how to respect themselves and others socially (Ren & Ma, 2017). PD further demands that adults should display their kindness by valuing the needs of the child and their steadfastness by respecting themselves and acting in the best interest of the demands of the situation (Canney, 2017; Ren & Ma, 2017). Mutual respect makes it possible for teachers to work collaboratively with learners in resolving issues realistically and productively (Ren & Ma, 2017). The favourable outcome of practising mutual respect is the attainment of personal development. Personal development is characterised by the learners' ability to exhibit habits such as self-respect, pride in their own self-worth and the tendency to ascend with those values in the future (Semali & Vumilia, 2016).

Schultz and Schultz (2013) assert that Adler had migrated from a deficit and pathology purview to one focusing largely on prevention. Watts (2015) similarly affirms that IP has emphasised the use of psycho-education to target prevention as opposed to remediation. In pursuit of this Adlerian principle, PD adopted a culture that strives to develop responsible individuals who will exercise greater control over their conduct for the social good of all. This kind of responsibility is attainable through what Ren and Ma (2017) allude to as an approach that promotes the development of an "internal" locus of control, as opposed to an "external" locus of control. Ren and Ma (2017) maintain that the PD approach adopts a non-punitive strategy for training mental skills on how to think respectfully. When learners experience an internal sense of control concerning their learning, conduct and choices in life, they feel gratified and perceive themselves in a better position to effectively handle the affairs of their destiny and develop a liking for their school (Canney, 2017). Assali (2015) avers that potential and autonomy are major pillars of PD, which encourages learners to discover their potential and capabilities and to make constructive use of personal power and autonomy. Ozan (2015) argues that PD endeavours to promote the development of thought and judgment skills that pave the way for the development of behavioural tendencies that harness healthy relations between people. PD, therefore, is a proactive approach, that trains and develops abilities in learners to think maturely and depend upon themselves in making behavioural decisions that affect their wellbeing. In this manner, learners grow to become responsible and accountable individuals who do not need to be monitored or reminded about wrong and right on a daily basis.

IP holds the notion of a growth model of personality that suggests that clients with maladaptive behaviours are discouraged rather than sick (Watts, 2015). Adler's view of therapy is not about curing any disorder but rather encouragement (Watts & Erguner-Tekinalp, 2017). Canney (2017) confirms that PD centres on assisting teachers and parents to uphold a positive and encouraging approach to learner support. This researcher maintains that encouragement assists parents and teachers in raising learners who possess a great deal of self-respect and a feeling of accomplishment. Canney (2017) further argues that the encouragement process enables children to feel connected and capable and thus become self-reliant and resilient over time. Rogers (2017) posits that Dreikurs (Adler's colleague) further expanded Adlerian Psychology to embrace counselling as a strategy for raising personal awareness and self-discovery in young children and adolescents. In practice, PD has relied on the use of family meetings, guidance and counselling services by teachers in handling maladaptive behaviours and resolving conflicts (Canney, 2017; Watts, 2015).

Watts (2015) contends that Adler's concept of a genuine community-feeling is comprised of a sense of belonging, compassion, caring, empathy, tolerance and acceptance of others. Holliday (2014) connects IP and PD by arguing that the latter inculcates aspects of significance and a sense of belonging in children. PD also strives for the development of long-term communication skills, problem-solving and independent thought (Holliday, 2014). Similarly, Canney (2017) states that PD provides a basis for parents and teachers to decisively and innovatively establish a child's sense of belonging, connection, and significance. This focal dimension of PD is directed by the model's principle of social and life skills identified by Assali (2015). The social and life skills principle addresses the development of attributes such as self-discipline, interpersonal skills, co-operation, effective communication, problem-solving, respect, solidarity, and concern for others.

2.6.1.5 Criticisms of Adler's theory

IP has been extensively viewed as a comprehensive theory that incorporates biological, cognitive and social factors concerning personality development and therapy (Watts, 2015). A wide range of strengths has been alluded to in the foregoing sections of this theme where the theory was articulated as the leading forerunner of

PP and its subsequent behaviour management models. However, IP has attracted criticisms that are worth exploring, with the intention of identifying the gaps that this study will attempt to address.

Critics of Adler's theory have argued that the theory is too simplistic and was written in general language. Schultz and Schultz (2013) indicate that Freud bemoaned Adler's theory as oversimplified; as appealing to many people because it avoided the complicated nature of the unconscious, and had no difficult concepts. While this claim cannot be completely disputed, one would argue that a theory communicated in a simpler language is more easily understood by other scholars who desire to learn more about it. Goodluck and Gabriel (2017) have indicated the theory comprises a few constructs, thereby creating room for generalisation of implications in inappropriate situations. This parsimonious outlook leaves room for erroneous gap-filling and the lingering of several unanswered questions.

Schultz and Schultz (2013) contend that Adler's ideas seem to have been generated through heavy reliance on common sense conclusions and observations of everyday life. In the same vein, Goodluck and Gabriel (2017) maintain that IP has been condemned for relying widely on the use of intellectual insight, which is deficient in scientific research (Holliday, 2014). Adler's views still require empirical validation, given the shortfalls that accompany common knowledge generation.

Another weakness of Adler's work has been the poor organisation of constructs. Schultz and Schultz (2013) maintain that Adler's critics claim that he was inconsistent and unsystematic in his reasoning, thus culminating in a theory flawed with grey areas and unanswered questions. For example, his argument on the universality of feelings of inferiority that lead to striving for perfection, remains a concept yet to be established. Some psychologists dispute Adler's position on the issue of determinism versus free will, which leaves more questions than answers given that earlier in his work with Freud, Adler did not oppose the notion of determinism (Schultz & Schultz, 2013). In life, past experiences have been observed to influence behaviour since they provide a conscious and unconscious learning experience for individuals concerning good and bad actions that need to be maintained or shunned.

Goodluck and Gabriel (2017) also criticise Adler's theory for overstressing the determination for human behaviour by roles played by subjective experiences, free

will, individual interest, and values. The theory, therefore, lacks the stamina to explain how subjective experiences can be generalised from one person to another. Furthermore, the theory is mute on how one practically strikes a balance between striving for superiority (personal interest) and social interest. The degree to which individuals exercise free will remains hazy, given that people live in families and communities that have strong beliefs, norms and values that approve and disapprove of certain behaviours. Most African countries belong to a collectivist culture in which the needs of the group supersede individual needs. Such cultures tend to suppress free will.

Goodluck and Gabriel (2017) further posit that concepts in IP are universal but poorly defined. This is consistent with what Schultz and Schultz (2013) perceive as the absence of cultural sensitivity in Adler's theory. IP was developed against the background of a Western culture with Viennese and American influence. The theory was later modified. The theory, as alluded to by the foregoing citations, lacks the flexibility of cultural fit. IP principles and constructs that provided the framework for the development of PD are bereft of the African cultural nuances that are central in the adoption of PD as an alternative strategy for parenting and classroom management, for the local context. This study will therefore infuse Ubuntu principles into the PD approach to strengthen its receptivity and effectiveness in the SA setting.

2.6.2 Ubuntu philosophy

Ubuntu is a virtue that is common among most African communities. Muzvidziwa and Muzvidziwa (2012) observed that Ubuntu is present in all languages of Africa. For instance, *Hunhu*, a Shona description in the Zimbabwean context, is known as *Ubuntu* in Zulu; *Botho* in Sesotho; *Ajobi* in Yoruba; *Numunhu* in Shangaan; *Vhuthu* in Venda; *Bunhu* in Kalanga/Tsonga; *Umntu* in Xhosa; *Utu* in Swahili and *Abantu* in Ugandan. Similarly, Mugumbate and Nyaguru (2013) state that in Botswana, the word *botho* expresses the same meaning as Ubuntu, whilst in Tanzania it is *bumuntu*. The Congo, Angola, Malawi, Mozambique and Uganda use the words *bomoto*, *gimuntu*, *umunthu*, *vumuntu* and *umuntu*, respectively (Mugumbate & Nyaguru, 2013). The claim, therefore, that Ubuntu is a widely shared African virtue is thus substantiated by the above observations.

'Ubuntu' is derived from the Nguni and Bantu languages of Africa. Hence, in the Zulu language of SA, the word symbolises the notion of 'being human' (Mugumbate & Nyaguru, 2013). According to Mswazi and Mudyahoto (2013, p.175), in Burundi, Ubuntu is an ancient African word meaning 'humanity to others'; it also means "I am what I am because of who we all are". Ubuntu speaks about the fact that one cannot exist as a human being in isolation. It speaks about our interconnectedness. Individuals labelled as having Ubuntu are known for their generosity.

Mugumbate and Nyagura (2013, p. 30) state that Ubuntu is also a constant awareness, 'the other' represents a value to be respected, in the same way as yourself; "I am because we are," "You are, therefore I am", "Without the other I am nothing, together we are one", and finally, in Burundi language, they say, *Ico udashakakb bakugirira ntukigirire Abandi* meaning, "What you don't want to done to you, don't do to others". Ubuntu teaches individuals to value others ahead of themselves.

Muzvidziwa and Muzvidziwa (2012) proffered that while 'hunhu' in the Zimbabwean context is seen as the act of being human, 'Ubuntu' is an ability in African culture to express compassion, reciprocity, dignity, harmony and humanity in the interests of building and maintaining a community with justice and mutual caring. Muzvidziwa and Muzvidziwa (2012) further note that Ubuntu expresses 'our interconnectedness, our common humanity and the responsibility to each other that deeply flows from our deeply felt connection'. In the same vein, Mugumbate and Nyagura (2013) state that Ubuntu qualities are sympathy, compassion, benevolence, solidarity, hospitality, generosity, sharing, openness, affirming, availability, kindness, caring, harmony, interdependence, obedience, collectivity and consensus. Ubuntu is thus the opposite of vengeance, confrontation, and retribution (Mugumbate & Nyagura, 2013). Ubuntu values life, dignity, sympathy, humanness, harmony and reconciliation. Given the foregoing values, one can safely argue that Ubuntu is a virtue whose qualities are centred on a holistic and communally approved moral etiquette within the confines of the African collectivist culture. More so, Ubuntu stands out as the yardstick and roadmap for upright living epitomising a true reflection of Pan-African living.

Mswazi and Mudyahoto (2013) contend that Ubuntu (personhood) is not a spontaneous quality of the individual, it is something to be achieved; the higher the achievement, the higher the credit. In other words, being raised in an environment

where Ubuntu values are cherished does not guarantee automatic assimilation of those values. One has to strive towards the attainment of those values within a carefully organised and supportive environment. Muzvidziwa and Muzvidziwa (2012, p. 30) note that “one of the greatest desires of every human being is to live in a society where people respect human dignity, liberty, justice, fairness, equity, and other aspects of human rights”. They further argue that it is a general trend for African people to demonstrate a strong desire and a tendency to live a life governed by Ubuntu principles. Thus, for many authors, particularly those of African origin, (such as Tambulasi and Kanyuni, 2005 as cited in Muzvidziwa and Muzvidziwa, 2012), Ubuntu is seen as the foundation of African people’s cultural and communal life. In addition, it is seen as something that works and reinforces the nature of a person’s being human. The researcher believes that while it is a fact that Ubuntu values were passed on from one generation to another through oral traditions and the complex system of socialisation, the current dispensation would most likely require a more packaged and deliberate approach that achieves effectiveness within a macro-social environment, characterised by multi-media technology platforms that allow easy access to diverse lifestyles from across the globe. This study, therefore, seeks to develop a framework for the effective transmission of Ubuntu values within the education system to achieve optimum levels of discipline in secondary schools.

2.6.3.1 Ubuntu principles

The Ubuntu philosophy subscribes to a range of principles that are consistent with the collectivist and communitarian nature of African culture. These principles relate to individual and community interests, social relationships, social cohesion, autonomy and communitarianism. These are elaborated on below.

Individual versus community interests

Ubuntu strives to strike a balance between the pursuit of both individual and community interests. Chuwa (2014) posits that Ubuntu does not attempt to promote the interests of the individual ahead of the community interests and *vice-versa*. Ubuntu considers both individual and community interests important and worth pursuing. Decisions taken by the individual must be for the benefit of the individual and the common good of the community at large (Chuwa, 2014). In pursuing individual interests, the individual is allowed to excel to their maximum ability as long as that

achievement does not violate the customs of the family, tribe and community cohesion (Nyerere, 1968). Self-realisation is undoubtedly reliant on the community and is concomitant to community wellbeing (Chuwa, 2014).

Social relationships

There exists a strong social relationship between the individual and the society to which they belong. Ubuntu-regulated societies enjoy the existence of a symbiotic relationship between the individual and the society (Chuwa, 2014). Gyekye (1998) postulates that the relationship between the individual and the society is reciprocal given that whatever happens to the individual affects every member of the group and whatever happens to the group affects each member. This manner of relationship makes it difficult to separate the individual from the group owing to the heightened sense of belonging that comes with this principle of reciprocity (Chuwa, 2014).

Social cohesion

Teffo (2004) argued that the Ubuntu principle of social cohesion rejects the view that the individual should take priority over the community. This, however, does not imply that Ubuntu quashes the individual's unique rights and liberties to the benefit of the community. The implication is that through social cohesion, Ubuntu preserves the individual based on his membership that makes him become one with others, and without letting him disappear into the distance (Chuwa, 2014). Social cohesion also promotes groupthink - a mindset where the individual members of the same group develop thought patterns that are similar as governed by the norms and values of that group. This, therefore, makes participation in the group's activities a moral ideal while failure to do so is considered an ethical omission (Chuwa, 2014).

Autonomy

According to Chuwa (2014), the young child undergoing the initiation process maintains their distinctiveness and autonomy. The child learns to appropriately respond and reciprocate to the community by becoming a unique and productive member for both personal and common good (Gyekye, 1998). Ubuntu defines, honours and promotes personal autonomy within the confines of the common good (Chuwa, 2014). Similarly, Teffo (2004) avers that Ubuntu upholds autonomy without advocating individualism. In further explaining the contextual nature of individual

autonomy within Ubuntu-inclined communities, Chuwa (2014) maintains that the collective consciousness manifest in the African culture does not imply that the African languishes in a directionless uncivilised collectivity. On the contrary, autonomy implies that the developing child progresses and thrives in a relational setting provided by continuing contact and interaction with others.

Communitarianism

An ideal cultural setting of Ubuntu expects everybody to be responsible for everyone else in the community (Chuwa, 2014). The Ubuntu philosophy emphasises that people are created for togetherness, to belong to a family and are genetically programmed to interact within a social network of interdependence (Teffo, 2004). Chuwa (2014) emphasises that children belong to the extended family, the entire clan and tribe; hence every adult will teach, guide or discipline the child. The adage, 'it takes a village to raise a child', sought to legalise this communitarian component of Ubuntu that places a collective responsibility of raising children into responsible future citizens that will become the pride of their communities. Nyerere (1968) argues that Ubuntu is characterised by a deeply entrenched system of communitarianism grounded on human equality. Ubuntu does not consider assisting the needy an act of charity or personal choice but an obligation according to the ideals of ensuring another person lives a decent life (Nyerere, 1968). Communitarianism deeply propagates for the attainment and maintenance of social values of solidarity, congruence, stability, care, sharing, peace, mutual trade-offs, and compassion.

2.6.2.2 Knowledge base

Much of the content of Ubuntu values, as observed by the researcher, lies in the adages and proverbs Africans use continually in their formal and informal oral discourses. These adages are wrought with perfect wisdom, and are aimed at advising, warning, rebuking and forearming the individual, in so far as life and consequences of actions are concerned. At the same time, these adages promote harmonious living with others. For example, Muzvidziwa and Muzvidziwa (2012) present the following proverbs:

- Ubuntu means that the people are people through other people - *Umuntu ngumuntu ngabantu* (Zulu/Ndebele);

- *Kuwanda huuya museve wakapotera pamuzukuru* - there is an advantage in being many since at times a friend or a relative can come to your rescue in times of need.
- *Kuwanda huuya varume kutswa kwendebvu vanodzimurana* (Shona) - It is a blessing to be many. When disaster strikes, men can help one another.
- *Chara chimwe hachitswanyi inda* (Shona): 'One finger cannot kill lice' denotes that it is impossible to singlehandedly accomplish one's vision or societal goals; hence the emphasis should be on teamwork.
- *Gudo guru peta muswe vadoko vagokuombera* (Shona) - to earn respect, a hero should humble himself or herself by demonstrating humility to juniors.

Mugumbate and Nyagura (2013) spell out the following adages in Chewa (a language dominantly spoken in Malawi and Zambia):

- *Kali kokha nkanyama, tili awiri ntiwanthu* - a Chewa phrase in Malawi which means, 'one person is like an animal, two are a community'.
- *Mwana wa mnzako ngwako yemwe, ukachenjera manja udyā naye* - 'your neighbour's child is your own'. This represents the togetherness element of Ubuntu.

The few examples of proverbs mentioned above indicate the unwavering emphasis put on collectiveness, selflessness, togetherness, oneness, unity, and solidarity by the African culture. The collectivist nature of African culture has, in most cases, been promoted and maintained through adages, music, traditions, artwork and actions underpinned by the Ubuntu philosophy. This has direct implications for this study in that the implementation of PD to incorporate Ubuntu values can only be successfully achieved through a collective approach that enlists the cooperation of all educational sector stakeholders.

2.6.2.3 Ubuntu values

Muzvidziwa and Muzvidziwa (2012) present 15 Ubuntu personality values that are central in the development of a well-disciplined learner body. The values are togetherness, brotherhood/sisterhood, equality, sharing, sympathy, empathy,

compassion, respect, tolerance, humanness, harmony, redistribution, obedience, happiness and wisdom.

A high performing school is likely to be characterised by the presence of the above Ubuntu personality values in its organisational culture. It has been generally observed that the level of school discipline reflects the presence and/or absence of Ubuntu (Muzvidziwa & Muzvidziwa, 2012). The underlying argument is that when schools embrace Ubuntu, an overall realisation of a disciplined learner body is witnessed. Conversely, an ill-disciplined learner body shows the failure to embrace the principles of Ubuntu. Hence, the absence of Ubuntu would fail to achieve desirable outcomes in schools. This study seeks to develop a framework that will assist educators in working towards the development of Ubuntu-bound personalities in the learner body through a PD approach. Ubuntu philosophy will serve as the main theory that will provide the constructs necessary for making PD adaptable for the local context in this study.

2.6.3 Triangulation of the theoretical framework

Having explored and tentatively justified the two theories that underpin this study, it is vital to draw a clear nexus that lies between IP as the leading theory supported by Ubuntu, to arrive at a balanced and functional theoretical framework. IP generates principles that govern discipline from two major tenets, namely striving for superiority or perfection, and community feeling. Principles derived from the striving for superiority tenet entail free will, individual choices, personal beliefs, autonomy, competence, problem-solving, subjective reality, personal responsibility, prevention, self-respect, self-worth, goal-directed behaviour (teleology), self-discipline, and human strength. Community feeling and social interest gave birth to principles of belongingness, empathy, common good, human rights, mutual respect, kindness, caring, tolerance and compassion. IP principles and values-informed PD parental and classroom management techniques should embrace encouragement, communication, education, family meetings, counselling, democratic leadership and an authoritative parenting approach.

Ubuntu could augment Adler's community-feeling tenet by providing a set of Afrocentric cultural values that depict the local context that is embedded in its rich repository of Indigenous Knowledge Systems (IKS). These entail wisdom, harmony, social cohesion, obedience, humanness, happiness, brotherhood/sisterhood,

generosity and togetherness. Additionally, Ubuntu relies on oral tradition, story-telling and the use of adages to teach morality. Ubuntu subscribes to the community-wide responsibility of instilling discipline. This aspect will assist in providing a stakeholder framework for the implementation of PD. Ubuntu philosophy will assist in contextualising PD to the local parental community who might struggle to embrace the approach, which could be viewed as of Western origin. This eclectic approach that weaves together the principles and methodologies of the two theories is destined to produce a stronger theoretical framework that models the implementation of PD in public secondary schools.

2.7 FACTORS LEADING TO LEARNER INDISCIPLINE

Conditions and factors that create susceptibility to behaviour problems are wide and diverse. Given the complexities associated with this phenomenon, a holistic approach to exploring these factors is necessary. This broad-based view is underpinned by Bronfenbrenner's (2006) bioecological systems theory. This theory maintains that behaviour is a result of complex processes involving a system of interactions within the individual and between the individual and environmental forces surrounding them (Ettekal & Mahoney, 2017). According to the theory, there are four interconnected types of environmental systems that operate within four levels, namely the microsystem, mesosystem, exosystem, and macrosystem (Ettekal & Mahoney, 2017).

The microsystem is closest to the individual, and the one in which they have regular direct contact. A microsystem characteristically comprises the person and their family, peers, teachers or caregivers. The mesosystem consists of the dynamic interactions between the different elements of a person's microsystem. The exosystem consists of the factors beyond the person that have an impact on the person, such as the parent's employment status. The macrosystem is the wider system of society that embodies a set of ideological beliefs, values, and norms, as reflected in the cultural, religious, and socioeconomic organisation of society (Ettekal & Mahoney, 2017).

Magwa and Ngara (2014) state that there is a need to get to the root causes of indiscipline amongst learners to find a solution. For purposes of this study, the factors are grouped as environmental, school, teacher, home, peer group and learner-based.

2.7.1 Environment-based factors

Environment-based factors stem from happenings and conditions learners face in the community and society at large. Soet (2005) cited in Kiwale (2017) stresses that, what a child sees, how it is done, and when it is done, does not ever leave the child's mind. This implies that environmental imprinting of habits has a strong influence on the child's manner of conduct. Rahul (2008), as cited in Kiwale (2017, p. 19) argues that the widespread unrest and indiscipline among the learners reflects the prevailing lawlessness and frustration in their society. Societal habits, injustices, crimes, prejudices, and stereotypes reflect in learners' behaviour in schools in various forms. This is supported by Bwire (2010) (cited in Kiwale, 2017, p. 19), who asserts that the school is, in many ways, a mirror of that society. Upindi (2013) contends that some of the causes of indiscipline in schools are drug abuse, neglect and community and media violence. Social issues relating to changes in society, the increase in family breakdown and general moral decay, exert an influence on learners' behaviour in schools.

2.7.2 Teacher-based factors

There is a range of teacher-related variables that directly impact learners' conduct at school. Teachers' conduct, attitudes towards work, relationship with learners, and their approach to discipline have a direct bearing on the quality of learner discipline in a school. The behaviour, dress and attitudes of teachers have a bearing on the state of learner discipline in the school. Banja (2013), in support of this claim, argues that a research study conducted in Zambia revealed that teacher behaviour impacted pupil behaviour in a significant way. Jinot (2018) posits that educators disregard the fact that their conduct and attitudes in the classroom may influence the learners' sense of belonging to the school, and hence the ways that they behave. In her research, Jinot (2018) found that secondary school educators did not lead by example and that they also do not model socially acceptable behaviours to their learners.

Magwa and Ngara (2014) state that teachers sometimes perpetuate indiscipline by coming to class unprepared. When a teacher is unprepared, learners have idle time to make a noise and engage in other disruptive behaviours that tarnish the image of the school, in so far as discipline is concerned. An ill-prepared lesson also tends to cause misbehaviour since the learners will be bored. Magwa and Ngara (2014) assert

that if a teacher comes unprepared, self-confidence will be lost; learners will doubt the teacher's capabilities. They further posit that when lessons are not interesting, discipline crumbles, causing boredom which will lead to disruptions such as truancy and talking during lessons without permission. Lack of commitment also takes place when the teacher does not cater to the individual learning styles of learners. If teachers fail to use a variety of methods to reach every learner, the learners become bored, disinterested and reckless. Marzano and Marzano (2003) cited in Magwa and Ngara (2014) also allude to the fact that ineffective teachers treat all learners the same. They are not sensitive to the diverse needs of learners, and this leads to misbehaviour in class.

Teachers are expected to be role models and behave in *loco parentis* all the time. According to Upindi (2013), teachers who come to school drunk and improperly dressed, create opportunities for learners to imitate them, and the discipline of the school suffers. As stated by Magwa and Ngara (2014), teachers who are often absent from school for no good reason and who do not respond promptly to the bell (for example after break) contribute to indiscipline. If learners are not under the teacher's supervision, this often causes chaos, which ranges from noise-making to fighting, vandalising school property, and sometimes to serious injury of learners. Rhalmi (2016) also emphasises that learner indiscipline takes centre stage when the teacher fails to exercise his or her leadership role. Learners tend to misbehave when they find themselves without effective adult guidance. It is, therefore, important to conduct a research study that will establish and provide recommendations for effective teacher conduct in raising disciplined learners.

Rhalmi (2016) argues that the relationship between the teacher and learners is essential for any learning process. Conversely, Banja (2013) notes that indiscipline is easily bred in a school where no healthy relationship exists between teachers and pupils. Magwa and Ngara (2014) similarly posit that poor relationships between teachers and learners have contributed to disciplinary problems in schools. Indiscipline emerges in the event that there is a breakdown in this relationship. A strain in the relationship between teachers and learners is dominantly a result of teachers' i) preferential treatment of some learners, ii) ill-treatment of learners, and iii) improper associations with learners. Rhalmi (2016) contends that indiscipline may be caused by teachers who favour some learners in their day-to-day operations in the school.

The other learners may see this as a sign that everything is allowed despite the rules. Other learners may also see this favouritism as an offence against them, which leads to rebellion. Banja (2013) considers unfair treatment by teachers as the major reason why children misbehave in school. Thus, teacher unfairness manifested itself through actions such as teachers having favourite pupils and being rude to pupils who are not close to them (Banja, 2013). Such actions generally lead to acts of indiscipline, as some children may feel unfairly treated by the teachers who might give preferential treatment to those learners with whom they share strong bonds. Mwaniki, Nguriji and Kanjogu (2016) further reiterate that most unrest in schools is a result of a poor teacher-learner relationship, which includes aspects of psychological defects. Psychological defects are characteristic of learners who realise that they are constantly ignored by those people who have an important role to play in their lives like parents and teachers.

Ofori *et al.* (2018) argued that immoral relationships with schoolgirls promoted behaviours such as agitation and revolts. A research study conducted by Banja (2013) confirmed male teachers displayed extremely poor behaviour by flirting with schoolgirls. The flirtation from teachers resulted in learners' loss of respect towards their teachers in general but more so towards teachers' loss of dignity and failure to control classes. Teachers' immoral relations with learners, especially with girls, weaken their ability to enforce school rules and regulations fairly and consistently. Teachers who are involved in unprofessional relations with learners may find themselves compromising on several expectations, and in some cases leaking test and examination papers to learners with whom they have affairs. This brings down the moral demeanour of the school.

One of the major roles of a teacher is to cultivate and maintain discipline in a class. The teacher's knowledge about disciplinary techniques, and the manner of instilling discipline, has a direct effect on learner discipline and the general conduct of learners under their care. Mwaniki, Nguriji and Kanjogu (2016) conducted a study in Kenya and concluded that most teachers are incompetent, and do not have knowledge of exactly how-to guide and counsel learners concerning acts of indiscipline. Magwa and Ngara (2014) point out that the teacher's treatment of learners can result in indiscipline. They noted that truancy, school phobia, or school refusal may be products of an aversive environment where teachers impose rules on learners, use punishment and ridicule a

learner in front of peers. Banja's (2013) results indicate that harshness to pupils (which included allowing prefects to beat fellow pupils, detaining pupils after school hours, punishing pupils for silly mistakes, punishing pupils during lesson time and prescribing inappropriately harsh punishment for minor offences), using CP and sending pupils away from school during lesson time, as well as the use of sarcastic and abusive language towards pupils were identified by pupils as factors that impacted negatively on their discipline. According to Magwa and Ngara (2014), adolescents are very sensitive and demeaning them or forcing them into doing something they do not like could result in confrontation. Thus, teachers cause indiscipline by using their position to humiliate and intimidate the learners.

2.7.3 Home-based factors

The behaviour of learners at school tends, to a significant degree, to reflect the lifestyle of the home and family the learner comes from. Jinot (2018) argues that the root cause of learner misbehaviour at school emanates from the home. Home-based factors specifically resonate with the parenting styles, working parents, ineffective parental discipline and dysfunctional family systems, which give rise to a lack of learner discipline. Kiwale (2017) asserts that the home environment plays a very big role in influencing learners' behaviour at school. Similarly, Kagoiya and Kagema (2018) assert that a range of family circumstances and conditions may exert more powerful influences over the learners' behaviour than anything that happens in school. There are many factors at home, such as poverty, access to the internet and mobile phones, child abuse, television viewing and responsibilities at home that go a long way in influencing learners' behaviour negatively.

Poverty is a state where parents are unable to provide adequate basic necessities like proper housing, clothing and food to their children. It is mainly determined by the family's socio-economic status. Kagoiya and Kagema (2018) confirm that poverty is also perceived as a major cause of some forms of misbehaviour in school. Poverty becomes real when parents fail to meet learners' basic needs, as stipulated by Maslow's (1970) hierarchy of needs. Biological needs are necessary for survival; they entail clothing, food, health and shelter (Magwa & Ngara, 2014). Unless these basic needs are met, other higher-order needs do not motivate children to learn, and as a result the child resorts to abusive behaviour. Learners may be involved in theft and

prostitution in order to meet daily needs. Others may skip classes to engage in informal jobs such as being vendors to raise money for basic life requirements (Mangovo, Whitney & Chareka, 2011, cited in Magwa & Ngara, 2014).

Parental permissiveness and neglect have been identified as a home-based factor of learner indiscipline. Kagoiya and Kagema (2018) allude to the fact that permissive and negligent home environments contribute to learner misbehaviour. Gutuza and Mapolisa (2015) emphatically posit that indiscipline in schools can be attributed to parents who have neglected the discipline of their children at home. They argue that nowadays, parents ignore their duties towards the proper upbringing of their children; little time is spent with these children, which results in moral laxity and this is exhibited by the learner through misbehaviour. This has also been observed by Idu and Ojedapo (2011), who state that some parents seem to have denied their parental roles and responsibilities towards their children. It has also been noted that if parents spend little time at home, children may seek inapt social experiences elsewhere, which have shattering effects on their lives (Kagoiya & Kagema, 2018; Magwa & Ngara, 2014). Magwa and Ngara (2014) and Kagoiya and Kagema (2018) noted that in the example of Zimbabwe, many parents have migrated to neighbouring countries or overseas as a result of unbearable economic conditions, leaving their children under the guardianship of relatives or other children. Children may have to take care of themselves thus creating permissive environments for acts of misconduct. Magwa and Ngara (2014) noted that in Kenya, learners who do not have the guardianship of biological parents had higher rates of misconduct in schools. It is logical to advocate that learners are developing individuals who have not yet attained sufficient abilities to make certain decisions on their own. The absence of proper parental guidance, therefore, is bound to open opportunities for immature decision making which often results in wayward behaviours.

Kagoiya and Kagema (2018) proffered the idea that a single-parent home may play a dominant part in enhancing indiscipline in school. This is largely a result of the view that single-parent homes are more likely to rear children with higher levels of emotional, psychological and behavioural problems (Kagoiya & Kagema, 2018). It has been observed that in most cases, the single parent is the sole breadwinner, and as such cannot supervise children adequately. Such children, therefore, are most likely

to be attracted to join gangs where they will enjoy the attention and protection that they do not get at home.

Disorganised and dysfunctional families are breeding grounds for the development of learner misbehaviour. Kagoiya and Kagema (2018) assert that discipline problems at school reflect problems in the home. Upindi (2012) argues that some of the factors that contribute to the indiscipline of learners result from a family system that is marred with marital tension and parental rejection. Magwa and Ngara (2014) state that in disorganised families there is a lack of leadership, guidance and control which can also lead to disruptive behaviour problems in schools. Further, Jinot (2018) posits that the children of a dysfunctional family lack character education at home. In such families, parents attempt to discipline children by constantly threatening them with violence (Magwa & Ngara, 2014). Children from such homes tend to be abused, regularly experiencing and/or witnessing domestic violence. Such experiences predispose them to the development of antisocial and criminal behaviour. They are usually intolerant and believe that physical violence is the only means of resolving one's problems (Magwa & Ngara, 2014). Kagoiya and Kagema (2018) claim that chaotic and disruptive family life is linked to aggression and unruly behaviour problems. They further note that such children exhibit hostile attribution biases, respond aggressively, and view violent behaviour favourably. Thus, at school, these children face adjustment problems because they have been deprived of attention and love at home.

Kiwale (2017) complains that parents from disorganised families tend to misbehave in the presence of their children and yet they expect these children to behave properly. In the same vein, Magwa and Ngara (2014) argue that children from such a family develop anti-social behaviour. Jinot (2018) contends that parents are bad role models for their children. Ibrahim (2015) similarly reiterates that parents fail to lead by example by keeping late nights and indulging in excessive alcohol consumption on daily basis, and engaging in numerous marital affairs, and wife-battering. In her study, Jinot (2018) established that parents watch films with indecent content and violence together with their children, whilst the father drinks wine or beers with friends at home. When the child comes to school, he does the same: drinking with friends, using swearwords. Bandura's social learning theory assumes that children learn through observation and copying the behaviour of adults who serve as models of behaviour (Adigeb and Mbua,

2015, cited in Jinot, 2018). The foregone discussion proposes that bad behaviours are learnt through the process of socialisation and observation in non-functional family systems.

Additionally, working parents tend to be deficient in monitoring the behaviour of their children and providing them with appropriate guidance on how to conduct themselves as they grow. Jinot (2018) conducted a study in Mauritius and established that in many families, there is a working mother. Given this scenario, parents, therefore, do not have time for parenting, since they are busy working for the benefit of the family. She observed that parents leave home early in the morning to go to work when the child is still sleeping and come home late in the afternoon. Until they return, the child is free to do whatever, go wherever, and behave in whatever manner they wish. Children find themselves left on their own, under no parental supervision, hence the development and concretisation of behaviours that are against societal norms. In Jinot's (2018) study, the participants confirmed that when the principal calls the parents of the learner who has misbehaved, they do not come due to work commitments. The learner then takes advantage of this and fearlessly misbehaves at school.

2.7.4 The peer group

Secondary school learners are at a stage in life where friendships matter the most. Friendships translate to the formation of peer groups that serve to reinforce beliefs, activities and behaviours that define the specific subculture of that group. Ibrahim (2015) confirms this by stating that adolescents (learners) spend a great deal of time with their age group, and the attitudes of their own particular set of friends within the peer group, become a central influence on their behaviour. According to Jinot (2018, p. 42) "Many learners misbehave because of pressure from their peers at school". Upindi (2013) also asserts that it is obvious that peer pressure plays a role in learners' misbehaviour in class.

Gutuza and Mapolisa (2015) posit that some learners influence others to cause chaos; this happens when learners meet other learners with different behaviours that negatively influence their own. They further note that as children grow older, the importance of parents decreases as a reference group and as a model for conformity, and they begin to relate more with their peers. Gutuza and Mapolisa (2015) contend that the power of the peer group becomes more influential and felt, when family

relationships are not close or supportive. Idu and Ojedapo (2011) similarly argue that peer-group influence contributes to indiscipline among learners when the learners are scared of their parents. Gutuza and Mapolisa (2015) explained that if the parents are largely unavailable, the children may turn to their peer group for emotional support, and will often turn to a group that accepts them, even if the group is involved in illegal or negative activities; for some young people, the need for belonging and acceptance is often greater than the need to do the right thing. Ibrahim (2015) similarly argues that the peer group provides the sense of oneness, identity, security and solidarity which the average learner desires. Hence, this association has its own problem; when the norms of a group are deviant, individual members must follow such norms. For example, Kagoiya and Kagema (2018) note that some learners attended school while drunk, and assert that learners form groups and take drugs.

Ibrahim (2015) believes that gang peer groups help to breed delinquency because they serve as a training ground for crimes such as truancy, disobedience and violation of school regulations. The need for social recognition among members of a peer group may become so strong, that an individual member may easily conform to unacceptable norms. The child is at first encouraged to join a gang, and then disobey rules, and from there is led step-by-step to crime.

2.7.5 The learner

According to Jinot (2018), the learner is one of the factors that leads to the increase in violence. Kagoiya and Kagema (2018) similarly posit that learners themselves are a source of indiscipline in schools. The foregoing therefore presents the learner as a key factor of indiscipline in schools. The learner, therefore, requires adequate attention and scrutiny in this section of the study. Like all individuals, the learner has unique experiences and endowments that predispose him or her to personality and behaviour characteristics that lean towards a particular dimension within social and educational settings. The dynamic interplay between genetic and environmental forces shapes the behaviour of the learner, which might resultantly be exhibited as good or bad. It is important to note that the secondary school learner is an individual who, on average, ranges between 13 and 18 years of age. In terms of human development categorisation, most secondary school learners fall in the stage of adolescence.

Special attention to research findings relating to adolescence is critical when analysing the learner as a factor of indiscipline.

Jinot (2018) argues that adolescent learners who are 13 to 15 years of age manifest a substantial lack of discipline because they are in the adolescent crisis stage. Crocetti *et al.* (2014) assert that the endless cycle of human self-discovery begins in adolescence and suggest that the major achievement of this period revolves around successfully solving the 'riddle of the self'. They allude to the fact that, as postulated by Erikson (1968), through the process of formulating an identity, youth heartrendingly ask the question: 'Who am I?' and 'Who will I be when I grow up?' These efforts are all part of the enduring search for self, which according to Erikson (1968) represents a fundamental developmental task. Barbot and Hunter (2012) claim that pre-adolescents and adolescents have an identity crisis and greater impulsivity that makes it difficult for them to make good behaviour choices. Kagoiya and Kagema (2018) indicate that factors such as biological, social, view of self, attitudes, beliefs, and lack of sense of one's future are some of the factors associated with an identity crisis that predispose adolescents to unhealthy behaviours. This leads to the trend that has been observed by Upindi (2012) who noted that the learners do as they please, disregarding school rules and guidelines.

Barbot and Hunter (2012) assert that in Hall's (1904) view, adolescence is indeed often characterised as a period of inherent 'storm and stress'. Across all these changes, the task of adolescence is primarily rooted in the formation of an identity, which is triggered by environmental, social, pubertal, and neurobiological changes. Barbot and Hunter (2012) state that most adolescent changes also result in behavioural manifestations such as risk-taking, impulsivity, and emotional disturbance. Jinot (2018) confirms this by stating that secondary school learners also turn to drug dealing and sexual activities because of their immaturity and curiosity. The immaturity of adolescents is explained by Barbot and Hunter (2012), as they explore the dual developmental system that these young individuals experience during adolescence. They aver that the socioemotional system processes social and emotional information and compels individuals to engage in behaviours that seek to maximise pleasure and minimise displeasure. Due to the system's role in reinforcing pleasurable behaviours, one of its major components is commonly referred to as the reward pathway or reward centre, and it is particularly relevant when considering risk versus reward considerations that

are a key feature of risky decision-making in adolescents. The other system, the cognitive control system, is generally responsible for executive mental functioning, including response inhibition, affective control, planning, weighing risks and rewards, and simultaneous consideration of multiple sources of information. These are considered critical features for identity formation.

According to Barbot and Hunter (2012), the socioemotional system and the cognitive control system mature substantially during adolescence but do not develop at the same pace. They argue that the socioemotional system develops rapidly during early adolescence, likely triggered by puberty, and is likely to mature by middle adolescence (age 15–16). The cognitive system develops more gradually than the socioemotional system and only reaches final maturation as late as early adulthood (age 18–24). This developmental lag of the cognitive control system, described as a temporal gap, is the typical neurobiological context of adolescent behaviour (Barbot & Hunter, 2012). The lack of inhibition from the developing cognitive control system results in a brain that is highly vulnerable to social and pleasurable influences but has decreased capacity to plan, analyse, and weigh the consequences of risky behaviour. This temporal gap predisposes adolescents to characteristic behaviours, such as risk-taking and impulsivity. Further, adolescents' greater susceptibility to peer influence, and decreased capacity to plan for the future, are additional factors that influence risk-taking and impulsivity and can be explained by this temporal gap of developing brain systems.

Indiscipline in adolescent learners has been attributed to identity diffusion, as expressed in Erickson's theory of psychosocial development. Barbot and Hunter (2012) contend that identity-diffusion status is an identity structure resulting from a lack of exploration, associated with a lack of commitment in significant domains. In other words, diffuse adolescents do not attempt to commit, which reflects a low level of psychosocial development, low motivation, and often a less mature identity. Identity-diffusion is associated with negative outcomes such as negative self-concept, lack of self confidence, higher conformism, and more risk for alcohol and drug abuse (Crocetti *et al.*, 2014). Adolescents also experience the Moratorium status. This is known as a period largely characterised by wide exploration, and a quest for identity with intense questioning about possible commitments (Barbot & Hunter, 2012). Adolescents in Moratorium describe a lot of dilemmas, internal conflicts, and often experience anxiety

about themselves and their future. The Moratorium could also be significant in a situation whereby the learner does not find meaning or something of value in the curriculum they are pursuing. A curriculum that is not seen by the adolescent as playing a significant role towards what they intend to become in future, is bound to trigger apathy, lack of commitment towards studies, and delinquency. Crocetti *et al.* (2014) summarise that youth who struggle to reach their personal goals and who experience stress associated with a lack of meaningful commitments may be more vulnerable to engage in delinquent acts.

Indiscipline in adolescence can also be a result of personality matters. Ndaita (2016) argues that many learners simply do not perceive a connection between their efforts and academic outcomes. He goes on to spell out that such learners have what psychologists call an external locus of control, and do not believe in their ability to influence events. Such a personality orientation propels a person to ascribe what happens in their life to external events over which they have less control. They also lack the skills to distinguish appropriate from inappropriate behaviour, since they see themselves as victims of external forces.

2.8 EFFECTS OF INDISCIPLINE ON THE QUALITY OF TEACHING AND LEARNING

Indiscipline has a dynamic influence on teaching, learning and the wellbeing of the school system in general. Acts of indiscipline largely affect other learners, the perpetrators, teachers, administrators and other stakeholders of the education system. Literature has revealed that indiscipline has adverse effects on learner and teacher motivation; it leads to the destruction of school property, stirs up negative relations between teachers and misbehaving learners, leads to loss of instructional time, and causes serious damage to life, to the point of loss of life in some cases. Despite the foregoing, Kagema and Kagoiya (2018) assert that indiscipline in schools affects the learner more than anybody else.

Broadly, Gutuza and Mapolisa (2015) aver that indiscipline manifests itself through disruptive behaviour, making it difficult for other pupils to learn. The section below details the specific effects indiscipline has on teaching and learning.

2.8.1 Psychological trauma

As alluded to earlier, violent protests by learners create a hostile and unsafe environment for both teachers and other learners. Karanja and Bowen (2012) state that there is a growing concern that many schools are at risk of becoming unsafe for teaching and learning. They further argue that indiscipline does not only affect the learners' performance but also scares others, who develop a phobia for school. Teachers who find themselves confronted with hostile environments develop low morale for their duties and subsequently become psychologically withdrawn. This is supported by Magaba (2018), who argues that teachers become demoralised by having to manage difficult learner behaviour, which they claim affects the quality of their teaching and their investment in what they do. In the same vein, Ofori *et al.* (2018) argue that, for fear of their lives, teachers are unable to give their best or use strategies that could enhance effective learning. According to Njoroge and Nyabuto (2014), learners and teachers in schools affected by physical unrest find it difficult to restore working relationships after the unrest. The emotional and psychological trauma that characterises the aftermath of learners' unrest strains further interaction amongst people (Karanja & Bowen, 2012; Njoroge & Nyabuto, 2014). This is because indiscipline pushes a wedge between the teacher and learner; this relationship is built upon a foundation of trust and mutual respect. Violence towards one another makes it difficult to maintain a healthy relationship, which affects teaching and learning.

The arguments made in this regard fit well within Maslow's theory of motivation's. Safety comes second in the hierarchy of needs regarding human motivation. Teachers and learners cannot be motivated to perform at their best in an environment marred with threats to their survival and safety. The feelings of fear and lack of control over events in their lives create a sense of anxiety and paranoia which negatively impacts performance. This study seeks to develop strategies that would assist schools to create safe environments which are conducive for optimum performance by both teachers and learners.

2.8.2 Learner motivation

Motivation is the driving force behind engagement in a particular set of behaviour. Indiscipline imposes a negative effect on learner motivation. According to Waithaka (2017), most of the learners who are confronted by learner indiscipline and violence

are discouraged. Njoroge and Nyabuto (2014) add that if discipline is not taken into consideration, the school environment will be dangerous, and this may also affect the learners' safety, readiness to learn, as well as their future behaviour. In the same vein, Enefu (2019) asserts that indiscipline and the rampant occurrence of delinquent acts create an atmosphere of insecurity and inability in schools and classrooms. School violence thus kills the eagerness of learners to learn.

Weiten, (2018) remarks that Pavlov developed a theory in which he sought to explain how associative learning takes place. This theory claims that learning takes place unconsciously when an organism is repeatedly exposed to two sets of stimuli that are linked together (Weiten, 2018). After classical conditioning has taken place, a similar response is given to the neutral stimulus which was initially given towards the unconditioned stimulus (Weiten, 2018). In this case, learners who frequently are exposed to violence at school tend to substitute the response they give towards violence to the entire school setting. As a result, they develop phobia and resentment towards school. This study, therefore, seeks to develop strategies that will create a healthy school environment that will be associated with positive and pleasurable experiences.

2.8.3 Dropouts

One of the devastating results of indiscipline is school dropout. Enefu (2019) states that indiscipline is largely characterised by acts of carrying dangerous weapons to school, as well as threatening and attacking other learners with these weapons. This culminates in the perpetual existence of dropouts. Fernandez-Sarez *et al.* (2016) reiterate that youth who drop out of school are prone to displaying socioemotional problems and engaging in antisocial and criminal behaviour. They further note that truancy has emerged in several studies as a risk factor for school dropouts. Tabuchi *et al.* (2018) agree with the foregoing assertion, that adolescents' behaviours that deviate from social or legal norms (such as tobacco, alcohol, or drug use, truancy, and unsafe sex) tend to co-exist, resulting in poor academic outcomes, namely school dropout. Enefu (2019) resolutely affirms that many of those learners voluntarily drop out of school when they discover that poor behaviour is taking much of their time and that they are gradually becoming academically redundant. In other words, misbehaving learners eventually decide to drop out of school when they discover that

their stay at school does not yield results, coupled with other unpleasant legal consequences that are associated with their actions.

Enefu (2019) also maintains that some of the learners were expelled from school due to their unruly behaviour. Schools that have high intolerance for deviant behaviours apply strict discipline, resulting in the expulsion of undisciplined learners who commit offences of a grave magnitude. The negative effects of indiscipline spiral beyond the period of immediate school life. In the end, society suffers from the effects of crime and poverty as a result of the unemployability of school dropouts. According to Kagama and Kagoiya (2018), the behaviour of deviants affects the community directly and indirectly - politically, economically and socially. Politically, the industry and organisations will be bound to hire skilled people to take up jobs rather than school dropouts. Economically, the government and other funders spend money funding education, and when children drop out of school, that money will be wasted, as these dropouts will not be able to engage in any formal activity that economically contributes to the welfare of society. Socially, the crime rate will be uncontrollable because these children will commit crimes to satisfy their basic needs, for example, food and clothing.

This study, therefore, seeks to develop possible ways of managing learner behaviour that will help propagate a culture of self-discipline which will promote successful school completion and maximisation of individual potential.

2.8.4 Poor academic performance

The cumulative and ultimate effect of indiscipline on teaching and learning is poor academic performance. Researchers have collectively concluded that high levels of indiscipline are linked to low academic performance and poor results. Karanja and Bowen (2012) reveal that the use of cannabis is linked to the adoption of an anti-conventional lifestyle resulting in a lot of indiscipline and lack of proper commitment to studies in schools. According to a study carried out in Kenya by Njoroge and Nyabuto (2014), there is an indication that academic performance in most schools is abysmal, with numerous cases of poor grades, which subsequently could be attributed to indiscipline experienced in the schools. Ofori *et al.* (2018) conducted a study in Ghana and concluded that indiscipline behaviours have contributed to the poor performance of learners in schools. In their view, the different unacceptable behaviours among the learners prevented them from concentrating in class, facilitated the loss of content and

knowledge taught, created tension and insecurity in class, disrupted lessons and caused the instructional time to be used to settle disputes. This is also supported by Waithaka (2017), who argues that approximately half of all classroom time is taken by activities other than instruction, and that discipline problems are responsible for a significant portion of this lost instructional time. Further, Njoroge and Nyabuto (2014) contend that undisciplined learners do not have enough reading time, hence the inadequate reading time the undisciplined learners had, negatively affected their academic performance. In most cases, misbehaving learners spend the majority of their time serving punishment. According to Kageema and Kagoiya (2018), the learner loses an invaluable opportunity to utilise learning time when undergoing punishment. Njoroge and Nyabuto (2014) posit that learners' unrests cause time wastage, which largely affects their academic performance. Ofori *et al.* (2018) further explain that time insufficiency, due to indiscipline, does not allow the syllabus to be completed before learners write their final examinations. Enefu (2019) asserts that the effects of indiscipline on learners' academic performance leads to poor performance of learners, tarnishes the school image, and negatively impacts teacher's efficiency.

It suffices to conclude that in most cases, the outcome of indiscipline is poor school results. The investment made in education by the government, teachers, parents and other stakeholders becomes fruitless if it is directed to a school environment that is infested with learner indiscipline. A school requires an orderly, stable and predictable environment if it is to effectively carry out its educational mandate and achieve set objectives. Encouraging results can be achieved if schools can adopt a holistic approach that seeks to address all the ingredients that have a hand in the development of a culture discipline and orderliness. This study, therefore, seeks to propose a framework that will enable schools to create orderly and well-disciplined environments.

2.9 TEACHERS' PERCEPTIONS ABOUT POSITIVE DISCIPLINE

PD has been viewed by teachers as an emerging alternative to CP with mixed feelings. According to Bowling (2018), whilst many research studies have revealed that PD has a positive effect on schoolwide discipline, some teachers and stakeholders have nevertheless expressed negativity about its usefulness in their schools. This implies that PD has gathered both positive and negative sentiments from teachers and other education stakeholders.

2.9.1 Positive perceptions

A study conducted in Eswatini by Mabuza, Makondo and Bhebhe (2017) revealed that teachers perceived PD as a good approach for disciplining learners. The teachers in Eswatini indicated that PD corrects learners' behaviour smoothly, without causing pain, which could sometimes result in psychological and emotional disturbances in pupils. The study further asserted that this kind of discipline is instrumental in maximising the possibilities of producing responsible learners. In a similar study conducted in the USA, Roberts-Clawson (2017) confirm that PD has helped to minimise negative learner behaviour. Somayeh *et al.*'s (2013) Taiwanese study underscores the fact that applying PD in the classroom leads to the internalisation of values, decreases disruptive behaviours, and also leads to promotion of self-control among learners. PD is therefore viewed as an effective strategy that promotes good learner behaviour and helps in cultivating a culture of responsibility in learners.

Mabuza *et al.* (2017) also expressed that teachers in Eswatini viewed PD as an approach that seems to maximise the freedom and flexibility of learners to carry out their academic and non-academic activities to the best of their ability. They concluded that it was an indisputable fact that pupils exposed to disciplinary measures that are based on a PD framework develop all sorts of positive attributes. Roberts-Clawson (2017) concurs by stating that PD is often perceived as an effective approach for positively impacting the school climate, as well as creating and sustaining effective support for learners, and for academic achievement. In the same vein, Bowlings (2018) contends that PD effectively impacts the learning environment in schools by supporting learner performance, reducing behavioural problems, and improving the academic success of learners. Mabuza *et al.* (2017) have observed that the PD approach is successful because it is child-centric, hence it places the child's interests at the core of every interaction in the school system. Roberts-Clawson (2017) echo this and agree that PD is effective because it has improved school outcomes, and increased knowledge about problem-solving strategies.

PD has also been considered a preventive and supportive approach. Bayraktar and Goğan (2017) posit that, if properly implemented, PD can be instrumental in preventing problematic behaviour that will cause disruptions in the classroom. The approach is also armed with mechanisms for supportive discipline, a scenario where non-punitive

interventions are made to assist learners that still exhibit behaviour problems that may cause discipline issues in the classroom.

2.9.2 Negative perceptions

Existing literature sources have also pointed out that teachers have expressed reservations regarding PD. Mabuza *et al.* (2017) reveal that some teachers in Eswatini saw the adoption of PD as a non-starter within an African context. Participants in their study argued that PD does not fit well in their context, given that moral decay in learners was observably on the increase, because they are living in an African society whereby when a child has done something wrong at home, the parent simply uses 'the rod' and punishes the child. After all, that is considered an African way of dealing with indiscipline among children. In addition to this, Makewa *et al.* (2017) contend that some parents consider the act of abolishing CP as a Western-centric concept that will cause havoc in African cultures and lead to moral decay. This implies that PD is considered a foreign strategy that has not been tailored along with African values for adaptability and is bound to destroy the moral fibre of African societies. Roberts-Clawson (2017) have observed that PD is viewed as a strategy that does not prepare learners for the real world. This observation is consistent with Mabuza *et al.*'s (2017) perception that PD lacks relevance in the day-to-day means of disciplining learners. PD is therefore viewed as a superficial system that is not in tandem with systems applied in wider society. The main aim of this study is to model the implementation of PD in a fashion that embraces Ubuntu values to strengthen its relevance and subsequent acceptability to the local environment.

Roberts-Clawson (2017) states that the problem with PD is that it was introduced via a top-down approach. Educators in the USA have argued that new initiatives were speedily implemented but lacked effective follow-up mechanisms. In such conditions, teachers are sceptical of changes and develop cold feet in implementing them as expected. Similarly, Mabuza *et al.* (2017) reveal that teachers mentioned that due to limited knowledge about PD, they had grown to develop negative attitudes toward the approach. Teachers' views on PD are largely based on how much information they have about it, and the way it has been introduced.

2.10 FACTORS THAT HAVE CONTRIBUTED TO THE INEFFECTIVE IMPLEMENTATION OF POSITIVE DISCIPLINE

Meek, Sanetti and Boyle (2018) identify a set of variables for implementation of PD expressed through an ecological framework which comprises intervention, implementer, organisational and external levels. In other words, factors that contributed to the ineffective implementation of PD can best be understood by exploring each level of the ecological framework in greater detail.

2.10.1 Intervention level

This level focuses on the intervention itself, its level of complexity, timing and materials required for implementation. Bowling (2018) identifies implementation difficulties which, among others, include the use of complex strategies. An implementation that does not follow an open and simple strategy that embraces every stakeholder is bound to yield negative results. Implementation of PD in most developing countries took a top-down approach, which sought to impose rather than engage the teachers. Feuerborn and Tyre (2012) note that the implementation of PD was confronted with challenges associated with high poverty rates and limited resources, which water down efforts for systemic reforms. Most developing countries do not have sufficient funds and resources to effectively implement change. The paucity of resources as a result of poverty undermines efforts to implement PD, due to the compromised state of physical structures and shortage of working tools for teachers.

2.10.2 Implementer level

The teacher is the ultimate implementer of PD in the school. The professional and psychological characteristics of the teacher are key to the successful implementation of PD (Meek *et al.*, 2017). Meek *et al.* (2017) contend that teachers' psychological well-being, fraught with stress and burnout, have negatively impacted the implementation of PD in schools. Furthermore, Feuerborn and Tyre (2012) note that staff members are not provided ample opportunities for professional development. In the same vein, Bowling (2018) indicates that what hindered PD was the lack of support and training for teachers on the new approach. This is confirmed by Mabuza *et al.* (2017), who reveal that teachers in Eswatini stated that limited knowledge on PD had hindered them from effectively implementing PD. The behaviour of teachers and their attitudes have also been cited as a stumbling block to the successful implementation

of PD. Mabuza *et al.* (2017) note that teachers use abusive and vulgar language to correct learners. Not only does this water down the government's efforts of administering PD in the schools but discards the very essence PD is built upon.

In Tanzanian schools, Semali and Vumilia (2016) have observed that there was an overall reliance on the use of punishment as a means of correcting misbehaviour, enhancing performance, or keeping discipline among learners, despite criticism from government and human rights activists. This strong inclination towards CP by teachers results in the establishment and maintenance of a mentality that PD is not effective. Roberts-Clawson (2017) similarly echoes that teachers described PD as an initiative that was ineffective because they emphasised punitive responses - which they felt were effective and a far more logical response.

2.10.3 Organisational level

Factors at the organisational level are those related to school culture, leadership, facilities, equipment and the context shared by learners and teachers. Meek *et al.* (2017) note that positive school culture is defined by the mission of the school, behaviour of administrators, communication style in the school and teachers' professional conduct. The absence of such a culture aborts all attempts of effective adoption and implementation of PD. Feuerborn and Tyre (2012) point out that schools often experience challenges associated with limited resources, higher levels of under-qualified staff and staff turnover, cumulatively complicating systemic reform efforts. Bowlings (2018) identified difficulties that included lack of team training, barriers to data, team malfunction, poor communication, a weak administration, deficient staff buy-in and non-existence of reward systems which jointly jeopardises the effectiveness of the PD program.

2.10.4 External level

According to Meek *et al.* (2017), macro-level factors include government structural and policy variables that affect how schools function. These are forces that regulate the external environment of the school. Through the Ministry of Education, the government enforces policy in line with its strategic goals and political manifesto from time to time. Under normal circumstances, implementation of a new policy should involve leadership at national, provincial, district and community levels (Meek *et al.*, 2017). Deviations from this route create implementation challenges. *The Times of Swaziland*

(newspaper edition, 16 January 2017) reported that in Eswatini, the government was being blamed for side-lining other vital stakeholders when replacing CP with PD in schools. The newspaper quoted the then-Director of Education, Dr Sibongile Mtshali stating that the Ministry was now aware that the initial rollout of the PD programme was riddled with problems. She admitted that, initially, the programme sidelined parents and members of the community and concentrated mainly on the teachers. Governments have also been accused of placing too much emphasis on human rights, whilst neglecting the issue of responsibility in introducing PD in schools. Rossouw (2003) states that one outstanding reason for the decline in discipline in recent years might be the overemphasis on human rights, especially children's rights, in reaction to the increase in child abuse or the lack of a human-rights culture in the apartheid era.

2.11 SUMMARY

This chapter sought to provide a review of the relevant literature from a global perspective. Views gathered from the literature were from a position of exploring the concept of learner indiscipline. This was addressed to raise awareness of the problematic behaviours that learners exhibit at school. The chapter proceeded to present CP as the traditional approach that was widely used as a means for the correction of deviant behaviours in educational settings for centuries. Reasons for the abolishment of CP were laid down as proposed by researchers in the behavioural sciences. The researcher further explored PD as an approach that was introduced as a non-violent alternative to handling behaviour problems and their theoretical origins. In this regard, Adlerian theory was discussed to explain how it influenced the concept of PP which then gave birth to PD. Ubuntu emerged as a critical component necessary for contextualising PD techniques to the local educational environment.

The chapter further presented existing empirical research findings which address the research questions of the study. These views are vital in giving insight into what the dynamics surrounding the implementation of PD in the SA context could be. The next chapter, therefore, reviews literature emanating from studies conducted in SA concerning indiscipline in schools and how PD has been implemented.

CHAPTER 3: POSITIVE DISCIPLINE - A SOUTH AFRICAN PERSPECTIVE

3.1 INTRODUCTION

This chapter explores existing literature findings on PD from the SA context. The chapter outline is largely guided by the main research questions of the study. It highlights the nature of indiscipline in SA schools and explores related trends. The historical context and use of CP as a method of instilling discipline in learners within SA are discussed, considering educational systems and views that either support or oppose its application. The chapter also explores policy issues regarding learner discipline in SA and further analyses PD from local stakeholder perspectives. The Ubuntu philosophy is presented as an indigenous theoretical approach to establish ways in which its values can be incorporated in the development of a framework for effective PD implementation. In exploring extant literature based on studies conducted within SA, themes derived from the main research questions are explored to identify research gaps that this study seeks to address.

3.2 INDISCIPLINE IN SOUTH AFRICAN SCHOOLS

Schools in SA have experienced a wide range of learner-behaviour problems that amount to indiscipline. Cases of indiscipline have escalated to a point where crime and violence have become a common characteristic of the educational environment. The situation has become so severe that Ncontsa and Shumba (2013) claim violence has become a part of everyday life in some schools in SA. Netshitangani (2014) notes that the nature of indiscipline in SA public and private schools is characterised by shootings, stabbings, bullying, and acts of physical and emotional violence. In addition, Mestry and Khumalo (2012) contend that schools have experienced cases of learners being armed with dangerous weapons (such as guns and knives), vandalism and destruction of property, theft, and learners who possess unlawful substances such as drugs and alcohol. Ncontsa and Shumba (2013) allude to the fact that the escalation of violence in SA schools has led researchers to conclude that schools are rapidly and increasingly becoming arenas for violence, not only between pupils but also between teachers and pupils, interschool rivalries, and gangs.

Ncontsa and Shumba (2013) note that a research report conducted by Burton (2008) in his study of school violence in SA schools found that about 1.8 million of all pupils between Grade 3 and Grade 12 (15.3%) had suffered violence in one way or another. Burton's (2008) study revealed that 12.8% of the learners had been threatened with violence; 5.8% had been assaulted; 4.6% had been robbed, and 2.3% had experienced some form of sexual violence at school. According to Wolhuter and van der Walt (2020), on 9 March 2018, a video was released of a teacher at the Three Rivers Secondary School at Sedibeng being hit by a book thrown by a pupil (Dhlamini, 2018). The *Sowetan Live* newspaper (dated 8 October 2019), reported that a 14-year-old pupil was stabbed to death at Thuto Tiro Comprehensive School in Zone 10, Sebokeng, south of Johannesburg, on a Monday morning. These two cases are amongst many others that highlight the magnitude of the problem at hand. They clearly show that many learners are victims of school violence and that their welfare is heavily compromised if the situation remains unabated.

Researchers have concluded that learner indiscipline in SA schools has become the greatest concern of most education stakeholders, as it has rendered many schools ineffective institutions of teaching and learning (Mestry & Khumalo, 2012). A further concern has been the increase in the levels of indiscipline culminating in a steady decline in discipline levels in schools over the years. In the *Sowetan Live* newspaper (dated 8 October 2019), Basic Education Minister Angie Motshekga reported that school violence has become a "huge" concern, during a parliamentary joint sitting where reports from the two commissions on the measures taken to address the safety of pupils and teachers in schools were tabled. It has been observed that school violence is escalating despite the measures put in place to address the problem by the DoE and schools themselves (Ncontsa & Shumba, 2013). This sad reality has prompted the researcher to conduct a study that will develop a framework for the effective implementation of PD in SA schools.

3.3 CORPORAL PUNISHMENT IN SOUTH AFRICAN EDUCATION

3.3.1 Definition of corporal punishment

CP is defined by the UNCRC as any form of punishment involving the use of light physical force aimed at causing some degree of pain or discomfort (Veriava & Power, 2017). According to Khewu (2012), CP entails the direct infliction of pain on the

physical body and can also be accompanied by emotional and psychological abuse, such as verbal abuse, humiliating physical activities and a child's deprivation of basic needs like food, water or restroom use. CP ordinarily entails intentionally beating a child by hand or with an object such as a cane, belt, whip or shoe. It also involves kicking, manhandling, or throwing the child; pinching or pulling hair; scarring; forcing a child to stay or sit in uncomfortable or in degrading positions and excessive physical exercise (Khewu, 2012).

The Western Cape Education Department (2016) defines CP as any purposeful act against a child to inflict pain, physical discomfort, to punish or keep them under control. In summary, CP refers to all deliberate actions meted out against a learner with the main intention of causing bodily discomfort in anticipation that such would result in the learner's behaviour changing.

3.3.2 Origins of the use of corporal punishment in South African schools

The use of CP in SA schools has come a long way. It was endorsed by the Christian educational system during the colonial and apartheid era and thus became the widely accepted means of instilling discipline in schools. Egunlusi (2020) states that CP was an important component in the authoritarian apartheid educational system. The Christian National Education (CNE) Policy of 1948 empowered teachers to use CP as a means of disciplining learners (Egunlusi, 2020). Similarly, Tlhapi (2015) asserts that before 1994, CP was the most widely relied upon approach to instilling discipline in SA schools and as a result, it became the norm. The Bible served as the authoritative source of views in support of the use of CP in moulding children's character within the Christian educational system. According to Asia (2019), the following Biblical verses justify the use of CP:

Proverbs 22:15 Foolishness is bound in the heart of a child but the rod of correction shall drive it far from him.

Proverbs 19:18 Chasten thy son while there is hope and let not thy soul spare for his crying.

Proverbs 23:13 -14 Do not withhold discipline from a child, if you punish with a rod he will not die. Punish him with a rod and save his soul from death.

There was a strong religious influence on the official adoption of CP in the schooling system during apartheid. Ideas expressed by the Bible within the Christian community are regarded as divine and beyond human critique. In taking advantage of this shared understanding, the apartheid system enacted the CNE Policy, which affirmed the role of a teacher as a disciplinarian who (through the application of CP) was to toughen up boys and turn them into men (Egunlusi, 2020). It has been observed that teachers influenced by the CNE Policy embraced CP as the preferred mode to discipline learners in the authoritarian apartheid system (Mayisela, 2017).

Mahlangu, Chirwa, Machisa, Sikweyiya, Shai and Jewkes (2021) argue that in SA, CP has been an essential part of instruction for most educators in the twentieth century, characterised by a culture of totalitarian education practices under Bantu education, and a belief that CP is obligatory for orderly education given that people need to be controlled - since they were considered incapable of self-regulation. This mode of instilling discipline created a hostile environment that was counterproductive as most learners remained passive and accepted teacher authoritarian orders with fear (Venkataramani, 2012). Under these conditions, learners were relegated to being docile spectators and victims of a teacher-centred learning environment dominated by note-taking amid stern silence (Venkataramani, 2012). Rampa (2014) also reiterates that under the CNE system, learners bore consequences for ill-behaviour; often involving physical punishment and pain. The justification for CP was that it could alter deviant behaviour in learners who incurred the penalties for disobeying school rules; however, scholars observed that it led to feelings of revenge, anti-social aggressiveness, and even acts of violence amongst learners (Rampa, 2014). A range of literature sources has arguably underscored the fact that punitive school discipline techniques failed to preserve order and protect the culture of teaching and learning. Such a culture of learning was contrary to the learner-centred perspectives that modern educational views propagate. Therefore, reliance on CP would naturally fall out at the dawn of a paradigm shift that embraces a learning approach contrary to teacher-centred education.

3.3.3 Banning of corporal punishment in the South African education system

CP in SA was officially banned in the democratic era. However, the struggle to have CP eliminated in schools began much earlier. Egunlusi (2020) states that as early as

the 1970s, resistance to the apartheid gained momentum hence, learner organisations took advantage and demanded an end to abuse in the classroom mainly perpetrated through the use of CP. In the 1980s, parents and teachers joined the campaign, partnering with learners in calling for an end to the whipping of children (Egunlusi, 2020). Shaikhmag and Assan (2014) state that attainment of freedom in 1994 brought an end to the apartheid era and consequently signalled the end of an authoritarian culture, and a shift towards a culture that embraced human rights. In the same vein, Mayisela (2017) contends that in the democratic era, the educational system in SA experienced major changes, and learners' rights were given priority and prominence. Veriava and Power (2017) argue that developments in the social and political domains in SA created a paradigm shift in the education system which embraced an outcomes-based curriculum designed to introduce more interactive forms of learning in the new human rights culture.

Egunlusi (2020) asserts that the new legal framework supported a shift from teacher-centred to learner-centred classrooms characterised by an environment free of CP that promotes acknowledgement of learners' right to dignity, equality, and freedom. Similarly, Veriava and Power (2017) argue that the agenda of transformation in SA society entailed the transformation of the schooling system which incorporated the banning of CP and creation of an environment respectful of human dignity and bodily integrity. PD became the leading approach that was identified as an alternative means to CP which would serve as a vehicle for the transmission of the new approach to education – one that embraced the respect of human rights and dignity of learners. Literature accessed by the researcher reveals that even though PD has desired intentions within the post-apartheid era, observations made are to the effect that CP is still largely practised in schools given that the former approach has not been viewed as effective in maintaining learner discipline. It has been noted that in recent times, respect and dialogue are seriously lacking in schools (Smit, 2013).

A study conducted by Segalo and Rambuda (2014) concluded that there was a total lack of respect from learners at some schools in SA. Smit (2013) also claims that respect for teachers continues to deteriorate in the post-apartheid period, which often results in conflict and indiscipline in schools. Given the foregoing offshoots of the weakness in the implementation of PD strategies, attempts by educators to restore order and discipline in schools have seen many of them resorting to the use of CP,

albeit illegal. According to Smit (2013), many educators ignore the policies and continue to illegally administer CP at schools with the approval of parents. The Human Rights Commission reported that CP is still applied in more than half of the schools (51.4%) in SA, with the Eastern Cape (65.3%), Mpumalanga (64.1%) and Limpopo (55.7%) reporting the highest incidences (Smit, 2013). Given the issues highlighted above, this research study seeks to develop a framework for the successful implementation of PD in the Mpumalanga Province.

3.4 POLICY FRAMEWORK REGARDING LEARNER DISCIPLINE IN SOUTH AFRICA

The process of removing CP from the education system in SA was anchored on a broad spectrum of policies within the international and domestic arena. The wide array of policy instruments comprises UN Conventions, African Union Conventions, the Constitution of the Republic of SA (hereafter ‘the Constitution’) and national laws adopted as a result of the quest for enforcing the observance of basic human rights concerning discipline and nurturing of children. While eliminating the use of CP on children, these laws and policies set the tone for the adoption of PD as an alternative means of maintaining learner discipline.

3.4.1 International law

Basic human rights are spelt out in the United Nations Charter (1948), which gave the impetus for more specific conventions to be adopted to adequately address the rights and obligations of specific population segments globally. According to Veriava and Power (2017), SA ratified the UNCRC in 1995, thereby committing itself to adopt all necessary steps to ensure that local laws embrace the standards and ideals set out in the Convention. The UNCRC 1990, article 19 (1) reads:

States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

Further, the UNCRC (1990) article 28 (2) articulates that: “States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner

consistent with the child's human dignity and conformity with the present Convention". Finally, as pertains to learner discipline, the UNCRC (1990) article 37 (a) reads: "No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons below eighteen years of age". The foregoing quotations are policy statements that reflect nations' adoption of matters regarding children's rights. Governments are now empowered to put in place systems and mechanisms to ensure that children are treated with human dignity. The clauses express intolerance of physical, psychological and emotional abuse of children emanating from harsh treatment such as torture, CP, detention and verbal attack. The African Union took further steps to develop a framework specific to the needs and rights of children.

The United Nations (UN) 1948 preamble of the Universal Declaration of Human Rights (UDHR) states that all nations and organs of society, "shall strive by teaching and education to promote respect for these rights and freedoms". This statement underscores the need for countries and organisations to embark on a path that raises awareness of human rights through teaching. It is implied therefore that human rights should form part of the curriculum in schools. SA also ratified the African Convention on the Rights and Welfare of the Child (ACRW) 1990. Article 1 states that

State Parties to the present Charter shall take specific legislative, administrative, social and educational measures to protect the child from all forms of torture, inhuman or degrading treatment and especially physical or mental injury or abuse, neglect or maltreatment including sexual abuse, while in the care of a parent, legal guardian or school authority or any other person who has the care of the child.

This clause resonates perfectly with the UNCRC (1990) article 19 (1) cited above. Under this clause, African governments (including SA) committed themselves to ensuring that children are protected from abusive treatment at home, school and within their community. According to Coetzee and Mienie (2013), statements drawn from the above international conventions indicate that the international community put basic principles of human rights law in place. These spell out that:

- Individuals have to respect the human rights of other individuals;
- State parties must respect and promote human rights;

- Education is a means of promoting respect for human rights; and
- Children must be educated regarding human rights to enable them to live a socially responsible life and to take their rightful place in a society based on human rights.

Ratification of international conventions by the SA government facilitated it to develop domestic laws and policies that regulate the implementation of child-sensitive programs.

3.4.2 Domestic Law

SA developed a comprehensive internal constitutional and policy framework that resonates with the international conventions that she is a signatory to.

3.4.2.1 The Constitution

The country's Constitution, which is the supreme law of the land, has clearly articulated regulations concerning children's welfare in terms of basic human rights which pertain to how they should be raised, treated and handled. Section 10 of the Constitution (1996) as amended in 2005 reads: "Everyone has inherent dignity and the right to have their dignity respected and protected". This basic right set the tone for the introduction of a more dignified way of handling learners, which is commensurate with the PD approach in schools. Section 12 (1) of the country's constitution reads:

Everyone has the right to freedom and security of the person, which includes the right-

- (a) not to be deprived of freedom arbitrarily or without just cause;*
- (b) not to be detained without trial;*
- (c) to be free from all forms of violence from either public or private sources;*
- (d) not to be tortured in any way; and*
- (e) not to be treated or punished in a cruel, inhuman or degrading way.*

Provisions articulated in the above section of the Constitution make it illegal for a teacher to detain, apply force, torture or even punish learners. CP thus became a constitutional misfit which worked against the freedom and security of an individual citizen in SA. Section 28 (1) (d) of the Constitution (2005) articulates: "*Every child has a right- to be protected from maltreatment, neglect, abuse or degradation*". This clause

specifically serves to protect children from various forms of abuse which ordinarily become realised when CP is applied in schools.

3.4.2.2 Acts of Parliament and national policies

Subservient to the Constitution are Acts of Parliament that are specific to how children ought to be handled. The National Education Policy Act (1996) section 3 (4) [n] specifies that “the Minister shall determine national policy for control and discipline of learners at education institutions: Provided that no person shall administer CP or subject a learner to psychological or physical abuse at any educational institution”. This means that the minister is empowered to develop a policy for learner discipline which does not accommodate CP and any form of abuse. The Children’s Act (38 of 2005) section 7 pronounces that:

Whenever a provision of this Act requires the best interests of the child standard to be applied, the following factors must be taken into consideration where relevant, namely:

(1) the need to protect the child from any physical or psychological harm that may be caused by:

(i) subjecting the child to maltreatment, abuse, neglect, exploitation or degradation or exposing the child to violence or exploitation or other harmful behaviour; or

(ii) exposing the child to maltreatment, abuse, degradation, ill-treatment”.

In addition, the South African Schools Act (1996) section 10 pronounces the aspect of the banning of corporal punishment and reads thus: (1) “No person may administer corporal punishment at a school to a learner.

(2) Any person who contravenes subsection (1) is guilty of an offence and liable on conviction to a sentence which could be imposed for assault.

In the same vein, the Employment of Educators Act (76 of 1998), Chapter 5 section 17 states, “Serious misconduct. — (1) An educator must be dismissed if he or she is found guilty of -

(d) seriously assaulting, with the intention to cause grievous bodily harm to, a learner, learner or other employee”.

The Children's Act provided further protection of children against all forms of abuse and the use of CP. The Employment of Educators Act forbids teachers from applying CP in disciplining learners in schools and further makes it a dismissible offence to administer such a form of punishment. These legal instruments speak in harmony as regards the elimination of CP in schools.

The subsequent way forward after the criminalisation of CP was the need to introduce a more humane way of instilling discipline in learners without violating their rights as enshrined in the Constitution. This led to the adoption of alternative means of discipline that subscribe to the PD approach. According to Coetzee and Mienie (2013), the adoption of PD provided educators with an opportunity to turn their statutory obligation of promoting and observing human rights into a reality.

3.5 POSITIVE DISCIPLINE IN SOUTH AFRICA

3.5.1 Legality of positive discipline

In SA, schools are mandated to enforce PD. According to Rampa (2014), after the attainment of freedom in 1994, the national DoE introduced a non-punitive, positive and constructive approach to the maintenance of discipline in the schools which consequently banned the use of CP as a form of discipline. PD is the legally recognised means of maintaining discipline in SA. Various legal instruments demonstrate this observation. Coetzee and Mienie (2013) assert that the mandate of having PD as the acceptable means of disciplining learners is expressly stated, and also somewhat implied in national law and policy. They express that, as per the *Guidelines for Governing Bodies* (RSA 1998, paragraphs 1.4, 1.6) the main focus of schools' codes of conduct "must be positive discipline" and that the "purpose of a code of conduct is to promote positive discipline". In a document titled *Alternatives to corporal punishment: a learning experience* (DoE, 2000, preface), cited in Coetzee and Mienie (2013), reference is made to the fact that discipline must be positive and constructive.

3.5.2 Definition of positive discipline

PD is an approach to discipline that is based on the premise that behaviour is motivated through people seeking a sense of belonging or connecting as well as having meaning in their social context (Nigrini, 2016; Prins *et al.*, 2019). According to

CJCP and the DBE (2012), PD discards the use of violence as a teaching tool. Instead, it focuses on guiding children's behaviour within an environment where the teacher plays a mentorship and guidance role without the use of fear to enforce good behaviour (CJCP & DBE, 2012). PD is enshrined in human rights, mutual respect between teachers and learners, preservation of good relationships; with an emphasis on participation and cooperation and the safeguarding of the learners' self-esteem (Nigrini, 2016). Further, Nigrini (2016) emphasises that discipline is not aimed at suppressing undesirable behaviour in the short term but focuses on long-term investment in a child's development through efforts that build responsibility and self-discipline, modelled positive behaviour and articulated limits and rules that are framed positively and consistently enforced.

3.5.3 Key elements of the positive discipline approach

PD is a learner-centred approach that culminates from a combination of key elements that focus on prioritising the best interests of the learner and attempt to establish an environment in which learners are supported to explore and learn. The CJCP and DBE (2012) handbook explore the following six major elements:

Mutual respect: The teacher demonstrates good behaviour by treating learners with respect and kindness with the view that learners experience, master and reproduce the same conduct towards others.

Understanding: Aims to understand behaviour through careful investigative strategies and address the root causes.

Encouragement vs. praise: The teacher is observant to notice learner effort and encourage improvements instead of just success.

Teaching: The teacher adopts a proactive approach that focuses on teaching learners to behave better rather than one that punishes them for poor conduct.

Problem-solving: Teach collaboratively with learners to solve problems. This teaches problem-solving skills.

Communication: The teacher asks questions, listens and allows learners opportunities to establish consequences.

The components highlighted above reflect the overall picture of PD. They give the impression that PD relies more on proactive approaches that inculcate deliberate skills in the learner so that they can exercise self-discipline.

3.5.4 Positive discipline values

The PD approach constructs positive values in children that endear them to society. According to Nigrini (2016), applying PD to teach learners is instrumental in developing life-long skills associated with the values of self-respect, empathy, respect for others and their rights. Further, the CJCP and DBE (2012) handbook assert that the PD approach not only facilitates children's holistic development but also improves the school environment by eradicating fear, teaching children self-discipline and encouraging greater interest, pleasure and engagement in learning. Nigrini (2016) states that PD is centred on the teacher having a good relationship with each learner, building a learner's self-image rather than destroying it. Overall, PD is designed to teach learners to be responsible, respectful, reliable, productive and resourceful members of their communities. According to Rampa (2014), the approach mandates teachers to adopt a proactive culture of discipline which teaches learners to accept authority, abide by school rules, exercise self-control, and respect others.

3.5.5 Positive discipline techniques

PD approach primarily relies on proactive positive behaviour shaping techniques to instil life-long values in learners that are consistent with prosocial behaviours. In the case where wrongdoing has occurred, the approach also uses carefully chosen corrective techniques that do not humiliate nor temper the dignity of the learner (Coetzee & Mienie, 2013).

3.5.5.1 Proactive techniques

According to Coetzee and Mienie (2013), PD pursues a preventive approach rather than a punitive one and demands that discipline should be proactive rather than reactive. In so doing, the approach focuses on supportive behaviours such as mutual respect, teaching, effective communication, collegial planning, self-discipline, modelling, encouragement and motivation (Rampa, 2014).

Creating a positive classroom climate

PD requires a conducive classroom environment that depicts a culture of belonging, mutual respect, communication and orderliness. The teacher has a responsibility of creating a classroom climate that will permit the development and maintenance of PD values. According to CJCP and DBE (2012), the initial step in implementing a PD approach is to generate a classroom environment that is conducive to PD through effective classroom management. Segalo and Rambuda (2014) argue that the primary role of the teacher is to establish standards of acceptable behaviour, underpinned by mutual respect, dignity, and tolerance for diversity. Respecting the dignity of each learner denotes respect for others' cultures, individual uniqueness and the culture of the classroom (Prins *et al.*, 2019). According to CJCP and DBE (2012), the teacher must create opportunities to discuss, understand and appreciate the differences among learners including their culture, language, religion, gender and age. Such discussion platforms develop the ability to celebrate differences that exist amongst learners and also respect the diverse viewpoints of others.

Coetzee and Mienie (2013) aver that the implementation of a proactive PD approach requires the creation of a positive, supportive and child-friendly teaching and learning environment which recognises and promotes the learner's rights. This environment is further characterised by clear rules, well spelt-out routines and a functional structure. The teacher should strive to observe and promote learners' right to be heard and the right to participate in decision-making by giving them fair opportunities to contribute. Class meetings touching on issues of conduct and discipline should regularly be held within an atmosphere free of threat and tension. Rampa (2014) asserts that in implementing the PD approach, the teacher should aim to create harmonious relations with learners which consequently provide each learner with a sense of safety.

According to Mabea (2013), when managing discipline, the teacher should make learners feel emotionally comfortable and physically safe so that they develop self-discipline and accountability for their actions. Sieberer-Nagler (2016) also adds that a positive classroom environment is founded on positive relationships that enable learners to feel safe, respected, welcomed and supported in their learning. Singo (2017) further emphasises that the PD approach thrives on the creation of a classroom environment characterised by warmth, safety and care which fosters the learners'

ability to determine their future by setting their own goals and establishing the means to achieve them. In this way, learners can regulate their own behaviour.

The establishment of rules through a collaborative and democratic approach remains one key aspect of establishing a conducive classroom environment for PD implementation. Huth (2015) illuminates this aspect by arguing that each classroom is to have four to six classroom rules which are simple, specific, clear and measurable. These rules should be communicated clearly to all learners, stated positively, introduced through role-play, be on display and be reviewed periodically. For the rules to hold value, there is the need to consistently apply the consequences when rules are not followed (Huth, 2015).

Generally, the creation of a conducive classroom environment for PD entails everything a teacher does from creating the seating arrangement, decorating the room, arranging the chairs, speaking to children, handling their concerns, to putting routines in place (Sieberer-Nagler, 2016). Any attempt aimed at introducing a PD regime without a conducive classroom climate as has been outlined above may yield very few positive outcomes.

Teaching

According to Rampa (2014) in PD, teachers are required to proactively use the pedagogy of duty of care. Coetzee and Mienie (2013) confirm this by stating that SA educators are also legally mandated to observe and promote human rights through teaching. Teaching entails making learners aware of human rights, the code of conduct, classroom rules, self-discipline and procedures as well as the teaching of social and emotional skills. According to Huth (2015), the teaching philosophy of discipline entails four Cs of classroom management, namely commendation, communication, consistency and content. In so doing, the teacher shows learners what they ought to do through clear communication of behavioural and academic expectations (Sieberer-Nagler, 2016). The challenge faced by teachers in SA as observed by Coetzee and Mienie (2013) is that they find it difficult to incorporate human rights in their curriculum because there is inadequate teaching time and, as yet, there is no standard curriculum on human rights. This study, therefore, intends to develop a model for the implementation of PD strategies in SA that will address such challenges, which underpin the unsuccessful application of PD in secondary schools.

Modelling

CJCP and DBE (2012) assert that children learn by observing and imitating the adults around them. In the same vein, Sibanda and Mathwasa (2020) argue that observational learning is an effective way of mastering attitudes, values, knowledge, skills, competencies, strategies, beliefs, thoughts and feelings. This implies that positive behaviours and values are acquired unconsciously by watching 'significant others' display those behaviours. The survival of any culture is dependent upon the successful portrayal of the norms and values by the role models as they interact with the rest of the group members on a day-to-day basis (Prins *et al.*, 2019). In a classroom setting, the teachers are the models who bear the responsibility of exhibiting PD values to the learners they lead. Further, Belle (2016) states that teachers and principals should approach the learners by demonstrating desirable behaviour, such as honesty, trustworthiness, respect, integrity and kindness. Teachers are expected to demonstrate and model self-discipline in their everyday conduct (Temitayo, Nayaya & Lukman, 2013).

Sibanda and Mathwasa (2016) argue that when a teacher demonstrates respect for the dignity of learners and other school personnel, learners are more likely to assimilate and exhibit that behaviour. Belle (2016) adds that when teachers show respect, the learners feel valued and empowered, and they will in turn respect the people at school, as well as the entire school community. According to Tauatswala (2018), teachers should be well prepared and ready when they go to class; they should always be on time and organised for lessons. Teachers should also be firm and confident in their teaching and decision making as these promote discipline in learners. By demonstrating the right way to behave, the teacher serves as a good example of what is expected and also proves that the behaviour is possible.

Motivation

For every aspect of human behaviour, there is a cause. Human behaviour is viewed by humanists as goal-directed. Motivation plays a pivotal role in precipitating and shaping behaviour in a particular direction. According to Nelsen (2014), the teacher has a role to motivate learners to exhibit positive behaviours while at the same time instilling the intrinsic ability in learners to shape their conduct towards one which portrays acceptable behaviours that are consistent with respect for personal dignity,

human rights and dignity of others. Motivation, therefore, is the drive that propels behaviour to a given direction and focus (Prins *et al.*, 2019). There is a relationship between motivation, learning and appropriate behaviour. Motivation gives direction and assists the learner to choose a particular behaviour (Belle, 2016). It generates an internal drive that channels behaviour towards a particular goal or task and sustains the individual's momentum in pursuit of the goal and successful completion of the task (Ntuli, 2012). Motivation, therefore, remains an important aspect in the teacher's endeavour to effectively maintain learner discipline using PD strategies. PD is both educative and motivational; therefore, it empowers learners to be able to motivate themselves towards prosocial behaviours (Ntuli, 2012).

Motivation can be achieved through encouragement and praise. Ntuli and Machaisa (2013) assert that learners should be praised for good behaviour and encouraged to abide by the decisions of school authorities. Ntuli (2012) also indicates that giving praise when learners display appropriate behaviour inspires them to model their behaviour on positive reinforcement, and it encourages them to learn self-discipline. Masingi (2017) conducted a study in SA's Limpopo Province and concluded that learners appreciate praise and reward as an effective disciplinary measure. Learners indicated that they wanted to be rewarded and praised for good behaviour. Obadire and Sinthumule (2021) share a similar view and argue that the presentation of rewards and praise to learners who behave well motivates learners to consistently adhere to school rules. Learners who have tried to behave well with notable strides should be praised and even included in class awards or certificates. Positive feedback could be shared with the child's parents. It has been observed that some schools offer a wide range of rewards for positive behaviour, such as lunch with a friend, homework passes, free time in the gym, or a chance to read outside (Ntuli, 2012).

Learners who enjoy the teaching and learning experience are most likely to behave well since most of their attention is channelled to their schoolwork. Ntuli (2012) identifies two tasks of motivating learners through the teaching and learning experience, namely i) initially, to make them more willing to put in the effort to learn; and ii) to structure teaching content and activities so that it is easier for them to learn. Teachers should praise learners for outstanding performance and reward them for outstanding academic and sporting achievements. Belle (2016) also emphasises that learner motivation can also be achieved through increasing feedback during lessons

as this can keep learners on track, minimise misunderstanding and highlight areas that require further explanation. Teachers who regularly provide feedback to their learners regarding their work tend to have higher achieving learners who (through constructive correction) develop positive attitudes that are in line with positive conduct (Belle, 2016). Motivated learners are most likely to be well mannered and properly behaved.

Self-discipline

The proactive orientation of the PD approach seeks to raise learners with life-long values that enable them to exercise self-discipline. Ultimately, learners should be able to determine how to behave properly and establish harmonious relations with people of diverse backgrounds without anyone instructing or guiding them. Such is the hallmark of the PD approach (Shaikhmag & Assan, 2017). The teacher has a responsibility to groom learners to arrive at a point where self-discipline becomes the habit of conduct in adhering to school rules and societal laws. However, Tauatswala (2018) is of the view that before teachers can attempt to train learners in this regard, the process should begin with the teachers themselves. He argues that educators should exhibit a high level of self-discipline and obedience to regulations.

Singo (2017) states that self-discipline is the ability of an individual to control his or her behaviour through personal will. Self-discipline is also viewed by Tauatswala (2018) as a product of character development through a form of social consciousness culminating into a state where learners can set goals for themselves and work wholeheartedly towards accomplishing them. PD requires teachers to assist learners in gaining positive characteristics such as self-control, self-discipline, and persistence. In fostering PD, the teacher devises ways of teaching learners how to develop self-control and self-direction and thus sharpen their recognition of what is right and wrong (Singo, 2017). Rampa (2014) argues that non-punitive PD entails the implementation of the self-concept theory and the values that underpin it. Self-concept and self-discipline are developed when learners and teachers deliberately create an environment that allows individuals to think critically but favourably of themselves, their actions and thinking patterns; thus, improving the culture of learning and teaching (Rampa, 2014). Singo (2017) further states that self-control cannot be learnt in isolation, hence learners should be exposed to engaging in discussion platforms

where they become part of the decision-making process about the things that regulate their behaviour. In all essence, self-control has to be taught and practised until it becomes a habit (Singo, 2017). Self-discipline allows learners to be independent and self-reliant in their choice of appropriate behaviour. This lessens the burden on teachers as they no longer need to monitor learner behaviour all the time.

3.5.5.2. Corrective techniques

Corrective techniques are applied in the event learners display unbecoming behaviours associated with a violation of school rules and regulations. Coetzee and Mienie (2013) underscore the fact that corrective discipline meted out within a PD regime is rights-based and non-violent. It focuses on correcting stray behaviour with dignity, guiding learners to understand their behaviour, and enabling them to perceive the impact of their actions on the holistic well-being of others. CJCP and DBE (2012) assert that PD includes non-violent consequences for wrong behaviour. It utilises non-humiliatory consequences with the intent to assist learners to identify alternative and preferred behaviours and ensure that learners amend the harm caused to others or the environment (CJCP & DBE, 2012). According to Rampa (2014), in SA the DBE encourages teachers to apply PD approaches, such as withdrawal of privileges, behaviour modification, time-out for misbehaving, and supportive disciplinary methods including counselling. CJCP and DBE (2012) further state that this approach may require learners to engage in writing essays, making apologies or performing chores in the classroom and other activities that would make them stop, think and commit themselves to acting differently in the future.

Counselling

Counselling is conducted to understand more about the learner and also help the learner develop the means to work towards overcoming behaviour problems. According to the CJCP and DBE (2012), PD encourages teachers to talk to learners on an individual basis to understand their backgrounds and the issues and challenges confronting them. Understanding the context and circumstances that shape learners' behavioural tendencies will assist in mapping out appropriate solutions to the behaviour challenges and avoid arriving at irrational conclusions about the learner (CJCP & DBE, 2012). Mabea (2013) contends that teachers can use counselling to

identify mistaken goals, faulty logic in the minds of learners and closely work towards dealing with the associated faulty behaviours.

The counselling process enables the teacher to gain an understanding of the developmental, environmental, individual, relational, and cultural factors behind the conduct of learners, to map out informed corrective and coping mechanisms for the affected learners (Prins *et al.*, 2019). Similarly, Tauatswala (2018) argues that teachers should explore all possible attempts to gain insight into the personal context and background of learners. This will allow teachers an opportunity to understand why some learners behave in deviant ways and provide an informed basis on which interventions can be made. Counselling makes the learner feel loved and cared for, hence with time more trust is developed towards the teacher. This kind of relationship sets the tone for a healthier classroom environment dominated by cooperation between learners and the teacher. Mayisela (2017) underscores the fact that history has demonstrated that simply talking to children has yielded successful results in instilling discipline.

Handling mistakes

It is common for learners to make mistakes as they attempt schoolwork and interact with others. The teacher should not overreact to mistakes made by learners but find a calm and orderly way of handling mistakes that will not humiliate the learner in the presence of others. Sieberer-Nagler (2016) contends that errors are a natural part of the learning process. In addition, CJCP and DBE (2012) state that periodically, children make immature decisions and should therefore be allowed to learn from their mistakes through supportive assistance from the teacher. According to Prins *et al.* (2019), teachers have to maintain discipline in the classroom, correct behavioural problems that arise and redirect conduct in the absence of expected behaviour. Sieberer-Nagler (2016) stresses that the teacher should not condemn the learners when they make mistakes. Further, CJCP and DBE (2012) emphasise that if a learner does something wrong or makes a mistake, the teacher should not judge them but focus on what needs to be done to correct the behaviour. The teacher must create a culture that embraces the occurrence of mistakes and treats them as opportunities for learning. CJCP and DBE (2012) state that teachers should ask questions to establish

why children misbehaved or failed to complete their work and then listen attentively to their explanations. Solutions are then generated based on informed knowledge.

Withholding and withdrawal of privileges

Coetzee and Mienie (2013) contend that in PD, all actions have consequences; a positive action is reinforced while negative action is responded to with a corrective disciplinary measure. In *Western Cape Residents' Association Obo Williams and Another v Parow High Schools 2006 (3) SA 542 (C) (at 545BC)*, the court clearly expressed that awarding a privilege as a reward is an acceptable measure used to teach learners discipline and respect for authority. The court also acknowledged that withholding a privilege does not necessarily constitute a violation of a learner's rights to equality and dignity. The court argued that granting a privilege to a learner who had not earned it would constitute a violation of the rights to equality and dignity of those learners who had legitimately earned the privilege. According to Singo (2017), withdrawal of privileges means depriving one of an intentional award and serves as symbolic disapproval of undesirable behaviour. Simatwa (2012) further highlights that withdrawal of privileges, such as demotion of those in positions of leadership, was commonly used in managing major forms of learner behaviour problems. However, the technique was not appropriate for those learners who were not in learner leadership since they would not suffer any form of demotion even if they committed similar offences to those committed by their counterparts in leadership. In some cases, learners are given a time-out. Within the PD approach, time-out is given to learners who require time alone to cool off or take a break from a classroom environment they consider overwhelming. Care must be taken though that the learner is in a comfortable place that allows them to rest and that after re-joining the class, the learner is not made to feel left out nor humiliated.

Parental involvement

More serious offences require the involvement of the parent. Ntuli and Machaisa (2013) emphasise that greater parental involvement in the disciplinary and academic affairs of the child should be encouraged. Ntuli (2012) similarly posits that the involvement of parents in the education of their children should be made a priority. According to CJCP and DBE (2012), the PD approach yields the best results where there is communication between parents and teachers, and similarities in discipline

styles of the school and parents. As a disciplinary measure, teachers approach the parents, usually through the office of the principal and seek the co-operation of the parent(s) in correcting a learner's deviant behaviour. Learners have a high likelihood of co-operating with disciplinary initiatives that emanate from both teachers and parents working together collaboratively. Ntuli (2012) attests to this when she argues that the working together of parents and teachers can produce more effective results in the learners' behaviour than when either party is grappling with the problem alone. In the same vein, Nene (2013) contends that an active partnership between parents and schools has wonderful outcomes given that parents wield a powerful effect on children's behaviour. Newman, Northcutt, Farmer, and Black (2019) argue that Epstein (2007) developed a model of parental involvement, where the core to this aspect of learner discipline is a continuous exchange of ideas between parents and the school on parenting styles and communication methods that are in harmony with each other's expectations.

Mayisela (2017) argues that through legislation (SASA) and school policy in SA, parents are vital stakeholders in shaping and implementing school disciplinary procedures. Parents are empowered to contribute towards the formulation of the code of conduct and regulations that govern the conduct of their children at school through SGBs. Their involvement in school policy is recognised under the whole school approach. The transformation of education in SA has reconceptualised the role of parents as key partners in education and introduced the establishment of SGBs, whereby parents elected to these boards become directly involved in issues of misconduct in schools as they participate in disciplinary processes as set out in the learner code of conduct (Mestry & Khumalo, 2012).

According to Mayisela (2017), parents are expected to talk to their children and teach them about school-related values. Observations made by Mayisela (2017) in a study she conducted in Mpumalanga were to the effect that parents have not lived up to the expectations of teachers in terms of being involved in the academic and disciplinary affairs of their children. In her study, she revealed that parental involvement was lacking hence the myriad of behaviour challenges bedevilling the schools. Thus, this study will attempt to explore ways in which parental involvement can be enhanced and contribute towards the development of a model for the effective implementation of PD in secondary schools in Mpumalanga.

Multi-stakeholder approach

The complexities associated with handling learner indiscipline matters have necessitated the call for the involvement of many stakeholders. According to Tlhapi (2015), discipline in schools should not be left to educators alone but should be the responsibility of all stakeholders. Lumadi (2020) contends that lasting solutions to learner indiscipline can be arrived at through consistency and teamwork. The teamwork approach calls upon what Obadire and Sinthumule (2021) state as the working together of policymakers, parents, principals, educators and community members. The multi-stakeholder approach calls upon the mutual participation of the local community in the affairs of the school, to adequately address those indiscipline elements that emanate from the wider community (Tlhapi, 2015). Obadire and Sinthumule (2021) further argue that the Learner Representative Council (LRC) must always be engaged within the multi-stakeholder strategy to regulate and address learner disciplinary problems. By so doing, the school creates a positive and conducive environment free of threats and misbehaviour, where learners are active players in the enforcement of discipline.

Warnings, referrals, hearings and prosecutions

Behaviour problems exhibited by learners sometimes become so severe that they spiral beyond the scope and jurisdiction of the teacher. In such cases, the office of the principal is engaged to consider a range of intervention options, from warnings to prosecutions. The DBE in SA has laid down corrective procedures that the school can adopt if learners commit severe offences, including those of a criminal nature. According to Coetzee and Mienie (2013, p. 92):

... the view that positive discipline implies no punishment is a fallacy. In positive discipline, all actions have consequences: a positive action is acknowledged or rewarded and a negative action is followed up with a corrective disciplinary measure.... If a positive discipline approach is followed, disciplinary measures should be relevant to the misbehaviour, proportional to the offence, aimed at correction and rehabilitation and not at humiliating the learner or at retribution.

The above quotation implies PD applies corrective discipline through the meting out of consequences that follow gross unwanted behaviours. Despite this approach, how gross misconduct is handled is non-punitive and non-humiliatory to the offending

learner. The SASA (1996) spells out provisions for expulsion and suspension on disciplinary cases that are severe. Great caution should be exercised in the process. Expulsion may be used on learners guilty of gross misconduct *after* a fair disciplinary hearing and suspension for a period not exceeding five days (Shaikhmag & Assan, 2014). The CJCP and DBE (2012) lay down a taxonomy of offences and their corresponding corrective measures within the SA education system as follows:

Table 1: Corrective measures used in SA

Examples of misbehaviour	Examples of consequences
• inflicting minor injury on others • being racist, sexist or discriminatory	• written warning noting that the learner could be suspended • referral to social worker or counsellor • community service
• vandalism, stealing or cheating	
• possessing dangerous weapons	
• threats using dangerous weapon/s and causing intentional limited injury to others	• refer learner for counselling • apply to the DoE for limited suspension from all school activities.
• engaging in sexual activities	
• possessing, selling or using alcohol/drugs	
• forging documents	
• sexual harassment, abuse, rape or assault	• apply to the DoE for expulsion or transfer of learner • allow for civil or criminal prosecution
• robbery, stealing or burglary	
• using a dangerous weapon	
• murder	

3.6 UBUNTU PHILOSOPHY

3.6.1 Definition of Ubuntu

According to Praeg and Magadla (2014), Ubuntu refers to the unaltered living practice of the ideal social life of African society. Ngugi (2018) points out that the word 'Ubuntu' is a derivative of the Nguni family of indigenous languages and has traces in other Bantu indigenous languages. He notes that in the English language, it can denote 'humanness, or being human'. It is difficult to locate an English equivalent term for Ubuntu, hence Archbishop Emeritus Desmond Tutu's argument that Ubuntu cannot be rendered into a Western language as it portrays the very essence of being human

(Ngogi, 2018). Praeg and Magadla (2014) further posit that Ubuntu is an African philosophy that acts as a moral compass that defines the basis of human relationships and ethical behaviour. Lefa (2015) concurs that Ubuntu is a tangible expression of the interconnectedness of human beings which embodies the essence of SA culture and lifestyle. Dolamo (2013) avers that the concept of Ubuntu symbolises the ideal element of being human and the ethical ingredients required for one to experience growth, pursue what is valuable and worthwhile in life in a bid to find fulfilment within the purview of an ideal SA culture. Ubuntu, therefore, is an African philosophy that espouses the values, principles and ethics of acceptable social living and an embodiment of the upright character worth striving for in anticipation of the common good of society.

3.6.2 Ubuntu values

Ubuntu is a value-based philosophy that reverberates the ideals of the communitarian and collectivist character of African culture. Eliastam (2015) states that Ubuntu principles align with the universal values of human worth and dignity. Archbishop Tutu (1999, pp. 34–35), as cited by Eliastam (2015, p. 2) explains the meaning of Ubuntu as “a person is a person through other people. It is not ‘I think therefore I am’. It says rather: ‘I am human because I belong’. I participate, I share’. Ngogi (2018) concurs that Ubuntu means, “I am because you are, you are because we are”. This concept denotes the fact that in Ubuntu philosophy, people are interconnected, belong together, share possessions and exist for the benefit of each other. According to Letseka (2013), the maxim, ‘*umuntu ngumuntu ngabantu*’ (a person is a person through other people) spells out a basic expectation for compassion and describes what living with others should entail. An Ubuntu-grounded community is, therefore, one characterised by members who live in harmony with others.

Praeg and Magadla (2014, p. 29) argue that the most common values and principles of Ubuntu philosophy or African humanism are “interdependence, dignity, self-respect, respect for others, co-operation or communalism, forgiveness, sharing and equality”. Letseka (2013, p. 337) also notes that Ubuntu is “a comprehensive ancient African worldview based on the values of humanness, caring, sharing, respect, compassion and associated values, ensuring a happy and qualitative human community life in a spirit of family”. Dolamo (2013) sufficiently summarises the ethos of Ubuntu by arguing

that it is not possible to talk about this philosophy outside the existence and well-being of the community. Ubuntu values stand out against anything that is individualistic and competitive. They strive to produce a member of the community who is selfless, morally upright, humane and puts community interests ahead of their own.

According to Eliastam (2015), the SA context of Ubuntu entails concepts such as African humanism, being sensitive to the welfare of others, charity, kindness, care, reverence, empathy and tolerance. He further states that Ubuntu is an African perspective of life and the world in which people co-exist and relate to each other as humans, based on the principle of the 'universal brotherhood' of Africans. Ubuntu embraces the values of social justice, righteousness, selflessness, inclusion, solidarity and sacrifice (Eliastam, 2015). Above all, Ubuntu values revolve around what Praeg and Magadla (2014) described as that which is morally good resulting in the attainment of human dignity, manners, contentment, and success to others, self and the community at large. Ubuntu places a demand for the unconditional respect of others; living in peace and harmony with others by way of actively taking part in all kinds of communal co-existence. Letseka (2013) argues that Ubuntu acknowledges community rather than individual prosperity as an important element of personhood.

3.6.3 Ubuntu developmental stages

Individuals acquire Ubuntu value through a life-long socialisation process that goes through three major stages. According to Dolamo (2013), Ubuntu acquisition, as a process aimed at achieving humanness, takes an individual through various stages of development. Mbhele (2015) argues that Ubuntu development occurs in three stages, namely childhood (stage one), formal education and profession (stage two) and after broader world outside the workplace (stage three). Childhood Ubuntu development occurs at home as the child observes and hears what parents and significant others do and say concerning Ubuntu. During the second stage, the child spends most of the time at school under the guidance of the teacher. Assimilation of Ubuntu values takes place as the child interacts with teachers and other learners under the leadership of the principal. The third stage is characterised by the interaction of the individual with wider society in the work arena, within businesses and other social structures to which they may belong.

3.6.4 Ubuntu philosophy and education

The Ubuntu philosophy is both a moral and cultural concept that defines broad expectations about standards of behaviour in human relationships among many nations in Africa. Letseka (2013) argues that education is the transmission of culture from generation to generation. Education, therefore, plays a key role in the socialisation process of the learners. Culture generally refers to the way of life for a particular group of people largely consisting of norms, values, mores, beliefs, clothing, food, rites and technology. Thus, the education system of any nation may not ignore the cultural artefacts of its people. Ngogi (2018) perfectly articulates the relationship between education and the culture of the nation by arguing that the school and education system as a whole reflect and transmit to learners those values and beliefs that the society upholds. Eliastam (2015) avers that Ubuntu is the pinnacle of being a human being and an epitome of the classic way of being a person according to African understanding of the human person. Given the foregoing, the education system of SA will best portray the local cultural climate if it embraces Ubuntu as an indigenous philosophy. This study, therefore, attempts to work towards the development of a PD model that will embrace the Ubuntu philosophy in handling indiscipline issues in secondary schools in the Mpumalanga Province.

Lefa (2015) posits that the level of school discipline is reflective of the extent to which Ubuntu values are present in the school and surrounding community. He contends that the presence of Ubuntu is associated with a good culture of discipline in a school. Conversely, a culture of ill-discipline in the school epitomises the absence of Ubuntu and leads to the realisation of unexpected outcomes. According to Praeg and Magadla (2014), former President Thabo Mbeki articulated the following about Ubuntu whilst celebrating Heritage Day on 24 September 2005:

A close examination of the central tenets of the values that drive the behaviour and approach of the Afrikaner, Indian and Jewish communities reveal that there are many elements that are consistent with the value system of Ubuntu . . . However, we have not done enough to articulate and elaborate on what Ubuntu means as well as promoting this important value-system in a manner that should define the unique identity of South Africans. Indeed, there has not been a campaign to ensure that Ubuntu becomes synonymous with being South African...Clearly, we have a responsibility to utilise the many positive attributes of Ubuntu to build a non-racial,

non-sexist and united SA. We also have to use it to better affect the values and ethos of Ubuntu in our Moral Regeneration Campaign.

The observation made by the then-president was to the effect that the disunity, division, social discord and moral decay SA is facing results from the abandonment of Ubuntu, hence a return to Ubuntu through effective advocacy would go a long way towards the establishment of a harmonious society. Letseka (2013) convincingly, emphasises that educating the young people regarding Ubuntu is a major step towards addressing the social and cultural challenges of contemporary SA, which suffers from the absence of shared moral discourse. Dolamo (2013) argues that within an African setting, birth alone does not afford one to attain the status of being human, however, the process requires integration into society through socialisation. Education is one of the major institutions of socialisation, hence the need for it to make deliberate and carefully planned steps to infuse Ubuntu values in learners to help achieve social cohesion.

It is worth noting that SA has opted for IKS as a viable capping concept, which embodies that reservoir of knowledge in philosophy, science, technology, astronomy, education, mathematics, engineering, history, social sciences and literature embedded in the total cultural heritage of society that has been discovered, maintained and shared by communities over centuries (Ngogi, 2018). Ngogi (2018) asserts that Ubuntu in education is viewed to be an African cultural concept that provides indigenous knowledge, which facilitates the integration of the African purview of inclusion thereby making it possible to realise inclusivity, equality and social justice in schools. In general, Ubuntu in education makes it possible for learners to appreciate the value of humanity in themselves and others. According to Lefa (2015), the philosophy of Ubuntu in SA education is evident in a climate conducive to teaching and learning which ensures school discipline and the safety of learners and staff. Ubuntu leadership also plays a pivotal role in ensuring that Ubuntu values are pursued by all stakeholders in the education community. School-wide curricula, instruction and all forms of administration should be reflective of Ubuntu values. Lefa (2015) is of the view that a pragmatic move to embrace Ubuntu philosophy in education requires the adoption of a strong community-school partnership where active participation in the development and implementation of learning programmes and policies is undertaken

by all stakeholders, such as learners, teachers, school leaders, parents, the community and government officials.

Ngogi (2018) states that when the school is perceived as a community, infusing Ubuntu into the system becomes a manageable task. Adopting a collectivist approach to promoting the good of the school constitutes promoting the good of every member of the school community. Ubuntu in education allows learners to develop humanness and embrace a more holistic view of others (Lefa, 2015). Ubuntu-grounded learners exhibit a humane personality that reflects a great sense of solidarity that neither recognises skin colour nor creed but appreciates the human race as a creation of God (Ngogi, 2018). Ubuntu can serve as a panacea for ill-discipline in schools. Letseka (2013) concurs that it would be atypical for an individual who is sufficiently engrossed in Ubuntu to consider crime, violence or disobedience of any sort since anyone who does so becomes depersonalised.

3.6.4.1 Ways to implement Ubuntu in schools

A wide range of methods can be adopted to instil Ubuntu values within the school. Ngogi (2018) advocates that every aspect of the school curriculum and activity should reflect the Ubuntu philosophy. Mbhele (2015) conducted a study in KwaZulu Natal and revealed that Ubuntu values could be instilled in learners through the teaching of a range of indigenous languages, to promoting tolerance, music, sports, role-modelling, teamwork, storytelling, and role-play.

3.7 FACTORS CONTRIBUTING TO LEARNER INDISCIPLINE IN SOUTH AFRICAN SCHOOLS

Indiscipline in SA schools emanates from a wide range of direct and indirect factors. The factors are classified according to broad categories to pursue a holistic exploration of the causes of learner behaviour problems. According to Nigrini (2016), the behaviour is a result of several factors, namely development, environmental, emotional and social, as well as cultural factors. Kourkoutas and Wolhuter (2013) argue that within a holistic and psychodynamic perspective, discipline problems are viewed as a product of the dynamic interplay of factors surrounding the learner, rooted in the school, family and society. Risk factors resulting in undisciplined behaviour amongst learners operate at multifaceted levels of influence which interact with the

emotional, relational and personality endowments of the learner (Kourkoutas & Wolhuter, 2013).

3.7.1 The educator

The educator plays a significant role in the shaping of the learner's behaviour. How an educator conducts themselves determines the behaviour of the learners who look up to that educator as a standard and model of ethical conduct. Tauatswala (2018) posits that educators who do not adequately prepare for their classwork contribute to learner indiscipline in the sense that learners lose focus when faced with an educator who does not seem to know what they are doing. A well-prepared educator can capture the attention and maintain the interest of the learners throughout the teaching and learning exercise. Furthermore, educators who seemingly struggle with leading a life that upholds the code of conduct of the school serve as bad role models to learners. Late arrivals, coming to work under the influence of alcohol, sneaking out of the lesson before the end and indulging in improper relationships with learners creates fertile ground for learner indiscipline (Mgijima, 2014). Classes that are left unsupervised by educators create chaos in the whole school (Tauatwsala, 2018). According to Tauatswala (2018), educators should refrain from establishing intimate relationships with learners as this tends to weaken their ability to discipline those learners when they violate school rules. Morally bankrupt educators who indulge in sexual relationships with learners find themselves compromising on several issues and are prone to manipulation by the learners who wield information/power over them since they know their teachers' indiscretions.

The educator's attitude is vital in motivating learners' commitment to behaving properly. According to Tauatswala (2018), educators who have a negative attitude towards learners make the learners feel unwelcome, demoralised and withdrawn from the learning process. Such learners may display rebellious behaviours which can disrupt the teaching and learning process in the presence of the educator concerned. Venter (2016) also observe that disciplinary problems are common in classes where strict disciplinary conditions prevail. Additionally, educators who seldom listen to their learners' concerns or queries, in turn, cause learners to disassociate themselves with the teaching activities of that teacher. Teachers who manage classrooms in an

autocratic manner usually create conditions that are characterised by uneasiness and conflict (Venter, 2016).

3.7.2 The school

Wolhuter and Van der Walt (2020) indicate that school-related factors that have a bearing on learner behaviour entail school management arrangements, school leadership, learning materials and infrastructure, learner-educator ratio and organisational climate. The school culture ordinarily sets the tone for the way things are done in the school. Learner discipline levels consequently depend upon the culture of the school. According to Nene (2013), learner indiscipline thrives in a negative school climate that is characterised by insufficiency of educators as role models; educators' lack of academic and methodological expertise, overcrowded classrooms; absence of a clear organogram and lines of command, as well as a littered physical environment. In the same vein, Tauatswala (2018) argues that overcrowded classrooms make it difficult for educators to pay individual attention to learners, monitor their conduct and address discipline problems sufficiently.

Mohapi (2014) conducted a study in Mpumalanga where he sought to establish educators' views on the causes of learner indiscipline in three public secondary schools. His study revealed that their classrooms were overcrowded, hence educators bemoaned that they could not manage noise as a result. His study also established that overcrowding does not permit effective interaction with individual learners hence it frustrates the principles and ethos of outcomes-based education. The question that arises from these findings resonates around what should be done to ensure that conditions in the school's environment are supportive of the establishment of learner discipline.

3.7.3 The environment

Learners live and interact with a wide range of environmental variables that have a bearing on their ultimate behaviour. Netshitangani (2014) contends that a school is a unit of the broader environment, hence the notion that school violence mirrors violence in the wider social context. This implies that school violence is imported from the neighbouring community and wider society. Obadire and Sinthumule (2021) posit that the learners' surrounding community has an unimaginable influence on learners' conduct. Masakhane and Chikoko (2016) share a similar view by arguing that violence

prevalent in the community may spill over into nearby schools; thus, in most cases, the behaviour problems educators struggle with at school have their roots in the community where learners reside.

Mass media is also an influential factor in learner behaviour. Nene (2013) is of the view that violent content aired on media has a predispositional effect on the development of violent behaviour by learners. Netshitangani (2014) elucidate that children growing up in an environment where they are exposed to violent images on television and live violence in a community devoid of strong anti-violence norms are likely to become more aggressive.

Wolhuter and van der Walt (2020) aver that violence in schools is a symptom of what happens in society. The violence in SA at large has spill-overs into what goes on in schools. Learners might not deviate much from the general outlook of behaviours displayed at community and national levels. Schools, therefore, exist as subsets of the larger community from where guns, crime, burglary, anger, gangsterism and stabbings come. Similarly, Netshitangani (2014) perceived learner violence to be a societal problem. Larger society and its complexities regarding violence, crime and deviance manifest themselves in the behaviour of learners at school.

3.7.4 The family

The family is the first socialisation agent of the learner upon birth. According to Tauatswala (2018), the type of family in which a child is raised will in the future influence how the child behaves at school. A learner is part of a complete family unit. What the learner portrays in their behaviour is, to a large extent, a reflection of the behaviour of the other members of the family to which they belong. Poor parenting practices have been associated with multiple negative social upheavals among learners, demonstrating low emotional intelligence and violence which both constitute bullying (Titi, 2021). According to a study conducted in Gauteng by Netshitangani (2014), a deficiency of role-modelling by parents and characteristics of dysfunctional families had led learners to display aggressive behaviours at school. The study further revealed that in families headed by single mothers, boys suffered from a lack of father figures they could refer to as role models. In addition, even in families considered to be 'normal', conflict and regular fights between parents created a subculture of violence in learners belonging to those families. Tauatswala (2018) concurs that

learners who are raised in families that are characterised by conflict are likely to exhibit discipline problems at school. He also argues that parents who do not discipline their children at home increase the likelihood of the children being problematic at school.

Negligent, absent and overly strict parental styles harm the behaviour of the growing child. Nene (2013) points out that in families where parents spend limited time at home, children may fall prey to bad influences which sometimes have devastating consequences. Factors such as divorce, poverty, and physical and mental abuse can unfavourably affect children's ability to develop and function properly (Titi, 2021). It has been observed that learners from dysfunctional families suffer from low self-concept, love and attention deprivation, which makes it difficult for them to adjust well to the school environment (Nene, 2013). In the same vein, Segalo and Rambuda (2014) conclude that a negative home environment and family lifestyle play a significant role in shaping the negative behaviour of learners. Tauatswala (2018) argues that learners who are raised by harsh and negligent parents are susceptible to engaging in unruly and violent behaviour. It has been observed that learners with a history of physical punishment in childhood displayed several effects which included living a solitary life and having no interest in social interactions, as well as increased levels of depression and anxiety. Such learners have displayed compromised social competence with their peers and an orientation towards external rather than internal moral dispositions (Alsaif, 2015).

Singo (2017) points out that lack of parental involvement and support in the academic affairs of the learner are the main causes of misbehaviours in schools. Parents tend to avoid participation in the education of their children and thereby shift the burden of instilling good values in their children to educators (Singo, 2017). A study conducted by Prins *et al.* (2019) revealed that parental involvement, according to the views of the teachers in the study, has a significant effect on child involvement in the drawing up of policies and codes of conduct for schools.

According to Mahlangu *et al.* (2021), learners who suffer financial hardship, and those who do not receive affection and love from home are likely to misbehave. Seeing other learners owning valuables that their families cannot provide might tempt them to pursue unlawful means to gain the valuables. Ncotsa and Shumba (2013) report that poverty contributes to the increase of violence in schools. They highlight that a learner participant in their study reported that he had previously witnessed a fellow learner

who took out a knife and robbed another learner on the school premises. Netshitangani (2014) concurs; learners from poor backgrounds have difficulties in meeting basic needs such as food and clothing hence this makes them more unfriendly and aggressive.

3.7.5 Peers

Tauatswala (2018) states that children who are left alone at home seek improper social experiences elsewhere. With teenagers, the peer group serves as the most readily available institution for association and support. Netshitangani (2014) conducted a study in Limpopo, seeking to establish educator perceptions of power relationships and discipline in rural secondary schools. The study reported that peer pressure emerged as an outstanding contributor to learner violence in schools. This was a result of the fact that school leavers pursuing criminal activities for survival were viewed as successful heroes and worth emulating (Netshitangani, 2014). Nene (2013) contends that on many occasions, learners misbehave to conform to the expectations of the peer group and avoid rejection. Tauatswala (2018) concurs by arguing that in the majority of cases, learners' problematic behaviours are a result of peer group demands which must be responded to with blind conformity as a demonstration of being a loyal member of the 'in-group'. Hostilities taking place between the in-group and out-group serve as motivation for behaviour that is considered to be offensive against the out-group. In the event that school authorities are considered an out-group with conflicting objectives, chances are high that learner behaviour becomes problematic.

3.7.6 The learner

The learner as a developing individual is surrounded by a wide range of factors that shape personality and behaviour in a dynamic way, resulting in a continuous display of certain behaviours that become consistent with the learner across a similar situation. According to Kourkoutas and Wolhuter (2013), the learner and the surrounding physical and social environment exist as an interconnected evolving system whose elements continuously interact with other systems in a dynamic way, leading to the development of a multitude of antisocial behaviours that are associated with a series of emotional, relational and personality disorders. Similarly, Nene (2013) contends that a misbehaving learner may do so simply because they could have been raised to behave in ways that are not consistent with the behaviour expected by the

school. Socialisation shortfalls, therefore, predispose learners to behave in unique ways which could be considered inappropriate within educational settings.

The unique experiences and personalities of learners make them behave differently from others. In a study conducted by Nene (2013) in KwaZulu Natal, she sought to establish the challenges of managing learner discipline. Respondents stated that learners' behaviour problems were largely a result of emotional problems. The study also noted that some learners behave 'weirdly' in class because they require special attention, desire to be in leadership, do not want to be interfered with, or are inclined to hurt others because they were also hurt previously. Other causes of misbehaviour identified by the study pertained to developmental limitations characterised by immaturity, hence their failure to genuinely differentiate between wrong and right (Nene, 2013).

In the same vein, Wolhuter and van der Walt (2020) argue that in earnest, the origin of disciplinary problems seems to be concomitant with age and phases of learner development. In other words, learners misbehave because they are simply children and do not know any better. More so, secondary school learners largely fall within the adolescent phase where hormonal fluctuations are most pronounced. These tend to be associated with behaviour problems due to mood swings that dominate the life of an adolescent.

According to Kourkoutas and Wolhuter (2013), behaviour considered to be provocative, immature, or deviant is associated with a learner who has not sufficiently internalised essential limits, who feels extremely frustrated, as they are unable to fit within the behavioural expectations of the school, educators and other learners. Netshitangani (2014) conducted a study on the causes of school-based violence in public schools in Gauteng. This study revealed that personal attributes in the form of inborn traits, gender, age, impulsivity, inattention and hyperactivity, substance abuse, the inability to feel guilt, and the individual's victimisation are precipitative factors that are likely to trigger aggressive behaviour. Tauatswala (2018) also reiterates that some learners indulge in unacceptable behaviour because they are victims of sexual abuse. Given that children are shaped by what they see and experience around them, the high levels of abuse that exists in SA society, therefore, condition learners to see violence and crime as normal. This raises the question as to whether learner

indiscipline can sufficiently be eliminated without addressing wider society violence first.

3.8 EDUCATORS' PERCEPTIONS OF POSITIVE DISCIPLINE TECHNIQUES

Research conducted in SA schools (Bilaty, 2012; Chonco, 2019; Mestry & Khumalo, 2012; Moyo, Khewu & Byaga, 2014; Nene, 2013; Ntuli, 2012; Singo, 2017; Van Wyk & Pelsner, 2014; Venter, 2016) present mixed feelings about educators' perceptions on PD as an alternative to CP. Ntuli (2012) conducted a research study that aimed at investigating ways of managing discipline in selected secondary schools in Limpopo. Participants in this study indicated that some of the alternative methods to CP were effective, while others were not. While a few applaud PD, most views adopted a negative connotation, citing (among other things) that CP was more effective in solving disciplinary problems and should therefore be re-introduced in schools.

According to a study conducted by Bilaty (2012) in the Eastern Cape, educators at one school revealed that no CP was administered in the school and that they relied on alternative positive methods such as detention for committing minor misconduct, counselling and verbal warnings. This demonstrates the positive appreciation of PD techniques and their effectiveness thereof. Similarly, Chonco (2019) argues that manual punishment was effective for minor discipline while major cases of indiscipline were best tackled using suspension, expulsion, guidance and counselling, peer mediation and teacher-learner conferences. Nene (2013) states that some participants argued that alternative methods to CP, such as detaining learners, were useful because they also had an opportunity to do their schoolwork while instilling discipline. Nene (2013) also observes that incidents of indiscipline dropped sharply as a result of reliance on PD techniques. A combination of counselling and talking to the learners in private was also applauded for positively shaping the learner's behaviour and providing an opportunity for the educator to understand the root causes of the misbehaviour (Nene, 2013).

However, most educators in SA have expressed displeasure at how CP was outlawed and the subsequent introduction of PD that lacked wide consultation and effective training. According to Nene (2013), most of the respondents voiced that the proposed alternative measures to CP were not effective in controlling learner indiscipline in schools. The alternatives were viewed as time-wasters, as the educator had to spend

a lot of time trying to deal with a misbehaving learner and also talking to parents that were invited to school. Ntuli's (2013) study in Limpopo also revealed that alternatives to CP do not produce immediate results, as was the case with CP (which inflicts pain to effect instant behaviour change). Shaikhmag and Assan (2014) concur; even though several alternative disciplinary measures were proposed, teachers felt they were not as effective as CP as a deterrent measure because learners were afraid of experiencing pain. Alternatives to CP have been perceived by educators as something that does not seem to work, as ineffective, inadequate and a waste of time (Chonco, 2019; Moyo *et al.*, 2014; Singo, 2017).

Research conducted in different parts of SA reported that educators often felt disempowered, helpless and less respected now that PD has replaced CP in schools (Chonco, 2019; Mestry & Khumalo, 2012; Moyo *et al.*, 2014; Nene, 2013; Van Wyk & Pelser, 2014). According to Moyo *et al.* (2014), several educators at the Buffalo City Metropolitan Municipality expressed the view that their power had significantly been reduced since the abolishment of CP. Van Wyk and Pelser (2014) claim educators felt that, whilst trying to make sense of PD to make use of alternative discipline approaches, their respect faded away. Similarly, Nene (2013) revealed that educators in KwaZulu Natal argued that their power and authority as educators had been usurped in the absence of CP. Chonco (2019) argues that the failure to combat indiscipline using positive techniques in the absence of CP is distressing. Mestry and Khumalo (2012) notes that educators in the North-West Province saw the introduction of PD as a hindrance to their efforts of maintaining discipline in classrooms. The participants expressed that they felt helpless as they did not know what to do with the misbehaving learners. Moyo *et al.* (2014) maintain that educators in SA expressed their displeasure with the new system of learner discipline and blamed the DBE for not taking the problem of indiscipline in schools seriously.

Ntuli (2012) states that participants argued that changes in the disciplinary mechanisms in SA were introduced without consultation, hence educators were not happy with the way they were imposed on them without any training. From the manual, one could not clarify the questions they had in terms of practice. Coupled with the imposition of PD techniques is the emphasis on human rights which gave learners the wrong impression. In support, Venter (2016) notes that educators complained that the new system accords too much importance to learners' rights and in the process, they

have decided not to enforce any disciplinary action against learners who violate school rules because they were afraid of being reported for violation of learner rights. Van Wyk and Pelser (2014) also reveal that educators in SA interpreted the new official stipulations as promoting the 'spare the rod and spoil the child' phenomenon. The positive approach to discipline is largely viewed as a foreign phenomenon that does not fit well within the African culture and local context. Ntuli (2012) highlights that principals complained that Black citizens shared an awkward attitude towards the new disciplinary approach. They also indicated that the approach was appropriate for White learners, who had been raised under that kind of culture.

Many perceptions educators have about PD techniques are negative and hostile. The continued reliance on CP despite it having been outlawed is indicative of the challenges that beset the implementation of PD in schools (Mestry & Khumalo, 2012). The study, therefore, intends to develop a model of implementing PD that will address the attitudes, concerns and fears educators have.

3.9 EFFECTS OF LEARNER INDISCIPLINE ON THE ACADEMIC PERFORMANCE OF LEARNERS

Successful performance in academic work is associated with orderliness and disciplined conduct. Conduct that deviates from this norm usually produces compromised results. Ntuli and Machaisa (2013) contend that disciplinary problems have a propensity to negatively impact learner performance. Rampa (2014) argue that indiscipline has escalated to a level where several schools are torn by crisis, and this negatively affects the entire educational environment to a point where it becomes impossible to fulfil the school's mission. In a similar vein, Khewu (2012) contend that misbehaving learners with aggressive tendencies and anti-social behaviours create a hostile environment that impedes learning, as it cannot take place amid chaos. Aggressive learners intimidate their classmates and often create a chaotic classroom environment that hinders successful teaching and learning. In most cases, undisciplined learners are uncontrollable and difficult to manage (Ncotsa & Shumba, 2013).

According to Khewu (2012), anarchy and chaos resulting from an act of indiscipline obstructs the effective running of schools and negatively impacts the learners' academic achievement thereby making it impossible to attain the mandate of the

school. Schools marred with discipline problems seldom have a chance of delivering educational services that meet the learners' needs. Healthy moral and social development is necessary for the proper academic achievement of learners (Khewu, 2012). Ncotsa and Shumba (2013) observe that school violence creates chaos and shortens learning and tuition time, given that disturbances call for the need to attend to the problems reported before learning can proceed. Much time is wasted as almost all the learner's present attempt to give an account of what transpired. Shortened instructional time has a direct impact on the high failure rate in schools. In support, Khewu (2012) argues that research has demonstrated that schools with undisciplined learners have a plethora of problems – chief among them being a high failure rate. Additionally, learners who are victims of bullying live in constant fear, lack concentration and thus perform badly at school (Ncotsa & Shumba, 2013). These learners become terrified and abscond classes and end up dropping out of school altogether (Ncotsa & Shumba, 2013).

Indiscipline in schools also breeds significant levels of dropout. Mgijima (2014) contends that female learners who get involved in sexual activities fall pregnant, contract sexually transmitted diseases, become emotionally and socially distressed and eventually drop out of school. Ntuli and Machaisa (2013) argue that due to lack of discipline, deficiency in secure policies, and shamelessness displayed by learners, schools experience hooliganism and teenage pregnancies, which culminate in a high educator attrition rate and a massive learner dropout rate. Academic performance thus suffers a huge blow when learners fail to complete their secondary education.

Learner indiscipline affects educators' performance in numerous ways. Ncotsa and Shumba (2013) point out that the morale of the educators dwindles, and they become demotivated. Learners struggle to get adequate textbooks and learning materials after supplies are stolen by ill-behaving learners. Vandalism of school property leaves the classrooms, furniture and materials in a dilapidated state which cannot be supportive to effective teaching and learning (Ncotsa & Shumba, 2013).

3.10 FACTORS LEADING TO INEFFECTIVE IMPLEMENTATION OF POSITIVE DISCIPLINE

The introduction of PD as one of the major alternatives to CP suffered several implementation gaps that are worth exploring at this point. It has been established that

levels of indiscipline in schools have continued to grow since CP was abolished in SA (Moyo *et al.*, 2014). This is indicative of the fact that the approach adopted as a replacement to CP was (and is) not effectively implemented to maintain discipline. Coming to grips with these weaknesses will assist this study in developing a pragmatic model of implementing PD that addresses a way around the weaknesses.

Several researchers have concurred that PD was introduced without a thorough consultation with educators, principals and parents. Moyo *et al.* (2014) argue that educators claim their views were never sought when the new strategy was introduced, hence this could have contributed to their continued use of CP and the non-use of alternative disciplinary measures. Rampa (2014) is also of the view that PD was imposed on teachers by the DoE and comes with time-consuming implementation demands. Moyo *et al.* (2014) emphasise that the reason why the new disciplinary strategy was met with resistance from educators is that it was imposed on educators and parents. They also highlight that educators, parents and other religious groups in SA felt that the government has looked down upon their right to be consulted in the education of their children.

One major stumbling block to the implementation of PD is the fact that a significant number of educators still believe that CP is the most effective strategy for maintaining discipline. According to Mahlangu *et al.* (2021), many educators believe that CP is an effective method of handling learner indiscipline and maintaining order in the classroom. Similarly, Ntuli and Machaisa (2013) posit that some educators still practice CP as a means to control learner behaviour. They claim that the majority of educators believe that CP could repair a child's behaviour, is effective, quick, relatively easy and can successfully eliminate unwanted behavioural patterns. In a study conducted by Chonco (2019) in KwaZulu Natal, most educators (58%) expressed the view that banning CP was affecting discipline negatively and were, therefore, in support of its reinstatement in schools.

The effective implementation of any change programme largely depends on thorough training for the key personnel responsible for driving the new model. In the case of PD techniques, most educators in SA have bemoaned the lack of training as far as alternative discipline mechanisms are concerned. Rampa (2014) argues that the government failed to empower educators through continued professional development and training in disciplinary procedures that serve as an alternative to CP. He further

notes that educators experienced the pressure to implement disciplinary reforms with no support from authorities. In support of the foregoing, Mahlangu *et al.* (2021) contend that educators consider themselves disempowered and ill-equipped with viable PD methods to maintain a secure environment that is conducive for learning. Moyo *et al.* (2014) hint that the reason behind this unfortunate reality is that educators and parents were left to themselves to discover alternative methods. Bilaty (2012) further confirms this by stating that the DBE has not created any capacity building initiatives targeting stakeholders with regards to discipline and it seemingly does not know how to handle the training programme for PD. Principals in a study conducted by Ntuli (2013) categorically mentioned that the manual for alternatives to CP was merely dumped on educators without training. As a result of this setback, educators lack the requisite knowledge and skills for administering PD approaches (Rampa, 2014). Singo (2017) however states that educators received *minimum* training of PD. In as much as this sounds better (some being better than none), educators were not adequately equipped with PD skills, hence they struggle to manage discipline through non-violent means.

The effectiveness of the new disciplinary framework for schools in SA also hinges on the collaborative efforts of the principal and the SGBs. The irony of the matrix is well articulated by Chonco (2019), who argues that some SGBs have not attained matric level education, have limited knowledge regarding legislation and have not received training on their roles regarding basic expectations yet they are expected to fully undertake disciplinary responsibilities. Mestry and Khumalo (2012) similarly articulate the fact that many parents from rural areas serving on SGBs are deficient in the requisite knowledge, skills and experience on school governance issues, in particular literacy on legislation and some cases absence of a matriculation certificate. The net effect of this anomaly results in principals and educators doing most of the work for drafting and adopting the school codes of conduct alone, without input from SGBs. Chonco (2019) asserts that due to the lack of collaboration between the principal and SGBs, the principal is not able to make the decisions concerning disciplinary issues and must wait for members of the SGB who are not always present, all the while surrounded by continued misbehaviour (Chonco, 2019; Mestry & Khumalo, 2012).

Standard practice requires a collaborative, multi-stakeholder approach that seeks to establish consensus on disciplinary alternatives to CP. The introduction of PD in SA

lacked common ground in terms of value expectations between parents and policymakers. The introduction of PD was largely coated by an emphasis on human rights (Rampa, 2014), however, Mayisela (2017) observed that human rights values are not always in harmony with cultural and personal values. According to Prins *et al.* (2019) disparities in the beliefs of educators, parents and learners as influenced by cultural inclinations have negatively impacted the successful roll-out of the new disciplinary reforms in schools. The differences affected communication, understanding and expectations of what each was supposed to be contributing towards the learners' behavioural grooming and education (Prins *et al.*, 2019). Khewu (2012) argues that since it has been reported that parents are using CP at home, this scenario raises a conflicting impression to the learner when the school adopts a non-violent approach to address similar behaviour problems that attract spanking at home. The successful implementation of PD would be possible when the home and school agree on a unified system of discipline that shuns violence and pursues positive behaviour strategies. This is in line with Obadire and Sinthumule (2021), who proffer that parents in their capacity as 'first teachers' should inculcate values and morals in their children to differentiate between right and wrong.

3.11 LITERATURE GAP ANALYSIS

This chapter explored a wide range of literature sources that explore the subject of learner discipline in SA schools. Discipline techniques attempted in the literature are CP, PD and alternatives to CP. A few sources address PD independently, while most sources explored it as part of alternative strategies to CP. Chonco (2019), Singo (2017), Khewu (2012), Moyo *et al.* (2014) and Egunlusi (2020) focused on perceptions on and implementation of alternatives to CP in managing learner discipline. Ntuli and Machaisa (2014), Ntuli (2013) and Tauatswala (2018) explored the challenges of managing learner indiscipline in the post-CP era and the impacts of banning CP. Coetzee and Mienie (2013) and Rampa (2014) researched the promotion of human rights through PD and assessed the PD approach, respectively. Ncontsa and Shumba (2013), Mgijima (2014) and Netshitangani (2014) researched learner indiscipline with a specific focus on violence and its precipitative factors. Bilatyi (2012), Prins *et al.* (2019), and Van Wyk and Pelser (2014) researched leadership and policies that govern learner discipline in schools in SA. All these studies converged on the fact that the post-CP era in SA has witnessed increased levels of learner indiscipline which in

most cases take a violent twist. They also share common findings on the fact that educators are finding it difficult to manage indiscipline in classrooms using PD and other non-violent alternatives to CP, hence their continued use of CP regardless of legality.

Researchers (Bilatyi, 2012; Chonco, 2019; Mestry & Khumalo, 2012; Moyo et al., 2014; Nene, 2013; Ntuli, 2012; Singo, 2017; Van Wyk & Pelser, 2014; Venter, 2016) agree that the transition from the CP to PD approach was not properly managed. The common view is also that the failure to properly manage this paradigm shift was caused by a lack of wide consultation with all key stakeholders, primarily educators and parents (Moyo et al., 2014; Ntuli, 2013; Rampa, 2014). SGBs and educators were not adequately trained to understand legislative and administrative issues about the school code of conduct, and implementation of the PD approach respectively (Bilatyi 2012; Chonco, 2019; Mestry & Khumalo, 2012; Moyo et al., 2014; Ntuli, 2013; Rampa, 2014; Singo, 2017). Prins et al. (2019) and Khewu (2012) observed that differences in value systems between the school and home from where the learner is raised create a lack of coordinated efforts between these two parties in fostering PD to the learner. The continued use of CP at home sharply contradicts the non-violent strategies that are pursued by the school. This paradox waters down all efforts by the school towards instilling PD.

Most researchers dealt extensively with alternatives to CP, which entail community work, physical punishment, detention, demerits, suspension, verbal warnings, reporting to parents, referrals to counsellors and social workers, and expulsion (Chonco, 2019; Coetzee & Mienie, 2013; Egunlusi, 2020; Khewu, 2012; Ntuli, 2013; Singo, 2017). These strategies are largely corrective and retroactive and tend to be viewed as non-violent. This, however, contrasts sharply to the tenets of PD which advocates the use of not only non-violent but non-punitive techniques which do not negatively impact the dignity of the learner and have the ability to instil life-long skills, such as self-discipline (CJCP & DBE, 2012; Nigrini, 2016; Rampa, 2014). One can therefore argue that while the alternatives to CP are non-violent, not all of them subscribe to the PD approach given the punitive and humiliating nature that is characteristic of some of them, such as detention, suspension, expulsion and physical work. Proactive PD techniques such as motivation, teaching, modelling, creation of a positive classroom environment and self-discipline have not been given much

attention by most researchers, save for Rampa (2014), Singo (2017), Ntuli (2013), Prins *et al.* (2019) and Tauatswala (2018).

With the exception of Rampa (2014), who conducted a study to assess the PD approach, none of the sources cited in this section carried out a study on the implementation of PD or sought to establish a home-grown model to address the loopholes that engulf the way PD was implemented in SA secondary schools. It is acknowledged though that most of these sources had something to say about PD as an alternative to CP. As alluded to earlier, one major weakness that sabotaged the effective implementation of PD was the lack of cross-cutting values among all education sector stakeholders. This study endeavours to propose a model grounded on a hybrid value system drawn consultatively from parents, educators and school administrators. It is important to note that educators and school administrators are by and large representatives of the government, hence by design pursue approved legislative policy values such as human rights and PD values. However, parents tend to lean more on cultural values such as those embedded in the Ubuntu philosophy. A conglomeration of PD values, human rights and Ubuntu values is anticipated to hatch a model of implementing PD that appeals positively to all stakeholders and bear an indigenous undertone, which this study seeks to achieve.

3.12 SUMMARY

This chapter explored a range of literature sources about PD in the SA context. The review began by outlining the state of indiscipline in schools. It then explored the concept of CP, highlighting its origins and unpacking the legal framework that brought about its abolishment. It then discussed what PD is and further explored its values and strategies. Ubuntu philosophy was explored from a SA perspective to articulate values that could be blended with PD in order to proffer a balanced model of PD implementation. Literature was also presented according to themes drawn from the sub-questions of the study. This literature focused on educators' perceptions of PD, factors responsible for learner indiscipline, effects of indiscipline on academic performance, and factors leading to ineffective implementation of PD.

Finally, the researcher conducted a literature gap analysis where the unique contribution of this study to the problem of learner discipline in SA was articulated. The next chapter will therefore present the research methodology used for the study.

CHAPTER 4: RESEARCH METHODOLOGY

4.1 INTRODUCTION

This chapter presents the methodology of the study. It primarily explores paradigmatic issues underpinning the orientation of the study. In so doing, it contextualises and justifies paradigmatic elements related to ontology, epistemology, methodology and methods. The chapter will outline the research approach, research design, population of the study, and selection of participants. Further, the chapter outlines data collection instrumentation, data analysis, ethical considerations and issues of trustworthiness. Finally, the chapter is concluded with a summary that highlights major issues explored.

4.2 RESEARCH PARADIGM

A paradigm is a combination of interrelated assumptions, concepts or views that guide thinking and research into a particular perspective (Choongwa, 2018). In essence, a paradigm embodies four main elements, namely ontology, epistemology, methodology and methods (Kivunja & Kuyini, 2017; Rehman & Alharthi, 2016). These elements define the research philosophy that will guide the researcher's conceptualisation of constructs, choice of data collection tools and methods, as well as interpretation of findings.

This study adopted the interpretivist paradigm, which is also known as constructivism. According to Creswell *et al.* (2016), interpretivism strongly believes that reality is not objectively created but is subjectively constructed through socially orientated processes. Musingafi and Hlatjwayo (2013) similarly assert that the basic argument of the constructivist narrative is that reality is socially constructed by and between the persons who experience it. Reality, therefore, is viewed as an offshoot of the historical, cultural and social context in which actions and interactions occur. Given the foregoing, interpretivists emphasise that people should be studied in their natural settings to establish the unique interpretations they make of their actions and way of life. Ontologically, interpretivists view reality in the purview of multiple realities that are socially constructed (Rehman & Alharthi, 2016).

Rehman and Alharthi (2016) perceive epistemology as that branch of philosophy that concerns itself with the nature and form of knowledge. In so doing, it examines the process by which knowledge is generated and validated. Musingafi and Hlatjwayo

(2013) contend that epistemology ponders two questions: *What is the relationship between the knower and knowledge?* and *What amounts to knowledge?* Constructivists' view about knowledge is that it is built upon meanings attached to the phenomena being studied (Creswell *et al.*, 2016). Researchers, therefore, opt to interact with the participants of the study to obtain context and time-specific data. In answering the epistemological question, researchers attempt to explicitly demarcate issues concerning objectivity, subjectivity, validity, causality and generalisability (Musingafi & Hlatjwayo, 2013; Rehman & Alharti, 2016).

Ontological and epistemological positions of constructivism influence the methodology adopted by the researcher directly. According to Musingafi and Hlatjwayo (2013), methodology is concerned with how knowledge is acquired and the tools used to gather data. In addition, Choongwa (2018) alludes to the fact that the interpretivist paradigm endeavours to understand phenomena from a position of ascribed meanings drawn from the people concerned. He figuratively portrays the researcher as a detective who positions himself to establish the truth through interaction with people to extract their views and experiences. Researchers guided by the interpretive paradigm are involved with research participants in an attempt to understand phenomena in their contexts. The interpretive paradigm embraces approaches that seek understanding of phenomena and therefore rely squarely on qualitative procedures, which emphasise the value of the subjective experience of individuals (Musingafi & Hlatjwayo, 2013).

Research methods entail the approaches used in the collection and analysis of data (Alharthi, 2016; Musingafi & Hlatjwayo, 2013; Rehman, 2012). Interpretivism is oriented towards qualitative methodologies which spell out particular preferences for data collection tools. Hammersley (2019) asserts that examples of data collection methods that produce qualitative data entail open-ended interviews, semi-structured interviews, in-depth interviews, observations, and document analysis. Rehman and Alharthi (2016) draw data analysis implications for constructivism based on the notion that social phenomena are to be understood through the eyes of the subjects rather than the researcher. This, therefore, implies that the approach to data analysis is largely inductive. The researcher identifies patterns in the data which fall under broad themes to understand a phenomenon and generate theory (Rehman & Alharti, 2016).

Musingafi and Hlatjwayo (2013) assert that whether acknowledged or not, all research has as its basis a particular perspective, position, or community of interpretation that proffers beliefs about ontology, epistemology, and methodology. With interpretivism being the basis of this study, ontological implications as related to the study pertain to multiple realities that are socially constructed by the people experiencing the aspect of reality. This study sought to gather views of education stakeholders on PD in the context of SA with a special focus on secondary schools in the Mpumalanga Province. The researcher did not subscribe to a 'one size fits all' kind of mentality but was open-minded in seeking to understand what PD meant to principals, educators, and parents across secondary schools located in different socio-economic geographies in the Province.

Epistemological implications of constructivism are to the effect that knowledge is not universally uniform. The study sought to explore the subjective experiences of principals, educators and SGB chairpersons on PD and gather their views about what it entailed in their context. There was no attempt to generalise the findings of this study to wider populations that had not taken part in it, given the uniqueness of subjective experiences and their impact on what accounts as knowledge. Participants' views on PD, their understanding of factors leading to indiscipline, examples of acts of discipline, and the effects of indiscipline on teaching and learning served as indicators for the knowledge gap that this study sought to reveal. The framework for the implementation of PD generated by this study was perceived to have potential in contributing to the body of knowledge responsible for establishing a pragmatic system of improving learner discipline in Mpumalanga secondary schools.

Methodology consistent with the interpretive paradigm entails approaches that seek to understand phenomena from the point of view of the research participants (Musingafi & Hlatjwayo, 2013). Rehman and Alharthi (2016) argue that within the interpretive paradigm, researchers are intimately part of the social reality being studied, hence they are not 'detached' from the subjects they are studying. A qualitative approach that sought to establish the experiences of participants on PD was employed by this study. Interactive methodology aimed at gathering verbal data which depicted meanings, perceptions and feelings of participants about PD was adopted. The researcher created a positive atmosphere when engaging participants

so that in-depth information regarding the state of discipline and strategies used to discipline learners could be gathered.

The fourth element of a paradigm speaks to the methods of data collection and analysis in a research study (Rehman & Alharthi, 2016). Data was collected through semi-structured interviews and document analysis. A semi-structured interview is an interview that comprises open questions that are asked and are followed by further probing and clarification (Maree *et al.*, 2016). Document analysis was conducted on school records about disciplinary matters such as the school's code of conduct, incidents record book and minutes of disciplinary hearing meetings for learner cases. Thematic analysis is a method for identifying, analysing and reporting patterns (themes) within data (Vaisimoradi, Turunen & Bondas, 2013). Vaisimoradi *et al.* (2013) state that the purpose of content analysis is to describe the characteristics of the document's content by examining who says what, to whom and with what effect. Therefore, the researcher identified major themes that address the objectives of the study which guided the analysis of subjective verbal data and content analysis was used to analyse data gathered from school records.

4.3 RESEARCH APPROACH

According to Creswell (2014), research approaches refer to plans and procedures for research. In the same vein, Choongwa (2018, p. 34) defines research approaches as techniques used by researchers to carry out research studies after the paradigmatic interpretation of the research problem has been ascertained. Grover (2015) pinpoints that it is safe to conclude that there are only three broad research approaches used in conducting educational research, namely qualitative, quantitative, and mixed methods (Creswell, 2014; Grover, 2015). This study adopted a qualitative research approach. According to Musingafi (2013), qualitative research verbally describes or tells the story around events, occurrences and practices. Creswell *et al.* (2016) similarly posit that qualitative research relies on linguistic rather than numerical data and engages in meaning-based rather than statistical forms of analysing data. Qualitative research is naturalistic. As a result, it focuses on the natural settings where behaviour and social interactions occur (Creswell *et al.*, 2016). Qualitative research enabled the researcher to delve deeper into the dynamics affecting learner discipline and describe them within the context of the natural settings they occurred in.

The core objective of qualitative research is to arrive at the meaning human beings ascribe to phenomena by exploring their surroundings through symbols, social structures, social roles, rituals, norms, values and beliefs (Creswell, 2014; Creswell *et al.*, 2016). Further, Brynard, Hanekom and Brynard (2014) contend that the main thrust of qualitative research is the pursuit of a commitment to understanding and describing the world from the point of view of the research subjects. The phenomenological undertone in qualitative research is to focus on the real-life experiences of people (Brynard *et al.*, 2014). The researcher adopted data collection procedures and techniques that allowed for face-to-face interaction with the participants at their places of work. This made it possible for the researcher to observe the settings under which indiscipline matters were experienced and handled, and draw the meanings attached to learner misconduct by the principals, educators and parents.

Creswell *et al.* (2016) emphasise the fact that qualitative research uses open, exploratory research questions, thereby placing greater focus on understanding phenomena. The heart of qualitative research lies in the extrapolation of social meaning from data that is reflective of people's experiences, circumstances and meanings they embed into texts and other symbols. Creswell (2014) alludes to the fact that in qualitative research studies, data analysis is inductively organised. The inductive approach involves collecting data guided by research objectives, then analysing, describing and interpreting it to develop a theory or framework that answers the research problem (Choongwa, 2018). In this study, open-ended interview questions aimed at eliciting verbal data were used to explore participants' experiences and meanings concerning PD. The questions were guided by a framework of main research questions that guided this study. Data collected were analysed by drawing themes, which assisted in developing a framework for the implementation of PD.

Brynard *et al.* (2014) argue that qualitative research methodologies permit the researcher to meet people in person, to look at them as they are, and to experience their daily struggles when confronted with different life scenarios. In this study, the researcher used face-to-face interviews to collect data. The researcher remained aware that each principal, educator and parent experienced incidents of learner indiscipline and applied PD techniques in their unique manner, depending on their understanding of it. Participants' unique understanding of learner discipline

approaches could have been a result of their educational, cultural, social and personal values, which the interviews sought to explore (Creswell *et al.*, 2016).

4.4 RESEARCH DESIGN

A research design is defined by Choongwa (2018, p. 81) as a blueprint that spells out how the research will be conducted. It provides details on the systematic manner in which research questions will be answered. De Vos *et al.* (2015) also emphasise that the research design focuses on the end product and all the steps involved in the process to achieve the outcome anticipated (De Vos *et al.*, 2015). One could therefore safely argue that a research design is an overall plan on how a study will be conducted, which details the step-by-step process of gathering, analysing and presenting data findings.

A case study design was considered appropriate for this study. Case studies are consistent with the principles of qualitative research. According to Musingafi and Hlatjwayo (2013), case study designs are qualitative beasts that focus on each case as a whole unit as it exists within a real-life context. Creswell *et al.* (2016, p. 81) refer to case study research as an empirical inquiry surrounding a contemporary phenomenon, established within its real-world context. The study explored PD approaches used in schools as a contemporary issue in SA public schools, particularly focusing on those located in Mpumalanga. Participants were interviewed at school sites where cases of learner indiscipline were experienced and handled. A case may refer to an organisation, a city, a patient, a community, a school, a group of people or a nation (Willig, 2013). In this study, the school denoted the case. The case study enabled the researcher to study each school as a special case to draw the meanings principals, educators and parents attached to PD.

This design enables researchers to properly gather information about a phenomenon through an intensive exploration of a sample case (Odoh & Chinedum, 2014). Similarly, Musingafi and Hlatjwayo (2013) contend that case studies can assist to address exploratory, descriptive and explanatory research questions to offer a richness and depth of information not consistent with the use of other methods. This case study explored currently applied techniques of managing learner discipline and described the state of indiscipline in schools. In-depth exploration of discipline

dynamics was carried out through face-to-face semi-structured interviews with parents and educators directly involved in handling learner discipline matters in schools.

A case study can adopt particularistic, descriptive and heuristic dimensions. It is particularistic when the researcher selects a precise instance of the phenomenon to comprehend a specific problem that arises from the day-to-day practice (Belle, 2016). The particularistic dimension of this study relates to unpacking the research problem centred on the implementation of PD techniques in managing learner discipline in schools. The case study is descriptive when the researcher provides a detailed description of the phenomenon within its context (Willig, 2013). This, therefore, calls upon the researcher to fully describe the participants, the social context, social characteristics of the community, morals and values that lie at the centre of the study (Belle, 2016). The descriptive dimension of the case study enabled the researcher to describe the characteristics of the individuals who form the population of the study, the type of communities the school is located at (whether rural, semi-urban or urban), the setting, and the values each parent community holds, which have a bearing on the understanding and contextualisation of PD. It is heuristic when the narrative account of the study emerges with new perspectives into the way things are for the researcher and other readers (Belle, 2016). The heuristic approach aided data analysis in developing discoveries relating to the nuances in understanding and operation of role players in schools in implementing PD. These emerging views took the form of concepts that deviated from the norm as recorded in literature sources, however playing a key role in illuminating the PD concept. The researcher used the descriptive case study so that he could, at the very outset of the case study, identify the boundaries of the research and find reasons why the phenomenon occurred in the setting. The researcher aimed to have a full description of the problem of learner discipline in public secondary schools within the specific natural setting. He focused on the exploration and description of the participants in the study.

Fleming and Zegwaard (2018) posit that criticisms of case study research are centred on the premise that it is too specific and not generalisable, given that each case is not necessarily representative of similar cases. Be that as it may, Musingafi and Hlatjwayo (2013) are cautious in their analysis, which suggests that case study research is particularistic and contextual by design hence its main aim is to describe a particular case in detail. Lack of generalisability thereof does not in any way diminish the value

of the research output (Musingafi & Hlatjwayo, 2013). They further argue that it is the readers who have to decide whether or not the case being described is sufficiently applicable or relevant to their local situation. Alternatively, case study research outputs can provide insights into an aspect and aid future research (Fleming & Zegwaard, 2018).

More specifically, this study adopted the multiple (collective) case study design. It is an approach that allows for the exploration of similarities and differences between cases (Fleming & Zegwaard, 2018). According to De Vos *et al.* (2015), the collective case study is an instrumental study extended to several cases which enables comparisons to be made between cases and concepts and in this way theories can be extended and validated. Creswell *et al.* (2016) also highlight that the collective case study will allow the researcher to analyse within each setting and across settings. This study identified six public secondary schools located within two districts in Mpumalanga. Data collected was analysed to reveal similarities and differences of discipline dynamics within and across the two districts. Comparability of results across districts also assisted in eliminating biases associated with homogeneity aspects of closely located schools.

The case study design, with a specific focus on multiple case scenarios, was chosen for this study because it gave the researcher the latitude to gather in-depth data about issues of learner discipline in schools through interactive data collection approaches. Data was collected in real-world settings, giving the study strength in terms of worthiness and credibility of findings. Comparison and contrasting of findings within and across settings assisted in eliminating bias by giving the study a balanced account of issues.

4.5 POPULATION AND SAMPLING

Population refers to a term that sets boundaries on the study units (Alvi, 2016). Alvi (2016) further states that population refers to the totality of persons, events, organisation units, case records or other sampling units with which the research problem is concerned. The population of the study comprised districts, schools and staff members in public secondary schools in the Mpumalanga Province. Participants of this study will comprise headteachers, chairpersons of SGBs (parents), class

teachers and LO teachers at public secondary schools in two education districts in Mpumalanga.

Sampling is a selection process used to draw a fraction of a population (participants) in a research study (Musingafi & Hlatjwayo, 2013). Qualitative sampling techniques were therefore considered for this study given that the study adopted a qualitative research approach. According to Choongwa (2018), qualitative sampling is also termed non-probability sampling. Non-probability sampling involves the use of subjective techniques which do not make use of a random selection of population elements to form a sample (Choongwa, 2018; Creswell *et al.*, 2016). Purposive sampling, quota sampling, snowball sampling and convenience sampling are the four main types of non-probability sampling (Creswell *et al.*, 2016). This study used convenience sampling, quota sampling and purposive sampling to select districts, schools and participants for data collection.

Convenience sampling was used to identify the districts that took part in this study. Convenience sampling is a type of non-probability sampling that allows the researcher to select members of the target population that meet certain practical criteria, based on easy accessibility, geographical proximity, availability at a given time, or the willingness to participate in the study (Etikan, Musa & Alkassim, 2016). Mpumalanga has three education districts. Two districts were chosen for this study on grounds of accessibility and geographical closeness to the researcher's place of abode. The study, therefore, took place in Gert Sibanze and Ehlandzeni districts.

Schools in each district were identified through the use of quota sampling. Musingafi and Hlatjwayo (2013) view quota sampling as a sampling strategy where the researcher sets categories to ensure that the sample arrived at represents certain characteristics within the population. Choongwa (2018) also contends that in quota sampling, the whole population is divided into relevant strata such as age, gender or class depending on which one is relevant to the topic and concept of interest. Quota sampling of schools in this study was defined by the class of public schools based on physical location. In each district, one school was identified from the following categories: rural, semi-urban, and urban. Gathering data from these three categories of public schools gave the research study an understanding of learner discipline dynamics associated with school location and type of parent communities, thereby portraying the total purview of environmental influences. This assisted the study to

eliminate sample bias and thus accommodating setting and context-specific aspects of data collection and analysis. However, elimination of sample bias should not be confused with representativeness (Musingafi & Hlatjwayo, 2013). Consequently, the researcher had no intention to generalise the findings of the study hence the aspect of a representative sample was not applied. The study, however, endeavoured to add meaning and value to the target site. In total, six schools took part in the study.

Purposive sampling was used to identify participants of the study. Maree *et al.* (2016) posit that qualitative research, in general, makes use of purposive sampling. Purposive sampling is based entirely on the judgement of the researcher, in that, a sample is composed of elements that contain the most characteristic, representative or typical attributes of the population. Principals, class teachers, LO teachers and chairpersons of SGBs were identified as the participants of this study. Principals are managers of schools who are responsible for the overall oversight of policy matters on a day-to-day basis. They provided the study with information related to their hands-on experience in implementing policy to handle discipline problems encountered in their schools. Class teachers continuously interact with learners and receive reports of the day-to-day discipline problems reported to them by learners and class prefects. Their involvement in the study sought to provide an understanding of how cases of learner indiscipline were handled at the class level. LO teachers take a proactive role in instilling positive behaviour outcomes through instruction and provision of guidance and counselling. Chairpersons of SGBs are representatives of parents. They are members of the DC. Their views were drawn from their perspective as parents as well as their experience in dealing with disciplinary issues as members of the DC. A total of 24 participants were used in this study. This consisted of the six headteachers from the selected schools, six deputy headteachers, six class teachers and six LO teachers.

4.6 DATA COLLECTION

Data collection refers to the carefully planned process of gathering the necessary information whose subsequent analysis provides answers to the research questions (Willig, 2013). Data collection plays a pivotal role in the entire research process since it gives the research study meaning (Choongwa, 2018). The method of data collection depends on the research design and the research questions that guide the study (Choongwa, 2018). The study sought to collect qualitative data to compile in-depth

information on PD approaches used in schools. Qualitative research focuses on the collection of non-numerical data which comes in the form of words, impressions, gestures or tones that denote reality as constructed and seen by the people experiencing it (Musingafi & Hlatjwayo, 2013).

According to Musingafi and Hlatjwayo (2013), collecting verbal (qualitative) data requires the use of direct interaction with individuals on a one-to-one basis or in a group setting. McMillan and Schumacher (2014, p. 346) give a clear picture of the nature of data collection strategies amenable to qualitative research:

In qualitative studies, the investigator usually acts as an observer in the setting that is being studied, either as the interviewer, the observer, or the person who studies artefacts and documents. Qualitative researchers want to have information directly from the source. They do this by spending a considerable amount of time in direct interaction with the settings, participants, and documents they are studying.

This quotation, therefore, suggests five major methods for gathering qualitative data. These include observation, interviews, questionnaires, document analysis, and the use of audio-visual materials.

4.6.1 Interviews

An interview is a purposeful conversation between the interviewer and interviewee (Musingafi & Hlatjwayo, 2013). Creswell *et al.* (2016) describe an interview as a two-way conversation in which the interviewer asks the participant questions to collect data centred on the thoughts, beliefs, views, opinions, experiences, and actions of the participant. The researcher conducted interviews consisting of open-response questions to obtain data on participants' meanings (McMillan & Schumacher, 2014). Qualitative interviews aim to view the world through the lenses of the participant to generate rich descriptive data that will aid the researcher in understanding the participants' construction of knowledge and reality (Creswell *et al.*, 2016).

Interviews can be structured, semi-structured and unstructured. Structured interviews follow a sequence of questions asked in the same order and same way across all participants belonging to a category without any flexibility available to the researcher (Edwards & Holland, 2013). These kinds of interviews are largely applicable to the positivist research approach where more objective linear methods which are subject to statistical methods of analysis are used (Choongwa, 2018). Unstructured interviews

have very little organisation. The interviewer goes into the interview with one or two concepts for discussion in mind and subsequent questions would depend on the response given by the participant in the initial questions (Musingafi & Hlatjwayo, 2013). One disadvantage of using unstructured interviews is that they lack standardisation, meaning that no two sessions are the same hence they make it impossible to compare or contrast the findings in a multiple case study set-up. A semi-structured interview is an interview that comprises open questions that are asked and are followed by further probing and clarification (Maree *et al.*, 2016). In a semi-structured interview, the interviewer has the freedom to probe the interviewee to elaborate on the original response or to follow an emerging line of inquiry introduced by the interviewee for depth and clarity (Creswell *et al.*, 2016; Musingafi & Hlatjwayo, 2013). When conducting a semi-structured interview, the interviewer must always be attentive and look out for emerging lines that pertain to the phenomenon at hand so that they can probe further to gain in-depth data (Creswell *et al.*, 2016).

This study used semi-structured interviews to gather data from principals, parents and educators because of the level of standardisation and flexibility that they command. Data gathered from different participants can be easily compared as a result of similar open-ended questions asked. The flexibility to probe further and clarify areas where the interviewee seems to be confused allows the researcher to gather rich data which strengthens a qualitative study. Face-to-face interviews also provided the researcher with an opportunity to create an environment for cordial relations with the interviewees necessary for the development of trust, and the chance to assess the behaviour of participants throughout the study (Willig, 2013).

According to Rehman and Alharthi (2016), qualitative data is usually verbal and ought to be audio/video recorded to preserve the events in a fairly authentic manner for succeeding data analysis. Musingafi and Hlatjwayo (2013) assert that interviewers have a choice of whether to take notes during the interview or to audio record the interview. Audio recording assists the interviewer to concentrate on the discussion with undivided attention and makes it possible to capture the whole session, thus providing complete data for later analysis (Musingafi & Hlatjwayo, 2013). The researcher audio recorded the interview sessions and also wrote down notes during interviews to serve as a guide to later probing questions and a backup measure in case some unforeseen events affect the recorded voice notes. This practice is supported by Creswell *et al.*

(2016), who notes that even if you record the interview, it is wise to take notes so answers can be reviewed and questions can be asked at the end of a session.

4.6.1.1 Interview guide

The interview guide was used to guide the semi-structured interview. An interview guide is a list of questions that directs the conversation between the interviewer and interviewee during an interview (Kallio *et al.*, 2016). The semi-structured interview guide adopted a standard but flexible format which allowed for dialogue during the interviews, further probing, the opportunity to adjust the sequence of the questions and easy movement from question to question (Cridland, Jones, Caputi & Magee, 2015). Despite the foregoing, the interview guides consisted of questions that were relevant to each population category. These sets of pre-planned questions were used in an attempt to cover the same areas of interest with each participant during the interviews (Chonco, 2019). The tool assisted in the gathering of information about the implementation of PD in selected secondary schools in Mpumalanga.

4.6.2 Document analysis

Document analysis was also used to collect data in this study. Document analysis is a technique where the researcher focuses on all types of written communication that may shed light on the phenomenon under investigation (Cardno, Rosales-Anderson & McDonald, 2017; Creswell *et al.* 2016). Creswell *et al.* (2016) state that when using data analysis as a data-gathering technique, the researcher explores several sources such as organisational reports, memoranda, agendas, minutes of meetings, record books, administrative documents, letters, email messages or any document that is connected to the investigation. In this study, school policy on discipline, a code of conduct for learners, the discipline record book and minutes for the DC hearings were examined. According to Creswell *et al.* (2016), documents such as punishment records must be treated with necessary caution as they may be manipulated (contain silences) to portray a positive image. Therefore, in this study, data collected from documents served to corroborate the evidence from other interviews through the process of triangulation (Creswell *et al.*, 2016). Document analysis was guided by a document analysis guide which was developed around broad research questions which sought to establish the type of discipline cases schools dealt with, procedures

are taken when a learner has committed offences, corrective action meted out and an assessment of whether or not the handling of discipline cases adheres with PD tenets.

4.7 DATA COLLECTION PROCEDURE

The researcher applied for permission to conduct a research study from the DoE in the Mpumalanga Province on 31 March 2021 (Appendices B & C). Permission was granted by the DoE on 8 April 2021 (Appendix D). According to Brynard *et al.* (2014), it is proper to ensure that formal permission of a superior is obtained before a subordinate is interviewed. The researcher then applied for ethics clearance with the Central University of Technology (CUT), Free State (FS) Faculty Research and Innovation Committee (FRIC) on 2 June 2021. The Research Ethics approval certificate was issued on 16 August 2021 (Appendix A). On 17 June 2021, the researcher visited schools in the two districts of Mpumalanga and sought permission to conduct a research study. Upon arrival at the schools, the researcher explained to the principals the aims and purpose of the study. Principals were allowed to ask further questions where they needed clarity. This was done in compliance with what Choongwa (2018) proposes; that the researcher must explain the aim of the interview to the interviewee. Permission from the six schools was granted on the same day by the school principals. Going to schools in person to negotiate with school principals allowed the researcher to survey the physical location of the schools, their social environment and create positive rapport with principals for easy continuity in future when actual data collection was to take place.

The researcher telephoned principals one week before to set up appointments for data collection. Brynard *et al.* (2014, p. 43) emphasise the importance of making appointments, "It is always better to make appointments for interviews in advance, either telephonically or by letter". Six public secondary schools in Mpumalanga were visited by the researcher for conducting interviews and analyse documents. Four participants were interviewed at each school (principal, chairperson of SGB, class teacher and LO teacher). Documents analysed were the school code of conduct, case record book, and minutes for the DC. At the beginning of each interview session, COVID-19 protocols of masking, social distancing and sanitising of hands were observed. According to Creswell *et al.* (2016), participants who consider the topic of a research study to be important and have developed trust for the researcher will provide

information that will not be easily attained by some other means. The researcher, therefore, introduced himself after exchanging pleasantries with participants. He then explained the title of the study, the aim of the study, the rights of participants (to withdraw), and ethical issues such as confidentiality and anonymity. Participants were also allowed to ask questions about the study and their role in the interview sessions. Informed consent forms were read and explained to the participants before they were allowed to complete and sign them (Appendix F & G).

The researcher thanked the participants for voluntarily opting to take part in the study and requested permission to audio record the conversation using a cellular phone (Creswell *et al.* 2016). Recording the interview sessions digitally comes with the advantage that “Digital files do not easily get damaged with time and backups are conveniently stored to ensure the integrity of the recordings. Thus, digital recorders provide unlimited ‘replayability’” (Tessier, 2012, p. 449). The participants were also informed about the researcher’s intention to take notes during the interview (Creswell *et al.*, 2016). According to Tessier (2012), field notes are used in research mainly because of their simplicity. Researchers can use the on-site paper and pencil technique to identify and code data as the interview progresses and therefore, recording memories and ideas from interviews is essential for subsequent analysis (Tessier, 2012). A total of 24 interviews were conducted. Each session took between 30 to 45 minutes to complete. The semi-structured interview guides afforded the researcher opportunities to probe the participants further for clarity and the collection of rich data.

4.8 DATA ANALYSIS

Qualitative data gathered through interviews and document analysis were analysed using content analysis. Choongwa (2018) defines content analysis as the procedure for categorising verbal data or behavioural data to classify, summarise and tabulate findings. Musingafi and Hlatjwayo (2013) assert that content analysis focuses on documents, texts, or speech to see which themes emerge. Similarly, Choongwa (2018, p. 171) avers that the content qualitative data analysis technique is used for subjective interpretation of the content of textual data into well classified coded categories that articulate identifiable research themes. Vaismoradi *et al.* (2016), as cited in Choongwa (2018, p. 181), argue that qualitative content analysis, as well as thematic analysis,

are categorised under qualitative descriptive design because they both serve as techniques that analyse textual data and illuminate themes. Creswell *et al.* (2016) contend that content analysis is the most appropriate strategy of analysing data in qualitative descriptive studies because it is limited in both theory development and description of phenomenological experiences - given that its sampling and analysis procedures do not allow the researcher to infer from findings.

Qualitative content analysis can be done at two levels (Choongwa, 2018; Creswell *et al.*, 2016; Musingafi & Hlatjwayo, 2013). At the manifest level, the analysis focuses on a descriptive account of the data without inferring much into it (Musingafi & Hlatjwayo, 2013; Choongwa, 2018). The latent level of analysis centres on the interpretation of the meaning behind verbal data by describing what was inferred or implied (Creswell *et al.*, 2016; Musingafi & Hlatjwayo, 2013). This study adopted the latent type of content analysis intending to reveal what principals, parents and educators in public secondary schools in Mpumalanga understood about PD.

4.8.1 Steps in content analysis

Qualitative content analysis requires the adoption of a systematic approach in coding specified characteristics of messages into meaningful categories and themes that serve as answers to research questions (Creswell *et al.*, 2016). The researcher followed a step-by-step process spelt out below.

Preparation of data

According to Datt and Chetty (2016), one has to transform the data before the analysis can start. Data collected through interviews using audio recording devices were transcribed into written format. This was done to save time during analysis (Datt & Chetty, 2016). Creswell *et al.* (2016) also emphasise that audio recordings must be fully transcribed (word for word) by the researcher who is the best person to capture the non-verbal cues such as silence or a pause, which add meaning to the analysis.

Getting to know the data

The researcher read the transcripts of interview data and notes generated from document analysis over and over to know it inside out (Creswell *et al.*, 2016). The researcher wrote notes on the margin about the nature of information noticed each

time he identified something interesting while reading the transcripts (Musingafi & Hlatjwayo, 2013).

Coding of data

After a thorough reading of transcripts, the researcher provided codes for various aspects of data. A code is defined as a unit, word or group of words that communicate adequate information to provide a piece of meaning to the reader (Creswell *et al.*, 2016; Musingafi & Hlatjwayo, 2013). Coding is arrived at by marking segments of data with symbols or descriptive words that denote the gist of the content being put across (Creswell *et al.*, 2016). Coding enabled the researcher to quickly retrieve and collect all the text and data that he had associated with some thematic idea so that the sorted bits of meaningful material could be examined together and different cases compared (Creswell *et al.*, 2016). Codes enabled data collected from different participants (principals, parents and educators) and schools (rural, semi-urban and urban) to be compared under the multiple case study design involving selected public schools in Mpumalanga.

Establishing themes or categories

Content from transcripts and notes from document analysis was classified into themes of analysis (main ideas) that depict the direction taken by participants and school documentation on PD in addressing the main objectives of the study (Datt & Chetty, 2016). Themes were generated with an undertone to answer the main research questions of the study. A theme or category is a group of content that shares a commonality arrived at once all codes have been saturated (Creswell *et al.*, 2016). Combining similar codes to generate themes enabled the researcher to make sense of the data. The researcher used a tree diagram to develop a hierarchical category system (themes and sub-themes) thereby illuminating the types of relationships that exist between subsets of data and subcategories (Creswell *et al.*, 2016).

Interpreting data

The main aim of qualitative research is to arrive at a meaningful description of an aspect of phenomena being studied. Data interpretation involves the identification of what constitutes the main findings contained in a theme and clearly expressing it to the reader (Creswell *et al.* 2016). Undertaking this process required the researcher to

present the results under each theme, highlighting excerpts from participants' comments and direct extracts from documents supported by literature, theoretical underpinnings and methodological inferences (Creswell, 2014; Datt & Chetty, 2016). This was done in order to explain the findings within the context of the state of learner discipline in selected public schools in Mpumalanga. What emerged from this process served as a springboard for the creation of a framework for the implementation of PD in Mpumalanga's public secondary schools.

4.8.2 Triangulation/crystallisation

This study collected qualitative data through interviews and document analysis. Interviews were conducted with school principals, parents, and educators in six public secondary schools in Mpumalanga. Document analysis targeted content of reports, school policies and discipline record books. Data collected from different sources and participants had to be illuminated in a holistic manner, which brings to the fore insights and multiple realities participants have in their minds and different perspectives that reflect the uniqueness of each participant and document (Creswell *et al.*, 2016). This was made possible through the process of triangulation. Triangulation is largely understood in qualitative research as crystallisation.

Triangulation can be viewed as an effective strategy that enables substantiation of data through cross verification from two or more methods and sources within a study of a single phenomenon (Honorene, 2016; Heale & Forbes, 2013). Triangulation involves the adoption of multiple data sources (participants) in a research study to produce understanding (Honorene, 2016). Its overall objective is to produce a bias-free result that is trustworthy, credible and dependable (Honorene, 2016). Creswell *et al.* (2016) state that corroboration of reality enhances credibility and as readers of the analysed data identify the emerging pattern, they add value to the trustworthiness of the research study. In addition, Heale and Forbes (2013) reveal that this technique is used to confirm research findings and determine the completeness of data. Methodological triangulation and triangulation of sources were used to compare findings of PD gathered through interviews and document analysis as well as data from different population segments (principals, educators and parents) in public secondary schools in Mpumalanga, respectively.

4.9 TRUSTWORTHINESS

This study was guided by the interpretive paradigm. It collected qualitative data about PD in selected public secondary schools in Mpumalanga. Creswell *et al.* (2016) posit that reliability and validity are key measures in quantitative research whereas trustworthiness applies to qualitative research. For this study, trustworthiness became the relevant key measure to be addressed. Qualitative studies meet requirements for trustworthiness if results are proven to be honest and truthful; and hold resonance for similar population segments in other contexts (Choongwa, 2018; Creswell, 2016). Guba and Lincoln (1994), cited in Rehman and Alharthi (2016, p. 56), proffered a set of criteria to judge the trustworthiness of interpretive research studies: “Research is considered to be of good quality if it has credibility (internal validity), transferability (external validity), dependability (reliability) and confirmability”. Qualitative studies are therefore assessed for trustworthiness through a systematic approach that ascertains the extent to which credibility, transferability, dependability and confirmability are met during preparation, data collection, organisation, analysis, presentation and interpretation of findings.

4.9.1 Credibility

Credibility refers to criteria used to ascertain the accuracy of qualitative research results to the extent that they reflect a true picture of the phenomenon under enquiry (Choongwa, 2018). In this study, credibility is also enriched by clearly defined purposive sampling, detailed data collection methods, triangulation of findings and establishment of familiarity with the participants and the selected public secondary schools in Mpumalanga (Creswell *et al.*, 2016). The credibility of the results was also fostered through comparison of data across and within categories of sources to bring to the fore similarities and differences (Elo *et al.*, 2014). The researcher verified the correctness of his interpretation by cross-checking with participants via telephone and also seeking guidance from his supervisor (Creswell *et al.*, 2016). The researcher's colleagues who are experts in research at the doctoral level also conducted peer checks on how well the data had been analysed and offered independent views which further strengthened the credibility of this study (Gunawan, 2015).

4.9.2 Transferability

In qualitative research studies, transferability (also called applicability) is sought as opposed to generalisability (Creswell *et al.*, 2016; Choongwa, 2018). Transferability refers to the process by which researchers make connections between elements of a study and their situations to apply the results of that study to those situations. According to Creswell *et al.* (2016), transferability is enhanced through consideration of how typical the participants are to the context at hand. To afford this research study the opportunity to be transferable, the researcher gave detailed descriptions of research methodology, purposive sampling, participants' characteristics, culture and research setting (Choongwa, 2018; Elo *et al.*, 2014).

4.9.3. Dependability

According to Creswell *et al.* (2016), dependability is used in place of reliability in qualitative studies. Choongwa (2018) states that dependability is also called replicability. According to Choongwa (2018, p. 247), dependability is used to answer qualitative questions such as, "are results consistent over time?" or "could we repeat our findings in the same context with the same subjects?" This technique is meant to ensure objectivity, replicability and consistency of the study over time. In this study, dependability was enforced through a detailed explanation of the research design, its execution and data collection procedures used (Creswell *et al.*, 2016). The findings of this study collected from school principals, educators and parents through interviews and analysis of school documents related to learner discipline matters were triangulated. Choongwa (2018) asserts that triangulation of several procedures and methods can also be used to ensure dependability. The results of the study established that findings from multiple data sources and techniques maintained similar results, thus suggesting the high likelihood that this study is highly dependable.

4.9.4 Confirmability

Confirmability seeks to achieve neutrality and objectivity of findings (Creswell *et al.*, 2016; Gunawan, 2015). Confirmability implies that the research findings and their interpretations accurately represent the information that the participants provided and not the subjective motivations, biases, perceptions and interpretations of the researcher. In this study, the researcher cited direct quotes from the transcribed texts of what the participants expressed in an attempt to address the objective element of

research (Creswell *et al.*, 2016; Gunawan, 2015). The researcher's promoter, co-promoter and other researchers also evaluated the interpretations of the findings and made comments that assisted in eliminating researcher bias (Choongwa, 2018). Person, source and methodological triangulation also helped in drawing similarities among data sources and methods, strengthening the confirmability of this study.

4.10 DATA MANAGEMENT

Materials housing data in written and audio formats were kept under lock and key so that no individual could gain access to them other than the researcher. In this study, raw data were collected through document analysis and interviews which were audiotaped. The audio conversations were saved in a compact disc which was kept inside a locker together with notes generated during document analysis and interviews. A backup system of saving the audio clips in the computer with passwords was instituted. According to Creswell and Creswell (2018), the researcher must keep raw data and other materials safe for a reasonable time ranging between 5 to 10 years. The researcher will keep the raw data secure for 5 years, where after it will be destroyed.

4.11 ETHICAL CONSIDERATIONS

According to Brynard *et al.* (2014), ethics denote what is right or wrong when conducting research. Choongwa (2018) further views ethics as representations of social values as relating to the study being conducted. This study observed informed consent, confidentiality and anonymity, right to withdraw, as well as principles of do no harm and respect for participants as key ethical considerations. The researcher sought ethical clearance from CUT's FRIC and the DoE in Mpumalanga before embarking on data collection.

4.11.1 Informed consent

Choongwa (2018) states that informed consent calls upon the researcher to explain the purpose and objectives of the study to the participants before they commit to taking part in the study. The current study observed this requirement by explaining the objectives of the study to the participants in detail. Participants were also informed that partaking in the study was voluntary and would not come along with any financial or material rewards. Having agreed to be part of the study, participants were given clear

instructions and guidance to complete the informed consent forms (Creswell & Creswell, 2018).

4.11.2 Respect for anonymity and confidentiality

This study ensured that anonymity was observed by using codes in place of names of schools and participants so that their true identities remain unknown (Creswell & Creswell, 2018). Confidentiality is the management of raw data by the researcher using the safekeeping of collected data whilst not revealing information provided by a participant with others (Choongwa, 2018). The researcher kept interview notes, document analysis notes and signed consent forms under lock and key. Audio recordings of interview sessions were saved in a computer in a file that requires a password known only to the researcher.

4.11.3 Do no harm

In living up to this expectation, the researcher avoided asking sensitive questions to participants which could have potentially caused emotional and psychological harm to participants (Creswell & Creswell, 2018). Choongwa (2018) emphasises that a researcher should make sure that the research is conducted within a conducive environment where participants are safe from any form of physical harm. In addressing this requirement, the researcher made sure that the interviews were conducted under a COVID-19 compliant environment. Social distancing was observed, the researcher and participants sanitised their hands and wore masks throughout the engagement.

4.11.4 Right to withdraw

The researcher made the participants aware of their right to withdraw from the study at the beginning of the conversation as part of their voluntary participation and informed consent. In so doing, the participants understood that they had the autonomy and freedom to withdraw from participation at their own discretion (Choongwa, 2018; Lowenthal & Hull, 2013)

4.11.5 Fair treatment of participants

According to Choongwa (2018), all participants involved in a research study must be given fair treatment. In this study, all participants were given refreshments at the end of the interviews as a token of appreciation. This was done in line with guidance from

Creswell and Creswell (2018), who emphasised that researchers should avoid exploitation of participants by rendering some form of reciprocity to the participants which could take the form of a small reward or sharing of the final research report. The researcher also promised principals that their schools were going to receive a copy of the approved research report.

4.12 SUMMARY

This chapter presented the methodological framework of the study. It explored and justified the interpretivist research paradigm. It then explained the research approach that the study adopted in line with the main research paradigm's principles. The population of the study, sampling techniques, data collection methods and data analysis were also articulated in detail. Finally, the chapter addressed issues of data management, trustworthiness and ethical considerations. The next chapter will analyse, present and interpret the findings of the study based on the use of the methods described above.

CHAPTER 5: RESEARCH FINDINGS - ANALYSIS AND INTERPRETATIONS

5.1 INTRODUCTION

The previous chapter elaborated on the research design and methodology that oriented this study. Being qualitative in approach, this study aims to establish factors leading to learner indiscipline and the ineffectiveness of the PD approach to develop an Afrocentric framework for the successful implementation of PD. In the current chapter, qualitative data gathered through semi-structured interviews and document analysis are analysed, presented and interpreted. The analysis was conducted using the content analysis technique where themes emerging from the sub-research questions of the study were generated and articulated in detail with the support of sub-themes constructed from the views of participants.

The study used the following five sub-questions to guide the collection, analysis, presentation and interpretation of qualitative data:

1. What are the factors leading to learner indiscipline?
2. How does learner indiscipline affect the quality of teaching and learning?
3. What are teachers' perceptions of PD?
4. Which factors contribute to the ineffective implementation of PD?
5. What should a framework for the effective implementation of PD include?

Interviews were conducted with principals, chairpersons of SGBs (parents), class teachers and LO educators in six selected secondary schools located in two districts in Mpumalanga. In total, 24 interviews were conducted. Each category of participants had its specific semi-structured interview guide bearing open-ended questions revolving around the five sub-questions that the study sought to answer. Document analysis involved an examination of school codes of conduct, incidents record books and minutes of learner disciplinary hearing proceedings. At School C, an additional document in the form of minutes for the School Safety Committee (SSC) was given to the researcher for analysis. The researcher had not included this document at the proposal stage. However, due to the peculiarity of the circumstances prevailing at this school, the principal voluntarily presented it for analysis. The SSC comprises members

of the SGB as well as other community leaders such as pastors, a police unit, the mayor, health professionals, traditional leaders and psychologists. This committee was set up to implement a multi-stakeholder approach to handling discipline issues in the school, most of which were violent and had their roots in the community (gangsterism).

During this presentation (in living up to the ethical code of anonymity and confidentiality), schools and participants are named using codes of the alphabet. Schools are named as School A, B, C, D, E and F. Principals are identified as PA, PB, PC, PD, PE and PF, where PA is stationed at School A and PB at School B and so on. Class teachers, SGB chairpersons and LO teachers are coded similarly; as are the documents.

In this multiple case study design, School A and B are rural-based, School C and D are semi-urban while schools E and F are purely urban. The findings of the study were triangulated during a presentation with this socio-geographic aspect in mind. Detailed codes used for the identification of participants and documents are provided in the table below.

Table 2: Code names used for participants

Category	Code name
Schools	SA, SB, SC, SD, SE, SF
Principals	PA, PB, PC, PD, PE, PF
School Governing Board Chairpersons	CA, CB, CC, CD, CE, CF
Class teachers	CTA, CTB, CTC, CTD, CTE, CTF
Life Skills Orientation teachers	LSTA, LSTB, LSTC, LSTD, LSTE, LSTD
School Code of Conduct	CCA, CCB, CCC, CCD, CCE, CCF
DC Minutes	DCA, DCB, DCC, DCD, DCE, DCF
Incidents Record Book	IRA, IRB, IRC, IRD, IRE, IRF
School Safety Committee Minutes	SCC

5.2. RESEARCH FINDINGS

Analysis of findings gathered through interviews and document analysis narrowed results towards five broad themes and a range of sub-themes that illuminated each

theme as perceived by participants. The themes and sub-themes served as main headings and subheadings, respectively, for presentation, triangulation and interpretation of research findings. The tables below represent the framework of the thematic areas and sub-themes that emerged from the findings.

Table 3: Factors leading to learner indiscipline

Theme	Sub-themes
Contributing factors to learner indiscipline	Family setting
	Community setting
	Peer pressure
	Learner
	Educator
	Human rights

Table 4: Effects of learner indiscipline on quality of teaching and learning

Theme	Sub-themes
Effects of learner indiscipline on teaching and learning	Disruption of learning
	Demotivation of teachers and learners
	Inducing fear in teachers and learners
	Time wasting
	Low work rate by undisciplined learners

Table 5: Participants' perceptions of PD

Theme	Sub-themes
Perceptions on PD	Definition
	Strategies
	Evaluation

Table 6: Factors contributing to the ineffective implementation of PD

Theme	Sub-themes
	Lack of stakeholder engagement in policy formulation

Contributing factors to ineffective implementation of PD	Lack of stakeholder training
	Over-emphasis on learners' rights
	Conditioning of educators and parents on CP

Table 7: Framework for the effective implementation of PD

Theme	Sub-themes
Framework for effective implementation of PD	Stakeholder consultative engagement
	Stakeholder training
	Harmonisation of home and school disciplinary practices
	Review and repackage PD concept
	Establish vibrant LRCs
	Infuse PD into the school curriculum

Findings on each of the above themes are presented in the sections to follow. Verbatim excerpts of what participants said during interviews will be cited in an attempt to strengthen the credibility and dependability of this qualitative study. Interpretations of what the findings mean to the participants as relates to their subjective experiences are made to provide answers to the research questions of this study.

Interview questions for all participants began with general questions which sought to establish participants' understanding of the concept, 'learner indiscipline', and an attempt to explore the various types of behaviours problems that are commonly manifested at each school. Even though these questions did not directly address the sub-questions that generated the main themes of this study, they assisted in ensuring that subsequent questions and discussions were held under a common understanding between the interviewer and participants. Different types of behaviour problems prevalent at specific school locations were also captured through document analysis and further assisted in making interpretations about factors leading to learner indiscipline, as expounded on below.

5.2.1 Factors leading to learner indiscipline

Participants identified a wide range of factors that contribute to learner indiscipline in selected public secondary schools in Mpumalanga. The factors include family setting,

community setting, peer pressure, the learner, the educator, human rights and biological factors.

5.2.1.1 Family setting

Most participants alluded to the fact that the source of most learner behaviour problems is the home environment. The school was viewed as an institution that inherits learners with personalities that have taken shape from home and thus struggles with fixing that which the family could not deal with. Specific views implicating the family were aired by the following three participants:

In the majority of cases, we struggle with learners with an improper home background involving the family. [PC]

We inherit behaviour problems that are developed at home and allowed to settle by the family in most cases. [PE]

They say charity begins at home...so, it all begins from there. Learners learn misbehaviour from home. [CTD]

The narratives presented above point to the fact that the family is the primary socialisation agent of the learner, where manners, norms and values of society are inculcated through reward and punishment mechanisms. The school receives the learner at a later stage and has to deal with the product of the family system. Arguably, learners are a reflection of their homelife, since the learner is just a component of the whole family unit to which they belong. The categories that arose from this sub-theme were *parental systems, absent parents, relational issues involving parents and learners, and socio-economic matters affecting the family.*

Parenting styles

Different parenting styles were identified as a contributory factor to learner indiscipline in this study. Parents adopt a variety of styles that correspondingly produce varying results in terms of learner behaviour. Overly strict, negligent, and permissive parents can shape the behaviour of their children in negative ways:

Learners are out of hand because of weak parenting styles. Some learners have become aggressive to a point where the parent is afraid of them. [LSTC]

Poor parenting is another cause of learner indiscipline. Solutions to such learners should also involve the parents. [PF]

They misbehave because of lack of parental care. In most cases, misbehaving learners are alone at home. It's either both parents are out on a drinking spree or they just do not care. [CTE]

Parental styles that rely on excessive use of force and punishment without discussing the matter with the child to understand issues hardens the learner. Such learners are not afraid of any punitive measures you can take as a school because they are used to the worst beatings at home. [PE]

Given the views expressed above, one could state that in this study, permissive, negligent and authoritarian parental styles contribute to learner ill-discipline at school. Permissive parents allow their children to behave as they please while negligent parents are seldom present to attend to the needs of the child. Authoritarian parents are bad communicators and rely on harsh punitive measures meant to enforce strict rules in a quest for the attainment of unquestionable obedience. Efforts to handle disciplinary problems presented by such learners at school are not likely to yield expected results if conditions at home remain the same. This, therefore, calls upon the school to involve parents in implementing the PD approach in order to ensure that parenting styles consistent with PD principles are adopted at home.

Absent parents

Participants noted that absent parents contribute to the emergence of permanent or temporary child-headed families. When parents are absent, the learner becomes the head of the household who makes the rules according to their liking. In the process, they decide when to attend school and when to be absent. Participants also noted that parents who work from afar delegate all responsibilities of disciplining the learner to the educator. Participants observed that:

Learners from child-headed families misbehave a lot. Some are orphans who lost both parents. [CTC]

Parents are sometimes too far, and they leave everything in the hands of the teacher to decide what to do. [CTB]

In this area, a good number of learners are staying on their own. They have freedom that spills over to the school, for an example, late coming, absenteeism etc. [PB]

Most parents around here work in Johannesburg or elsewhere, so the learners remain alone, doing what they want. They decide when to come to school and when not to. [PA]

Minutes of a disciplinary hearing at School B reported on Learner B, who appeared before the DC without a parent. When the principal asked about the whereabouts of the parents, the learner indicated that both parents were working in Johannesburg and could not attend. The matter was postponed to a later date when the parent could be present.

Views gathered from participants through semi-structured interviews and findings arrived at through document analysis agree that learners with absent parents exhibit problematic behaviours. The current study gathered that learners who live alone in the absence of parents exercise too much freedom, which affects the way they behave at school. Learners become heads of households as a result of parents either working from afar or having passed away. Freedom in young minds that are not yet mature enough to exercise restraint can lead to indulgence in irresponsible behaviours.

Family relations

The study established that learners' negative attitudes (arising from unhealthy family relations with parents at home) tend to be transferred to adults who serve as educators at school. Some participants stated that gender violence occurs in households, resulting in learners from these households transferring their hatred towards their fathers to male educators. In addition, learners living with their grandparents disrespect them and bring that disrespect to school:

Home lifestyle where the father abuses the mother in front of the child, so the child hates the father and transfers this hatred to other male teachers at school. [LSTB]

Some children stay with their grandparents who are very old. They disrespect them at home and the same behaviour is displayed at school. They know even if you engage the granny, there is nothing they are going to do. [CTC]

Some parents are even afraid of the children, they say they even threaten them at home. So, what can you expect from such a child at school? [PB]

The study gathered that the nature of relationships between learners and adults at home tend to spill over to the school. Learners who bully their parents at home are not concerned when informed that the school will contact their parents to report their bad behaviour. Poor relationships at home result in ill-discipline and lack of cooperation between the learners and the educators, for example, learners disrespecting male educators if the relationship with a father figure is strained. Unfortunately, having the school manage these issues will not produce the desired results – a successful PD approach would require parental engagement.

Socio-economic status

Both poverty and wealth were cited as contributory factors to learner indiscipline. Learners who come from poorer homes tend to steal valuables from others since their families cannot afford to provide them with gadgets such as cellular phones. On the contrary, learners with access to huge amounts of money tend to misuse the money by buying forbidden substances that corrupt the behaviour of other learners who idolise them. The captions below give a picture of how participants view the family's socio-economic status concerning learner indiscipline:

Learners from poverty-stricken homes admire nice things that the family cannot afford. So, the best way to have those things is to steal from others at school. [LSTE]

Some learners come from well to do homes, so they are spoiled with a lot of money which they end up using to buy and sponsor alcohol, cigarettes and drugs. Other learners follow them for the sake of financial benefits. They cause problems in the school. [PF]

The views expressed above indicate two extreme ends along the continuum representing the families' socioeconomic standing. The socioeconomic status of the family exerts some influence on the type of offence a learner commits. Poverty creates an appetite for pleasurable things which can only be attained through illicit means. Opposingly, well-resourced families who spoil learners with too much money also place the learners at risk of misusing the money for controlling others and engaging in the consumption of habit-forming substances.

5.2.1.2 Community setting

The community in which the learner resides was cited as a strong factor for the development of behaviour problems experienced in schools. The school is a miniature community. It reflects the characteristics of the wider community to which it belongs. Criminal activities occurring in the community tend to manifest themselves in learner behaviour at school. Learners' manner of conduct depends on the type of community they come from. Learners from high-density suburbs tend to misbehave more than those who come from low-density suburbs and rural areas:

There are many factors but to me, the community comes first. Whatever happens in the community, happens here at school as well. We have observed that learners from the rural areas and suburbs are well behaved but those coming from the location...hey! They misbehave a lot. [PE]

Crime in communities where learners come from also causes learner indiscipline as learners tend to import criminal activities from their communities into the school. [PF]

This implies that the state of crime in the wider community and society is mirrored at the school level. Learners who come from crime-prone areas tend to misbehave at school as well. The school can seldom be different from the feeder community from which it enrolls its learners. Thus, *drugs* and *gangsterism* emerged as the two main categories of this factor.

Drugs

The study found that the community serves as the source of drugs that learners traffic and consume. The school environment resembles, in part, the state of the drug abuse situation in the community. Drugs that are trafficked and consumed on the school premises are the same drugs that are readily available in the surrounding community. Rural communities rich in dagga production supply the rural schools with dagga while urban communities infested with nyaope, cocaine, alcohol and other drugs infiltrate urban schools. Learners behave in ways that disrupt teaching and learning activities while under influence of drugs. Participants stated that:

In this community, there is no motivation for the value of education. Most rich people here earned their riches through production and trafficking of dagga. This area produces a lot of dagga and our learners get involved as well. [LSTA]

About 40% of the learners are involved in dagga. It is so because the area surrounding the school is a dagga growing community. [CTB]

Learners here abuse a lot of 'nyaope', alcohol and cocaine. This is a town environment and these substances are readily available. Some even sell them here at school. [CTC]

Some of the learners drink where we as their teachers drink. It is us who try to hide from them but as for them they actually want to come closer so they can share with us. In this community, alcohol is too much in supply. [CTD]

The greatest problem we have as parents is the issue of drugs that are easy to get in this area. [CC]

Some learners come to school under the influence of substances and disrupt the entire teaching and learning process. [PF]

Both parents and educators expressed similar views concerning the wider community having a hand in the proliferation of drugs to learners. Rural-based schools bemoaned easy access to dagga while urban-based ones complained of alcohol and synthetic drug abuse. The community thus serves as a source of drugs, which lies at the core of the behaviour challenges schools face involving learners.

Document analysis findings concurred with participants' views expressed above. At one rural-based school, incidents of dagga trafficking within the school premises were recorded (IRB). This confirmed what was indicated by educators (LSTA; CTB) above, that the schools were located in dagga-growing communities. Records at semi-urban and urban schools reflected more cases of cigarette and alcohol abuse by the learners. The findings in school records are consistent with what educators from different schools alluded to. Therefore, it can be noted that easy access to substances in the community facilitates the manifestation of related abuse behaviours in learners.

Gangsterism

Findings under this category revealed that urban-based schools were confronted with a huge challenge of gangsterism. Gangsterism was identified as the cause of most of

the violent behaviours that learners display at school. The fight for control by rival gangs/groups to which some learners belong spills over to the school and causes chaos. Educators fear for their lives as they are faced with the risk of being targets of gangs who may decide to attack them for instilling discipline at school in cases that involve learners who belong to them. Participants stated:

Gangsterism started in the community, and it is now manifesting here at this school. This thing is so serious that even us as educators we have to trade carefully because the gangsters can target you outside of work. [PE]

This community is full of gangster groups that fight for control both in the community and here at school. Some of our learners belong to these gangster groups. So the fights and contestations that exist in the community are extended to school. The fights between members of rival groups fighting for dominance in the school become so violent. Sometimes members of the gangster groups outside come and reinforce their members here. So, we have a very big problem with gangsterism. [CTC]

Learners belonging to rival gangster groups fight all the time. And we sometimes call the police to intervene. [LSTF]

This implies that the school adopts the behaviour patterns and dynamics of the broader community within which it is located. Minutes recorded during SSC meetings were a testimony to the existence of gangsterism in the community and schools. Incidents of violence were noted as:

Issue of dangerous weapons (i.e. pangas, knives, swords, throwing stones at each other, etc). Carrying of dangerous weapons and resource areas where they hide weapons. [SCC]

Issue of gangsterism. Some members of gangs were proving to be unruly in class and this was creating problems for educators. Some members of the community were also working with the gangs. Violence by gangs bullying other learners. The principal elaborated that gangsterism affects all schools in the ward. Fights in schools reflect community dynamics and hence it is difficult or even impossible to discipline outsiders. [SCC]

Further, documents at School D indicated incidents of bullying connected to gangsterism (IRD). These were reported three times in 2020 and four times in 2021.

School C recorded three and five incidents of gangster related violence in 2020 and 2021, respectively. Due to COVID-19 lockdowns, incidents in 2020 appear to be lower than those in 2021. Worryingly, incidents appear to be on the rise.

Information extracted from records echoed the same message participants put across, namely that gangsterism causes havoc in urbanised schools. Records also revealed that gangsterism is at the centre of all acts of violence involving dangerous weapons in schools. The lives of educators and other learners are at risk under such conditions. Educators find it extremely difficult to deal with cases of indiscipline that involve outsiders resident in surrounding communities. One would therefore argue that efforts to handle indiscipline matters resulting from these dynamics should be designed from a community-oriented perspective.

5.2.1.3 Peer group pressure

Participants revealed that learners belong to peer groups within the school system. The peer group sets standards and expectations for behaviour for its members. The peer group thrives on the learner's inherent need to want to belong. In this quest for belonging, learners conform to the subculture and values of the peer group which might conflict with family expectations and the school code of conduct. For example, behaviour such as smoking is learnt from peers:

Our children misbehave because of influence from bad friends. Their friends teach them to do things we do not allow them to do at home. Which parent in his or her right mind can teach a child how to smoke? [CE]

One of the most contributing factors to learner indiscipline is peer pressure. These young people do many wrong things in trying to please their friends. [CTC]

Peer pressure is one of the causes of the discipline problems we encounter in school. [PE]

You can't separate some of these kids of ours from bad friends. The more you tell them to move away from them, the more they commit to the friendship. [CF]

There is a saying which says, 'birds of the same feather flock together'. So, it's simple. Peer influence has a huge hand in the development of learner misconduct. [LSTD]

Educators and parents had converging views on the influence of peers on learner misconduct. Adolescent learners tend to seek identity among friends who approve of their actions. This quest for identity may result in acts of indiscipline, especially when the peer group approves of such behaviours.

5.2.1.4 The learner

Participants cited aspects about the individual learner that have a bearing on learner indiscipline. This stems from the notion that each learner is a unique individual with their own cognitions, feelings and endowments that influence them to make specific decisions about the way they conduct themselves. *Personality* and *developmental changes at puberty* stood out as the main categories of this factor.

Personality

Participants shared sentiments that pointed to the fact that learner indiscipline is part and parcel of the learner's character. Personality denotes the overall characteristics that define the individual's behaviour consistently over a long period. Participants argued that some learners had an inborn predisposition to misbehave:

Learners misbehave because they are naughty by nature. [CA]

People are created differently, some were born to be naughty. [CD]

Parents concurred that ill-disciplined learners were born with a character that predisposes them to misbehave all the time. Indiscipline is seen as part of who they are. Educators, however, observed attention-seeking traits in misbehaving learners and articulated the following:

Some learners misbehave for attention-seeking reasons. You find out that such kids do not get enough attention at home so they strive to get it at school. Others, it's the opposite, they get too much attention at home, maybe they are the only child at home, so they come to school with that habit. [CTB]

Attention seekers are a problem. When they misbehave and you punish or rebuke them, they get excited because that is what they wanted in the first place. They are even seen as heroes by their friends because they can stand up and challenge the teacher. [LSTF]

Given the foregoing, it can be argued that personality dimensions with attention-seeking tendencies are instrumental in the development of problematic behaviours in learners. Learners with attention-seeking personalities commit offences so that they can receive attention in the process (through discipline from both educators and parents).

Developmental changes at puberty

Participants noted that most secondary school-going learners are in their adolescence. During this stage, individuals experience physiological and hormonal changes that affect their mood, thoughts and behaviour. The following was articulated:

Most of our kids are in their adolescence. So the hormones are making them to behave hey wire [sic] [CTF]

As they mature, they discover themselves and want to show us what they assume are their true colours. [LSTC]

Biological changes associated with puberty that emerge during adolescence cause some learners to behave poorly. A sense of identity establishment is strongest during this stage and has a likelihood to predispose the adolescent learner to pursue wild, explorative behaviours. Learner ill-discipline in public secondary schools should be understood with this element in mind, in order to etch an effective learner-centred framework for the implementation of PD.

5.2.1.5 The educator

The current study revealed that educators have a hand in the development and manifestation of learner indiscipline. Under normal circumstances, the learner spends most of their time with the educator. Therefore, school and classroom conditions created by educators influence the standard of learner discipline:

Learner indiscipline can be caused by a situation whereby there are varying levels of expectations from teachers. Some tolerate indiscipline while others do not. Learners take advantage when there is such an imbalance. [PA]

Some teachers fail to attend classes regularly. When learners are left alone, they end up misbehaving. [CF]

Educators sometimes come ill-prepared for the lesson. When learners discover that the educator has not prepared enough teaching material to occupy them for the whole lesson, they start making noise. [PD]

Principals and parents shared similar sentiments about the educator's influence on learner indiscipline. Some educators were said to be tolerant of indiscipline while others were accused of inadequate lesson preparation and absenteeism, which all contribute to ill-disciplined learners. When learners become idle or bored the risk of indiscipline is greater. Therefore, learners are bound to be disciplined if educators lead by example in terms of timekeeping, attendance, and personal conduct.

5.2.1.6 Human rights

Participants lamented the over-emphasis on human rights by the government. Learners were said to have been given too many rights ahead of educators. The government was blamed for attempting to score political goals by overloading learners with rights without emphasising on responsibilities that accompany them. As a result, learners have developed a superiority complex which makes it difficult for them to show respect to adults at home and school. Such learner attitudes have escalated the levels of indiscipline in schools to unprecedented levels:

Too much [sic] rights and freedoms were given to learners by the government. These rights have rendered educators and parents powerless to the extent that they can't control the behaviour of learners. [PE]

Government's appetite for political gains gave too much [sic] rights to learners without emphasis on responsibility. Learners were overloaded with rights without teaching them what they entail. [PF]

Children now think they are equal or even superior to adults because of human rights. Because of this, they do what they want. They know they can get you arrested if you decide to beat them. [CF]

Principals and parents in urban schools highlighted that learners' awareness of their rights and wanting to exercise them fully has led to high levels of indiscipline in schools. Educators and parents fail to exercise their power where learners' rights are over-emphasised. Thus, human rights have given learners a sense of entitlement regarding disrespect. Surprisingly, document analysis of the school code of conduct

for learners revealed that learner rights are articulated in the principle of responsibility. The section on *Responsibility of learners* reads:

- *Attend school regularly, no absence without reporting*
- *Show respect*
- *Do not disrupt teaching and learning*
- *Do not damage school property*
- *Do not take other people's possessions without permission*
- *Do not abuse others (verbally, emotionally, physically or sexually) etc. [CCA]*

It would appear from the above-cited precept that responsibilities attached to learners' rights are articulated in school regulation handbooks. In exercising their rights, learners are required to attend school regularly, complete schoolwork, respect others and avoid indulging in any behaviours considered to violate school regulations. However, participants claimed that learners' rights were given without an emphasis on their responsibility. Such disparity could be indicative of the fact that not all sections catered for in official school documents are implemented to the latter. The same might also reveal a gap in terms of the lack of clarity on whose responsibility it is to train learners on responsibilities that accompany human rights. While the government might have expected educators to carry out that responsibility, educators could have also waited upon the government to take up the responsibility.

5.2.2 Effects of learner indiscipline on quality of teaching and learning

This study needed to establish the views of participants on the effects of learner indiscipline on the quality of teaching and learning, which it gathered are negative. Themes generated from the data gathered include *disruption of teaching and learning, demotivation of teachers and learners, inducing fear in educators and learners, time-wasting and low work rate by undisciplined learners*.

5.2.2.1 Disruption of teaching and learning

The study established that misbehaving learners disrupt teaching and learning sessions. Learners who engage in acts of indiscipline disturb other learners who intend to learn. Fights involving rival groups gain the attention of the entire school and side-

track learners from concentrating on their studies. Noisemaking, pandemonium and restlessness create a hostile environment that hinders effective teaching and learning:

Fights disrupt the entire school. They team up as a group and they disrupt the whole school. [CTA]

Indiscipline has a huge impact on teaching and learning. For an example, learners under the influence of alcohol will be passive in class, others will be out of the way, while some become loud, restless and disrupt learning. [PB]

In-disciplined learners tend to destruct themselves and others from learning due to their unbecoming behaviours that turn the classroom environment into a hostile one and unpleasant for teaching and learning. [PF]

Productive teaching and learning require an organised and peaceful environment. Learners disrupt the learning environment by engaging in fights and making noise. Chaotic disruptions distract educators and learners and thus negatively impact the teaching and learning process.

5.2.2.2 Demotivation of teachers and learners

Participants alluded to the fact that learner indiscipline demotivates educators and other learners. A hostile school environment marred by indiscipline lowers educator and learner morale. Effective teaching and learning thrive on educator and learner motivation. Learner indiscipline angers the educator and dampens their interest in teaching. Schools with unbearable levels of learner indiscipline experience high staff attrition, as educators opt for schools with acceptable levels of learner discipline. Teaching and learning as an academic process and core business of the school suffers a huge blow when educators and learners fail to emotionally commit themselves. Participants stated that:

Due to learner indiscipline, some educators tend to be demotivated and disengaged. Some educators end up transferring to other schools where discipline levels are optimal. [PF]

Educators become emotionally disturbed and fail to give their best in teaching the learners who do not obey. [CTC]

When the teacher is upset, he or she cannot teach properly. [PA]

It is boring to teach a class of learners who are always misbehaving. You end up not giving your best. [LSTE]

In the excerpts above, participants emphasised that educators and learners find themselves emotionally disconnected from the teaching and learning environment as a result of learner indiscipline. Learner indiscipline demotivates the educator. Once the educator loses interest in teaching the class, the academic performance of learners is negatively affected. Learners also lose interest in learning due to the chaos that is characteristic of classrooms where indiscipline takes place.

5.2.2.3 Inducing fear in educators and learners

Participants stated that learner violence scares educators and other learners. Educators and learners require a conducive environment for learning that is free from threats. One cannot expect productive teaching and learning to take place where violence and death threats are commonplace. Undisciplined learners and their gang leaders can pose a safety threat to educators and other learners:

Educators cannot teach well in an unsafe environment where there are threats from learners and gangsters they collaborate with from outside. [LSTC]

Some educators even end up resigning for fear of their lives due to escalated levels of learner violence especially where dangerous weapons threaten to be used. [PF]

Minutes of the SSC also took record of what was cited in the meeting regarding violence at the school as “Learners posing a threat on educators in the classrooms” (SCC). Information from participants and document analysis concurred that gang violence spilling over into the school system posed a threat to the welfare of educators and learners. Learners belonging to gangs threaten educators and make the task of handling cases of indiscipline difficult. Once educators feel their lives are at risk, they decide to quit, leaving learners stranded before a replacement is found. Thereafter, the pace of teaching and learning regarding syllabus coverage slows down.

5.2.2.4 Time wastage

This study established that learner indiscipline consumes educators’ time originally meant for productive teaching and learning. Learners also lose teaching time when the educators are injured or affected by the violence in school:

When injured during fights, the learner loses learning time while recovering. [CTC]

The teacher puts so much effort into disciplining learners and setting order instead of teaching. This leads to poor performance. [PC]

You can spend the whole period dealing with discipline matters. [PE]

Absenteeism involving significant numbers retards pace of content coverage since teacher has to repeat what was taught during their absence. Preparation for examinations becomes compromised in the process. [CTE]

When indiscipline kicks in, everything has to stop and we attend to the situation. This is time-wasting. [CTA].

From the above, it could be argued that lost time through absenteeism is not easily recovered. In addition, learners who engage in indiscipline short-change others of their invaluable learning experience. This results in poor preparation for external examinations and poor performance.

5.2.2.5 Low work rate by undisciplined learners

Participants observed that learners who constantly misbehave do not perform well in their academic work. Participants stated that:

Most learners who misbehave are of questionable performance in most occasions. [CTA]

In-disciplined learners will not pass. They invest too much effort and energy into unproductive activities instead of reading and doing schoolwork. They are always behind. [LSTB]

In most cases, in-disciplined learners do not concentrate on their schoolwork and they influence others not to. They don't do their schoolwork in time, they don't do their homework, they absent themselves even on days when tests are being written. [PF]

Given the above quotes, it can be argued that learners who engage in acts of indiscipline do not perform well at school, as good performance is associated with orderliness and commitment to studies. Ill-discipline, therefore, has a negative effect not only on the academic attainment of learners but their long-term future. Document analysis of SCC minutes point to the following statement that serves as a concluding

remark to the overall effects of indiscipline on teaching, learning and academic performance:

The principal highlighted that the school might not be able to perform well due to the problematic behaviour challenges it is faced with. [SCC]

In light of the above, it could be argued that schools with high levels of learner indiscipline do not tend to achieve their academic targets. Poor performance of such schools is a result of disruption of learning, lack of teacher and learner motivation coupled with fear for their safety, time wastage, and low work output by undisciplined learners. Therefore, there is a need to develop a framework for the effective implementation of PD to rid schools of the problem of indiscipline.

5.2.3 Participants' perceptions of positive discipline

This research study sought to establish participants' views about PD. Participants expressed varying views. While some saw PD as a good approach, others argued that it was not good enough. In this regard, three sub-themes that illuminate participants' perceptions about PD emerged from the data that was gathered. The sub-themes relate to the definition of PD, PD strategies and an evaluation of its effectiveness in maintaining discipline and order in schools.

5.2.3.1 Definition of positive discipline

Defining PD was not an easy task for most of the participants. One participant expressed total ignorance of the concept. One wonders how the educator can implement PD and manage learner discipline when they have no knowledge of the term, as successful implementation of PD hinges on an understanding of its principles and strategies:

Yeah, hey....I am meeting the word for the first time. [LSTC]

One principal provided an almost correct definition; however, it fell short of certain imperatives that separate PD from alternative, punitive disciplinary measures. In their view, PD incorporates more humane approaches in moulding learner behaviour as opposed to CP:

Positive discipline is using other methods to shape a desirable behaviour of the learner other than using corporal punishment. [PF]

One educator also came close, stating that PD involves the use of non-punitive strategies to correct learner behaviour such as detention, which tends to benefit the learner in the end. However, it has not yet been determined if detention falls within the PD paradigm (literature views will be incorporated in the next chapter). The educator defined PD as:

It means disciplining a child in a way the child will not feel punished, for an example, we detain the learner to remain behind doing schoolwork and in the process the learner benefits from the detention. [CTE]

Other participants moved closer to a proper understanding:

Positive discipline is the use of approaches that will not bring sadness to the learner. [CTB]

Positive discipline is a means of handling learner discipline issues using approaches that respect the rights of the learner and do not degrade him or her in any way. [PE]

The tenets of PD largely emphasise a dignified way of handling the learner to provide a correction that is non-humiliatory. Human rights are at the core of the motivations and underpinnings that orient PD approaches. How educators understand PD, as alluded to in this section of findings, can be best expressed as, 'a mixed bag'. Some participants had no clue at all, while others had a hazy idea that incorporates punitive strategies. A few were on course, underscoring the concept of respect for the dignity of the child. These disparities in participants' views present a gap that needs to be filled through deliberate packaging of materials and engagement practices that target all stakeholders.

5.2.3.2 Positive discipline strategies

Participants' perceptions also took the form of strategies that are applicable under the PD paradigm. Encouragingly, participants' views were in agreement - PD does not incorporate CP as a means of correcting learner behaviour. Some of the strategies suggested do bear a punitive undertone, even though they appear less violent than CP. Several categories were generated from the data gathered, as discussed below.

Manual labour

Participants revealed that physical punishment such as watering the garden, digging holes and cleaning toilets still exists in schools under the PD era. The main purpose of using manual labour for offenders is to deter others from doing the same. The paradox surrounding the use of manual labour during the PD era is the fact that learners' rights appear to be trampled upon in the process:

For severe cases, we require the learners involved to dig holes. This serves also as a lesson to others not to do the same. [PA]

We sometimes make them pick litter or even clean toilets.....though cleaning toilets can be seen as a violation of their rights...but what do we do in the absence of the stick? [PE]

The above are punitive strategies that bring both pain and psychological humiliation to the learner. They are, however, used as the most viable alternatives in the absence of CP. An ideal PD culture has no tolerance for such strategies. However, it is important to note that many participants consider these strategies beneficial in the implementation of PD. It was also interesting to note that the school codes of conduct also bear phrases that legitimise the use of punitive measures. One school code of conduct document stated:

All disciplinary measures shall match the offence committed and shall be more severe as the behaviour becomes repetitive. [CCA]

Minutes for the DC involving two learners who had been caught fighting during school time confirmed what PA said about the use of manual labour:

Each learner is to dig a hole measuring 1m x 2m whose depth is 3m. This task is to be completed within 5 days of independent effort. [DCA]

The argument can be made that forcing learners who tend to fight to take part in physical labour would make them stronger, thus there might be far more serious consequences in the next physical altercation. The severity of disciplinary measures that comes as a result of continued display of inappropriate behaviour by the learner suggests more physically demanding and punitive approaches. It is a cause for concern to realise that school regulations continue to sanction measures that inflict pain on the learner while at the same time purporting to advocate measures that seek

to uphold the rights and dignity of the learner. This goes a long way in exposing the lack of understanding educators have about the PD approach.

Detention

Detention was cited several times as a strategy that educators rely on during the PD dispensation:

We use supervised detention, where the learner is encouraged to ask where they do not understand. [LSTB]

The department encourages us to detain the child but it is not easy. [PE]

Participants had reservations over the use of detention, citing that it also subjected the educator to punishment and presents arguments for the payment of overtime:

When you detain a child after school time, you directly detain yourself as well since you have to be there to enforce the detention. [CTB]

Detaining the child enslaves the educator as well. Who is going to pay the educators for overtime? [PE]

Detention requires the learner to remain behind when others go home after school. The educator has a supervisory role to play whilst the learner is under detention. Productive detention implies that the learner undertakes schoolwork so that the time is put to the benefit of the learner. However, what raises questions about the appropriateness of detention within the PD approach is that it is punitive to both the learner and educator.

Parental involvement

Participants indicated that efforts to handle cases of indiscipline involved working together with parents. This assisted in ensuring that both the school and the home speak the same language regarding the child's discipline and learning, as encouraged by the PD approach. Joint efforts eliminate manipulation of the school and home by the learner:

We call the parent and discuss indiscipline matters of the child so that the home and school can cooperate with each other in correcting the child. Some of these learners are very clever, they say one thing at home and a completely different story

at school. So if you do not involve the parent, you can both be fooled and manipulated by the child. [CTA]

We engage the parent throughout the child's journey. [PC]

When analysing Schools A-F's codes of conduct, it was observed that parental responsibility in the affairs of the learner was inscribed under the section titled, *Responsibility of parents to learner misconduct*. The section reads:

Support the school and encourage learners to observe the school rules and regulations and accept responsibility for their actions. Support for learners and ensure schoolwork is done. Ensure learners are protected and are in safe environments.

Minutes of the SSC also revealed evidence of parental involvement and thus confirmed what the participants said as credible. Under the section for, *Way forward*, it was proposed that:

A meeting is to be held with parents of problematic learners (gangsters). [SCC]

Minutes for the DC at Schools A-F bore names of parents whenever severe cases were being discussed. Where parents were not in attendance, minutes would pinpoint that as in (5.2.1.1.b). Documents relating to learner discipline decisions taken by the school confirm claims made by participants that educators use parental involvement, though some parents find it difficult to be in attendance when expected.

Counselling

The current study established that parents and educators engaged in face-to-face discussions with learners to deal with indiscipline matters, to get to the bottom of issues that have a hand in the development of problematic behaviours. Educators conducted counselling to establish details about the learners' background, which assist in understanding the learner better:

When my child has done wrong, I sit him or her down and we talk one on one. This sometimes helps me as a parent to understand why the child did what they did. [CE]

We conduct counselling for learners who misbehave. It helps us discover sometimes the deep sited issues that cause the learner to misbehave. We then are able to work out an appropriate solution for the learner. [CTF]

Face-to-face discussions play a pivotal role in discovering the reasons why a particular learner misbehaves and facilitating the generation of appropriate solutions to the behaviour problems. The learner also has an opportunity to understand themselves better and, in the process, takes an active and voluntary part in complying with suggested courses of corrective action.

Delegation of responsibility to learners

Giving misbehaving learners responsibility over other students' discipline (as either class monitors or prefects) seems to have worked well. As they become custodians of a culture of discipline, they seem to reform:

Delegating misbehaving learners to be in charge of learner discipline has proven to be effective in taming learners with behaviour problems. They cannot continue to misbehave when they are now the ones to look out for those who are misbehaving. [LSTB]

We assign ill-disciplined learners roles to oversee discipline of those who are misbehaving. In this way, they realise that we invest trust in them and so they do the best they can to be in their best behaviour because they do not want to disappoint us. [CTC]

Learner involvement also takes the form of setting up an LRC, which works hand in hand with educators. This council consists of prefects and head prefects:

Learner Representative Councils are engaged always. They work with the Deputy Principal or the Teacher Liaison Officer appointed by the Principal. [PE]

Document analysis confirmed the existence of LRCs through the following excerpt drawn from the minutes of the SSC:

Learner Representative Council of Learners agreed to submit information (report) to teachers as it is easy for them to get information from friends. They will round the classes from Grade 8 to 12 and ask reps to report all incidents in class. [SCC]

LRCs serve as a bridge between the learners and educators. They carry out supervisory roles in maintaining learner discipline. Through their reports, educators can gain insight into indiscipline issues taking place at the school.

Multi-stakeholder approach

This study established that some schools had created multi-stakeholder platforms to manage indiscipline in schools and crime in communities. Schools work with different professionals in the community to instil discipline. Individuals cited as part of the multi-stakeholder approach consisted of religious, traditional and political leaders, as well as educators, police officers, social services representatives, parents and learners. The approach takes advantage of the different skills and expertise each professional group has. This provides a holistic mechanism that makes use of knowledge from a wide variety of disciplines in dealing with learner indiscipline.

Police conduct awareness programmes on crime prevention and other health professionals. Psychologists, pastors, and community leaders also come and address our learners on the dangers of crime and encourage them to behave morally and responsibly. [LSTC]

Police pay routine visits to check if all is well in the school. [CTD]

The document analysis also supports views expressed by the participants above. Minutes for the SSC recorded attendants to the meetings as:

Pastors, Traditional leaders, Principal, Social services representative, School Governing Board members, Police representative, Councillor, Mayor's representative, Department of Education representative and Learner representative. [SCC]

Lastly, it was also agreed that a meeting with parents and learners be held on the 19th of August 2021 and that all stakeholders also be present at the meeting. [SCC]

The multi-stakeholder approach also recognises the value of learners in the generation of school regulations. Under the section titled, *Operationalisation of the school rules*, Schools A, B and E's codes of conduct for learners articulated the following:

Learners shall be involved in the drawing of school rules through questionnaires, use of indaba, classroom monitors reporting to the Learner Representative Council.

Stakeholder involvement was also featured when analysing school codes of conduct. At the beginning of the documents, the section on *Compiled by* lists the principal, deputy principal, SGB chairperson, SGB secretary and learner representatives. This

is indicative of the fact that major stakeholders were consulted, and their views were incorporated in the compilation of rules that guide learner conduct.

Motivation

Motivation takes place through motivational speaking by different categories of professionals and former learners who have succeeded in life. Well-behaved learners are also given rewards for good behaviour. This positive reinforcement and modelling-based approach both motivates those who are behaving well to continue doing so while presenting a challenge to others to strive to do better:

We bring in motivational speakers from all walks of life. They help inspire them to desire to do well in life. [CTA]

Sometimes alumni speak to them and share their success stories. [PC]

We give awards for discipline. [LSTF]

Document analysis also revealed monetary reward mechanisms through the minutes of the SSC:

The Executive Mayor spoke about free tertiary education where at least ten learners get R2 000.00 each. This was meant to motivate learners to take their education seriously and shun wrongdoing. [SCC]

PD considers motivation an appropriate approach to inculcate responsible self-directed positive behaviour. Motivation assists the learner to engage in responsible conduct, long-term. In striving to receive the financial reward on offer, learners seldom have time to pursue problematic behaviours that hinder their academic achievement.

Suspension

Severe cases of indiscipline were said to attract sterner measures, such as suspension, which was used by the DC to give the offending learner time away from school. This time should be used to reflect on their conduct whilst getting assistance from their family. However, PD approaches are not in tandem with strategies that would disadvantage the learner concerning instructional privileges. In this case, the suspended learner loses learning opportunities during their absence:

Suspension works for severe cases of indiscipline. [CTF]

Sometimes we take drastic measures on severe cases. We suspend learners through the school disciplinary committee so as to send a message to the learner that their actions are not tolerated in the school. [CTC]

Suspension also serves a punitive purpose. It is applied as a deterrence mechanism. PD fumes at approaches that advance punishment of any sort. Strategies such as suspension need to be evaluated to establish their relevance and fitness of purpose under the PD dispensation.

Expulsion

Expulsion has been used as a last resort for cases beyond reasonable remedy. The school can recommend that the learner be expelled through the structures provided by the department. As PD focuses on correcting the learner's behaviour in the long term, one would wonder how expulsion assists in shaping them for a better future. Seemingly, by sanctioning the recommendation to expel the learner, the department is simply passing on the problem to the next school or society, thus solving one problem by creating another:

Severe cases follow a prescribed protocol of action. The School Governing Board handles the matter and then refers it to the Circuit Manager. From there the case goes to the District which then refers it to the Head of Department at Province. The school can only recommend for expulsion through this process. But the decision to expel a learner is taken by the department. [PC]

Document analysis showed that learners are expelled from school for serious offences. Under the *Way forward* section, minutes for the SSC recorded that:

The meeting resolved that problematic learners were to be sent to other schools. [SCC]

However, minutes taken during an awareness campaign held on 16 October 2019 read that:

Chasing learners was viewed as an internal solution but not a permanent solution by all members who made presentations at the gathering. [SCC]

In light of the foregoing, it could be argued that expelling learners from one school provides temporary relief, albeit the fact that the problematic behaviour is handed over

to the next school or society. PD subscribes to corrective discipline. Expulsion, therefore, denotes admission by the school on failure to correct the deviant learner.

Law enforcement

Criminal cases involving learners occurring at school are referred directly to the criminal justice for prosecution. Criminal offences are a violation of the laws of the state. When indiscipline spirals beyond what can be reasonably handled at school, the law then takes its course. PD focuses on preventing behaviours spiralling out of control. This is indicative of the fact that PD has not been effectively implemented, hence the emergence of such high-profile crimes within the school system.

In cases where learners bring 'pangas' (bush knives), knives and stab others, we refer such matters to the criminal justice system because that is a criminal offence.

[PC]

Schools appear not to have jurisdiction to handle criminal cases. The use of dangerous weapons to commit violence at school spans beyond the violation of school regulations, thus PD approaches are necessary for moulding learner behaviour to prevent misconduct of such magnitude.

It is of great concern to note that schools in the democratic and positive dispensation era still rely on the use of manual labour, detention, suspension and expulsion. These strategies violate learners' rights and are contradictory to PD principles. Subjecting learners to manual work such as digging holes and cleaning surroundings give learners the impression that physical work is punitive; hence they may grow up with a negative attitude towards physical work and hygiene. Ordinarily, work is good practice, and the education system should inculcate values of industriousness and hard work in learners through positive means. Additionally, detention is isolative in nature. The learner finds themselves in a semi-prison setup whilst others enjoy their freedom. Furthermore, suspension deprives learners of a learning experience during the period of absence. Upon return, there is no guarantee that they receive additional support from educators to catch up with others. Finally, expulsion gives the impression that the school has failed to correct the learner. It is synonymous with passing on the problem to the learner's next destination. These strategies share commonalities, in that they embarrass the learner who feels humiliated during the public spectacle that comes

with punishment. The continued use of such strategies points to the fact that educators lack an adequate understanding of PD principles and approaches.

5.2.3.3 Evaluations of positive discipline

In exploring participants' perceptions on PD, the study generated views that reflect their assessments and feelings held on the approach. Views expressed by participants varied; some were of the view that PD is a good approach, while others considered it as difficult to implement. It was also perceived as the major source of behavioural problems in schools. Participants in favour of PD remarked:

Positive discipline is a good approach. [CTC]

It is a good approach. It is different from corporal punishment and it is better. It produces good results. [CTA]

It is a good approach. You strike two birds with one stone. It is good for correcting current behaviours but it also prepares the learner for life after school. [CTB]

Even though PD was perceived as a good approach, several 'buts' were expressed. The main obstacle hinged on how it was introduced and implemented:

Positive discipline is a good approach. The problem is in implementation. It was not implemented properly for everyone to understand and follow. [CTC]

It is a good approach on paper but how do you put it to use? Sometimes you find yourself wondering as to what you end up doing especially when you try talking to the child and nothing works. [PB]

Some participants expressed mixed feelings about PD. They acknowledged both the good and the bad things associated with it:

Positive discipline has its own positives and negatives. It works in motivating well-behaving learners. However, it does not work on learners who are way out of line. [LSTB]

It has its fair share of good things and problems. It helps learners to be responsible but it also can spoil learners in a big way. [CTF]

Other participants indicated that PD was not a good approach. They argued that the approach existed in theory, was time-consuming and not practically effective for

handling learner indiscipline matters. The approach was also accused of being Western-oriented and thus lacked relevance to the local socio-cultural context:

Easier said than done! The department says it is easy but honestly it is not working. Where do we get the time to deal with all these 20 learners using the positive discipline approach? It is time and labour intensive. [PE]

It has worsened things. Our children are now more disrespectful than before. [CA]

It is a system for the Whites. Why do you have to change a winning team? Things were ok during corporal punishment. Children had respect for adults. I see it as a strategy introduced by the Western countries to kill African Societies. [CC]

Educators largely expressed views in support of PD, however, parents had reservations about the approach. Educators are contractually duty-bound to comply with policy dictates of the DoE. Their level of education also enables them to easily understand and accept new approaches. Unfortunately, parents hold strong beliefs on CP and emphasise the cultural relevance of disciplinary approaches to be adopted.

5.2.4 Factors leading to ineffective implementation of positive discipline

Participants were asked to opine their views on what could have led to the ineffective implementation of PD. These responses were meant to guide the researcher in developing a framework for effective implementation of PD that attempts to address the pitfalls experienced so far. Sub-themes generated from the data gathered through interviews revolved around *lack of stakeholder engagement* in policy formulation, *lack of stakeholder training*, *over-emphasis on learners' rights* and *conditioning of educators and parents on CP*.

5.2.4.1 Lack of stakeholder engagement

Policy formulation and implementation of PD did not consult all key stakeholders. Educators and parents complained that they were left out in the decision-making process for the adoption of PD and that the approach was considered an imposition of a foreign model of discipline which lacks local context relevance:

We were never consulted as parents when this new system was being introduced. They just did their own thing. [CA]

School administrators, educators and parents were not consulted in the first place. The system was just copied and pasted from foreign countries without considering the situation in Africa as a continent and South Africa as a country. Proper consultation was going to help generate ideas on how best the system could have been better localised. [PF]

Participants argued that PD was imposed upon them by the government. Consultations would have gone a long way in ensuring that the new approach received wide acceptance upon implementation.

5.2.4.2 Lack of training for stakeholders

Participants bemoaned the lack of training for principals, educators and parents regarding PD principles and strategies. This created several challenges for educators and parents who run short of alternatives and appropriate skills for handling indiscipline cases in an environment where CP has been outlawed. This results in cases where educators and parents opt for other alternative means through trial and error, which might not be in line with PD values:

The approach was not properly introduced. There was no formal orientation for principals and educators. Also, conditions for positive discipline are not clearly stated by the department. Schools end up relying on their own experiences in seeing what works and what does not work. [PC]

Schools were just given a manual which is not user friendly. No training was conducted. [CTB]

We were not given workshops for the positive discipline model. The department just gave instructions on what was to be the new way of doing things. [CTD]

Teachers lack knowledge and skills of implementing positive discipline because they were not trained. [LSTB]

Failure to capacitate stakeholders serves as a recipe for disaster. Thus, educators lack functional skills for managing classes/learning environments within the PD era.

5.2.4.3 Overemphasis on learners' rights

The current study established that when PD was introduced, more emphasis was laid on children's rights as enshrined in the Constitution. In so doing, human rights for

adults were ignored. Educators and parents felt alienated and struggled to accept the new approach. Participants indicated that in their judgement, PD was vindictively implemented to get back at the educators who were seen as abusive to learners:

Positive discipline wasn't introduced well. Teachers were made to feel like they wanted to punish learners unfairly. The department was more on the side of learners. Too much attention was given on the rights of the learner and ignoring the educator altogether. As educators, we felt like we are not important and have no rights. [CTC]

Seemingly our children have more rights than us. [CD]

While the emphasis on learners' rights created a polarised environment for acceptance of PD, what seemingly brought more confusion was the fact that the handbook for learner discipline issued by the DoE contained strategies that are perceived to violate the very same learners' rights they purport to protect:

The issue of human rights is complicated and has complicated everything. Human rights and the constitution make it difficult to implement some of the strategies recommended by the department because what was suggested by the department as alternatives to corporal punishment clashes with the issues of human rights. [PE]

Learner rights are comprehensively articulated in the school code of conduct for learners for Schools A-F. The section titled *Rights of learners* partially reads:

Learner rights are in accordance with procedures agreed upon by School Governing Body and Learner Representative Council.

- *No bullying by other learners;*
- *No unfair treatment from educators;*
- *No physical and emotional abuse by other learner or educator;*
- *No corporal punishment shall be applied in this school in whatever manner and method;*
- *No discrimination; learners are to enjoy equal opportunity, equal treatment, protection and benefits before the law; Right to expect teachers to maintain high standards of professionalism in practice, behaviour and ethics.*

Concerning educator rights, the code of conduct's *Operationalisation of school rules* reads:

Educators are to have the same rights as parents when it comes to the application of discipline to and controlling of a learner during the activities of the school. [CCA-F]

It a similar notion, it describes acceptable ways of discipline through the following statement:

Any discipline that has to be carried shall be done so expeditiously, fairly, justly, consistently, and it shall be a corrective, not a punitive measure. [CCA-F]

The document analysis of codes of conduct for learners articulated the rights of educators clearly. Written evidence accounts for the existence and recognition of the rights of educators and those of learners - although the scales are skewed towards the rights of learners. This, however, is not consistent with what educators said as cited in this section. They indicated that the rights of the educator were ignored when PD was being introduced. Reasons for this disparity could range from different levels of understanding as to what should have constituted educator rights under the PD era to the way learner rights *vis-a-vis* educator rights were communicated at the introductory stage of this new approach.

5.2.4.4 Conditioning of educators and parents on corporal punishment

The findings of this study revealed that educators and parents were still bent on using CP even though it was officially banned. Educators and parents continue to believe that CP is effective as it is what has always worked. How adults were socialised was cited as a factor for this rigid stance. Finally, when educators have not been capacitated with the skills to handle discipline in a positive way, they resort to a familiar system:

Teachers grew up being disciplined through corporal punishment...it's not easy to adapt to the new system. Corporal punishment is in their blood. [CTD]

Some teachers still strongly believe in corporal punishment. [CTB]

The continued use of CP at home creates an imbalance of approaches. This waters down all efforts by the school towards instilling PD values. Participants stated that:

There is an inconsistency between what happens at home and what we practice at school. The approach was introduced directly to schools and parents were left out. So parents continue to use corporal punishment at home. So the learners don't take us seriously when we use lighter means here at school. [LSTE]

Parents confirmed that they still practised CP at home:

We still beat children at home as a way of moulding them. [CA]

The continued belief and use of CP in some households weaken efforts for embracing PD in schools. Learners who are used to correction through CP at home tend to despise PD efforts used at school. Lack of parental involvement in the introduction of the new approach left educators with fewer options, save for maintaining what has been used in the past. Thus, some educators still consider CP as a viable option.

5.2.5 Framework for the implementation of positive discipline

The findings of this study recommended that a framework for the effective implementation of PD should adopt a multi-stakeholder approach at all stages of implementation. Sub-themes emanating from the views of participants include *stakeholder consultative engagement*, *tailor-make PD* to appeal to a local cultural context, *stakeholder training*, *harmonisation of home and school disciplinary practices*, *review of school guidelines and handbooks for learner discipline*, *establishing vibrant LRCs* and *infusion of PD into the school curriculum*.

5.2.5.1 Stakeholder engagement

Successful undertaking of a change process requires that all stakeholders be taken on board from the outset. Cooperation with a change process is guaranteed under such conditions. The findings of this study revealed that a proper framework for the implementation of PD in public secondary schools should include the engagement of all key stakeholders in a consultative process that seeks to develop a PD concept that speaks to the local context. The consultative process should target educators, parents and learners. Their views will be instrumental in developing a PD concept that is meaningful and acceptable to all:

The department should hold wide consultations with all relevant stakeholders [PF]

The department should outsource specialists in that field to engage with teachers, School Governing Bodies, and the learners' formation. This will assist all stakeholders to understand their expectations. [PA]

Parental involvement is key. The department should work collaboratively with all stakeholders. No one should be left out. [PD]

Learners should be included in positive discipline policy review and drafting of its implementation framework. [CTE]

All stakeholders should go back to the drawing board and map a way forward in terms of the PD approach and how it should apply to the schools in the Mpumalanga province. Commitment and cooperation from all stakeholders are guaranteed if there has been an establishment of common ground, as the top-down implementation of policy reforms does not seem to be bearing any fruit under the current dispensation.

5.2.5.2 Review and repackage the positive discipline concept

The outcome of the consultative process should help craft a PD concept that takes into cognisance cultural permutations that underpin the SA value system, such as Ubuntu and the preferences of all stakeholders. Participants called upon the reconfiguration of PD policies, school codes of conduct and handbooks for PD to align with human rights provisions in the Constitution. The handbook should spell out disciplinary mechanisms that are attuned to PD principles and practicable within the SA education system.

Corporal punishment works for me. However, if this new approach is to work, it is important for government to consider what is from our culture as well. Mix it with this western approach so that it gets relevance. Instead of children's rights our children must be taught about Ubuntu. [CC]

Develop school codes of conduct that are consistent with the dictates of the constitution. The same goes with the handbook for positive discipline. It should be revised so that the strategies contained therein are in line with the constitution and do not violate human rights. [PE]

The consultative process should generate adequate views necessary to guide the process of adapting the positive discipline policy to suit Africa in general and South Africa in particular. [PF]

The excerpts above portray a call for the customisation of PD to make sense to the local implementers and beneficiaries. Indigenisation of PD calls for the blending of human rights with Ubuntu values that are common knowledge to parents, educators and learners. The flavour of local values deposited into the PD approach is bound to produce a model of discipline that stakeholders can be proud to own, implement and defend. School handbooks for implementing PD can then be modified along with the dictates of the emerging approach.

5.2.5.3. Training of stakeholders

The weakest link in the implementation of the PD approach is a lack of knowledge, understanding and skills in PD principles and techniques. Training on PD practices should be conducted with educators, parents, learner representatives and community leaders. Given the submissions made in sub-section 5.2.5.2, subject matter and content of training should depict the localised version of the PD approach with implications for each stakeholder group:

In teacher training institutions, positive discipline should be taught extensively.
[CTA]

We require in-service workshops for educators in the field and other stakeholders such as community leaders and parents. [CTD]

There is need to conduct workshops for teachers so that the teachers can understand and move away from the confusion currently in place and begin to apply better ways of dealing with misbehaving learners. [LSTA]

The department should empower everybody including parents so the whole process begins at home. [CTC]

Educators need to be trained properly rather than being told to do 'a, b, c' by the ministry. [LSTC]

Government must use specialists in positive discipline like you [referring to the researcher] to train us on what the new approach is all about. [PA]

In light of the above narratives, training on PD approaches should be part of the pre-service teacher training curriculum. Programmes for training in-service educators, parents and learners need to be organised and put into action. This will assist all stakeholders in gaining an understanding of what PD in SA means.

5.2.5.4 Harmonisation of home and school disciplinary practices

Having trained parents, learners and other stakeholders on positive learner parenting and discipline techniques, it is imperative to create a framework where implementation commences at home and extends to the school. This harmonisation of approaches used for parenting and handling learners at school makes it possible for educators and parents to work hand-in-hand in fostering the development of PD values in learners:

Teachers and parents should guide learners together and apply the same approach. Positive discipline should begin at home and continue at school. [LSTF]

It is difficult for the school to talk positive discipline while the home does not. The school and home should operate using the same approach. [PB]

Positive discipline would work best where there is full cooperation of the parent. [PB]

The above statements emphasise the fact that PD should begin at home. Parents should raise their children through the application of positive parenting techniques. This makes it easy for the school to build on the values that have already have been infused by the family as the learner grows.

5.2.5.5 Establish vibrant Learner Representative Councils

Schools need to establish LRCs made up of leaders chosen by themselves who will serve as a bridge between the school and the learner establishment. LRCs also require periodic training to be effective in the role they play.

Learner Representative Councils need to be trained and engaged so that they assist in mediating between the school and the learners. [PC]

The establishment of LRCs in schools is a concept that subscribes to good governance principles. Participatory approaches to leadership and problem solving such as this one tend to yield positive outcomes. An environment characterised by mutual respect between educators and learner representatives is most likely able to eradicate behaviour challenges affecting schools.

5.2.5.6. Infuse positive discipline into the school curriculum

Some participants suggested that PD principles, values and approaches should be taught as part of the school curriculum for easy understanding and acceptance.

Content related to the localised version of PD could be infused or integrated into LO and Social Studies curricula:

One way of making positive discipline to be easily understood is to add it to the syllabus. When it is taught as part of certain subjects, like Life Orientation Skills, then educators and learners will grasp it better. [PE]

Government must include it in the curriculum somehow. This will help all of us to understand including the learners. Maybe it should come under Social Studies. But it should feature somehow. [CTB]

It is worth noting that earlier sections of this chapter (5.2.3.1) revealed that most educators lack a proper understanding of PD. The current use of discipline methods that violate the rights and dignity of learners such as cleaning toilets and digging holes (5.2.3.2) demonstrate sufficient evidence of this lack of understanding. Provision of detailed content, packaged with clear aims, objectives and activities for instruction and assessment would go a long way in assisting educators and learners in understanding and appreciating PD.

5.3 SUMMARY

This chapter presented findings gathered through semi-structured interviews from principals, educators, and parents who are chairpersons of SGBs of selected public secondary schools in the Mpumalanga province. Data extracted through analysis of documents such as the incidents record books, DC hearing minutes, SSC minutes and school codes of conduct were also presented and interpreted. Data was presented according to themes drawn from the sub-questions of the study. Data from various sources were triangulated to strengthen the trustworthiness issues of the study. The next chapter will, therefore, discuss the findings of the study.

CHAPTER 6: DISCUSSION OF FINDINGS

6.1 INTRODUCTION

The previous chapter presented the findings of the study that were gathered through semi-structured interviews and document analysis. The study sought to establish factors leading to the ineffectiveness of the PD approach and further develop an Afrocentric framework for the successful implementation of PD.

The current chapter discusses the findings of the study. The discussion brings together the views of participants, literature and aspects of the theoretical framework. The chapter is organised according to research themes that seek to provide answers to the sub-questions that guide the study. Under each theme, the views of participants are presented in summary and supported by one or two verbatim excerpts. After this, a discussion of the extent to which the views expressed are in sync with literature and components of the theoretical framework follows. Participants' views about the framework for the implementation of PD at selected public secondary schools in the Mpumalanga province is presented and justified.

The study used the following five sub-questions to guide the generation of research themes that guide the discussion of findings:

1. What are the factors leading to learner indiscipline?
2. How does learners' indiscipline affect the quality of teaching and learning?
3. What are teachers' perceptions of PD?
4. Which factors contribute to the ineffective implementation of PD?
5. What should a framework for the effective implementation of PD include?

It is also necessary to highlight the codes used to name participants and documents given that excerpts are still used to support the discussion of findings throughout the chapter, as stated in Chapter 5. During this presentation (in living up to the ethical code of anonymity and confidentiality), schools and participants are named using codes of the alphabet. Schools are named as School A, B, C, D, E and F. Principals are identified as PA, PB, PC, PD, PE and PF, where PA is stationed at School A and PB at School B and so on. Class teachers, SGB chairpersons and LO teachers are coded similarly; as are the documents.

In this multiple case study design, School A and B are rural-based, School C and D are semi-urban while schools E and F are purely urban. The findings of the study were triangulated during a presentation with this socio-geographic aspect in mind. Detailed codes used for the identification of participants and documents are provided in the table below.

Table 8: Codes used for participants

Category	Code name
Schools	SA, SB, SC, SD, SE, SF
Principals	PA, PB, PC, PD, PE, PF
School Governing Board Chairpersons	CA, CB, CC, CD, CE, CF
Class teachers	CTA, CTB, CTC, CTD, CTE, CTF
Life Skills Orientation teachers	LSTA, LSTB, LSTC, LSTD, LSTE, LSTD
School Code of Conduct	CCA, CCB, CCC, CCD, CCE, CCF
DC Minutes	DCA, DCB, DCC, DCD, DCE, DCF
Incidents Record Book	IRA, IRB, IRC, IRD, IRE, IRF
School Safety Committee Minutes	SCC

6.2. FACTORS LEADING TO LEARNER INDISCIPLINE

It was necessary to establish the factors that lie at the centre of learner indiscipline. Identification of these factors would assist in developing a framework for PD that addresses the root cause of behaviour problems in selected public secondary schools in Mpumalanga. The study established that learner indiscipline was a result of a wide array of factors which include *family setting, community setting, peer pressure, the learner, the educator, human rights and biological factors*, as expounded on below.

6.2.1 Family setting

The family is the primary socialisation agent of the learner where norms and values that regulate behaviour are inculcated. Dynamics taking place in the family are bound to produce a learner whose behaviours in the outside world may create challenges. By and large, the learner's behaviour is a reflection of the kind of home they come from. PC revealed that "In the majority of cases, we struggle with learners with an

improper home background involving the family”. This view resonates with Jinot (2018) who argues that the root causes of learner misbehaviour at school emanate from the home. Similarly, Kiwale (2017) asserts that the home environment plays a very big role in influencing the learner’s behaviour at school. Tauatswala (2018) wraps up the argument by asserting that the type of family in which a child is raised will, in the future, influence how the child behaves at school. A learner is part of a complete family unit and what the learner portrays in their behaviour is, to a large extent, a reflection of the behaviour of the other members of the family to which they belong (Tauatswala, 2018).

More specifically, the parenting style prevalent in the learner’s family has an impact on the way the learner behaves. Overly strict, negligent or permissive parents shape the behaviour of their children in negative ways. These are well articulated by PF: “Poor parenting is another cause of learner indiscipline”. In support, Kagoiya and Kagema (2018) allude to the fact that permissive and negligent home environments contribute to learner misbehaviour. Tauatswala (2018) also argues that learners who are raised by harsh and negligent parents are susceptible to engaging in unruly and violent behaviour. Gutuza and Mapolisa (2015) emphatically posit that indiscipline in schools can be attributed to parents who have neglected the discipline of their children at home. The foregoing is also in line with CTE who remarked: “They misbehave because of lack of parental care. In most cases, misbehaving learners are alone at home. It is either both parents are out on a drinking spree, or they just do not care”.

Given the views expressed above, this study established that permissive, negligent and authoritarian parental styles contribute to learner ill-discipline at school. Shultz and Schultz (2013) argue that spoiling and being too permissive with a child can lead to the development of an inferiority complex when they get to a school situation where they no longer receive all the attention. Neglected children may experience an inferiority complex which could result in the manifestation of sceptical and aggressive tendencies toward others (Schultz & Schultz, 2013). Holliday (2014) further remarks that Adler strongly spoke against autocratic parenting practices which he considered to be irrelevant and misplaced within a democratic system of society; thus, more democratic oriented styles are advocated for, encouraging parents and teachers to adopt the authoritative approach (Holliday, 2014).

The findings of the study also revealed that the absence of parents due to death or working from afar contributes to the emergence of permanent or temporary child-

headed families. Learners who become heads of households enjoy excess freedom at home to behave as they want. In the process, they may choose when/when not to attend school. The study also revealed that parents who work from afar delegate all responsibilities of disciplining the learner to the educator, not considering that their responsibility in this regard cannot be completely ignored. PA observed that “Most parents around here work in Johannesburg or elsewhere, so the learners remain alone, doing what they want. They decide when to come to school and when not to”. Kagoiya and Kagema (2018) agree with this observation and state that in Zimbabwe, the migration of many parents to neighbouring countries or overseas because of unbearable economic conditions resulted in their children being left under the guardianship of relatives or children having to take care of themselves, thus creating permissive environments for acts of misconduct. Similarly, Magwa and Ngara (2014) argue that in Kenya, learners who do not have the guardianship of biological parents had higher rates of misconduct in schools.

Negative family relationships were cited as one aspect that contributes to learner indiscipline. Bad relations at home result in ill-discipline and lack of cooperation between the learners and educators. Negative attitudes of learners arising from unhealthy family relations between learners and adults at home tend to be transferred to similar adults who serve as educators at school. Some participants stated that gender violence occurs in certain households, with the result that some learners from such households tend to transfer hatred towards their fathers to male educators at school. In addition, learners living with their grandparents disrespect them and bring an attitude of disrespect to school. LSTB noted a “Home lifestyle where the father abuses the mother in front of the child, so the child hates the father and transfers this hatred to other male teachers at school”.

Kagoiya and Kagema (2018), along this line of thought, state that a chaotic and disruptive family life is linked to aggression and unruly behaviour. They further note that such children exhibit hostile attribution biases, access aggression behavioural responses and view violent behaviour favourably. Jinot (2018) contends that some parents are bad role models for their children. Ibrahim (2015) similarly reiterates that parents fail to lead by example by keeping late nights and their indulgence in excessive alcohol consumption on daily basis and engaging in numerous marital affairs and wife battering. Netshitangani (2014), asserts that even in families considered to be ‘normal’,

conflict and regular fights between parents created a subculture of violence in learners belonging to those families.

The socio-economic status of the family a learner belongs to plays a part in the development of ill-discipline. Poverty as well as access to too many financial resources were cited as contributory factors to learner indiscipline. Learners who come from poor home settings tend to steal valuables from others since their families cannot afford to provide them with gadgets such as cellular phones. LSTE remarked that “Learners from poverty-stricken homes admire nice things that the family cannot afford. So, the best way to have those things is to steal from others at school”. This view is consistent with Mahlangu *et al.* (2021), who argue poverty creates an appetite for pleasurable things which can only be attained through illicit means.

Additionally, Ncotsa and Shumba (2013) report that poverty contributes to the increase of violence in schools. They highlight that a learner participant in their study reported that he had previously witnessed a fellow learner who took out a knife and robbed another learner on the school premises. On the contrary, learners with access to huge amounts of money tend to misuse the money by buying forbidden substances such as alcohol, cigarettes and drugs that turn schools into chaos.

Some learners come from well to do homes, so they are spoiled with a lot of money which they end up using to buy and sponsor alcohol, cigarettes and drugs. Other learners follow them for the sake of financial benefits. They cause problems in the school. [PF]

The above view resonates with Jinot (2018), who argues that well-to-do parents are too much flexible and sometimes spoil their children by giving them money and material things as a way of showing love and care. This, however, is a misplaced habit since learners tend to use the excess money to buy alcohol and drugs (Gutuza & Mapolisa, 2015).

6.2.2 Community setting

The lifestyle in the community that learners come from tends to spill over into the school, as it is a miniature community. It reflects the characteristics of the wider community to which it belongs. Criminal activities and problematic habits practised in the community are most likely to emerge in the behaviour of learners at school. Learners from high-density suburbs tend to misbehave more than those who come

from low-density suburbs and rural areas. PF stated that “Crime in communities where learners come from also causes learner indiscipline as learners tend to import criminal activities from their communities into the school”. In agreement, Netshitangani (2014) affirms that a school is a unit of the broader environment hence the notion that school violence is a mirror image of violence in the wider social context. This implies that school violence is imported from the neighbouring community and wider society. Obadire and Sinthumule (2021) posit that the learners’ surrounding community has an unimaginable influence on learners’ conduct. Masakhane and Chikoko (2016) share a similar view by arguing that violence prevalent in the community may spill over into nearby schools. This implies that in most cases, the behaviour problems educators struggle with at school have their roots in the community where learners reside.

Real threats of community influence on learner misconduct identified in the study relate to drug abuse and gangsterism. The study discovered that the community serves as the source of drugs that learners traffic and consume. The school environment resembles, in part, the state of the drug abuse situation in the community. Drugs that are trafficked and consumed in the school premises are the same type of drugs that are readily available in the surrounding community. Rural communities rich in dagga production supply rural schools, while urban communities infested with nyaope, cocaine, alcohol and other drugs infiltrate urban schools with the same. Learners behave in ways that disrupt teaching and learning activities while under influence of drugs. LSTA stated that:

In this community, there is no motivation for the value of education. Most rich people here earned their riches through production and trafficking of dagga. This area produces a lot of dagga and our learners get involved as well.

Similarly, CTC reiterated that “Learners here abuse a lot of ‘nyaope’, alcohol and cocaine. This is a town environment, and these substances are readily available. Some even sell them here at school”. Literature views as expressed by Kiwale (2017) confirm that the school is, in many ways, a mirror of society. Upindi (2013) is also of the view that some of the causes of indiscipline in schools are drug abuse, neglect and media violence emanating from the community.

The findings of this study revealed that urban-based schools were confronted with a huge challenge of gangsterism, which was identified as the cause of most of the violent

behaviours that learners display at school. The fight for control by rival gangs (to which some learners belong) spills over to the school and causes chaos. Educators fear for their lives as they are faced with the risk of being targets of gangs who may decide to attack them for instilling discipline at school in cases that involve learners who belong to them. CTC was quoted saying:

This community is full of gangster groups that fight for control both in the community and here at school. Some of our learners belong to these gangster groups. So, the fights and contestations that exist in the community are extended to school. The fights between members of rival groups fighting for dominance in the school become so violent. Sometimes members of the gangster groups outside come and reinforce their members here. So, we have a very big problem with gangsterism.

Minutes of the SSC at School C bore the record under the section *Issue of gangsterism*:

Some members of gangs were proving to be unruly in class and this was creating problems for educators. Some members of the community were also working with the gangs. Principal elaborated that gangsterism affects all schools in the ward. Fights in schools reflect community dynamics and hence it is difficult or even impossible to discipline outsiders.

In support, Wolhuter and Van der Walt (2020) aver that it has been observed that the violence in schools is a symptom of what happens in society; hence, schools exist as subsets of the larger community from where guns, crime, burglary, anger, gangsterism and stabbing come. Similarly, Netshitangani (2014) perceived learner violence to be a societal problem and argued that larger society and its complexities in violence, crime and deviance manifests itself in the behaviour of learners at school.

6.2.3 Peer group pressure

It was revealed that the peer group contributes to the behavioural problems in schools. Participants stated that learners belong to peer groups within the school system. The peer group sets standards and expectations for behaviour for its members. The peer group thrives on the learner's inherent need to want to belong. In this quest for belonging, the learner conforms to the subculture and values of the peer group which might conflict with family expectations and the school code of conduct. Adolescent learners tend to seek identity among friends who approve of their actions; for example,

behaviours such as smoking are learnt from peers. CE expressed the following sentiments about the peer group:

Our children misbehave because of influence from bad friends. Their friends teach them to do things we do not allow them to do at home. Which parent in his or her right mind can teach a child how to smoke?

This view is in tandem with Jinot (2018), who argues that many learners misbehave because of pressure from their peers at school. In the same vein, Nene (2013) contends that on most occasions, learners misbehave to conform to the expectations of the peer group and avoid rejection. Gutuza and Mapolisa (2015) posit that some learners influence others to cause chaos, and this happens when learners meet with other learners with different behaviours that negatively influence them. They further note that as children grow older, the importance of parents decreases as a reference group and as a model for conformity and they begin to relate more with their peers.

6.2.4 The learner

In the current study, learner-based factors were also identified among the key contributors to learner indiscipline. According to Jinot (2018), the learner is one of the factors that have a hand in the increase in violence. Kagoiya and Kagama (2018) similarly posit that learners themselves are a source of indiscipline in schools. This study identified the learner's personality and the developmental stage associated with secondary school-going learners (adolescence) as key learner-based aspects that impact negatively on learner behaviour. Regarding personality, participants argued that some learners have an inborn type of personality that predisposes them to be ill-disciplined. CD candidly remarked that "People are created differently; some were born to be naughty". Netshitangani (2014) holds a similar view in arguing that personal attributes in the form of inborn traits, gender, age, impulsivity, inattention and hyperactivity, substance abuse, the inability to feel guilt, and the individual's victimisation are precipitative factors that are likely to trigger aggressive behaviour.

Educators also noted that some learners had an attention-seeking trait in their personalities. Such a personality is responsible for behaviours that disrupt learning and teaching. LSTF articulated that:

Attention seekers are a problem. When they misbehave and you punish or rebuke them, they get excited because that is what they wanted in the first place. They are

even seen as heroes by their friends because they can stand up and challenge the teacher.

These findings are similar to what Nene (2013) identified in a study conducted in KwaZulu Natal, where she sought to establish the challenges of managing learner discipline. The study concluded that learners' behaviour problems were largely a result of emotional problems. It was further argued that some learners behave 'weirdly' in class because they require special attention, desire to be in leadership, do not want to be interfered with or are inclined to hurt others because they were also hurt previously (Nene, 2013). Given the foregoing, it can be argued that personality dimensions with attention-seeking tendencies are instrumental in the development of problematic behaviours in learners.

Experiences associated with puberty, largely affecting individuals in their adolescent stage, also contribute to learner indiscipline. It was established that most secondary school-going learners are in their adolescent stage, hence most behaviour problems exhibited by these learners emanate from developmental issues. Jinot (2018) argues that adolescent learners who are 13 to 15 years of age manifest a substantial lack of discipline because they are in the adolescent crisis stage. During this stage, individuals experience physiological and hormonal changes that affect their mood, thoughts and behaviour. CTF stated that "Most of our kids are in their adolescence. So, the hormones are making them to behave hey wire [*sic*]".

This observation is in line with Barbot and Hunter (2012), who state that in the view of Hall (1904), adolescence is often characterised as a period of inherent 'storm and stress'. Across all these changes, the task of adolescence is primarily rooted in the formation of an identity, which is triggered by environmental, social, pubertal, and neurobiological changes. Barbot and Hunter (2012) continue that most adolescent changes also result in behavioural manifestations, such as risk-taking, impulsivity, and emotional disturbance. Indiscipline in adolescent learners has been attributed to identity diffusion as expressed in Erickson's theory of psychosocial development. Barbot and Hunter (2012) contend that identity-diffusion status is an identity structure resulting from the absence of exploration associated with a lack of commitment in significant domains. In other words, diffuse adolescents do not attempt to commit, which reflects a low level of psychosocial development, low motivation and often a less mature identity. Identity-diffusion is associated with negative outcomes such as

negative self-concept, lack of self confidence, higher conformism, and more risk for alcohol and drug abuse (Crocetti *et al.*, 2014). Adolescents also experience the Moratorium status, which is known as a period largely characterised by wide exploration, and a quest for identity with intense questioning about possible commitments (Barbot and Hunter, 2012).

6.2.5 The educator

It was revealed that educators have a hand in the development and manifestation of learner indiscipline. Under normal circumstances, the learners spend most of their time with the educator. School and classroom conditions created by educators influence the standard of learner discipline. Some educators were said to be tolerant of indiscipline while others were accused of inadequate lesson preparation and absenteeism. Educators who do not attend class regularly, who come to class ill-prepared and those who leave the classroom before the end of the lesson tend to contribute to learner indiscipline. When learners become idle, they are more likely to misbehave. CF argued that “Some teachers fail to attend classes regularly. When learners are left alone, they end up misbehaving”. PD also remarked:

Educators sometimes come ill-prepared for the lesson. When learners discover that the educator has not prepared enough teaching material to occupy them for the whole lesson, they start making noise.

These views are consistent with Magwa and Ngara (2014), who argue that teachers who are often absent from school for no good reason and who do not respond promptly to the bell (for example after break) contribute to indiscipline. Further, Tauatswala (2018) posits that educators who do not adequately prepare for their classwork contribute to learner indiscipline in the sense that learners lose focus when faced with an educator who does not seem to know what they are doing.

6.2.6 Human rights

The study established that there was an over-emphasis on human rights by the government upon banning CP. Learners were accorded too many rights ahead of educators, hence the development of negative attitudes that allow them to behave as they want. Learners have developed a superiority complex, showing no respect to adults either at home or at school. Such learner attitudes have escalated the levels of

indiscipline in schools to unprecedented levels. PF remarked that “Government’s appetite for political gains gave too many rights to learners without emphasis on responsibility. Learners were overloaded with rights without teaching them what they entail”. Educators and parents were also rendered powerless in the process, hence their limitation in instilling discipline properly. This was articulated by PE, who argued that “Too many rights and freedoms were given to learners by the government. These rights have rendered educators and parents powerless to the extent that they can’t control the behaviour of learners”.

The introduction of PD was largely coated by an emphasis on human rights (Rampa, 2014). This culminated into a situation where educators and parents are confronted with difficulties and challenges of learners rejecting any kind of authority under the guise of ‘pupil power’ (Rampa, 2014). This pupil power phenomenon, as a form of entitlement, led to intimidation and violence (Rampa, 2014).

The learner, family settings, peer pressure, the educator, community settings, and emphasis on human rights emerged as the core factors responsible for learner indiscipline in selected secondary schools in the Mpumalanga province. The findings revealed a wide array of factors that are at the centre of learner indiscipline. These findings portray a holistic perspective to understanding contributory aspects to learner indiscipline.

This broad-based view is underpinned by Bronfenbrenner’s (2006) bioecological systems theory. This theory opines that behaviour is a result of complex processes involving a system of interactions within the individual and between the individual and environmental forces surrounding them (Ettekal & Mahoney, 2017). According to the theory, there are four interconnected types of environmental systems that operate within four levels, namely the microsystem, the mesosystem, the exosystem, and the macrosystem (Ettekal & Mahonney, 2017). The microsystem is closest to the individual and the one in which they have regular direct contact. A microsystem characteristically comprises the person and their family, peers, teachers or caregivers. The mesosystem consists of the dynamic interactions between the different elements of a person’s microsystem. The findings of this study highlighted how the relationships between the family, peer group, the school and the community affect learner behaviour. The exosystem consists of the factors beyond the person that have an impact on them, such as the parent’s employment status. This was accommodated

through exploration of the family's socioeconomic status and its effect on learner indiscipline. The macrosystem is the wider system of society that embodies a set of ideological beliefs, values, and norms, as reflected in the cultural, religious, and socioeconomic organisation of society (Ettekal & Mahoney, 2017). The government's approach of emphasising human rights is an ideological aspect that fits well within this purview.

6.3 EFFECTS OF LEARNER INDISCIPLINE ON QUALITY OF TEACHING AND LEARNING

The study also sought to establish the views of participants on the effects of learner indiscipline on the quality of teaching and learning. It was revealed that learner indiscipline has adverse effects on teaching and learning. Ntuli and Machaisa (2013) concur with this position; they contend that disciplinary problems have a propensity to negatively impact learner performance. Themes generated from the data gathered include *disruption of teaching and learning*, *demotivation of teachers and learners*, *inducing fear in educators and learners*, *time-wasting* and *low work rate by undisciplined learners*. These are discussed below.

6.3.1 Disruption of teaching and learning

The study established that misbehaving learners disrupt teaching and learning sessions by engaging in fights and making noise. Fights involving rival groups gain the attention of the entire school and side-track learners from concentrating on their studies. Noisemaking, pandemonium, and restlessness create a hostile environment that hinders effective teaching and learning. PB reiterated that "Indiscipline has a huge impact on teaching and learning. For an example, learners under the influence of alcohol will be passive in class, others will be out of the way, while some become loud, restless and disrupt learning". In the same vein, Gutuza and Mapolisa (2015) aver that indiscipline manifests itself through disruptive behaviour, making it difficult for other pupils to learn. Khewu (2012) also support the findings in stating that misbehaving learners with aggressive tendencies and anti-social behaviours create a hostile environment that impedes the effective acquisition of learning matter. Learning cannot take place amid chaos. Aggressive learners intimidate their classmates and often create a chaotic classroom environment that hinders successful teaching and learning.

In most cases, undisciplined learners are uncontrollable and difficult to manage (Ncotsa & Shumba, 2013).

6.3.2 Demotivation of teachers and learners

Learner indiscipline creates a hostile school environment which lowers the morale of educators and other learners. Effective teaching and learning thrive on educator and learner motivation. Learner indiscipline angers the educator and dampens their interest in teaching. Educators and learners find themselves emotionally disconnected from the teaching and learning environment because of learner indiscipline. Schools with unbearable levels of learner indiscipline experience high staff attrition as educators opt for schools with acceptable levels of learner discipline. Teaching and learning as an academic process and core business of the school suffer a huge blow when educators and learners fail to emotionally commit themselves. PF summed up the argument: “Due to learner indiscipline, some educators tend to be demotivated and disengaged. Some educators end up transferring to other schools where discipline levels are optimal”.

This resonates with Ncotsa and Shumba (2013), who pointed out that because of learner indiscipline, the morale of the educators dwindles, and they become completely demotivated. Magaba (2018) also argues that teachers become demoralised by having to manage difficult learner behaviour, which they claim affects the quality of their practices and their investment in what they do. In the same vein, Ofori *et al.* (2018) argue that for fear of their lives, teachers are unable to give of their best and use strategies that could enhance effective learning.

6.3.3 Inducing fear in educators and learners

One negative effect of learner indiscipline on teaching and learning is the fact that learner violence scares educators and other learners. Educators and learners require a conducive environment for learning that is free from threats. One cannot expect productive teaching and learning to take place where violence and death threats are the order of life. Undisciplined learners and their gang leaders can pose a safety threat to educators and other learners. LSTC contended that “Educators cannot teach well in an unsafe environment where there are threats from learners and gangsters they collaborate with from outside”. Karanja and Bowen (2012) state that there is a growing concern that many schools are at risk of becoming unsafe for teaching and learning.

They further argue that indiscipline does not only affect the learners' performance but also scares others who develop a phobia for school. The emotional and psychological trauma that characterises the aftermath of learners' unrest strains further interaction amongst the people (Karanja & Bowen, 2012; Njoroge & Nyabuto, 2014). It has also been observed that learners who are victims of bullying live in constant fear, lack concentration, and thus perform badly in their school work (Ncotsa & Shumba, 2013). The arguments made in this regard fit well within Maslow's theory. Safety needs come second in the hierarchy of needs. Teachers and learners cannot be motivated to perform at their best in an environment marred with threats to their survival and safety. The feelings of fear and lack of control over events happening in their lives create a sense of anxiety and paranoia which negatively impacts performance.

6.3.4 Time wastage

Learner indiscipline consumes time originally meant for productive teaching and learning. Educators direct a lot of time towards solving discipline problems instead of teaching. Learners also lose learning opportunities as a result of the consequences of engaging in acts of violence. Additionally, time lost through absenteeism is not easily recovered. This results in poor preparation for external examinations as well as poor performance.

PC argued that "The teacher puts so much effort into disciplining learners and setting order instead of teaching. This leads to poor performance". In terms of absenteeism, CTE remarked that "Absenteeism involving significant numbers retards pace of content coverage since teacher has to repeat what was taught during their absence. Preparation for examinations becomes compromised in the process".

Ncotsa and Shumba (2013) concur with these findings; they argue that school violence creates chaos and shortens learning and tuition time, given that disturbances call for the need to attend to the problems reported before learning can proceed. Much time is wasted as almost all the learners' present attempt to give an account of what transpired. Shortened instructional time has a direct impact on the high failure rate in schools. Similarly, Waithaka (2017) argues that approximately half of all classroom time is taken by activities other than instruction, and discipline problems are responsible for a significant portion of this lost instructional time. Further, Njoroge and

Nyabuto (2014) contend that undisciplined learners do not have enough reading time hence negatively affecting their academic performance.

6.3.5 Low work rate by undisciplined learners

Participants observed that learners who constantly misbehave do not perform well in their academic work. In support, Khewu (2012) argues that research has demonstrated that schools, where learners are not disciplined, have a plethora of problems, chief being a high failure rate. Poor performance of such schools is a result of disruption of learning, lack of teacher and learner motivation coupled with fear for their safety, time wastage, and low work output by undisciplined learners. LSTB remarked that “In-disciplined learners will not pass. They invest too much effort and energy into unproductive activities instead of reading and doing schoolwork. They are always behind”. Document analysis of School C’s SSC minutes points to the following statement that well explains the overall effects of indiscipline on teaching, learning and academic performance: “The principal highlighted that the school might not be able to perform well due to the problematic behaviour challenges it is faced with”.

Literature sources agree with the findings alluded to above. According to Khewu (2012), anarchy and chaos resulting from an act of indiscipline obstructs the effective running of schools and negatively impacts the learners’ academic achievement, thereby making it impossible to attain the mandate of the school. Karanja and Bowen (2012) also argue that the use of cannabis is linked to the adoption of an anti-conventional lifestyle resulting in a lot of indiscipline and lack of proper commitment to studies in schools. According to a study carried out in Kenya by Njoroge and Nyabuto (2014), the academic performance in most schools was abysmal, with numerous cases of poor grades subsequently attributed to indiscipline. Ofori *et al.* (2018) conducted a study in Ghana and concluded that indiscipline has contributed to the poor performance of learners in schools. In their view, the different unacceptable behaviours among the learners prevented them from concentrating in class, facilitated the loss of content and knowledge taught, created tension and insecurity in class, disrupted lessons and caused most of the instructional time to be used to settle disputes.

Learner indiscipline has adverse effects on teaching and learning. The study established that learner indiscipline disrupts teaching and learning sessions, lowers

educator and learner motivation, induces fear in educators and learners, wastes valuable learning time and lowers academic achievement. The assumption is that once a proper framework for the implementation of PD is developed, discipline levels in schools will improve and thus eliminate these negative effects that come with high levels of indiscipline.

6.4 PARTICIPANTS' PERCEPTIONS OF POSITIVE DISCIPLINE

It was essential for the study to establish participants' views regarding PD. Participants' different views about PD broadly fell within the categories of the *definition of PD*, *PD strategies* and *an evaluation of the effectiveness of PD in maintaining discipline and order in schools*. The following subsections explore the findings.

6.4.1 Definition of positive discipline

In defining PD, participants demonstrated varying levels of understanding. The range of understanding varied from ignorance to adequate understanding of PD. One participant expressed total ignorance of the concept. One wonders as to how the educator performs in terms of implementing PD when they confess to hearing the term for the first time. LSTC remarked, "Yeah, hey...I am meeting the word for the first time". Successful implementation of PD hinges on the understanding of its principles and strategies. It was yet to be established as to how educators who have no clue about PD perform in terms of its implementation in managing learner discipline. Others provided definitions close to being correct, however, fell short of certain imperatives that provide a clear-cut separation of PD from alternative disciplinary measures that are punitive. These viewed PD as an approach that incorporates more humane strategies in moulding learner behaviour as opposed to CP. PF defined it as: "Positive discipline is using other methods to shape a desirable behaviour of the learner other than using corporal punishment". Others demonstrated an impressive understanding of PD in which issues of human rights and learner dignity were mentioned. PE elaborated that "Positive discipline is a means of handling learner discipline issues using approaches that respect the rights of the learner and do not degrade him or her in any way".

Authoritative sources present PD in a manner closest to what PE expressed. According to Assali (2015), PD is a teaching and parenting model that strikes a balance between two main considerations, namely effective teaching and respecting

the rights of the child. Ozan (2015) also views PD as a management technique for making children responsible individuals who can solve their problems; it capacitates them to think well of themselves while they learn the rules of their society. He further contends that in practice, PD focuses on fulfilling a plan which demonstrates the accuracy of teaching and the emotional motivations of teachers.

The CJCP and the DBE (2012) state that PD discards the use of violence as a teaching tool. Instead, it focuses on guiding children's behaviour within an environment where the teacher plays a mentorship and guidance role without the use of fear to enforce good behaviour. PD is enshrined in human rights, mutual respect between teachers and learners, preservation of good relationships; emphasis on participation and cooperation, and the safeguarding of the learners' self-esteem (Nigrini, 2016). It is interesting to note that none of the participants could mention a single principle that guides PD. This demonstrates the existence of a huge knowledge gap in principals, educators and SGBs chairpersons regarding the concept of PD.

6.4.2 Positive discipline strategies

It was also necessary to establish what strategies principals, educators, and SGB chairpersons apply in managing learner indiscipline within the PD purview. Participants' views agreed that PD does not incorporate CP as a means of correcting learner behaviour. Manual labour, parental involvement, detention, counselling, delegation of responsibility to learners, suspension, the multi-stakeholder approach, motivation, expulsion, and law enforcement were identified as the PD strategies that are used in managing learner behaviour in selected public secondary schools in Mpumalanga. Some of the strategies suggested bear a punitive undertone, even though they appear less violent than CP.

Physical punishment in the form of manual labour is still used as a way of enforcing discipline in schools. Learners are made to dig holes, pick up litter, clean toilets or water the garden as punishment for committing offences at school. The main purpose of using manual labour for offenders is to deter others from doing the same. PA revealed that "For severe cases, we require the learners involved to dig holes. This serves also as a lesson to others not to do the same". It was also noted that the school codes of conduct also bear phrases that legitimise the use of punitive measures. School A's code of conduct has a section that reads "All disciplinary measures shall

match the offence committed and shall be more severe as the behaviour becomes repetitive”. The paradox surrounding the use of manual labour during the PD era is the fact that learners’ rights appear to be trampled upon in the process. Cleaning toilets and other forms of physical punishment can be humiliating to the learner.

The use of punitive strategies is against what literature views on PD dictate. According to Coetzee and Mienie (2013), PD pursues a preventive approach rather than a punitive one and demands that discipline should be proactive rather than reactive. In so doing, the approach focuses on supportive behaviours such as mutual respect, teaching, effective communication, collegial planning, self-discipline, modelling, encouragement, and motivation (Rampa, 2014). In the case where wrongdoing has occurred, the approach also uses carefully chosen corrective techniques that do not humiliate nor temper the dignity of the learner (Coetzee & Mienie, 2013). The principle of ‘discipline that teaches’ calls upon teachers and parents to shun punitive measures and embrace an approach of being kind and firm that focuses on the attainment of set goals in a safe environment (Assali, 2015). The use of manual labour with PD is a misnomer. The argument can be made that forcing learners who tend to fight to take part in physical labour would make them stronger, thus there might be far more serious consequences in the next physical altercation. This brings to light the extent to which educators lack an understanding of what PD entails.

Many educators use detention for instilling discipline in learners. Detention requires the learner to remain behind when others go home after school. The educator plays a supervisory role whilst the learner is under detention. Productive detention implies that the learner undertakes schoolwork during detention so that the time is put to the benefit of the learner. LSTB remarked that “We use supervised detention, where the learner is encouraged to ask where they do not understand”. This is in line with Nene (2013), who reveals that alternative methods to CP such as detaining learners can be useful because they also get an opportunity to do their schoolwork while instilling discipline. What seemingly raises questions about the appropriateness of detention to the PD approach is the fact it is punitive to both the learner and educator. CTB indicated that “When you detain a child after school time, you directly detain yourself as well since you have to be there to enforce the detention”.

In as much as detention is legally approved for use in maintaining learner discipline in schools, it violates the learners’ rights as enshrined in the Constitution. Section 12 (1)

of the Constitution reads: “Everyone has the right to freedom and security of the person, which includes the right - (b) not to be detained without trial”. Detention violates this provision, as the learner is often detained without a fair trial. However, literature supports the use of detention in instilling learner discipline in schools. According to the Department for Education (2016), detention during lunchtime, after school and at weekends is a legally permissible measure of instilling discipline in learners. In the researcher’s opinion, it is necessary to differentiate between legally approved measures and PD mechanisms. The fact that certain measures such as detention are permissible by law does not necessarily render them PD compliant. Compliance of disciplinary measures with PD expectations should be based on the extent to which those measures subscribe to the PD principles and values. It is, therefore, necessary for legislative frameworks that regulate learner discipline issues to be revised so that they embody PD strategies.

Parental involvement is one of the strategies used to maintain learner discipline in schools. This goes a long way in ensuring that both the school and home speak the same language where the discipline and learning of the child are concerned. Joint efforts eliminate manipulation of the school and home by the learner. CTA summarised this notion as:

We call the parent and discuss indiscipline matters of the child so that the home and school can cooperate with each other in correcting the child. Some of these learners are very clever, they say one thing at home and a completely different story at school. So, if you do not involve the parent, you can both be fooled and manipulated by the child.

These findings are consistent with Ntuli and Machaisa (2013), who state that greater parental involvement in the disciplinary and academic affairs of the child should be encouraged. Ntuli (2012) similarly posits that the involvement of parents as much as possible in the education of their children should be made a priority. According to CJCP and DBE (2012), the PD approach yields the best results where there is communication between parents and teachers, and semblance in discipline style of the school and home environments. Ntuli (2012) argues in favour of parental involvement by emphasising that the working together of parents and teachers can produce more effective results in the learners’ behaviour than when either party is grappling with the problem alone. In the same vein, Nene (2013) contends that an

active partnership between parents and schools has wonderful outcomes given that parents wield a powerful effect on children's behaviour. Newman, Northcutt, Farmer, and Black (2019) assert that Epstein (2007) developed a model of parental involvement, where the core to this aspect of learner discipline is a continuous exchange of ideas between parents and the school on parenting styles and communication methods that are in harmony with each other's expectations.

Counselling is also one of the strategies used to manage learner behaviour. Parents and educators engage in face-to-face discussions with learners to deal with indiscipline matters. Face-to-face discussions play a pivotal role in discovering the reasons why a particular learner misbehaves, facilitating the generation of appropriate solutions to the behaviour problems. The learner also gets to understand themselves better and, in the process, takes an active and voluntary part in complying with suggested courses of corrective action. CE remarked, "When my child has done wrong, I sit him or her down and we talk one on one. This sometimes helps me as a parent to understand why the child did what they did". Similarly, CTF echoed: "We conduct counselling for learners who misbehave. It helps us discover sometimes the deep seated issues that cause the learner to misbehave. We then are able to work out an appropriate solution for the learner".

These findings resonate well with CJCP and DBE (2012), arguing that PD encourages teachers to talk to learners on an individual basis to understand their backgrounds and the issues and challenges confronting them. Understanding the context and circumstances that shape learners' behavioural tendencies will assist in mapping out appropriate solutions to the behaviour challenges and avoid arriving at irrational conclusions about the learner (CJCP & DBE, 2012). Mabea (2013) contends that teachers can use counselling to identify mistaken goals, faulty logic in the minds of learners and closely work towards dealing with the associated faulty behaviours. The counselling process enables the teacher to gain an understanding of the developmental, environmental, individual, relational, and cultural factors behind the conduct of learners, to map out informed corrective and coping mechanisms for the affected learners (Prins *et al.*, 2019).

In terms of alignment to the theoretical framework, Canney (2017) affirms that PD centres on assisting teachers and parents in upholding a positive and encouraging approach to learner support. Rogers (2017) posits that Adlerian psychology embraces

counselling as a strategy for raising personal awareness and self-discovery in young children and adolescents. In practice, PD has relied on the use of family meetings, guidance and counselling services by teachers in handling maladaptive behaviours and resolving conflicts (Canney, 2017; Watts, 2015).

Giving misbehaving learners responsibility over other students' discipline (as either class monitors, prefects or members of the LRC) seems to work well. As they become custodians of a culture of discipline, they seem to reform. In that regard, the onus is placed upon them to lead by example in displaying acceptable standards of behaviour.

Delegating misbehaving learners to be in charge of learner discipline has proven to be effective in taming learners with behaviour problems. They cannot continue to misbehave when they are now the ones to look out for those who are misbehaving.

[LSTB]

PE highlighted the use of the LRC as "Learner Representative Councils are engaged always. They work with the Deputy Principal or the Teacher Liaison Officer appointed by the Principal". LRCs serve as a bridge between the learners and educators. They carry out supervisory roles in maintaining learner discipline. Through their reports, educators can gain insight into indiscipline issues taking place at the school. In support, Obadire and Sinthumule (2021) argue that the LRCs must always be engaged within the multi-stakeholder strategy to regulate and address learner disciplinary problems. By so doing, the school creates a positive and conducive environment free of threats and misbehaviour, where learners are active players in the enforcement of discipline.

This study established that some schools had created multi-stakeholder platforms to manage indiscipline in schools and crime in communities. Schools work with different professionals in the community to instil discipline. Individuals cited as part of the multi-stakeholder approach consisted of religious leaders, traditional leaders, political leaders, educators, police officers, social services representatives, parents and LRC. The approach takes advantage of the different skills and expertise each professional group has. It also rides on learner inclusion as a mechanism for managing learner discipline. This provides a holistic mechanism that makes use of knowledge from a wide variety of disciplines in dealing with learner indiscipline. LSTC stated that "Police conduct awareness programmes on crime prevention and other health professionals.

Psychologists, pastors, and community leaders also come and address our learners on the dangers of crime and encourage them to behave morally and responsibly”. In addition, document analysis of School C’s SSC minutes recorded attendants to the meetings as “Pastors, Traditional leaders, Principal, Social services representative, School Governing Board members, Police representative, Councillor, Mayor’s representative, Department of Education representative and Learner representative”. The multi-stakeholder approach also recognises the value of learners in the generation of school regulations. Under the section titled, *Operationalisation of the school rules*, Schools A, B and E’s codes of conduct for learners articulated: “Learners shall be involved in the drawing of school rules through questionnaires, use of indaba, classroom monitors reporting to the Learner Representative Council”.

The adoption of a multi-stakeholder approach to handling matters related to learner indiscipline is in sync with Tlhapi (2015), who proffered that discipline in schools should not be left to educators alone but should be the responsibility of all stakeholders. Lumadi (2020) contends that lasting solutions to learner indiscipline can be arrived at through consistency and teamwork. The teamwork approach calls upon what Obadire and Sinthumule (2021) describe as the working together of policymakers, parents, principals, educators, learners and community members. The multi-stakeholder approach calls upon the mutual participation of the local community in the affairs of the school, to adequately address those indiscipline elements that emanate from the wider community (Tlhapi, 2015).

The use of a multi-stakeholder approach is also consistent with Ubuntu. According to Chuwa (2014), an ideal cultural setting of Ubuntu expects everybody to be responsible for everybody else in the community (Chuwa, 2014). Ubuntu emphasises that people are created for togetherness, to belong to family and are wired to fellowship within a social network of interdependence (Teffo, 2004). Chuwa (2014) emphasises that children belong to the extended family, the entire clan and tribe; hence every adult should teach, guide or discipline the child. The adage, ‘it takes a village to raise to a child’ sought to legalise this communitarian component of Ubuntu that places a collective responsibility of raising children into responsible future citizens that would become the pride of their communities. Nyerere (1968) argues that Ubuntu is characterised by a deeply entrenched system of communitarianism grounded on human equality. This approach is also in line with a tenet of IP postulated by Adler as

the relational 'Gemeinschaftsgefühl'. According to Schultz and Schultz (2013), the term 'Gemeinschaftsgefühl' originates from the German language and is best translated as 'community feeling'. Watts (2015) asserts that the community feeling or social interest phenomenon emphasises the relational, social-contextual nature of IP. It is imperative therefore to underscore the fact that both community feeling and social interest are required for a holistic understanding of 'Gemeinschaftsgefühl'. Successful attainment of community feeling results in the realisation of social interest characterised by thoughts and behaviours that contribute to the common good as well the good of the whole at both micro- and macro-systemic levels (Watts & Erguner-Tekinalp, 2017). Adler emphasised that the individual should cooperate with and contribute to society to realise personal and communal goals (Watts, 2015).

Motivation takes place through motivational speaking by different categories of professionals and former learners who have succeeded in life. Well-behaved learners are also given awards and praised for good behaviour. This positive reinforcement and modelling-based approach both encourages those who are behaving well to continue doing so while presenting a challenge to others to strive to do better. CTA remarked that "We bring in motivational speakers from all walks of life. They help inspire them to desire to do well in life". Document analysis also revealed monetary reward mechanisms through the minutes of the SSC. It was recorded that "The Executive Mayor spoke about free tertiary education where at least ten learners get R2 000.00 each. This was meant to motivate learners to take their education seriously and shun wrongdoing".

PD considers motivation an appropriate approach to inculcate responsible self-directed positive behaviour. Motivation assists the learner to engage in responsible conduct, long-term. In striving to receive the financial reward on offer, learners seldom have time to pursue problematic behaviours that hinder their academic achievement. PD is both educative and motivational; therefore, it empowers learners to motivate themselves towards prosocial behaviours (Ntuli, 2012). Motivation can be achieved through encouragement and praise. Ntuli and Machaisa (2013) assert that learners should be praised for good behaviour and encouraged to abide by the decisions of school authorities. Ntuli (2012) also indicates that giving praise when learners display appropriate behaviour inspires them to model their behaviour on positive reinforcement, and it encourages them to learn self-discipline. Obadire and

Sinthumule (2021) share a similar view and argue that the presentation of rewards and praise to learners who behave well motivates learners to consistently adhere to school rules. Learners who have tried to behave well should be praised and even included in class awards or certificates. It has been observed that some schools offer a wide range of rewards for positive behaviour, such as lunch with a friend, homework passes, free time in the gym, or a chance to read outside (Ntuli, 2012).

The theoretical framework of the study accommodates the use of motivation in managing learner discipline within the PD approach. According to DeRobertis (2014), the tenet of striving for perfection as articulated by Adler proffers that the desire to become more superior, competent, and overcome feelings of inferiority has the potential to motivate the child to become a spontaneous and enthusiastically involved pupil - provided educators establish a conducive environment that is caring without pampering, genuinely empowering, and inspirational. Canney (2017) further argues that the encouragement process enables children to feel connected and capable and thus become self-reliant and resilient over time. According to Mastropieri and Scrugs (2010), the assertive discipline plan should be administered in an overall positive environment, marked by verbal praise for appropriate behaviour, positive contact with parents or guardians, and other rewards determined by teachers. This program is expected to be implemented school-wide; all school personnel must support the program, and parents or guardians are to be informed and need to support the program (Mastropieri & Scrugs, 2010). If properly implemented, all learners should know what to expect in the classroom at the beginning of the school year. Motivation, therefore, remains an important aspect in the teacher's endeavour to effectively maintain learner discipline using PD strategies.

Severe cases of indiscipline were said to attract sterner measures, such as suspension, which was used by the DC to give the offending learner time away from school. This time should be used to reflect on their conduct whilst getting assistance from their family. CTC stated that "Sometimes we take drastic measures on severe cases. We suspend learners through the school disciplinary committee so as to send a message to the learner that their actions are not tolerated in the school". The suspended learner loses learning opportunities during the period of absence. Suspension also serves a punitive purpose. It is applied as a deterrence mechanism.

However, PD approaches are not in tandem with strategies that would disadvantage the learner concerning instructional privileges.

As indicated in the literature review by Sekiwu and Naluwemba (2017) and Nanyiri (2014), misbehaving learners can be isolated from being part of the class. In SA, guidelines indicate that in dealing with learners who engage in sexual activities and those found in possession of or selling or using alcohol/drugs the school should apply to the education department for limited suspension of the learner from all school activities (CJCP & DBE, 2012). According to Sekiwu and Naluwemba (2017), suspension is barely effective because it tends to produce docile learners. It should be noted that schools are entities for reformation and transformation (Nanyiri, 2014). Suspending learners is an indirect way of the schools' acknowledgement of failure to handle indiscipline cases.

In terms of the theoretical framework, the principle of 'discipline that teaches' calls upon teachers and parents to shun punitive measures and embrace an approach of being kind and firm that focuses on the attainment of set goals in a safe environment (Assali, 2015). PD fumes at approaches that advance punishment of any sort. Strategies such as suspension need to be evaluated to establish their relevance and fitness of purpose under the PD dispensation.

The study also established that expulsion is used as a last resort for cases beyond reasonable remedy. The school recommends through the structures for the department to make a final decision to expel a learner. PC elaborated on the expulsion process:

Severe cases follow a prescribed protocol of action. The SGB handles the matter and then refers it to the Circuit Manager. From there the case goes to the district which then refers it to the Head of Department at Province. The school can only recommend for expulsion through this process. But the decision to expel a learner is taken by the department.

Even though expulsion is legally approved, the study noted that its use requires careful consideration. Minutes of School C' SSC taken during an awareness campaign held on 16 October 2019 read that "Chasing learners was viewed as an internal solution but not a permanent solution by all members who made presentations at the gathering".

The findings are consistent with Shaikhmag and Assan (2014), who argue that expulsion may be used on learners guilty of gross misconduct after a fair disciplinary hearing and suspension for a period not exceeding 5 days should be arrived at only for correction. One wonders as to how a school can correct a learner in absentia. PD focuses on correcting the learner so that they can become responsible individuals. Seemingly, by sanctioning the recommendation to expel the learner, the DoE simply passes the problem on to the next school or society. This could be a way of solving a problem by creating another.

Criminal cases involving learners occurring at school are referred directly to the criminal justice for prosecution. Criminal offences are a violation of the criminal laws of the state. When indiscipline spirals beyond what can be reasonably handled at school, the law then takes its course. PC expressed that “In cases where learners bring ‘pangas’ (bush knives), knives and stab others, we refer such matters to the criminal justice system because that is a criminal offence”.

In support of the findings cited above, CJCP and DBE (2012, p. 22) lay down a taxonomy of offences and their corresponding corrective measures within the SA education system. For offences such as sexual harassment, abuse, rape or assault, robbery, stealing or burglary, and/or using a dangerous weapon, the school should allow for prosecution in a court of law (CJCP & DBE, 2012). Schools do not have jurisdiction to handle criminal cases. Use of dangerous weapons to commit violence at school spans beyond the violation of school regulations as it is a violation of criminal law. PD approaches are necessary for moulding learner behaviour to prevent misconduct of such magnitude. PD focuses on preventing behaviours spiralling out of control. This is indicative of the fact that PD has not been effectively implemented, hence the emergence of such high-profile crimes within the school system.

The study identified 10 strategies educators use to instil discipline in schools under the umbrella of PD. Parental involvement, counselling, learner delegation (involvement), multi-stakeholder approach and motivation all fit in within the PD framework. Manual labour, detention, suspension, expulsion and law enforcement fit in within the legal framework but do not necessarily blend well with PD principles. It is worth noting that parental involvement, counselling, learner delegation (involvement), multi-stakeholder approach and motivation are not the only PD strategies at the disposal of educators. According to Coetzee and Mienie (2013), PD pursues a

preventive approach rather than a punitive one and demands that discipline should be proactive rather than reactive. In so doing, the approach focuses on supportive behaviours such as mutual respect, teaching, effective communication, collegial planning, self-discipline, modelling, encouragement and motivation (Rampa, 2014). Strategies explored in the literature review (cf. 3.5.5.1) such as creating a positive classroom climate, teaching, modelling and self-discipline were not identified by the participants. This presents a gap in the implementation of PD in SA public secondary schools and validation of claims by participants that they were not trained about PD (cf. 5.2.4.2).

Manual labour, detention, suspension and expulsion are non-compliant with PD principles and values. Even though PD accommodates corrective measures on wrongful behaviour, it, however, remains guided by the several principles cited in the literature. Coetzee and Mienie (2013) underscore the fact that corrective discipline meted out within a PD regime is rights-based and non-violent. It focuses on correcting stray behaviour with dignity, guiding learners to understand their behaviour, and enabling them to perceive the impact of their actions on the holistic well-being of others. CJCP and DBE (2012) assert that upon need, PD includes non-violent consequences for wrong behaviour. It utilises non-humiliatory consequences with the intent to assist learners to identify alternative and preferred behaviours and ensure that learners amend the harm caused to others or the environment (CJCP & DBE, 2012). According to Rampa (2014), in SA, the DBE encourages teachers to apply PD approaches, such as withdrawal of privileges, behaviour modification, time-out for misbehaving learners, and supportive disciplinary methods including counselling. CJCP and DBE (2012) further state that this approach may require learners to engage in writing essays, making apologies, or performing chores in the classroom and other activities that would make them stop, think and commit themselves to acting differently in the future. Sadly, among the reactive techniques mentioned by participants, none of these were cited.

The use of punitive strategies such as suspension, manual labour, detention, and expulsion could be seen as a violation of learners' rights. Subjecting learners to manual work such as digging holes and cleaning surroundings give learners the impression that physical work is punitive; hence they may grow up with a negative attitude towards physical work and hygiene. Ordinarily, work is good practice, and the

education system should inculcate values of industriousness and hard work in learners through positive means. Additionally, detention is isolative in nature. The learner finds themselves in a semi-prison setup whilst others enjoy their freedom. Suspension deprives learners of a learning experience during the period of absence. Upon returning, there is no guarantee that they receive additional support from educators to catch up on missed work. Expulsion gives the impression that the school has failed to correct the learner. It is synonymous with passing on the problem to the learner's next destination. Expelling the learner is a violation of the learner's universal right to education. These strategies share commonalities in that they embarrass the learner who feels humiliated out of the public spectacle that comes with punishment. The continued use of such strategies points to the fact that educators lack an adequate understanding of PD principles and approaches.

6.4.3 Evaluations of positive discipline

In the process of exploring participants' perceptions of PD, the study generated views that reflect their evaluation and appraisal of the approach. Participants made positive and negative appraisals. Some were of the view that PD is a good approach, while others mentioned that it was a difficult approach to apply. Views in support of PD indicated that the approach is productive and prepares learners for current and future life in terms of behaviour. CTB remarked that "It is a good approach. You strike two birds with one stone. It is good for correcting current behaviours but it also prepares the learner for life after school". These observations are in line with views expressed in the literature. A study conducted in Eswatini by Mabuza *et al.* (2017) revealed that teachers perceived PD as a good approach for disciplining learners. The teachers in Eswatini indicated that PD corrects learners' behaviour smoothly without causing pain, which could sometimes result in psychological and emotional disturbances in pupils. The study further asserted that this kind of discipline is instrumental in maximising the possibilities of producing responsible learners. In a similar study conducted in the USA, Roberts-Clawson (2017) also confirmed that PD helped to minimise negative learner behaviour. Somayeh *et al.* (2013) conducted a study in Taiwan; it underscores the fact that applying PD in the classroom leads to internalisation of the values, decrease disruptive behaviours, and also leads to promotion of self-control among learners. PD is therefore viewed as an effective strategy that promotes good learner behaviour and helps in cultivating a culture of acting responsibly in learners.

Some participants viewed PD as a good approach, however, with a few concerns. The main obstacle hinged on how it was introduced and implemented. It was established that the poor implementation strategy adopted made it difficult for educators to understand the PD concept. The approach was also said to be good on paper but lacked the much-expected effectiveness in bringing behaviour problems under control. PB stated that “It is a good approach on paper but how do you put it to use? Sometimes you find yourself wondering as to what you end up doing especially when you try talking to the child and nothing works”. Similar views also indicated that even though PD is a good approach, it tends to spoil learners and does not yield results on learners that are way out of line. CTF remarked, “It has its fair share of good things and problems. It helps learners to be responsible but it also can spoil learners in a big way”. Ntuli (2012) conducted a research study investigating ways of managing discipline in selected secondary schools in Limpopo; participants in the study indicated that specific alternatives to CP were effective while others were not.

PD has also been viewed as an approach that exists in theory, is time-consuming and not practically effective in handling learner indiscipline matters. It was blamed for the worsening state of learner indiscipline. The approach has also been described as Western-oriented and thus lacks relevance to the local socio-cultural context. CC expressed that:

It is a system for the Whites. Why do you have to change a winning team? Things were ok during corporal punishment. Children had respect for adults. I see it as a strategy introduced by the Western countries to kill African Societies.

These views are consistent with what was cited in the literature review. Mabuza *et al.* (2017) revealed that some teachers in Eswatini saw the adoption of PD as a non-starter within an African set-up. Participants in their study argued that PD does not fit well in their context, given that moral decay in learners was observably on the increase because they are living in an African society whereby when a child has done something wrong at home, the parent simply flogs the child.

In addition to this, Makewa *et al.* (2017) contend that some parents consider the act of abolishing CP as a Western-centric concept that causes havoc in African cultures and leads to moral decay. This implies that PD is considered a foreign strategy that has not been tailored along with African values for adaptability and is bound to destroy

the moral fibre of African societies. Roberts-Clawson (2017) observed that PD is viewed as a strategy that does not prepare learners for the real world. This observation is consistent with Mabuza *et al.*'s (2017) perception that PD lacks relevance in the day-to-day means of disciplining learners. PD is therefore viewed as a superficial system that is not in tandem with systems applied in wider society. PD strategies have been perceived by educators as something that does not seem to work, is ineffective, inadequate and a waste of time (Chonco, 2019; Moyo *et al.*, 2014; Singo, 2017).

6.5 FACTORS CONTRIBUTING TO THE INEFFECTIVE IMPLEMENTATION OF POSITIVE DISCIPLINE

It was necessary to establish participants' views on the factors that led to the ineffective implementation of PD. Identifying these factors was considered appropriate for developing a framework for effective implementation of PD that attempts to address the pitfalls experienced so far. Sub-themes generated from the data gathered through interviews revolved around lack of stakeholder engagement in policy formulation, lack of stakeholder training, over-emphasis on learners' rights and conditioning of educators and parents on CP as an effective disciplinary strategy.

6.5.1 Lack of stakeholder engagement

Stakeholders bemoaned the fact that they were not consulted during the policy formulation process and in the subsequent development of an implementation framework of PD. Principals, educators, and parents complained that they were left out in the decision-making process for the adoption of PD. A top-down approach was adopted in implementing PD. Others considered the implementation as an imposition of a foreign model of discipline, which lacks local context relevance. PF summarised the argument as follows:

School administrators, educators and parents were not consulted in the first place. The system was just copied and pasted from foreign countries without considering the situation in Africa as a continent and SA as a country. Proper consultation was going to help generate ideas on how best the system could have been better localised.

These findings are in line with views expressed in the literature review chapter of this study. Bowling (2018) identifies implementation difficulties which, among others,

include the use of complex strategies. Such strategies include the top-down approach which imposes rather than engages all stakeholders. A study conducted by Moyo *et al.* (2014) revealed that educators mentioned that their views were never sought when PD was introduced hence this could have contributed to their continued use of CP and the non-use of alternative disciplinary measures. Similarly, Ntuli (2012) states that participants argued that changes in the disciplinary mechanisms in SA were introduced without consultation, hence educators were not happy with the way they were imposed on them. Rampa (2014) and Moyo *et al.* (2014) also argued that PD was forced on educators by the DoE. Moyo *et al.* (2014) also highlight that educators, parents, and other religious groups in SA felt that the government has looked down upon their right to be consulted in the education of their children.

Van Wyk and Pelser (2014) reveal that educators in SA interpreted the new official stipulations as promoting the 'spare the rod, spoil the child' phenomenon. The positive approach to discipline is largely viewed as a foreign phenomenon that does not fit well within the African culture and local context. Ntuli (2012) highlights that principals complained that Black citizens shared an awkward attitude towards the new disciplinary approach. They also indicated that the approach was appropriate for White learners who have been raised under that kind of culture. Participants argued that PD was imposed upon them by the government and that consultations would have gone a long way in ensuring that the new approach receives wide acceptance upon implementation.

6.5.2 Lack of training for stakeholders

The study established that PD was implemented without training of principals, educators and parents on PD principles and strategies. This created several challenges for educators and parents who run short of alternatives and appropriate skills for handling indiscipline cases in an environment where CP has been outlawed. This results in cases where educators and parents opt for other alternative means through trial and error which might not be in line with PD values. In the process, PD fails to achieve its intended purpose. PC aptly remarked:

The approach was not properly introduced. There was no formal orientation for principals and educators. Also, conditions for PD are not clearly stated by the

department. Schools end up relying on their own experiences in seeing what works and what does not work.

These findings resonate with views expressed in literature. Bowling (2018) spells out that what hindered PD was the lack of support and training for teachers on the new approach. This is confirmed by Mabuza *et al.* (2017), who reveal that teachers in Eswatini stated that limited knowledge on PD had hindered them from effectively implementing PD. Rampa (2014) argues that the government failed to empower educators through continued professional development and training in disciplinary procedures that serve as an alternative to CP. He further notes that educators experienced the pressure to implement disciplinary reforms with no support from authorities. In support of the foregoing, Mahlangu *et al.* (2021) contend that educators consider themselves disempowered and ill-equipped with viable PD methods to maintain a secure environment that is conducive for learning. Moyo *et al.* (2014) hint that the reason behind this unfortunate reality is that educators and parents were left all to themselves to discover alternative ways to CP. Bilatyi (2012) further confirms this by stating that the DBE has not put any capacity building initiatives in place that target stakeholders with regards to discipline and seemingly it does not know how to handle the training programme for PD.

Principals in a study conducted by Ntuli (2013) categorically mentioned that the manual for alternatives to CP was merely dumped on educators without training. As a result of this setback, educators lack the requisite knowledge and skills for administering PD approaches (Rampa, 2014). Singo (2017) concurs that educators received minimum training. Failure to capacitate stakeholders serves as a recipe for disaster. Educators lack functional skills for managing classes and learning environments within the PD era, thus self-discovery techniques used by educators arrived at through trial and error may not yield expected outcomes.

6.5.3 Overemphasis on learners' rights

The implementation of PD also suffered a blow because of the over-emphasis on learners' rights. The introduction of PD was paired with the abolishment of CP, hence the emphasis on children's rights overlooked corresponding responsibilities. In the process, the rights of educators and parents were ignored. This study established that educators and parents felt alienated within the new approach. Participants indicated

that in their judgement, PD was vindictively implemented to get back at the educators who were seen as abusive to learners. Educators and parents felt that they have been rendered powerless, as most of the power and authority has been given to learners. CTC argued that:

PD wasn't introduced well. Teachers were made to feel like they wanted to punish learners unfairly. The department was more on the side of learners. Too much attention was given on the rights of the learner and ignoring the educator altogether. As educators, we felt like we are not important and have no rights.

The views expressed above are consistent with what was observed in the literature. Venter (2016) noted that educators complained that the new system accords too much importance to learners' rights and in the process, they have decided not to enforce any disciplinary action against learners who violate school rules because they were afraid of being reported for violation of learners' rights. Research conducted in different parts of SA reported that educators felt disempowered, helpless and less respected since PD replaced CP in schools (Chonco, 2019; Mestry & Khumalo, 2012; Moyo *et al.*, 2014; Nene, 2013; Van Wyk & Pelser, 2014). According to Moyo *et al.* (2014), several educators at the Buffalo City Metropolitan Municipality expressed the view that their power had significantly been reduced since the abolishment of CP. Van Wyk and Pelser (2014) argue that educators felt that as a result of the introduction of PD and the use of alternative discipline approaches, their respect faded away. Similarly, Nene (2013) reveals that educators in KwaZulu Natal argued that their power and authority as educators had been usurped in the absence of CP.

While the emphasis on learners' rights created a polarised environment for acceptance of PD, what seemingly brought more confusion was the fact that the handbook for learner discipline issued by the DoE contained strategies that are perceived to violate the very same learners' rights they purport to protect. PE remarked that:

The issue of human rights is complicated and has complicated everything. Human rights and the constitution make it difficult to implement some of the strategies recommended by the department because what was suggested by the department as alternatives to CP clashes with the issues of human rights.

As alluded to earlier (6.4.2), disciplinary strategies such as suspension, detention, manual labour or expulsion appear to be violating the rights of the learner instead of

serving a corrective discipline purpose. This observation is supported by international law dictates. Further, the UNCRC (1990) article 28 (2) articulates that: “States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child’s human dignity and conformity with the present Convention”. Finally, as pertains to learner discipline, the UNCRC (1990) article 37 (a) reads: “No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment”. The current study observed that suspension and manual labour involving subjecting learners to tasks such as cleaning toilets are a violation of their rights and amount to inhuman and degrading treatment.

Document analysis revealed that even though more learners’ rights have been listed, educators’ rights have also been mentioned in the school codes of conduct. Concerning educator rights, the code of conduct for Schools A-F under the section *Operationalisation of school rules* reads “Educators are to have the same rights as parents when it comes to the application of discipline to and controlling of a learner during the activities of the school”.

According to Kaufenberg (2012) teachers have the following basic rights as educators:

- The right to maintain an optimal setting for learning;
- The right to expect appropriate behaviour; and
- The right to expect help from administration and parents when appropriate.

Learners have basic rights, too:

- The right to have teachers who help them develop by assisting them to limit self-destructive and inappropriate behaviour;
- The right to have appropriate support from their teachers for their appropriate behaviour; and
- The right to choose how to behave with advanced knowledge of the consequences that will logically and certainly follow.

Document analysis demonstrates enough evidence that both learner and educator rights are well documented, albeit skewed towards learner rights. This, however, is contradictory to claims made by educators as cited earlier in this section - where they indicated that the rights of the educator were ignored when PD was being introduced.

Reasons for this disparity could range from different levels of understanding as to what should have constituted educator rights under the PD era to the way learner rights *vis-a-vis* educator rights were communicated at the introductory stage of this new approach.

6.5.4 Conditioning of educators and parents on corporal punishment

The findings of this study revealed that educators and parents were still bent on using CP even though it was officially banned. Some educators and parents continue to believe that CP is effective since it is what has always worked. How adults were socialised was cited as the cause of this rigid stance. Also, when educators have not been capacitated with skills to handle discipline the positive way, they resort to the old system they find familiar. CTD remarked: “Teachers grew up being disciplined through corporal punishment...it’s not easy to adapt to the new system. Corporal punishment is in their blood”. The continued use of CP at home creates an imbalance of approaches. This waters down all efforts by the school towards instilling PD values as learners despise educators for adopting a softer approach when they are used to a more aggressive approach at home. Lack of parental involvement in the introduction of the new approach left parents with fewer options save for reliance on CP, which is what they have always known. Parents confirmed using CP to instil discipline at home. CA stated that “We still beat children at home as a way of moulding them”.

These findings resonate with views presented in the literature. According to Nene (2013), most of the respondents voiced out that the proposed alternative measures to CP were not effective in controlling learner indiscipline in schools. The alternatives were viewed as time-wasters, as the educator had to spend a lot of time trying to deal with misbehaving learners and then also needed to talk to parents after an occurrence. Ntuli’s (2013) study carried out in Limpopo also revealed that alternatives to CP do not produce immediate results, as is the case with CP, which inflicts pain in order to effect instant behaviour change. Shaikhmag and Assan (2014) concur that most educators noted alternatives were simply not as effective. The continued reliance on CP despite it having been outlawed is indicative of the challenges that beset the implementation of PD in schools (Mestry & Khumalo, 2012).

In the next section, the researcher presents the framework of the study. The framework seeks to propose strategies and procedures for the effective

implementation of PD at selected public secondary schools in the Mpumalanga province.

6.6 FRAMEWORK FOR THE EFFECTIVE IMPLEMENTATION OF POSITIVE DISCIPLINE

Considering the weaknesses identified in the implementation of PD in SA schools, this section of the current study proposes a framework for effective implementation. The framework is also based on the suggestions put forward by principals, class teachers, LO educators, and chairpersons of SGBs of selected schools in the Mpumalanga province. The proposed framework for PD adopts a multi-stakeholder Afrocentric PD approach. This approach intends to blend PD with the theoretical underpinnings of the Ubuntu philosophy. The framework comprises stakeholder engagement, tailor-making of PD to appeal to the local cultural context, review of school guidelines and handbooks for learner discipline, training of stakeholders, harmonisation of home and school disciplinary practices, establishing vibrant LRCs and infusion of PD into the school curriculum.

6.6.1 Stakeholder engagement

The proposed framework advocates for the engagement of all stakeholders across all stages, starting with enlisting their views about PD. In Chapter 5, participants bemoaned the fact that PD is a foreign concept that was imported from the West and pushed down their throats without consultation. Given the foregoing, it is necessary to engage in genuine consultation to gather views from all stakeholders that will be brought together to develop a PD concept reflective of the beliefs, norms, values and rights of citizens. This home-grown PD concept will appeal to the local socio-economic and cultural context and thus enjoy ownership and support from all stakeholders.

The consultative process should target principals, educators, parents, traditional leaders, community leaders, religious leaders, political leaders, related professionals, and learners. Consultation should be coordinated by the DBE. This exercise can be done at the school, circuit, district, and provincial levels. This exercise entails engagement on issues concerning legal frameworks of learner discipline, CP, PD, human rights and Ubuntu. The outcome of these engagements should produce a consolidated report for guiding activities and decisions.

6.6.2 Review and repackaging positive discipline concept

The framework further proposes that a review of the existing PD toolkit be conducted, guided by the report of the consultative process carried out in the first step. In the previous chapter, participants indicated that PD is perceived as a foreign approach that is not suitable for African settings. Participants also observed that certain strategies suggested by the DBE for use in instilling learner discipline as per the dictates of policy violate human rights. The findings of this study also condemned certain strategies contained in the schools' manual for PD.

This framework advocates the indigenisation of the PD concept through the blending of human rights values with Ubuntu values that emerge from the Ubuntu philosophy as a component of IKS. The flavour of local values deposited into the PD approach is bound to produce a model of discipline that stakeholders can be proud to implement and promote. It is also important to go further and reconfigure PD policies, school codes of conduct and the school handbooks for PD so that they align with human rights provisions in the Constitution alongside the emerging PD concept. The handbook should spell out disciplinary mechanisms that are attuned to PD principles and are practicable within the SA education system. Reviewing and repackaging the PD approach is necessary to ensure that a more relevant disciplinary approach which takes cognisance of cultural permutations that underpin the SA value system is birthed.

6.6.3. Training of stakeholders

Due to the existence of a multi-stakeholder Afrocentric framework for PD, the third step focuses on the training of principals, educators, members of the SGBs, learner representatives, parents, and community leaders. Chapter 5 reported that principals, educators, and chairpersons of SGBs indicated that they had not been trained on PD approaches hence they lack knowledge, skills and competencies on PD principles and techniques. Training should be formal and must ideally begin at the provincial level with the training of trainers. Assessment of training participants should include, among others, theory tests, role plays and simulations, case study scenarios, verbal quizzes and portfolios of evidence. Trainees must be awarded certificates of competence and receive a full toolkit for future reference during implementation.

Having produced adequate trainers, the DoE can widen training to districts, circuits, clusters, and schools. At lower levels, assessments could be simplified to role plays, verbal quizzes, and case scenarios. Teacher training institutions producing pre-service educators will review the curriculum in educational psychology, professional studies, and other related modules to accommodate PD topics, concepts and activities. Training should focus on corporal laws and policies regulating learner discipline, CP (pros and cons), PD principles, values, and strategies applicable to the community, home and school settings. Additional topics related to parenting styles, classroom management techniques, and administrative issues related to codes of conduct and related records also need to be looked at. The subject matter and content of training should depict the localised version of the PD approach with implications for each stakeholder group.

6.6.4 Harmonisation of home and school disciplinary practices

Having trained parents, learners and other stakeholders regarding positive learner parenting and discipline techniques, the framework advocates for the concurrent implementation of the PD approach at home and school. In Chapter 5, educators observed that the implementation of the PD approach in schools suffered a blow as a result of a one-sided scenario, where PD is only practised at school while the home (parents/guardians) uses CP and other punitive measures. The harmonisation of approaches used for parenting and handling learners at school makes it possible for educators and parents to work hand-in-hand in fostering the development of PD values in learners. Parents should raise their children through the application of positive parenting techniques. This makes it easy for the school to build on the values that have already been infused by the family as the learner grows. Challenges experienced at home in instilling discipline using PD strategies can be discussed with educators and other professionals available at the community level for practicable solutions.

As part of a programme for implementing PD in schools, the involvement of learners in all aspects of learner discipline and welfare is key. Schools need to establish LRCs made up of leaders chosen by themselves who will serve as a bridge between the school and the learner establishment. LRCs also require periodic training to be effective in the role they play. The establishment of LRCs in schools is a concept that subscribes to good governance principles. Participatory approaches to leadership and

problem solving such as this one tend to yield positive outcomes. LRCs ought to be involved in the drafting and enforcement of school rules as well as in instilling learner discipline. An environment characterised by mutual respect between educators and learner representatives is most likely to eradicate behaviour challenges affecting schools.

The implementation of PD also requires a deliberate commitment by educators to include principles, values and approaches of PD in their day-to-day teaching and learning activities. PD should be taught as part of the school curriculum for easy understanding and acceptance. Content related to the localised version of PD could be infused or integrated into the LO and Social Studies curriculum.

6.6.5 Monitoring, evaluation and review

Finally, the study proposes that periodic monitoring of progress in terms of the effectiveness of the PD approach be conducted at home and school at regular intervals not exceeding six months. This could be done through face-to-face meetings and interviews, questionnaires, suggestion boxes and other means considered appropriate by the DBE. Qualitative and quantitative data gathered from the monitoring exercise should be evaluated regularly. Observations on challenges encountered by parents and educators and corresponding recommendations emerging from the evaluation exercise are to be used for making modifications on the ground. After a series of evaluations, a more refined PD concept is bound to be realised.

6.7 SUMMARY

This chapter discussed the findings gathered through semi-structured interviews from principals, educators, and chairpersons of SGBs of selected public secondary schools in Mpumalanga. Data extracted through analysis of documents such as the incidents record book, DC hearing minutes, SSC minutes and schools' codes of conduct were discussed. The chapter was guided by the main themes of the study. In discussing the findings, the researcher summarised the findings under each sub-theme and supported them by direct excerpts, thereafter discussing them based on literature and the theoretical framework, demonstrating existing connections and patterns that strengthen the findings. Finally, the chapter presented the proposed framework for the implementation of PD. The next chapter will focus on the summary, conclusions, recommendations and contributions of the study.

CHAPTER 7: SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND CONTRIBUTIONS

7.1 INTRODUCTION

The previous chapter discussed the findings of the study concerning the extent to which they speak to existing literature and the theoretical framework. Chapter 6 also presented the proposed framework for the implementation of PD in selected public secondary schools in Mpumalanga. The current chapter, therefore, presents the summary of the study, giving details of what transpired in each of the six chapters covered so far. Further, it presents the conclusions of the study which serve as answers to the sub-questions that the study explored. It is also vital for this chapter to explore the limitations that this study experienced, intending to bring to the fore methodological and logistical constraints that might have affected the conclusions of the study. The chapter also suggests recommendations for good practice and further studies. Finally, the chapter presents the major contributions of the study to theory and practice.

7.2 SUMMARY OF THE STUDY

The first chapter was the introductory chapter of the study. It explored the background to the study, the research problem and the aim of the study. It also articulated the sub-questions of the study, which guided the subsequent chapters of the study:

1. What are the factors leading to learner indiscipline?
2. How does learners' indiscipline affect the quality of teaching and learning?
3. What are teachers' perceptions of PD?
4. Which factors contribute to the ineffective implementation of PD?
5. What should a framework for the effective implementation of PD include?

The chapter also presented a brief review of literature guided by the sub-questions, as well as explored the research design, methodology and ethical considerations of the study. Towards the end, the organisation of the study was presented, and key terms of the study were contextually defined.

Chapter 2 embarked on a review of literature on PD from a global perspective. The chapter took off by exploring the concept of learner indiscipline. This was addressed to raise awareness of the problematic behaviours that learners exhibit at school. It then focused on CP as the traditional disciplinary approach whose abolishment ushered in the mandatory paradigmatic shift to PD. In so doing it looked at the arguments for and against CP and the reasons that led to the adoption of international resolutions to outlaw the use of all forms of CP on learners. The researcher further explored PD as an approach that was introduced as a non-violent alternative approach to handling behaviour problems and their theoretical origins. In this regard, Adlerian theory was discussed to explain how it influenced the concept of PP, which then gave birth to PD. A range of theories that attempt to explain learner discipline was analysed to identify a theoretical framework that would guide this study. Ubuntu was discussed as a critical cultural component necessary for contextualising PD techniques to the local educational environment. The chapter further presented existing empirical research findings which address the research questions of the study. These views were vital in giving insight into the dynamics surrounding the implementation of PD in the SA context.

The third chapter explored literature specific to PD within the SA context. The chapter began by exploring the state of indiscipline in schools. It then explored the concept of CP in the SA education system, focusing on its origins and unpacking the legal framework that brought about its abolishment. It then discussed PD from a SA perspective as well as the values and strategies attached to it. Ubuntu philosophy was discussed within the context of SA intending to articulate values that could be blended with PD in an attempt to generate a home-grown concept of PD that could enjoy wide acceptance and relevance to local settings. Literature was also presented according to themes drawn from the sub-questions of the study. It focused on factors responsible for learner indiscipline, effects of indiscipline on academic performance, educators' perceptions on PD and factors leading to ineffective implementation of PD. Finally, the chapter conducted a literature gap analysis where the unique contribution of this study to the problem of learner discipline in SA was articulated.

In Chapter 4, the methodology of the study was presented. It primarily explored paradigmatic issues underpinning the orientation of the study. In so doing, it contextualised and justified paradigmatic elements related to ontology, epistemology,

methodology and methods. The chapter then proceeded to outline the research approach, research design, population of the study, and selection of participants. Further, the chapter outlined data collection instrumentation, data analysis, triangulation, trustworthiness, ethical considerations and issues of trustworthiness.

The fifth chapter presented findings gathered through semi-structured interviews and document analysis. Qualitative data gathered through interviews from principals, educators, and parents who are chairpersons of SGBs of selected public secondary schools in the Mpumalanga province were analysed, presented and interpreted. Data extracted through analysis of documents such as the incidents record book, DC hearing minutes, SSC minutes and school code of conduct were also presented and interpreted. Data was presented according to themes drawn from the sub-questions of the study. Data from various sources were triangulated to address the trustworthiness aspects of the study.

Chapter 6 embarked on a discussion of the findings of this study. In discussing the findings, connections between the results of the study and existing literature and the theoretical framework aspects were established. The chapter was organised according to research themes that sought to provide answers to the sub-questions that guide this study. Under each theme, views of participants were presented per sub-theme in summary and supported by one or two verbatim excerpts. After this, a discussion of the extent to which the views expressed resonate with literature and components of the theoretical framework followed. Participants' views about the framework for the implementation of PD at selected public secondary schools in Mpumalanga was also presented.

7.3 LIMITATIONS OF THE STUDY

It is necessary to explore the limitations of the study before presenting the conclusions so that the latter could be understood in the context of the former. This study encountered the following limitations:

- The COVID-19 pandemic hampered the study due to a series of lockdowns which made planning for data collection across the borders complicated, given that the researcher resides in Eswatini. The pandemic lockdowns also prevented the researcher from meeting participants numerous times for verification of initial data.

- The study collected data from a total of six schools in two districts in the Mpumalanga province. Although the findings of qualitative studies are not intended to be generalised, the extent to which the study is relevant to other settings is determined by the reader who, upon understanding the methodology, procedures, setting and population of the study, can decide how applicable the findings can be to their situation.
- The study relied on purposive and convenience sampling. This might have come with some biases. However, these biases were minimised by measures spelt out in Chapter 4, which were employed to address the trustworthiness of the study.

7.4 CONCLUSIONS OF THE STUDY

Conclusions are consolidated responses to the questions that guided the study. Considering the discussion of findings presented in the previous chapter, this study concludes that:

- Contributing factors to learner indiscipline are family setting, community setting, peer pressure, the learner, the educator, human rights and biological factors. Within the family setting, sub-factors such as parental style, quality of the relationship between learner and parents, and the socio-economic status of the family influence the direction of learner conduct in a dynamic manner. Permissive, negligent or authoritarian parental styles produce learners who exhibit behaviour problems at school. Substances and criminal activities taking place in the wider community that surrounds the school exert a direct influence on learner indiscipline. Gangsterism and drug abuse filter into schools and destabilise teaching and learning. Association with friends culminating into the creation of a peer group that develops a subculture of notoriety has a hand in the state of indiscipline in schools. Educators contribute to learner indiscipline by arriving late, failing to attend classes regularly and coming to class ill-prepared. Biological, social, and developmental factors exerting force on the learner make the learner susceptible to problematic behaviours. Additionally, the introduction of learners' rights was made in such a manner that learners felt they were superior to adults and thus created in them an attitude of disrespect.
- Learner indiscipline has adverse effects on teaching and learning. Such effects include disruption of teaching and learning, demotivation of teachers and learners,

inducing fear in educators and learners, time-wasting and low work rate by undisciplined learners. Learners who make noise and engage in fights create chaotic conditions that are counterproductive to learning. Educators and learners operate in an environment marred by learner violence, lowering their morale. Learner violence taking place at school creates unsafe conditions for educators and other learners who live in constant fear for their lives. Such conditions precipitate high staff attrition rates. Furthermore, learners who constantly engage in misconduct misdirect energy to unproductive activities, lose learning and study time and end up performing dismally in their academic work.

- Educators have varied perceptions about PD which fall within the broad framework of its definition, strategies used for instilling discipline and evaluations on its effectiveness. Educators demonstrated a shallow understanding of PD. In their definitions, some professed total ignorance about it while others viewed it as non-violent means of handling learner discipline. Some viewed it as an approach that is rooted in human rights. The main principle that distinguishes PD from other approaches (which has to do with proactive strategies aimed at self-discipline) was never mentioned. In terms of strategies used to instil discipline under the PD approach, educators demonstrated a blurry understanding as well. Manual labour, parental involvement, detention, counselling, delegation of responsibility to learners, suspension, multi-stakeholder approach, motivation, expulsion, and law enforcement were identified as the PD strategies that are used in managing learner behaviour in schools. While parental involvement, a multi-stakeholder approach, motivation, and counselling fit within the category of PD strategies, sadly, detention, manual labour, suspension, expulsion and law enforcement do not. This demonstrated a huge gap in educators' knowledge about the PD approach. In terms of its effectiveness in instilling learner discipline, PD received mixed reactions. Some educators considered it a good approach that motivates learners to do well and produce responsible behaviours while others commented that it had its fair share of successes and challenges. Others considered it as an approach that is good on paper but difficult to implement. On the extreme side, some argued that PD was a Western system devoid of African cultural values, which is responsible for the high rates of learner indiscipline currently prevailing in schools.

Thus, educators have a limited understanding of PD and view it as an ineffective approach to learner indiscipline.

- Lack of training and absence of stakeholder participation, overemphasis on learners' rights and conditioning on CP contributed towards the ineffective implementation of PD. Stakeholders were not involved in the policy formulation process and adoption of PD. Implementation took a top-down approach of imposition and did not accommodate the grassroots views. Principals, educators and members of SGBs were not trained on how to instil discipline using the PD approach. The introduction of PD was characterised by an over-emphasis on human rights aimed at protecting children from physical abuse and the brutality of CP. This gave learners a wrong impression about life and created a feeling of being dethroned in educators. Educators and parents who believe and rely on the use of CP render efforts of instilling discipline through the PD approach fruitless.
- A framework for implementing PD should comprise stakeholder consultative engagement, tailor-making of PD to appeal to the local cultural context, review of school guidelines and handbook for learner discipline, training of stakeholders, harmonisation of home and school disciplinary practices, establishing a vibrant LRC and infusion of PD into the school curriculum. The consultative process is aimed at gathering views about PD to reposition the approach to one that commands local context relevance. This is to be arrived at by blending PD principles, values and strategies with Ubuntu, which results in the creation of a multi-stakeholder Afrocentric framework for implementing PD. Learner discipline policy, schools' PD manual and school codes of conduct require modification to get rid of strategies that violate learners' rights. All stakeholders are to be trained on PD principles, values and strategies. Implementation should target both the home and school for synergy purposes of working towards raising a self-disciplined learner under an environment characterised by a shared set of values between the home and the school. The framework further advocates the establishment of LRCs that will work with school administration in solving learner disciplinary issues. Educators are to adopt a revised curriculum that accommodates PD and Ubuntu values in related subjects taught in school. However, effective implementation requires regular monitoring, evaluation and reviewing of the PD approach.

7.5 RECOMMENDATIONS FROM STUDY FINDINGS

The proposed framework for the implementation of PD in public secondary schools (cf. 6.6) – as the contribution of the study to the body of knowledge – should be read in conjunction with the following recommendations. The study gathered views from principals, class teachers, LO educators and chairpersons of SGBs of selected public secondary schools in Mpumalanga. The chosen schools share similar characteristics in terms of learner profile, staff profile, infrastructure, cultural background and governance system. Recommendations for effective implementation of PD proffered at this point, therefore, command relevance to the schools without exception. The study, therefore, recommends that:

- The DBE should adopt a multi-stakeholder approach in all matters related to learner discipline in schools. Key stakeholders comprise principals (school administrators), educators, learners, support staff, parent members of SGBs, community leaders, civil society, religious groups, and professionals in law enforcement, political leaders, psychologists, counsellors and social workers.
- Wide consultations should be conducted by the DBE to establish the views of all stakeholders on how the PD approach can be handled in the context of SA education.
- Cognisant of the views established above, the DBE should develop a PD concept that is in harmony with the sociocultural context of SA. The home-grown concept of PD should embrace Ubuntu values and principles, to churn an approach that commands local relevance and identity.
- The DBE should review policy on learner discipline and align it fully with human rights dictates, PD principles and strategies. The policy should reconsider the fitness of the purpose of strategies that violate learners' rights such as suspension, manual work, expulsion and detention.
- The DBE should revise the manual for PD currently used by schools. This entails removing learner disciplinary strategies that conflict with learners' rights as stated above and replacing them with those that are attuned to PD principles and values.
- The DBE should organise workshops for all stakeholders at provincial, district, cluster, community, and school levels to empower them on the PD approach.

Higher education institutions should introduce PD in their curriculum so that pre-service trainee educators can acquire the knowledge and skills required to successfully manage a positive classroom environment. Training should focus on corporal laws and policies regulating learner discipline, CP (pros and cons), PD principles, values, and strategies applicable to the community, home and school settings. Additional topics related to parental styles, classroom management techniques, and administrative issues related to codes of conduct and related records also need to be looked at.

- Implementation of PD should be concurrently introduced at home and school. The principal and SGBs should engage parents with the assistance of the DBE and other stakeholders to ensure that parents understand and make a buy-in into the use of a positive parenting approach at home. Parents can be trained on positive parenting techniques. With the advent of technology, online forms of training can make this an affordable task.
- Principals, SGBs and educators should set up vibrant LRCs that will represent learners, monitor and handle learner disciplinary issues involving their peers in collaboration with school administration.
- The DBE should infuse PD into the curriculum so that it can be taught as a content aspect in subjects such as Social Studies, with instructional and assessment activities.
- Principals, educators and SGBs should review school codes of conduct so that they reflect PD principles and eliminate clauses that conflict with learners' rights.
- School administrators, educators and parents should work hand-in-hand on a day-to-day basis on all matters regarding learner discipline. Regular meetings between parents and teachers and parental visits to the school to discuss such matters are envisaged.
- The DBE, principals, SGBs and other stakeholders should consider adopting a commitment to take responsibility for educator motivation. Policies, resources and mechanisms should be mobilised to create deliberate conditions for educator and learner motivation. Motivated educators are most likely able to dedicate themselves to work through thorough lesson preparation, delivery and timely attendance to work.

- Community leaders should devise ways to eliminate gangsterism and drug trafficking to prevent the proliferation of these habits into surrounding schools. Community leadership could set up zonal committees for action against gangsterism and drugs. This committee should consist of multiple stakeholders including perpetrators of these habits to work towards finding lasting solutions.
- Educators and parents should adopt proactive strategies of instilling learner discipline, such as modelling, self-discipline, teaching, communication, mutual respect, creation of a positive classroom/home environment and democratic parental and classroom management styles.

7.6 RECOMMENDATIONS FOR FURTHER STUDIES

This study on a framework for implementation of PD in selected public secondary schools in the Mpumalanga province suggests that further studies be carried out in the following areas:

- An investigation into the initial model that was used to implement PD in SA.
- A comparative study of the implementation of PD in public and private secondary schools in SA.
- A framework for eliminating gangsterism and drug abuse and their impact on learner discipline in schools located within high-density suburbs in SA.
- Learners' perceptions on the implementation of PD in SA public schools.

7.7 CONTRIBUTIONS OF THE STUDY

7.7.1 Theory

The study contributes towards the formulation of an Afrocentric theory of PD which combines traditional PD principles, human rights and Ubuntu values. The Ubuntu philosophy brings in values like kindness, respect, selflessness, communitarianism, collectivism, social cohesion, obedience, humanness, happiness, family, generosity, and togetherness to augment PD values. Additionally, Ubuntu relies on oral tradition, storytelling and the use of adages in teaching morality. Ubuntu subscribes to the community-wide responsibility of instilling discipline. Ubuntu assists in contextualising PD to the local parenting community, who struggle to embrace approaches that are seemingly considered to be of Western origin. This combination results in the

development of a PD concept that is adaptive to the local cultural context. The theory stands for higher chances of acceptance and effectiveness.

7.7.2 Practice

Concerning practice, the current study contributes towards the effective implementation of PD at all levels of society and across all stages of action. It advocates that a multi-stakeholder approach be adopted at provincial, district, circuit, cluster, community and school levels. The involvement of stakeholders begins with a consultation to enlist views on PD regarding the SA socio-cultural context. A report of the consultative process then informs the process of reviewing the PD toolkit so that it speaks to the local context and aligns with human rights provisions within the Constitution. The study has highlighted good practice and bad practice measures of instilling learner discipline. Strategies that humiliate the learner and violate their rights have been identified while proactive ones which subscribe to a PD approach have been stated and justified. Implementation should target both the home and the school for higher success rates.

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APPENDICES

APPENDIX A: RESEARCH ETHICS APPROVAL FROM CUT



RESEARCH ETHICS APPROVAL

Date: 16 August 2021

This is to confirm that ethical clearance has been provided by the Faculty Research and Innovation Committee **[01/06/16]** in view of the CUT Research Ethics and Integrity Framework, 2016.

Ethical clearance number:

[HREIC 2021/08/16]ST

Applicant's Name and student number	M. Ndlovu 219013529
Supervisor's Name for Student Project	Prof S. Makola Prof. GJV Schlebusch
Level of Qualification for Student's Project	D.Ed.
Title of research project	A framework for positive learner discipline at selected public secondary schools in the Mpumalanga province.
FRIC approval number	D.FRIC.19.04.08

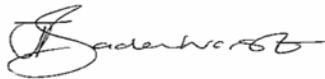
All conditions as set out below have to be met as set out in your LS 262 a form.

As this research focuses primarily on human beings you will be ethically responsible for:

- protecting the rights and welfare of the participants;
- gaining the trust and co-operation of all the participants with the assurance that the information collected will be kept confidential;
- informing the participants from the outset that their participation will be voluntary, and that the data collected will be conducted with the consent of the relevant principals and teachers of the identified schools;
- adhere to the principles of rigorous data collection, analysis and interpretation consistent with the design of the study;
- keeping a data trail for possible auditing purposes and safe-keeping of raw data for a period of three years after publication of the results/findings;
- respecting the confidentiality of the data.

We wish you success with your research project.

Regards



Prof JW Badenhorst

(Chairperson: Faculty of Humanities Research Ethics and Integrity Committee)

Welkom Campus • P. O Box 1881 • Welkom • SOUTH AFRICA • 9460 •
Tel: +27 057 910 3500 • **Fax:** +27 057 910 3504 • **E-mail:** smakola@cut.ac.za •
Website: www.cut.ac.za

APPENDIX B: APPLICATION LETTER FOR APPROVAL TO CONDUCT RESEARCH FROM CUT



RESOURCES AND OPERATIONS

1 April 2021

Delivered by email or Hand.

TO WHOM IT MAY CONCERN

RE: FIELDWORK FOR DOCTORATE IN EDUCATION STUDENT: MR MKHUMBULO NDLOVU (STUDENT NO: 219013529)

Reference is being made to the above subject.

This is to confirm that **Mkhumbulo Ndlovu** is a *bona fide* Doctorate in Education student of this university. As part of the requirements of this programme, he is expected to undertake fieldwork in which he will collect data in schools as detailed in his application letter. Kindly permit him to collect data as well as other privileges commensurate with research. Should you require further information, please contact the undersigned on the details herein under.

Your assistance will be greatly appreciated.

I trust that you find the above in order.

Yours Faithfully



Professor. Solomon Makola
Research Supervisor

smakola@cut.ac.za

+27829666486

+27579103502

Welkom Campus • P. O Box 1881 • Welkom • SOUTH AFRICA • 9460 •

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Website: www.cut.ac.za

APPENDIX C: APPLICATION TO REGISTER AND CONDUCT RESEARCH IN THE FREE STATE DEPARTMENT OF EDUCATION

PO Box 611
Mbabane H100
Eswatini

31 March 2021

The Head of Department
Attention: Research Unit
Private Bag X 11341
Nelspruit
1200
Republic of South Africa

Dear Sir/Madam

**Re: APPLICATION FOR CLEARANCE TO CONDUCT A STUDY IN SIX SECONDARY SCHOOLS
IN MPUMALANGA PROVINCE**

I am Mkhumbulo Ndlovu, a Doctoral in Education student at the Central University of Technology Free State. I am conducting a research study titled: **A framework for positive learner discipline at selected public secondary schools in the Mpumalanga province**. I am seeking permission to collect data in three schools from Gert Sibande district and three schools in Ehlandzeni district.

I attach the following supporting documents:

1. Approved research proposal
2. Proof of registration with the university
3. Testimonial letter from the university
4. Research instruments

Your assistance in this regard will be highly appreciated.

Yours faithfully



Mkhumbulo Ndlovu
Cell: 00268 76308463
Email: mkprofessor@gmail.com

APPENDIX D: LETTER OF APPROVAL TO CONDUCT RESEARCH IN THE FREE STATE DEPARTMENT OF EDUCATION



Ikhamanga Building, Government Boulevard, Riverside Park, Mpumalanga Province
Private Bag X11341, Mbombela, 1200
Tel: 013 766 5552/5115, Toll Free Line: 0800 203 116

Litiko le Temfundvo, Umnyango we Fundo

Departement van Onderwys

Ndzawulo ya Dyondzo

Enquireis: DM Mtembu
Contact: 013 – 766 5148

Mr Mkhumbulo Ndlovu
PO Box 611
Mbabane H100
Eswatini
115
Cell: 00268 76308463
Email: mkprofessor@gmail.com

RE: A FRAMEWORK FOR POSITIVE LEARNER DISCIPLINE AT SELECTED PUBLIC SECONDARY SCHOOLS IN THE MPUMALANGA PROVINCE

Your application to conduct research study was received and is therefore acknowledged. The title of your research project reads: "A framework for positive learner discipline at selected public secondary schools in the Mpumalanga province". I trust that the aims and the objectives of the study will benefit the whole department especially the beneficiaries. Your request is approved subject to you observing the provisions of the departmental research policy which is available in the department website. You are requested to adhere to your university's research ethics as spelt out in your research ethics.

In terms of the research policy, data or any research activity can be conducted after school hours as per appointment with affected participants and COVID -19 regulations to be observed. You are also requested to share your findings with the relevant sections of the department so that we may consider implementing your findings if that will be in the best interest of the department. To this effect, your final approved research report (both soft and hard copy) should be submitted to the department so that your recommendations could be implemented. You may be required to prepare a presentation and present at the departments' annual research dialogue.



APPENDIX E: LETTER OF PERMISSION TO PRINCIPALS

P O Box 611
Mbabane H100
Eswatini

27 April 2021

The Principal

----- Secondary School

----- Circuit

-----District

Private Bag -----

Mpumalanga

Dear Sir/Madam

RE: REQUEST TO GATHER DATA FOR RESEARCH STUDY PURPOSES.

I hereby request for permission to gather data through interviews and document analysis at your school. I am a Doctorate in Education student at the Central University of Technology, Free State. My supervisor Professor S Makola (+27829666486; +27579103502; smakola@cut.ac.za). The study is titled, **“A framework for positive discipline at selected public secondary schools in the Mpumalanga province.”**

I intend to interview the Principal, one class teacher, one Life Orientation Skills teacher, and one parent who is a member of the School Governing Board. I also intend to take a look into the minute book for disciplinary cases and the school code of conduct. The study aims at developing a framework for the successful implementation of positive discipline with a view to assist scale down the number of indiscipline cases occurring in schools.

I have attached a clearance letter from the Department of Education, Mpumalanga province.

Your assistance and co-operation will be greatly appreciated.

Yours faithfully

Mkhumbulo Ndlovu (Student number: 219013529)



Email: mkprofessor@gmail.com

Cell: 00268 76308463

APPENDIX F: CONSENT FORM (ENGLISH)

CONSENT FORM

I..... in my capacity as
..... do hereby give consent to take part in an
academic research study of the Central University of Technology Free State
conducted by Mr Mkhumbulo Ndlovu under the guidance of Prof Solomon Makola. The
study is titled: *A framework for positive learner discipline at selected public secondary
schools in the Mpumalanga province.*

I confirm that the researcher has fully explained to my understanding the purpose of
the research study including my right to withdraw from the study at any time I may feel
so. I also declare that I have not given consent to this study for any material or financial
gain in return to my participation in this study.

Signed..... in on this
..... day of

2021.

APPENDIX G: CONSENT FORM (SISWATI)

LIFOMU LEKUVUMA

Mine.....elungelweni lami lekuba lilunga le ***School Governing Board*** yesikolwa nginiketa imvumo kutsi lucwaningo lolutawentiwa nguMfundzi longu Mkhumbulo Ndlovu losebentisana na Solomon Makola longuSolwati weNyuvesi iCentral University of Technology. Sihloko selucwaningo sitsi, “Luhlaka ***lwekuyala nobe kulungisa ngendlela lenhle/leyakhako kwenfundzi lofundza etikolweni letikhetsiwe telibanga lemfundvo yesigaba lesisetulu temphakatsi wasesifundzeni seMpumalanga.***”

Ngiyaciniseka kutsi loMcwaningi ungichazele ngevisisa imininingwane lefaka injongo yalolucwaningo nekutsi ngingahocisa kuba yincenye yaso kunobe ngabe ngusiphi sigaba. Ngiyacinisekisa futsi kutsi angivumi kutsi kube nekufumbatsiswa kwanobe nguluphi luhlobo ngekungenela lolucwaningo.

Sayina..... Indzawo lilanga
..... Inyanga 2021.

APPENDIX H: INTERVIEW GUIDE FOR PRINCIPALS

I am **Mkhumbulo Ndlovu**, a Doctorate in Education candidate at the Central University of Technology Free State, Faculty of Humanities. This programme is a research based hence I am conducting a study titled: **A framework for positive learner discipline at selected public secondary schools in the Mpumalanga province**. I am currently gathering information which will assist in developing a framework for effective implementation of positive discipline and bring learner indiscipline under control. Your school has been identified as one of the schools to take part in this study. I shall be grateful if you could spare part of your time to take part in this interview. You are kindly requested to answer the interview questions with honesty, since the information you provide would assist in crafting solution for learner indiscipline in schools.

Ethical issues to be addressed.

1. Anonymity and Confidentiality: Please be assured that your identity shall be kept anonymous. I will use a pseudonym (false name) instead of your name and a code will be assigned to your school. The information gathered from you shall be kept confidential, no one will access the raw information besides my supervisor/s and myself.

2. Permission to Tape: I would like to tape record our conversation in order to capture the details accurately. The recording will allow me the opportunity to listen several times in transcribing and analysing the information later. You are free to request for a full transcription of this conversation should you wish to verify the accuracy in capturing your views. Would you mind if I am to record this conversation?

3. Right to withdraw: Please note that your participation in this interview is voluntary. You are free to withdraw from this interview at any point should you feel the need to do so.

4. Opportunity for any questions before we begin: do you have any questions about this interview that you would like to ask?

1. What do you understand by learner indiscipline?
2. How often do you experience cases of learner indiscipline?
3. In your opinion, what do you consider to be the factors leading to learner indiscipline?
4. How does learner indiscipline affect the quality of teaching and learning?
5. What is your perception on positive discipline?
6. Comment on the manner in which positive discipline has been implemented in the country.
7. In your opinion, what factors contribute to the ineffective implementation of positive discipline?
8. What should be done to make positive discipline work in the South African Education System?

Thank You for Your Participation

APPENDIX I: INTERVIEW GUIDE FOR CHAIRPERSONS OF SGBS

I am **Mkhumbulo Ndlovu**, a Doctorate in Education candidate at the Central University of Technology Free State, Faculty of Humanities. This programme is a research based hence I am conducting a study titled: **A framework for positive learner discipline at selected public secondary schools in the Mpumalanga province**. I am currently gathering information which will assist in developing a framework for effective implementation of positive discipline and bring learner indiscipline under control. The school at which you are SGB chairperson has been identified as one of the schools to take part in this study. I shall be grateful if you could spare part of your time to take part in this interview. You are kindly requested to answer the interview questions with honesty, since the information you provide as a parent would assist in crafting solution for learner indiscipline in schools.

Ethical issues to be addressed.

1. Anonymity and Confidentiality: Please be assured that your identity shall be kept anonymous. I will use a pseudonym (false name) instead of your name and a code will be assigned to your school. The information gathered from you shall be kept confidential, no one will access the raw information besides my supervisor/s and myself.

2. Permission to Tape: I would like to tape record our conversation in order to capture the details accurately. The recording will allow me the opportunity to listen several times in transcribing and analysing the information later. You are free to request for a full transcription of this conversation should you wish to verify the accuracy in capturing your views. Would you mind if I am to record this conversation?

3. Right to withdraw: Please note that your participation in this interview is voluntary. You are free to withdraw from this interview at any point should you feel the need to do so.

4. Opportunity for any questions before we begin: do you have any questions about this interview that you would like to ask?

1. Based on your experience as a member of the SGB, which offences are often committed by learners at school?
2. What in your view, causes learners to misbehave?
3. What disciplinary measures are generally used by most parents at home?
4. What do you understand by positive discipline?
5. What is your view on the manner in which positive discipline was implemented?
6. In your opinion, how effective is positive discipline?
7. What do you understand to be the reasons why positive discipline is not effectively implemented?
8. What should be done to make positive discipline work in South Africa?

Thank You for Your Participation

APPENDIX J: INTERVIEW GUIDE FOR CLASS TEACHERS

I am **Mkhumbulo Ndlovu**, a Doctorate in Education candidate at the Central University of Technology Free State, Faculty of Humanities. This programme is a research based hence I am conducting a study titled: **A framework for positive learner discipline at selected public secondary schools in the Mpumalanga province**. I am currently gathering information which will assist in developing a framework for effective implementation of positive discipline and bring learner indiscipline under control. Your school has been identified as one of the schools to take part in this study. I shall be grateful if you could spare part of your time to take part in this interview. You are kindly requested to answer the interview questions with honesty, since the information you provide would assist in crafting solution for learner indiscipline in schools.

Ethical issues to be addressed.

1. Anonymity and Confidentiality: Please be assured that your identity shall be kept anonymous. I will use a pseudonym (false name) instead of your name and a code will be assigned to your school. The information gathered from you shall be kept confidential, no one will access the raw information besides my supervisor/s and myself.

2. Permission to Tape: I would like to tape record our conversation in order to capture the details accurately. The recording will allow me the opportunity to listen several times in transcribing and analysing the information later. You are free to request for a full transcription of this conversation should you wish to verify the accuracy in capturing your views. Would you mind if I am to record this conversation?

3. Right to withdraw: Please note that your participation in this interview is voluntary. You are free to withdraw from this interview at any point should you feel the need to do so.

4. Opportunity for any questions before we begin: do you have any questions about this interview that you would like to ask?

1. What do you understand by learner indiscipline?
2. What are the common behaviour problems learners have exhibited that you had to handle?
3. In your opinion, what do you consider to be the factors leading to learner indiscipline?
4. How does learner indiscipline affect teaching and learning?
5. What strategies do you apply in handling learner indiscipline?
6. What do you understand by positive discipline?
7. What positive disciplinary techniques do you use to handle learner indiscipline?
8. What is your view about positive discipline?
9. What do you understand to be the reasons why positive discipline is not effectively implemented?
10. What should be done to make positive discipline work in South Africa?

Thank You for Your Participation

APPENDIX K: INTERVIEW GUIDE FOR LIFE ORIENTATION SKILLS TEACHERS

I am **Mkhumbulo Ndlovu**, a Doctorate in Education candidate at the Central University of Technology Free State, Faculty of Humanities. This programme is a research based hence I am conducting a study titled: **A framework for positive learner discipline at selected public secondary schools in the Mpumalanga province**. I am currently gathering information which will assist in developing a framework for effective implementation of positive discipline and bring learner indiscipline under control. Your school has been identified as one of the schools to take part in this study. I shall be grateful if you could spare part of your time to take part in this interview. You are kindly requested to answer the interview questions with honesty, since the information you provide would assist in crafting solution for learner indiscipline in schools.

Ethical issues to be addressed.

1. Anonymity and Confidentiality: Please be assured that your identity shall be kept anonymous. I will use a pseudonym (false name) instead of your name and a code will be assigned to your school. The information gathered from you shall be kept confidential, no one will access the raw information besides my supervisor/s and myself.

2. Permission to Tape: I would like to tape record our conversation in order to capture the details accurately. The recording will allow me the opportunity to listen several times in transcribing and analysing the information later. You are free to request for a full transcription of this conversation should you wish to verify the accuracy in capturing your views. Would you mind if I am to record this conversation?

3. Right to withdraw: Please note that your participation in this interview is voluntary. You are free to withdraw from this interview at any point should you feel the need to do so.

4. Opportunity for any questions before we begin: do you have any questions about this interview that you would like to ask?

1. What discipline problems are usually exhibited by learners at School?
2. What do you consider to be the factors leading to learner indiscipline?
3. How does learner indiscipline affect teaching and learning?
4. What do you understand by positive discipline?
5. Which positive discipline do you apply when instilling discipline in learners?
6. How effective is positive discipline?
7. Comment on the manner in which positive discipline was implemented in South African schools.
8. In your opinion, what should be done to ensure that positive discipline yields intended results?

Thank You for Your Participation

APPENDIX L: DOCUMENT ANALYSIS GUIDE: (DISCIPLINARY COMMITTEE MINUTE BOOK AND CODE OF CONDUCT/SCHOOL REGULATIONS)

Documents accessed from the school possess confidential sensitive and confidential information which should be handled with utmost care. I will request to analyse the documents on site and return them to the office of the Principal on the same day immediately I complete the task. Photocopying or scanning them will not be done given sensitiveness that is attached to them. Names of learners and educators in the documents shall not be quoted in the research report, instead codes and pseudonyms will be used.

1. Date
2. School code
3. Title of Document
4. Compiled by
5. Information in document
6. Match of information with research objectives/themes
7. Triangulation of content with positive discipline principles.

APPENDIX M: EDITORIAL LETTER

Marielle Tappan
Wapadrand, Pretoria
Tel 072 474 1158
Email mteditorialinfo@gmail.com



Date of Edit: 8

December 2021 Edit: Mkhumbulo Ndlovu

To whom it may concern,

I, Marielle Tappan, trading under the name MT Editorial, hereby confirm that I am a language editor.

I have extensive experience in the field of language and publishing and received my Bachelors of Information Science in Publishing from the University of Pretoria. I am also a registered member of the Southern African Freelancer's Association.

I hereby declare that the editing done for any client is done with the utmost diligence and the full appreciation of the English language and all of its intricacies, as was done for edited sections of this document.

If there are any other queries, please do not hesitate to contact me.

Kindest Regards,

Marielle Tappan
Owner, MT Editorial
(BIS) Publishing
SAF03058, SAFREA

