

**EXPLORING THE EFFECTIVENESS OF ALTERNATIVE STRATEGIES TO  
LEARNER DISCIPLINE IN SECONDARY SCHOOLS OF KOKSTAD, KWAZULU-  
NATAL**

by

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## DECLARATION

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I declare that the above thesis 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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I further declare that I have not previously submitted this work, or part of it, for examination at Unisa for another qualification or at any other higher education institution.



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15 November 2022

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DATE

## DEDICATION

This study is dedicated to my lovely wife, Babalwa Mkala. She supported me throughout the journey and kept on believing in me. In everything, she was there for me and supported me wholeheartedly and endured my absence, tensions and pressures with tolerance, an open mind, leniency and patience for the accomplishment of this study

- To my child, Elam Mkala for your understanding when I was away missing out on your important milestones in order to complete this dissertation.

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## ABSTRACT

Learners' discipline in schools is regarded as one of the challenges facing teachers and management after abolishing corporal punishment. In South Africa, schools are mandated to use alternative strategies to manage learner discipline in schools. In contrast, reviewed literature indicates that alternative ways to discipline learners are used in schools to deal with learner discipline. This research study explores the effectiveness of alternative strategies for learner discipline in secondary schools of Kokstad, KwaZulu-Natal. The interpretive paradigm underpinned the research. A qualitative approach and case study design were used to gain a detailed database to consider the effectiveness of alternative strategies used to discipline learners in secondary schools. The researcher collected data with semi-structured interviews, observation, and document analysis as the instruments. Twenty participants were selected from five secondary schools through purposive sampling. The researcher conducted one-on-one interviews with five principals, five HODs, five teachers and five learners. The researcher also observed the implementation of alternative ways to discipline learners in secondary schools. In addition, departmental policy and school disciplinary policy documents were analysed by the researcher. The research study was framed by two theories, namely the Assertive Discipline Model by Lee and Marlene Canter and the Behaviour Modification theory advocated by Thorndike. Data were analysed using thematic data analysis. The researcher identified a high rate of ill-discipline. The study's findings revealed that in secondary schools, different forms of alternative strategies to discipline learners were implemented; some were useful, and others were not. The literature indicates that research studies were conducted to investigate whether an alternative to corporal punishment is implemented. However, some studies revealed that there were schools where corporal punishment was still used. The study also revealed that teachers and school managements face challenges in dealing with learner discipline. Based on the findings, the researcher came up with recommendations. Firstly, the researcher recommends workshops and training for teachers and management, co-operations, and collaborations among school stakeholders and the Department of Education. He also recommends parent and community involvement in dealing with learner discipline in schools. Trained security guards, social workers, and psychologists should be deployed in each

school to deal with learners' problems, sometimes leading to ill-discipline in schools. Lastly, policy review and revision were also recommended to ensure a common understanding and that alternatives are clear and implemented adequately in all schools. This would help in improving teaching and learning in secondary schools. Moreover, to reduce ill-discipline in schools, especially in classrooms.

**Key words**

Alternative strategies; Alternative discipline; Discipline; Ill-discipline; Indiscipline; Corporal punishment; Learners' behaviour, Effectiveness; Suspension; Detention

## OKUCASHUNIWE

Ukungaziphathi kahle kwabafundi ezikoleni kungenye yezinselela ezibhekene nothisha nabaphathi njengoba kwaqedwa ukushaywa kuleli zwe. Izikole zijutshwe ukuthi zisebenzise amanye amaqhinga okuphatha abafundi abangaziphathi kahle, nokho njengoba ucwaningo lwezincwadi zakamuva luveze, ukushaywa ngenduku kusasetshenziswa kwezinye izikole. Lolu cwano beluhlose ukuhlola ukusebenza ngempumelelo kokusebenzisa amanye amasu okugcina izinga lokuziphatha kwabafundi ezikoleni ezinhlanu zamabanga aphezulu eKokstad, KwaZulu-Natal. Ukuze kufezeke lokho, kwakhethwa indlela eqondisiwe nencazelo ukuze isekele ucwaningo, kanti indlela yolwazi lwezinqubo kanye nomklamo wocwaningo lwendaba kusetshenzisiwe ukuqoqa imininingwane enolwazi olugcwele. Kusetshenziswe inhlokhono ehlelwe kancane yomuntu ngamunye, ukubheka kanye nokuhlaziya kwemibhalo njengamathuluzi okuqoqwa kwemininingwane, nabahlanganyeli abangama-20 baqokiwe kusetshenziswa amasampula ahlosiwe: othishanhlolo abahlanu, izinhloko zeminyango ezinhlanu, othisha abahlanu nabafundi abahlanu. Umcwani akagcinanga nje ngokubheka ukuqaliswa kwezinye izindlela zokuqondisa izigwegwe ezikoleni ezithathwe njengesampula, kodwa futhi wafunda inqubomgomo yomnyango futhi wahlaziya imibhalo yenqubomgomo yokuqondiswa kwezigwegwe yesikole ngasinye. Ngokuphawulekayo, lolu phenyo lwakhiwe yimibono emibili: Isifanekiso Sesiyo Esiqinisekayo sika-Lee no-Marlene Canter, kanye noMbono Wokuguqulwa Kokuziphatha okhuthazwa ngu-Thorndike. Lapho esebenzisa ukuhlaziya kwemininingwane yendikimba, umcwani uhlonze izinga eliphezulu lokungaziphathi kahle ezikoleni ezisacwaningwayo. Nakuba amasu ahlukene okuqondiswa kwezigwegwe asetshenziswa, amanye abonakala ewusizo, amanye awazange asebenze.

Lokho kuholele ekutheni umcwani aphethe ngokuthi othisha nabaphathi besikole basaqhubeka nokubhekana nezinselela ekugcineni ukuziphatha kwabafundi. Ngokusekelwe kulokho okutholiwe, umcwani uphakamisa imihlangano yokucobelelana ngolwazi nokuqeqeshwa kothisha nabaphathi, kanye nokubambisana okukhulu nokusebenzisana phakathi kwababambe iqhaza bezikole kanye noMnyango wezeMfundo. Esinye isiphakamiso kwaba ukuzibandakanya okukhulu kwabazali nomphakathi ekubhekaneni nokungaziphathi kahle kwabafundi.

Kufanele kutshalwe onogada abaqeqeshiwe, osonhlalakahle kanye nongoti bezengqondo ezikoleni ukuze kubhekwane nezinkinga ezithinta abafundi ezingase zibhebhethekise ukungaziphathi kahle. Okokugcina, ukubhekisiswa kwenqubomgomo kanye nokubuyekezwa nakho kwaphakanyiswa: ukufinyelela ukuqondana okufanayo - okufinyelelwe ngokuqondisa nokucacisa ezinye izindlela zokuziphatha - kanye nokusungula izinqubo zokuqinisekisa ukuthi zisetshenziswa ngendlela efanele ezikoleni, kuzokwenza ngcono ukufundisa nokufunda futhi kwenzela iqoqo labafundi elinesimilo.

### **Amagama asemqoka**

#### **Alternative discipline**

Izindlela ezahlukene zokuqondiswa kwezigwegwe

#### **Alternative strategies**

Amasu ahlukene

#### **Corporal punishment**

Ukushaywa ngenduku

#### **Detention**

Ukugcinwa / ukuvalelwa

#### **Discipline**

Ukuqondiswa kwezigwegwe

#### **Ill-discipline**

Ukuziphatha kabi

#### **Indiscipline**

Ukungathobeli imithetho

#### **Learners' behaviour**

Ukuziphatha kwabafundi

#### **Suspension**

Ukumiswa



## MANWELEDZO

Vhufufari vhu si havhufi kha mugudiswa tshikoloni ndi inwe ya khaedu yo livhanaho na vhadededzi na ndangulo i fanaho. U bva tshe ha fheliswa ndafiso ya u rwa kha shango heli. Zwikolo zwo laelwa u shumisa zwiifirathedzhi zwa u thadula u langula vhagudiswa vha si na vhuufari havhufi, ngeno sa ngudo ya manwalwa a zwino yo dzumbulula uri ndafiso ya u rwa i kha di neshedzwa kha zwinwe zwikolo. Ngudo heyi yo vha i tshi khou toda u wanulusa ndeme ya u shumisa zwiifirathedzhi zwa u thadula u dzudza vhuufari ha havhufi ha mugudiswa kha zwikolo zwiifaru zwa sekondari ngei Kokstad, KwaZulu-Natal. U swika zwino, ngona ya u shumisa tshenzhemo ya vhatu yo khethiwa u tikedza thodisiso, ngeno ngona ya khwalithethivi na nyolo ya ngudo zwo shumiswa u kuvhanganya data yo dodombedzwaho. Inthaviwu dzo dzudzanywaho dza muthu nga muthu, u sedza na u saukanya manwalwa zwo shumiswa sa zwishumiswa zwa u kuvhanganya data, na vhadzheneli vha 20 vho nangwaho nga kha tsumbonanguludzwa hu na zwo sedzwaho: thoho dza zwikolo vhatanu, thoho dza mihasho vhatanu, vhadededzi vhatanu na vhagudiswa vhatanu. Mutodisisi ha ngo sedza fhedzi u shumiswa ha ndila dza u thadula dza u ita uri hu vhe na vhuufari havhufi kha zwikolo zwo nanguludzwaho, fhedzi o dovha a tola mbekanyamaitele ya muhasho na u saukanya manwalwa a ndafiso a mbekanyamaitele ya tshikolo tshinwe na tshinwe. Nga maanda, tsedzuluso heyi yo bviselwa khagala nga thiori mbili: Tshiedziswa tsha u Khwathisa Ndafiso tsha Lee na Marlene Canter na u Khwinisa Vhuufari. Thiori yo tikedzwa nga Thorndike. Hu tshi shumiswa musaukanyo wa data wa thero, mutodisisi o topola phimo ya ntha ya u shaya vhuufari kha zwikolo zwi re nga fhasi ha ngudo. Naho ho shumiswa zwiifirathedzhi zwa u thadula kha vhuufari zwo fhambanaho, zwinwe zwo khwathisedza u vha zwa ndeme, zwinwe a zwo ngo khwathisedza. Zwe zwa livhisa mutodisisi kha u pendela ngauri vhadededzi na ndangulo ya zwikolo zwo bvela phanda na u livhana na khaedu kha u dzudza vhuufari ha mugudiswa. Zwo disendeka kha mawanwa, mutodisisi o themendela dziwekishhopho na vhugudisi kha vhadededzi na ndangulo na tshumisano khulwanesa na tshumisano vhukati ha vhadzhamikovhe vha zwikolo na Muhasho wa Pfunzo. Inwe themendelo yo vha ya u didzhenisa nga huhulu nga vhabebi na tshitshavha kha u shumana na u shaya

vhuḍifari ha vhagudiswa. Vhalindi vha tsireledzo vho gudelaho, vhashumelavhapo na Vhaḍivhivhamihumbulo vha fanela u rumelwa zwikoloni u shumana na thaidzo dzo ḍisendekaho nga mugudiswa dzine dza nga ḥanisa u shaya vhuḍifari. Tsha u fhedzisela, u sedzulusa mbekanyamaitete na ndovhololo zwo themedelwa: u funza zwithu zwine zwa fana - u swikelela kha nga u ta na u bvisela khagala ḥdila dza u ḥḥadula kha vhuḍifari - na u bveledza maitete u vhona zwauri o tea u shumiswa zwikoloni, zwi ḍo khwinisa u funza na u guda kha tshigwada tsha vhuḍifari kha mugudiswa.

### **Maipfi a ndeme**

Sia ḵa u ḥḥadula; Zwiḥirathedzi zwa u ḥḥadula; Nḍatiso nga u rwa; U valelwa; Vhuḍifari; U shaya vhuḍifari; Thisisa, Vhuḍifari ha vhagudiswa; Imiswa

## LIST OF ACRONYMS

CP	Corrective Discipline
CPF	Community policing forum
CRC	Convention on the Rights of the Child
DBE	Department of Basic Education
DoE	Department of Education
EBPs	Evidence-Based Practices
GKC	Greater Kokstad Circuit
GSA	General Services Administration
HOD	Head of department
KZN	KwaZulu-Natal
KZN DoE	KwaZulu-Natal Department of Education
RCLs	Representative Council of Learners
RSA	Republic of South Africa
SA	South Africa
SACE	South African Council of Educators
SBST	School Based Support Team
SGB	School Governing Body
SMT	School Management Team
SSIs	Semi - Structured Interviews
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNISA	University of South Africa

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# **CHAPTER ONE: INTRODUCTION AND BACKGROUND TO THE STUDY**

## **1.1 INTRODUCTION TO THE STUDY**

The purpose of this research was to explore the effectiveness of alternative strategies to learner discipline in secondary schools of Kokstad, KwaZulu-Natal. Contemporary schools and classrooms globally and in South Africa experience numerous cases of learners' deviant behaviours, ill-discipline, drug abuse, truancy, thieving and armed gangs that showcase their acts within schools resulting in disruptions in teaching and learning. Researchers assert that ill-discipline in schools is the main distress in many parts of the world (Nene, 2013; Kiprop, 2012; Simatwa, 2012; Kagoiya, Kimosop & Kagema, 2017; Lopes & Oliveira, 2017). The prevalence of numerous cases of ill-discipline have left some schools dysfunctional and uncondusive for teaching and learning as teachers work under threats and sometimes school property is vandalized or destroyed (Onyongo, Rabaru & Aloka, 2016; Egeberg, McConney & Price, 2016). In addition, countless occurrences of ill-discipline committed by learners are being communicated on a daily basis through the media platforms (Nene, 2013). Mitigation of the above cited school challenges demands that communities and schools, teachers and parents design alternative models that provide substitutes for the globally banned corporal punishment which is regarded as a gross violation of children's rights and privileges (Masingi, 2017 & UNICEF, 2014). In this regard, the researcher is of the view that the evaluation the effectiveness of alternatives strategies to deal with learner indiscipline in secondary schools may help in providing alternative strategies to overcome challenges faced by schools on a daily basis.

## **1.2 BACKGROUND OF THE STUDY**

The democratic government system of South Africa came with transformation such as phasing out of corporal punishment in education which was the strategy for instilling correct behaviour in learners before 1994. As a result, ill-discipline in secondary schools in particular is still concern in the education system, especially in public schools (Kambuga, 2017). Several alternatives to corporal punishment have

to be used as a solution in disciplining learners in schools. In reaction to the accumulating research and, leading educational professional associations and policymakers have begun to hold nationwide and local plans expected to decrease rates exclusion and increase the use of alternatives (Singo, 2017). However, a lack of learner discipline has recently become more prevalent in South African schools. As per Maphosa and Shumba (2010), numerous cases of learner non-compliance have been publicly identified in schools and have had a negative effect on teaching. Writers in the United States of America note that learners have recently engaged in various disruptive behaviours, including vandalism, bullying, drug abuse, absenteeism, and bunking (Mabaso, 2019). According to this claim, learner indiscipline has caused schools to become hazardous and unruly. These disciplinary concerns must be resolved for schools to be safe and in order. Hence, discipline is necessary for effective schooling within the school environment (Eshetu, 2014). In other words, discipline is fundament for learners' educational performance (Njoroge & Nyabuto, 2014).

The South African government has openly drawn on a human rights dialogue in the countrywide structure and education documents in order to attend to the inheritance of apartheid (Russell, Sirota & Ahmed, 2019). It has further taken numerous ways to carry out the ban of corporal punishment in South African institutions of education; a handbook for educators on other possibilities has been presented and then extensively circulated. As a result many teachers have worked as mentors of their peers on alternatives. Correspondingly, the Department of Education has summarised the legislation prohibition on corporal punishment (Singo, 2017). Despite the allegations of an increased lack of student discipline, in my experience, not all alternative strategies to discipline learners are useless, and some schools are functioning well academically. This research study thus aimed to assess the effectiveness of alternative strategies to learner discipline in secondary schools.

### **1.3 RATIONALE FOR THE STUDY**

Undertaking research is underpinned by academic, social and personal interest to generate new knowledge that can provide solutions to economic, social and technological challenges among others. In undertaking this study and in particular the topic on the effectiveness of alternative strategies to discipline in schools, the researcher was driven by the following academic, professional and business rationale:

- As a seasoned teacher and professional, this study is envisaged to expand teachers' knowledge on learner control and behaviour modification result in improved learner performance in secondary schools.
- Studying this topic further provides detailed information to parents, School Governing Bodies, and teachers regarding best practices in moulding and modifying learner behaviours in and out of schools.
- Additionally, researching the topic opens up a can of worms on challenges in creating a balancing act between application of constitutional rights and citizenship schooling in every school as well as communities.
- Lastly, researching the topic provide much-needed guidelines and praxis as well as comparative case studies on aligning teaching and learning practices in schools with human rights education and the quest to bring about responsible citizens among learners.

In addition, research shows that some teachers are able to instil discipline in their classrooms while others struggle to do so (Singh, 2012). Teachers face a challenge when dealing with learner indiscipline because they must ensure that all disciplinary measures comply with the constitutional requirement of protecting child rights (Mabaso, 2019). However, little has been said about discipline management in academically successful schools. Therefore, the researcher believes that the investigation's research outcomes will enable responsible people to develop policies and educational leadership and teachers to develop platforms to assist future teachers in selecting alternative operative measures for maintaining discipline in schools.

## **1.4 THE PROBLEM STATEMENT**

South African schools have in recent years dominated the national media space as epicentres of increased delinquency and violence that is coupled with drug abuse, girl child abuse, vandalism of school property, gangsterism and high levels of teachers disrespect, which directly or indirectly impact on effective teaching and learning. Principals and teachers are in the difficult position of implementing alternative strategies to deal with learner indiscipline in school while also protecting children's rights. However, there are alternative strategies used to discipline learners. Are these alternative strategies effective? This has prompted me to investigate the effectiveness of alternative strategies towards managing learner discipline in secondary schools. The absence of pro-active strategies and/or alternatives that resonate with the United Nations Children's Rights Charter and other statutes that outlaw corporal punishment has created a huge gap that threatens to drown schools as disruptive behaviours in classrooms and schools hinder effective teaching and learning. Ill-disciplined learners in school premises represent unaccepted behaviours that cause frustration to teachers and obstruct teaching and learning. Therefore, the research study further seeks to explore the effectiveness of alternative strategies to learner discipline in secondary schools of Kokstad, KwaZulu-Natal. The problem was converted into main and sub-research questions to guide the study throughout all its chapters.

## **1.5 RESEARCH QUESTIONS**

The researcher converted the problem statement into main and sub-research question. These questions assisted, guided and helped the researcher to generate data to assess the effectiveness of alternatives to corporal punishment at secondary schools. It also enhanced understanding of different alternatives used in schools. A research without question has no focus, drive or purpose (Collins, 2018). The study answered the following main and sub-research questions:



### **1.5.1 Main research question**

What is the effectiveness of alternatives towards learners' discipline at secondary schools in Kokstad circuit, KwaZulu-Natal province?

### **1.5.2 Sub-research questions**

- What are the factors contributing to learners' ill-discipline in secondary schools?
- How do teachers and learners perceive the alternative strategies to discipline in their schools?
- Why do principals and teachers use particular disciplinary measures in secondary schools?
- What are the challenges facing principals as well as teachers in implementing alternatives to discipline practices in secondary schools?
- How can the alternative strategies to learner discipline in secondary school affect learner discipline?

## **1.6 THE AIM AND OBJECTIVES OF THE STUDY**

This study focuses on achieving the following aim and objectives:

### **1.6.1 Aim**

To explore the effectiveness of alternative strategies to disciplining learners in secondary schools of Kokstad, KwaZulu-Natal.

### **1.6.2 Objectives**

- To identify the aspects that contribute to learners' ill-discipline in secondary schools.
- To explore the perceptions of teachers and learners towards alternative strategies used to discipline learners in their schools.
- To determine the rationale for principals' and teachers' use of particular disciplinary measures in secondary schools.
- To identify the problems facing principals and teachers when implementing alternatives to punishment practices in secondary schools.

- To determine the effect of alternative strategies on learner discipline.

## **1.7 SIGNIFICANCE OF THE STUDY**

The significance of conducting this research is to gain insight into the effectiveness of alternative strategies for disciplining students in secondary schools that principals, HODs, and teachers use to deal with learner ill-discipline. As a result, it is anticipated that principals who read this study will improve their leadership strategies for dealing with learner indiscipline. In addition, parents can be empowered and motivated to understand their role in dealing with illegitimacy. Before developing new policy initiatives, authorities such as national, provincial, regional, district and circuit managers, governing bodies, and parents must consider stakeholders' experiences and inquire about how these new policies are implemented at the school level. Policymakers would then make more informed changes to discipline policies to guarantee that they are appropriate for the current school environment. These managers should then hold advocacy workshops for school principals and school governing bodies on effective alternative disciplinary strategies. Departmental officials will have a better understanding of their roles and responsibilities in assisting the school in instilling good discipline. The study is valuable because it provides insight into the extent to which alternative strategies help in schools, and understanding their situation will allow relevant stakeholders to render appropriate interventions. The findings will be useful in developing alternative strategies for disciplining learners. The study also served as a springboard for future research into alternative strategies for learner discipline in secondary schools.

## **1.8 LITERATURE REVIEW**

According to Hart (2018), a literature review is the act of systematically discovering, classifying, and evaluating documents with data relevant to the study inquiry. He continues by saying that the review of the literature is one of the key components of research and is the primary way for a novice researcher to spot gaps that need to be addressed. Hamari, Koivisto, and Sarsa (2014) concur in saying that the literature review helps the researcher analyse and identify the literature's shortcomings. Singer and Alexander (2017) go on to say that the literature review's primary goal is to

share with the reader the results of studies that are closely connected to the one being undertaken. The intention for review of literature is to position the research study in the setting of present studies about effectiveness of alternative strategies to learner discipline in secondary schools in Kokstad, KwaZulu-Natal.

This review of literature will also detail earlier research studies on the use of different alternative strategies used to instil discipline in schools both inside and outside the country. Secondly, the views of different researchers on teachers' perceptions on alternative strategies and effects of learner disciplines in schools will be explained. In addition, the role of alternative measures in changing learners' behaviour will be outlined.

## **1.9 THE THEORETICAL FRAMEWORK FOR THIS STUDY**

This research study is underpinned by a theoretical framework to offer substantial fundamental structures to the research process. According to Morgan (2014) the theoretical framework for the study basically provides the edifice for a research study. In the same vein, Lovitts (2005) insists that a theoretical framework empirically describes principles or emerging theories that should be proper and rationally understood and be in line with the problem statement. In addition, researchers see the theoretical framework as a design on which the information for the study is accurately and representationally built, and establish an official theory and then use correlated beliefs and principles to clarify phenomena and relations (Grant & Osanloo, 2014). Consequently, it is the presenter of the basic knowledge setting where the review of literature, research question and also the importance of the investigation are supported. Therefore, this study is underpinned by the two theories of Assertive Discipline Model by Lee and Marlene Canter (Canter & Canter, 2001) and Behaviour modification theory advocated by Thorndike.

The Assertive Discipline Model theory asserts that the teacher has a significant role to play teaching discipline through instituting different strategies that are clearly understood by learners. Complementarily, an educator should use constructive recurrence to strengthen the guidelines through concentrating on strengthening

constructive behaviours instead of punishing the undesirable ones (Canter & Canter, 2001).

Canter and Canter (2001) suggest that in implementing the theory, a five-step consequential discipline hierarchy ought to be used comprising acts of warning, time out, calling parents, sanction and in the worst case expulsion from school. Equally underpinning the study is Thorndike's Behaviour Modification Theory (Rosenhan & Seligman, 1995) that defines animal behaviour through the lens of the law of effect. The theory's pillars are stimulus – response processes where learning occurs gradually through a positive recognition of a consequence while a negative result response diminishes the behaviour (Busienei, 2012). Thus in managing behaviours in schools and classes teachers may apply negative rewarding of bad behaviours with the aim of leading to their extinction.

The above-mentioned theories are relevant for this study and topic in that they place learner behaviour management in the hands and responsibilities of teachers who ought to play modelling roles and provide conducive and behaviour grooming conditions that enable learners to inculcate positive values of self-restraint, self-respect and respect for others for the good of mankind. The theories are also relevant because they describe and suggest the implementation of alternative strategies to discipline learners in schools. Their underpinning values of dignity, unity, morality and common good provide direction to educators and parents in grooming disciplined learners who value education and take responsibility to provide conducive learning environments.

## **1.10 EMPIRICAL REVIEW OF RELATED LITERATURE**

School discipline constitutes a key pillar in educational delivery without which the role of education as a social institution mandated to socialize learners for work and society is compromised (Hall, Helliwell & Helliwell, 2014). Research studies were done previously based on the causes and effects of indiscipline as well as alternatives to discipline. Literature suggests that there is no single research study that is a hundred per cent perfect without any limitations or gaps. Most researchers suggest topics for further research towards the conclusion of their study. In the light

of the above factors, this proposed study seeks to go beyond expository presentation and evaluates the effectiveness of the alternatives in behaviour modification of secondary school learners.

### **1.10.1 The concept of school discipline**

Hall, Helliwell and Helliwell (2014:29) assert that discipline is an elusive concept because people interpret it in many ways and it is not closed to both experiential and theoretical analysis. The shared interpretation is that, whether viewed as a constructive or undesirable conception, discipline consistently donates to the education mission and in methods that permit the submission of assured movements to create and defend enabling atmospheres in schools. Other researchers define discipline as a method used to teach, model, and sustain good behaviour essential in ensuring harmless, organised and creative teaching and learning through changing undesirable behaviours (Rooth, Seshoka, Steenkamp & Mahuluhulu, 2011). Masingi (2017) further elaborates that the word "discipline" has its origin in Latin "discere" meaning to learn, instruction, knowledge and learning communicated to the disciples or learners respectively. In education policy (South African Council for Educators), it is emphasised that discipline for teachers refers to the way in which they use their powers for the benefit of learners to improve their self-control, individuality and development (SACE, 2010).

### **1.10.2 Discipline challenges in the contemporary classroom**

According to the trend reported analysis by). According to a report by the South African Medical Research Council, the South African Secondary Schools Risk Behaviour Survey has revealed some encouraging changes in risk behaviours among secondary school students in South Africa over time (Plüddemann, Parry, Donson & Sukhai, 2020). The following are some of the main conclusions:

Using drugs: There has been a decline in the prevalence of drug, alcohol, and tobacco usage. For instance, the percentage of secondary school students who smoke dropped from 25,7% in 2002 to 11.7% in 2019.

Sexual behaviour: There has been a minor decline in the frequency of sexual engagement among secondary school students. Nonetheless, there has been an

increase in condom use, which is good for lowering the risk of STDs. In addition, violence has become less common over time, including bullying.

The South African Secondary Schools Risk Behaviour Survey has generally revealed some encouraging developments in lowering risk behaviours among South African secondary school pupils. Yet, certain areas may still be improved, such as reducing the prevalence of substance use and promoting safe sexual behaviour even more.

However, the framework of the South African study on discipline is sombre and unpredictable, as empirical studies demonstrate. Several studies in South Africa since 2008 have identified incredibly significant risk behaviour among students. For instance, 49 percent of students in the 2011/2012 Youth Risk Behavioural Survey reported that they drank alcohol in their lives, 32 percent had gotten drunk the month before the survey, and 25 percent had taken part in binge drinking. Thirteen percent of students stated having smoked marijuana, some used cocaine (Reddy, Resnicow, James, Funani, Kambaran, Omardien, Masuka, Sewpaul, Vaughan & Mbewu, 2012). Together with the Medical Research Board, the survey showed that 36 percent of graduates of selected public schools of nine provinces recorded having had sex, with 12 percent mentioning their age of sexual activity beginning at under 14 years of age. 47 percent of students had much more than two sexual experiences in their lives (Reddy et al., 2012). The Behavioural Review also revealed that thirteen percent of students reported being in a position with weapons, with 16 percent admitting that they belonged to gangs and 9 percent reported being forced into sex during their lifetimes (Reddy et al., 2012). In other study programmes, 7 percent of participants agreed to school armaments, with 21 percent felt uncomfortable and 12 percent were endangered or seriously hurt by someone carrying a concealed weapon (Reddy et al., 2012). On school grounds, the students admitted that "Students often assault educators regularly. They embezzle, deceive, lie, destroy property, use mobile phones in the classroom and retain iPod earphones from the ear" (Reddy et al., 2012:22).

School violence has multiple reasons in South Africa; nevertheless, the existence of poor school relations among teachers, learners and other stakeholders such as family members is among the root causes in the school violence narrative (Mncube

& Harber, 2013; Nthate, 2017). Unpleasant school interactions are manifested in violence in schools; abusive occurrences are evidence of unpleasant school relations. An apprentice was supposed to have killed a teacher in the Eastern Cape but it failed (Mashaba, 2018). In 2017 a deputy director was murdered during school disruptions at Edalinceba Primary School in Nigel (Magwedze, 2017). This murder was committed inside the school premises and further traumatized students as well as other teachers. The above results indicate a rising tide of indiscipline occurring in schools and classrooms and escalating into society at large and therefore are a challenge to others.

### **1.10.3 Alternatives to instituting discipline in school premises**

Discipline is essential for successful teaching and learning. To create and sustain compliance, teachers use regulated behaviour management structures that concentrate more on incentives and punitive measures to tackle issues of socially unacceptable or aggressive behaviour. The above control-oriented restraint strategies fall within the assertive behaviour management framework or are following it. These are focused on the belief that children's actions should be monitored since it is believed that young children seem unable to track and regulate themselves accurately.

Educational institutions utilise various forms of training to establish order. Some techniques commonly are more retributive. As per Jinot (2018), the ultimate objective of school discipline is to offer learners the best principles, comprising personality-respect, dignity, and the capacity to conform with good behaviour, whether obliged or controlled and to improve with such practices. Therefore, supervision is a vital factor for a stable and prosperous school environment. Schools will adopt effective educational methods, driven by the United Nations Children's Rights laws and the Constitution of the Republic. The United Nations explicitly indicated that perhaps the Convention on the Rights of the Child (CRC) was violated by the corporal penalty (Lundy, 2007).

## **1.11 RESEARCH METHODOLOGY AND DESIGN**

### **1.11.1 Research approach**

The study followed the qualitative research approach. Conducting research studies follows a systematic plan that specifies all the processes that the researcher ought to undertake. Grover (2015:1) defines a research approach as a strategy used by a researcher for an investigation that comprehends the phases from wide hypothesis to in-depth means of gathering, analysing and interpreting data. Creswell (2014) defines qualitative research as the research type that pays attentions more on how people understand and add up of their experiences of the world in which they live. Rahman (2017) additionally elucidates that qualitative research is every type of study that creates findings not arrived at by statistical procedures or other means of quantification. Kothari (2011) posits that research methodology is ladders used by researchers in detecting the research problem, studying collected works, formulation of assumptions, collecting data and analysing of findings. Thus research methodology is an approach used in the research underpinned by philosophical and theoretical frameworks on how data was collected, from which population, using what instruments and rationale for that among other key variables. The study collected mostly descriptive data from participants, including principals, HODs and learners, to answer the research questions.

### **1.11.2 Research paradigm**

Bertram and Christiansen (2014) refer to a paradigm as the beliefs which the investigator has about what can be well-known around the world, and study style reflects beliefs about what may be valuable in an important approach of going about attaining information. In the same way, Medina and Taylor (2013:37) admit that a paradigm is a belief that is comprehensive, a world view/a structure that guides the way in which the study is to be conducted.

Cohen, Manion and Morrison (2011) are of the view that the interpretive paradigm permits the researcher to understand the general world of the individual. Cohen et al. (2011) also claim that an interpretive research paradigm target is to comprehend how participants see and understand the real world. In contrast, Medina and Taylor (2013:3) state that the interpretive paradigm has been used by researchers, "in order to understand other cultures from the inside, to learn to stand in their shoes, look



through their eyes and feel their pleasure or pain. Therefore, the interpretive paradigm generates an opportunity for the teachers to share their emotional state and understandings and to provide explanations of their activities (Ndemuweda, 2011). The perception of the parents, principals, teachers, learners, and other education stakeholders is the key. As a qualitative study, this research tries to find a detailed understanding of the effectiveness of alternative ways towards learner discipline at secondary schools.

### **1.11.3 Research design**

The research process follows a logical design or blue print that is designed to specifications and it's intended to enable the researcher to strictly control variables in the study to ultimately result in authentic and transferable findings (De Vaus, 2013). The plan or theoretical research outline is called a research design and is broadly a subset of a research approach (De Vaus, 2013). Various research experts define research design by means of the complete approach chosen to incorporate the dissimilar apparatuses of the research in a clear and consistent system, thus safeguarding the researcher to successfully undertake discourse on the research problem (De Vaus, 2013). Therefore, the aim of a research design is to offer a stage on which questions may well be addressed with legitimacy or honesty.

The type of research design that was chosen for the study was the qualitative case study. Scholars define a case study in many ways. Rule and John (2011) assert that there are various definitions of a case study. Firstly, they define a case study as an exploration of a group of people/individuals in a specific situation to come up with particular decisions about the community or society at large (Yin, 2012). Secondly, Bertram and Christiansen (2014) see the case study as a logical and profound learning of a single specific instance in its context. This design helps researchers to grasp a deeper understanding about the problem to be investigated (Merriam & Tisdell, 2016). Therefore, this design was relevant to my research study because it enabled the researcher to get more detailed information about effectiveness of alternative strategies used to discipline learners in secondary schools.

## **1.11.4 Population and sampling**

### **1.11.4.1 Population**

Burns and Grove (2015) refer to the population as the fundamentals that meet the conditions for the present study. The target population is the critical population upon which the researcher would generalise the findings. The targeted population for this study was comprised of principals, teachers, HODs, and learners residing in Kokstad circuit in KwaZulu-Natal Province.

### **1.11.4.2 Sampling**

In general, sampling refers to the choice of research study participants from the entire group of society (Cooper & Schinder, 2013:114). In this research study purposive sampling was used. Therefore, the researcher chose participants based on the qualities they possessed in relation to the research phenomenon. Purposive sampling entails identifying and choosing individuals or groups of individuals who are knowledgeable and skilled about a particular phenomenon. Purposive sampling is sampling with a purpose in mind, usually interest in particular groups (Burns and Grove, 2015:119-130). Purposive sampling permitted the researcher to use his judgment to select elements for the study. Cohen et al. (2011) affirm that purposive sampling is whereby the researcher hand picks participants who meet certain criteria in sampling. They also define it as a judgmental, subjective or selective type of sampling which represents a form of sampling systems relying on the decision of the investigator about types of research settings, and the background of the population to be studied.

The study is a multiple case of different secondary schools, which is likely to devise a sample of multicultural backgrounds, which is essential for this study. The motivation for choosing different secondary schools is that learners come from vastly different socio-economic backgrounds and represent different racial groups. Thus, they are likely to display various behaviours, forcings teachers to use different alternative strategies to discipline them. Selecting participants from five secondary schools allowed the researcher to gain insight into the vast experiences of principals, HODs, teachers and learners. It was important for me to select participants from different backgrounds, as each subsystem plays an integral role in the school

system. The goal was to obtain insight into the phenomenon by purposefully selecting individuals from these contexts in order to enhance understanding of school violence. Therefore the main aim of purposive sampling is to select participant who are more knowledgeable and experienced about the phenomenon under investigation and they can provide information on answering the main and sub-research questions. Out of the total population, a sample has to be chosen for in-depth study. In the study, participants comprising five teachers, five parents, five students and five principals from Kokstad Circuit secondary schools were purposively selected for the study. In purposive sampling, every part unit involved in the sample had an assured role play in the sample.

#### **1.11.5 Instrumentation and data collection techniques**

Data refers to information gathered throughout the progress of the research study (Marshall & Rossman, 2014:14). The course of data collecting is critical to the achievement of the research for the reason that with no great quality information gathering system the correctness of the research is simply defied. Data collection methods were used to offer answers to the research questions. Therefore, the collection of data is significant and may either break or make the ultimate findings of the study, as defective and unauthenticated data may not provide credible findings. In order to attain the intended objectives, the researcher employed three data collecting methods: semi-structured interviews, observation and document analysis as research instruments of the study. It is thought that choosing many data collection methods will increase the accuracy and dependability of the data. Triangulation is the method of collecting information using multiple techniques. Different techniques of obtaining various types of data enable engagement between the researcher and the subjects and the simultaneous generation of meaningful facts from data (Saldana, 2021). In the next paragraphs the three data generating instruments will be explained.

##### **1.11.5.1 *Semi-structured interviews (SSIs)***

Van Teijlingen (2014:15) defines the semi-structured interview as a set of predetermined questions where instructions can be improved grounded on the interviewer's insight of whatever appears appropriate in every interview meeting.

Hofisi, Hofisi and Mago (2014:43) also concur that semi-structured interviews allow every interviewee to be asked the same key questions, but there is flexibility in how the questions can be asked and sometimes some additional probing questions can be added.

Maxwell (2013:377) notes that semi-structured interviews normally provide data of high quality and the investigator is always there to clarify where there is a clarity or misconception or failure to interpret questions, and then avoiding misunderstanding from participants. Tracy (2013:139) elucidates that the advantages of semi-structured interviews are that they allow for more emic, emergent understandings to blossom, and for the interviewees' complex viewpoints to be heard without the severe constraints of scripted questions. The approach is well suited where the interviewer seeks to obtain detail and explore attitudes, values, beliefs, and motives. The researcher ensures this by conducting an instrument validation during a pilot study to test the usability and authenticity of the data collection instruments. Therefore, semi-structured interviews permitted the investigator to get detailed data of high quality from the participants.

#### **1.11.5.2 Observation**

Kawulich (2015) defines observation as methodical description of the occasions, deeds, and artefacts of a societal situation. At the same time, it helps in assessing performance, welfare, attitudes and beliefs about their way of life difficulties and circumstances. The researcher also sees observation as the best tool for assessing the behaviour of children. Therefore, this is a system of evaluation where learners' behaviour is practically observed in normal settings. The method of observation differs depending on the ethical positioning of the research study and the role the researcher takes along the range of observer to participant (Walshe, Ewing & Griffiths, 2012).

Etikan and Bala (2017) elucidate that observation is used to get information that cannot be gathered through other techniques like semi-structured interviews. The scholars' main focus is always based on the form of behaviours between the participants in the settings to know their traditions, beliefs, principles and understanding, and make sense of the societal dynamic forces.

Through observation, Morgan, Pullon, Macdonald, Mckinlay and Gray (2017) cite that it offers understanding of interactions between researcher and participants, and provides information about the setting and updates about the effect of the situation. Kawulich (2015) states that observations may possibly help to triangulate information in verifying the outcomes received through other techniques of gathering information. In this study the observation was conducted in school and classroom settings through physical presence to observe the usage of alternative strategies to discipline learners and to study the challenges of the usage of such approaches on the learners. In conclusion, observation helped the researcher to get more information in addition to the data collected through semi-structured interviews.

#### **1.11.5.3 Document analysis**

Bowen (2009) defines document analysis as a logical process used to review or evaluate documents, both soft and hard copies of policies and other relevant resources for the study. Likewise as other investigative techniques in qualitative research, it necessitates that information be studied and interpreted so that it makes sense, improving understandings and advancing practical facts. Maree (2011) asserts that when a researcher uses document analysis to collect information, they focus on the type of written data that might provide understanding of the context being investigated.

Sources of written information for this research included both published and unpublished material, and DoE information such as circulars, memos, programmes, governmental documents, policies and written news (Maree, 2011). Every form of written information providing understanding about alternative measures to manage discipline and usage of selected philosophy to deal with discipline challenges in school premises should be analysed. More attention was on evaluating the genuineness and accurateness of the facts in order to use them for the research study.

#### **1.11.6 Data analysis**

Thematic analysis was used in analysing qualitative information. Alhojailan (2012:27) defines thematic analysis as qualitative analysis which is useful in analysing, classifying and identifying themes relating to the information. Maguire and Delahunt

(2017:3352) further elucidate that thematic analysis is a method for identifying themes from qualitative information. Therefore, the aim of it is identifying themes from the all the information in the field during data collection in the process of investigation by choosing significant and important or attention-grabbing aspects. New themes developed from the data are used to discourse the findings of the study. Therefore, as a researcher who used thematic analysis, I had to make sure that the collected information was identified and classified into themes and scrutinised in order to make sense of it and also address the research questions. The interview questions were written down, followed by the research participants' responses, and the results of the interview were then presented. Comparisons were established and arguments addressed. Data was gathered and categorised in to themes. The acquired data was screened for patterns and relations. Data was categorised and divided into several categories. Similar responses were grouped together by the researcher under the research subject or question. The analysis and interpretation of the data heavily relied on constructive answers. The theoretical framework and the chapters of the literature review were combined with the responses after being analysed. The topics aimed to respond to the key research questions. The researcher examined the notes made at the research sites and presented the data to analyse non-participant observations to come up with conclusions and make judgments based on the intelligence obtained through document analysis.

## **1.12 TRUSTWORTHINESS**

Assaker (2020) defined trustworthiness as sureness in study results that emerge after data analysis. Thus, the term "trustworthiness" describes the level of assurance that people have in the authenticity of representations. McMillan and Schumacher (2010) further explain trustworthiness as the consciousness of the researcher's anticipations, tendencies and influence on the social situation. The above four variables imply that a credible study ought to be truthful and accurate, its findings must be applicable in new contexts, the study must not be biased and be repeatable in different contexts. According to Anney (2014), the subsequent approaches can be employed in ensuring the trustworthiness of the research:

### **1.12.1 Peer scrutiny of the research project**

One of the widely accepted conventional strategies to enhance trustworthiness is to subject the research study to peer review and/or professional supervision by experienced academics. Opportunities for peer scrutiny of the task by co-workers, peers and professors ought to be acknowledged, as ought the response obtainable to the researcher at whichever demonstrations such as conferences, workshops, etc. occurred during the process of the project.

### **1.12.2 Triangulation**

It is a trustworthiness strategy that involves the usage of various procedures, observations and single meetings (one on one interview) as a main type of data collection instrument approach of a qualitative research study. Brewer and Hunter (1989) argue that using dissimilar methodologies in a research study recompenses for the study restrictions or boundaries and study's achievements. The aim of using triangulation was to make sure that the study is correct and trustworthy. In this study, interviews and document analysis were used to collect data.

### **1.12. Piloting instruments**

De Vos, Strydom, Fouche and Delport (2011) explain that piloting testing tools increases the excellence of the tools through testing appropriateness to gather projected information. Testing the tools has positive effects in improving validity and reliability of the study (Cohen et al., 2011). By pilot testing the instruments the researcher ensures that the flaws of the instruments are identified and those that prove to be costly in the actual study can be identified and be avoided.

## **1.13 RESEARCH ETHICS**

According to Barrow, Brannan and Khandhar (2021) an autonomous person is an individual able to discuss life goals and respond under the direction of such thought, the Belmont Study concluded. Researchers need to make sure potential participants are aware of their freedom to make decisions whether or not to participate in research studies and also that declining to participate in any research will not in any

way change their access to current or future care in order to guarantee that participants have the autonomous rights to self-determination (Barrow et al., 2021). Moreover, self-determined participants must be able to communicate with the researcher and comprehend the questions that are posed to them. Additionally, participants must be told that they are under no obligation to continue with the study and will not be penalised for not doing so (Barrow et al., 2021). In this research study the researcher followed all the above ethical practices. Permission, confidentiality and anonymity, voluntary participation and informed consent were the key aspects of ethics for this study:

### **1.13.1 Permission**

The investigator first sought approval to do the research from the Department of Education KwaZulu-Natal Province and Unisa Ethics Committee, letters of which are attached as annexures (A, B and C) of the study. The permission letters from both the Department of Education and University Ethics Committee authorised that data collection could be conducted at the selected schools using approved data collection instruments. Permission was also attained from the district office, circuit manager and school principals of the schools that were used to conduct the research study. All the permissions and clearances were supplied in writing. Consent and agreement to partake in the study were also obtained in writing from participants.

### **1.13.2 Confidentiality and anonymity**

Confidentiality means that all data about participants was handled with privacy and confidentiality. Participants' names, occupation and life in general would not be divulged to anyone (Lubbe, 2003:41). Participants were informed both in writing and explained verbally by the researcher that they had a right to confidentiality and anonymity. This was ensured as it was also clearly indicated in the consent forms that were signed by the participants. Participants were also informed that their participation was voluntary and they had a right to withdraw at any time of the research study if they wished to do so. Bertram and Christiansen (2014) assert that participants participate voluntarily in the study and have a right to withdraw at any time should they so desired. As regards to their constitutional rights to privacy,



confidentiality and anonymity were considered for participants by informing them that their names would not be used. Instead the researcher used pseudonyms in the study in ensuring their anonymity, names were changed to also avoid identifying actual names of participants, occupation and the work places involved in the study. Additionally, the researcher informed the participants that the information given by them would be used for the research study purposes only. The above processes aimed at encouraging honesty from participants' point of view and promoting openness during the research study. The researcher also requested for consent for audio-recording during interviews and all the participants freely concurred.

### **1.13.3 Voluntary participation and informed consent**

Consent indicates that a participant come to an agreement to participate in the research study (Bertram & Christiansen, 2014). Therefore, the researcher gave participants informed consent forms to sign and reached agreement about participating to the research study. The aims and information gathering methods for the study were clearly clarified to each and every participant. The researcher made sure that the participants participated voluntarily and enthusiastically and they were made aware that they were also welcome to withdraw from the process at any time. As a researcher I gave the participants the informed consent forms for their participation in the research process in advance (Mayisela, 2017).

## **1.14 LIMITATIONS AND DELIMITATIONS OF THE STUDY**

### **1.14.1 Limitations of the study**

Educational investigation studies are disposed to various restraints which might harmfully affect the legitimacy and genuineness of the research findings (Theofanidis & Fountouki, 2018). The limitations of any particular study refer to potential flaws that are usually beyond the control of the researcher and are highly correlated to the selected proposed study, applied statistical restrictions, funding restrictions, as well as other aspects. In this sense, a limitation is an 'imposed' restriction over which the researcher has no control (Theofanidis & Fountouki, 2018). For this study limitations were as following: Firstly, the size of the sample of the study consisted of secondary schools in one circuit in the province of KwaZulu-Natal, therefore the discoveries of

the study cannot be generalised in all settings. Results of the study cannot represent all the secondary schools in the province or the whole nation. The researcher had to make use of all available time such as weekends and school holidays in order to manage time. He applied for financial assistance from the University of South Africa for funding for his studies.

The research study was for a PhD in Education embarked on as a part-time research as he was working as a full-time worker. The key study information gathering procedure was completed during a permanent work period and henceforth might attest to be demanding and intimidating. The researcher made use of day offs and school breaks to reduce the amount of work. Systemically there were possibilities of prejudice that may have occurred in data collection since the researcher interviewed some respondents who were familiar. The researcher selected participants who were knowledgeable and had experience to reduce prejudice. The researcher further used specific structured research tools which may have affected the legitimacy and trustworthiness of the collected research data and subsequent conclusions and recommendations. The problematic part in relations to data collecting tools was reduced by channelling.

#### **1.14.2 Delimitations of the study**

The population was teachers, learners, and school managers of five purposely sampled secondary schools of Kokstad circuit of KwaZulu-Natal Province. Five learners, five teachers, five HODs and five principals from the Kokstad circuit were sampled to participate in the study.

Five secondary schools in the circuit were chosen because they were near to my place of work as a researcher; for that reason, gaining entree to research sites was easier. Consequently, the outcomes of the study were specific, subjective, and contextual and as a result cannot be widespread but then can be transferred. Therefore, researchers can use the outcomes of this research study for transferability but not for generalisation.

#### **1.15 DEFINING OF KEY CONCEPTS**

In line with the complex nature of the subject under investigation, the research defined and contextualised the following terms:

#### **1.15.1 Learner discipline**

Rahm and Karkami (2015) define discipline as term derived from the Latin word *discipulus* which refers to teaching and learning. This concept has the philosophy to regulate and refer to teaching a person to comply with instructions and regulations and being a self-responsible human being. Masingi (2017) further elaborates that the word *'discipline'* originally is a Latin word *disco* referring to learn, lessons, understanding and knowledge transferred to the followers (disciples) or pupils in that order. Discipline refers to the communiqué of information to the people. In this study learner discipline refers to code of acceptable conduct of learners that is favourable to operative teaching and learning.

#### **1.15.2 Corporal punishment**

Srivastaya, Seth and Van Niekerk (2013) describe corporal punishment as all punishments whereby physical power is applied and anticipated to ensure that a learner or person feels some degree of pain or embarrassment. Furthermore, it consists of hitting such as beating, smacking and spanking learners, using hands or sometimes with a rod, twig, drawstring, even shoes, etc. Thus corporal punishment is infliction of pain on learners as a means of correcting their bad behaviour. In this study, corporal punishment refers to any intentional act against a learner that imposes discomfort to punish him/her.

#### **1.15.3 Alternative discipline**

Moyo, Khewu and Bayaya (2015) explain that alternative discipline is a corrective approach that stresses in effect communiqué, respect and positive educational discussions amongst teachers and students. The endorsed corrective procedures are voice warnings, detention, demerits, community work and minor menial physical chores (Sekhwama, 2019). This implies that alternative discipline is a positive discipline approach that is devoid of pain infliction but guides learners through

communication and behaviour modelling practices into inculcating positive values and behaviours in learners.

#### **1.15.4 Ill-discipline**

According to Jacobz (2015), disruptive or negative behavioural problems within the classroom can be defined as behavioural abnormalities that disrupt, unsettle or negate the smooth running of the classroom. Jacobz (2015) explains that ill-discipline is a collection of behaviours of learners that are against set or agreed rules and regulations of behaviour. In this study, ill-discipline refers to a learner who behaves in a way that violates the law or other norms, and reduces the efficacy of the school (Salifu & Agbenyega, 2012). Indiscipline, in the viewpoint of Masingi (2017), is a lack of control over a group's behaviour. To put it differently, it is the unwillingness of a person to live by the rules. These may be anti-social behaviours like insulting, vagrancy, drug abuse and lack of respect among other behaviours. Nevertheless, ill-discipline in secondary schools cannot be overlooked but should be managed successfully to attain positive educational performance and harmony within the school premises.

#### **1.15.5 Effectiveness**

Whenever something is considered effective, it signifies that it has an intended or expected outcome or creates a strong, lasting impression. Effectiveness is the capacity to attain a desired result or outcome (Sari, 2021). Furthermore, the degree to which the anticipated level of production is accomplished can be considered to describe effectiveness (Sari, 2021). Additionally, according to Stronge (2018), effectiveness is a complex notion that is associated with the challenging work of teaching. Effectiveness refers to the extent to which an act achieves its intentional purpose or function. For the purpose of this study, effectiveness was used to investigate the extent to which the alternative measures in disciplining learners serve the purpose. This suggests that effective alternatives should be identified and shared across the nation in order to defeat lack of discipline in our schools.

## 1.16 CHAPTER OUTLINE

The research study is outlined as follows:

Chapter 1: Introduction and Background of the Study. This chapter portrayed the overview and background of the research study, the rationale for the research study, the problem statement, research questions, purpose, aims and the objectives of the research study.

Chapter 2: Theoretical Frameworks of the Study. This chapter concentrates on the theoretical framework that is pertinent to this investigation. It details the researcher's theoretical and methodological engagement with the research. This chapter gives a detailed explanation of the theoretical frameworks of the study and how it underpins the study in terms of literature and methodology.

Chapter 3: Review of Literature. This chapter focuses on a critical analysis of existing literature on the impact of alternative strategies of discipline used in secondary schools. Alternative strategies to discipline and their effectiveness such as suspension, detention, calling of parents and expulsion are reviewed.

Chapter 4: Research Design and Methodology. The fourth chapter offers the research method which comprises the research design, research idea, the target population, research sampling, the research tools, model study, validity and reliability, devices used to collect information and also ethical considerations

Chapter 5: Data analysis and Data Interpretation of the Research Findings. The study's themes and sub-themes, which are in line with the research questions, are used to organise and analyse the data that was collected through the use of data collection tools. This chapter deals with the summary of the chapters, re-examining of the research questions, and decisions on the outcomes of the research study are made in relation to the research questions in chapter one.

Chapter 6: Summary of Findings and Recommendations. This is the closing chapter of the study and consists of a summary of the outcomes, conclusions from the findings, decisions and recommendations.

## **1.17 SUMMARY**

This chapter furnished a summary of the background of the study, and highlighted the necessity for following the research study and its significance in overcoming the current problem at hand. Furthermore, it outlined the research questions, research intentions, the previous literature related to the topic, planned investigation methodology, population, sampling technique as well as research design and outline for the study layout. The next chapter provides a detailed portrayal of theoretical framework of the study and in what way it underpins the research study in relation to the literature.

## **CHAPTER TWO: THEORETICAL FRAMEWORK**

### **2.1 INTRODUCTION**

In chapter one, the background, rationale, problem statement and the objectives were discussed. The research questions and objectives which helped in collecting the data were presented. This chapter aims to offer a theoretical framework for the study. Theories provide a framework for grasping a specific phenomenon. Since schools are establishments assigned the primary task of teaching and learning within a particular environment and context, environmental theories of violent behaviour were deemed relevant to this study. Two theoretical frameworks appear to have particular explanatory power in terms of elucidating the processes and nature of learners' behaviour, as well as strategies for disciplining them. This study used an Assertive Discipline model and Thorndike's Behaviour Modification theory as a theoretical framework for understanding learner behaviours.

A brief literature review related to the study, the theoretical frameworks guiding data analysis as well as the methodological approach used in the study were discussed. The outline of this research study has reviewed some of the literature directives to display the gaps in the study that needed to be addressed regarding the effectiveness of alternatives for dealing with learners' discipline at secondary schools. In that regard, this chapter focuses on the theoretical framework foundation of the research study. As a result, the first section of this chapter defines the terms 'theory' and 'theoretical framework', as well as their significance, the theory that guided my research, and the definition of this research's theory. Lastly, the applicability of the theory to this research is followed by the conclusion.

### **2.2 DEFINITION OF THEORY**

A theory is defined as a meditation and logical form of abstract or making sweeping statements thinking about an occurrence or its outcomes (Noddings, 2018). According to Cresswell (2014), qualitative researchers use theory in their studies in numerous ways. In the same way researchers (Varpio, Paradis, Uijtdehaage & Young, 2020) define theory as a set of logically connected statements expressing the relationship(s) between various structures and propositions. In this study, a

theory is an abstract description of the links between concepts that aid our understanding of the universe. The above definitions of theory revealed the following: theories help to design a research questions, direct the selection of appropriate data, the data interpretation, and recommended justifications of the effectiveness of alternative strategies used to discipline learners in secondary schools. The researcher also linked the proposed research topic, theories and data collected. Theories further act as a mirror which helps in analysing the data collected.

### **2.3 THEORETICAL FRAMEWORK**

Likewise, Lovitts (2005) describes a theoretical framework as a principle utilised by researchers to establish or develop the model (theory) for a specific research study that is in line with the key questions, relevant, understandable, and applicable to the major research topic under inquiry.

"Developing a theoretical framework that governs the logic of what you are doing in a dissertation or thesis can be tough," Simon and Goes (2011:13) write. They went on to describe theory as what goes on inside a researcher's head, whereas observation is what happens in the real world where data is collected. Furthermore, a good theory or theories aid in guiding every stage of the study, from the design of the research questions and problem statement through the discussion of the data analysis findings and the drafting of the conclusions. As a result, the theoretical framework gives a well-supported basis for conducting the research and aids the reader in comprehending the researcher's viewpoint. Also, researchers regard research frameworks as a blueprint, a structure in which all data acquired for research is combined factually and symbolically through the application of associated theories/concepts as well as ideologies to elucidate occurrences and interactions (Osanloo & Grant, 2016). Researchers refer to a theoretical framework as a rationally created and linked system of ideas and premises that a researcher constructs to scaffold a study (Varpio et al., 2020). Secondly, they attest that the theoretical framework is developed from one or more theories. Therefore, to construct a theoretical framework, the researcher must define any notions or theories that will serve as the research's foundation, connect them with logical connections, and tie these concepts to the research project (Varpio et al., 2020).



### **2.3.1 The importance of the theoretical framework in the study**

Academic research investigations are always guided / underpinned by either a theoretical or conceptual framework or both theoretical and conceptual frameworks are frequently employed simultaneously in one research study as a key guide for the research process. Theoretical frameworks, according to researchers, provide advice or structure for the research endeavour (Morgan, 2014).

Cresswell (2014) also explained that the theoretical framework is important for the following reasons: It guides scholars on what issues to investigate (for example, marginalisation, empowerment, oppression, and power) and who to study. They however still clearly show how the researcher positions himself or herself in the qualitative study and how final written accounts must be written (e.g., without further marginalising participants by working in collaboration with people participating), and also suggestions for changes to improve lives and society can be made. For example, in critical ethnography studies, researchers begin with a theory that influences their research (Cresswell, 2014). For the purpose of this study the theoretical framework will assist the researcher as a lens in structuring research questions, provide a guide in data collection and data analysis and link the theory with the observations to come up with findings of the study. This entails exploring the effectiveness of alternative strategies to learner discipline in secondary schools.

Cvetkova Dimov et al., (2019:95) explain that many policies were developed by educationists in the USA from 1960 to 1979 which were guiding teachers when dealing with the unaccepted behaviour of learners and these led to a further upsurge in the effectiveness of the teaching process. Primarily, researchers developed methodical models to be used in disciplining learners. Some of them are highlighted but not fully analysed in the next paragraph. The Assertive Discipline model has been identified as one of the most widely used models, with a large number of competent trained teachers who were taught through the use of punishment and reinforcement, but it is intended as an intervention such as for correcting learners' unlawful activities. As a result, this model emphasises on the hubris and self-control of learners.

According to the researchers, the aforesaid models have demonstrated disparate strategies for dealing with bad discipline. The authors noted that none of the models

presented can be identified as an ideal model that solves all types of disciplinary challenges perfectly. Researchers believe that models for discipline, as well as government mandated measures, must also phase out the procedure of depending on suspension, punishment, and exclusion of learners with ill-discipline in their secondary schools as the primary method to correct their behaviours, particularly in a democratic society (Cvetkova Dimov et al, 2019).

Despite their differences, they have one thing in common about methods and procedures that ought to be used when implementing discipline. Firstly, they believe that models have to work as a precaution not to harm learners. Secondly, measures used should be educational methods for all stakeholders in the education system, grounded on the outcome of seeking best practices, and on creating awareness and assistance to educators to resolve and lessen ill-discipline of learners within the educational institutions. The above-discussed information confirms that as a researcher researching about the effectiveness of alternative ways towards learner discipline the researcher should not rely upon one theory; instead, more than one selected theory can assist me in the process of the study based on measures used to discipline learners.

As a result, as stated previously, the broad theoretical framework serves as a guide and foundation for the literature review, problem definition, and research importance. As a result, the researcher uses dual theories to guide the research. To begin, Lee and Marlene Canter's (Canter & Canter, 2001) Assertive Discipline model, as well as Thorndike's Behaviour Modification theory were used. The research questions and the objectives were formulated based on the above theoretical aspects.

## **2.4 THE ASSERTIVE DISCIPLINE THEORY**

The theory of the Assertive Discipline model guided the researcher. In the early 1970s, Lee Canter appeared on the educational scene with a solution to some of the difficulties expressed by teachers and legislators about why schools were in jeopardy or why kids were not performing at a rate that was commensurate with federal standards (Canter & Canter, 1976). Canter had been working with children who had behavioural issues on a one-on-one basis, and he began advising classroom teachers on how to effectively deal with such children. Canter's efforts to aid these

instructors resulted in Assertive Discipline within the classroom. "We were frequently impressed by how overwhelmed and powerless many of them felt to deal with the behaviour problems in their classrooms," Canter and Canter (1976) wrote (Tuyishime, 2017:15). Hence, the study focused on the effectiveness of alternative strategies to deal with learners' behaviour in schools.

This theory affirms that the teacher has a significant role to play teaching discipline through instituting a plan with four-five rules and corresponding consequences by first identifying rules and expectations and presenting them to learners to ensure that they are understood. Since the use of corporal punishment in schools, this theory is relevant because it guides the implementation of positive measures as alternatives. Complementarily, the teacher ought to use positive repetition to reinforce the rules by focusing on reinforcing positive behaviours rather than punishing the negative ones (Canter & Canter, 2001). Scholars agree with Canters' model theory. Firstly, this model functions since it stresses encouraging teachers' usage of more than one method, specifically compliments concentrating on positive behaviour. According to Aksoy (2020:81), the assertive discipline method is rooted in retelling the instructions peacefully, regularly, and in the fact that teachers retell the learners about the restrictions of the instructions and clarify what the consequences would be if the learners fail to follow them. For the above reasons, this theory will help the researcher to analyse the theory versus the implementation of alternative strategies in schools. Many teachers in schools, according to Canter (1992), appear unable to regulate, change, or improve learners' ill-discipline inside the behaviour position because they were not professionally instructed on how to address the learners' behaviour. The study also reveals the most critical methods for identifying the positive aspects of learners' conduct and then encouraging them to continue with such behaviours through acknowledgment and encouragement (Canter, 1992). This theory also guides teachers on how they should discipline learners in schools.

Canter goes on to say that if there is always a reward/reinforcement for everything they do, students will always keep an eye on class rules and regulations. As per the researchers, forceful discipline has evolved from an authoritarian approach to a more democratic and cooperative approach (Gootman, 2008). Canter and Canter (2001) feel that assertive teachers are always forceful and stick to their students' main concerns by cultivating positive, unquestioned relationships with them. Teachers

additionally teach basic classroom etiquette by revealing, exhibiting, practicing, going over, amplifying, and reinforcing clear and simple commands.

Therefore it implies that whenever a teacher observes a learner demonstrating respect by good behaviour, he or she should recognise and commend such behaviour so that the student continues to do so. They go on to say that teachers should have clear class rules for each class so that whenever a student breaks one of the rules, the repercussions are enforced according to the rules. If a learner does not change his or her unauthorised behaviour, stern reprimands should be applied. Every time a learner behaves appropriately, he or she should be rewarded.

As a result, the issue of presenting class rules is helpful for the learner; nevertheless, it appears to be ineffective because it sometimes wastes a lot of time because it usually requires a lot of paperwork (Canter & Canter, 2001). Teachers at other schools, for example, are required to ensure that learners sign their workbooks more than twice in advance before imposing penalties. According to Kemp, forceful discipline in 2014 is not the same as corporal punishment, in which lawbreakers are quickly rewarded for their misbehaviour after the matter is completed. In light of the fact that ill-discipline is on the rise in secondary schools, it is past the time to establish effective alternative means to discipline learners.

Canter (1978, 1979) affirms that "teachers can apply substantial effect on learners discipline through the use of strategies embodied in his Assertive Discipline model" as cited in (Mandlebaum, Russell, Krause & Gonter, 1983:258). The assertive discipline model consists of the following guidelines: "Teachers must get their needs met in the classroom, No child should ever be allowed to prevent a teacher from teaching, and also teachers determine the behaviours that are in the children's best interests" (Kepe, 2014:29).

Despite the suggestion made by Kepe above, Canter and Canter (1976) stated that teachers need to have the four basic capabilities to be operational behaviour administrators. (1) They must know at all times what behaviours they anticipate from their learners. These behaviours, usually articulated as a restricted extent of classroom instructions, are specified in visible terms rather than conveyed to the learners orally and in the script. (2) Teachers must retain the aptitude to respond reliably to suitable learner behaviour in order to encourage that required behaviour.

These constructive reactions could comprise explicit recompenses such as voiced applause and constructive summaries directed to the parents as well as group prizes such as lesson gatherings or field excursions. (3) Teachers must have the ability to reply thoroughly once learners interrupt the lesson. These destructive penalties are intended to stop incorrect actions and might comprise penalties such as writing the learner's "name on the board, taking away a privilege, or removing" the learner from the class (Kepe, 2014:30). An extra skill, understood through the Assertive Discipline programme, is the aptitude of the teacher to bring together the teaching space setting. This comprises, "for example, determining seating arrangements and establishing procedures for handing in assignments, exiting the 258 classrooms, and so forth" (Mandlebaum et al., 1983 as cited in Kepe, 2014:29).

Researchers further elaborate that the rudimentary premise underlying the programme is that if teachers tell learners the expected behaviours, the constructive penalties that will arise if the behaviours are shown, and the harmful penalties that will result if the behaviours are not shown, and if teachers are reliable in the use of these penalties, then learners will pick out those behaviours that carry the anticipated penalties (Mandelbaum et al., 1983:259). Undoubtedly, the Assertive Discipline method is established upon fixed ideologies of realistic behaviour inquiry. It varies from everyday behaviour inquiry, conversely, in at least two respects. The above three aspects frequently make it more suitable for teachers who object to behaviour modification and often facilitate discussion with such teachers.

In contrast, systematically, the connection between Assertive Discipline and everyday behaviour scrutiny is alike to the usage of arithmetical sets and computer programming - the technology can be meaningfully applied by those unacquainted with the details. Even though the programme has been offered to more than 300,000 teachers all over the country since its introduction in 1976 (Canter, personal communication, January 30, 1982), there presently occurs little observed support of the programme (Mandlebaum et al., 1983:259). They also explain that administered questionnaires to learners, teachers, and school principals involved in an Assertive Discipline programme and reported constructive responses (Mandlebaum et al., 1983:259).

Dodzro (2016) submits that teachers should write the name of a learner who breaks the rules in class on the board as a warning. In the case where the learner repeats such behaviour, some measures should be taken by the teacher in making sure that the learner changes his/her behaviour. In contrast, the method of writing names of learners on the board was seen as inappropriate to the consequence even though there is little confirmation that it is operational. Therefore, it is advisable that teachers when confronted with a problematic class or individual be decisive; make sure that learners know the expected behaviour of them in advance so that they can be able to identify such type of behaviour expected of them. When learners behave well, compliment them and when they behave badly redirect them and praise them immediately as soon as they re-follow your rules (Dodzro, 2016).

Canter and Canter (2001) suggest that in implementing the theory, a five-step consequential discipline hierarchy ought to be used comprising acts of warning, time out, calling parents, sanctions, and in the worst case expulsion from school. Hence, the researcher explores the effectiveness of the above alternative strategies.

The researcher developed research questions and objectives for the study in line with the steps suggested by the theory to gain more knowledge from the field of study. Data collection tools used to gain descriptive data relevant to the research topic was designed to explore the alternative strategies used to discipline learners in secondary schools. The researcher managed to follow the ideology of the above theory as a guide for the purpose of the study. As a result, the collected data concurred with the theory. Discipline starts with small disciplinary actions such as warnings for first-time offences. If learners continue to break rules, the severity of the discipline will escalate. The findings confirmed that the discipline hierarchy written down for learners was used as the procedure in advance. Equally underpinning the study is Thorndike's Behaviour Modification Theory (Rosenhan & Seligman, 1995) which defines human behaviour through the lens of the law of effect. The theory's pillars are stimulus-response processes where learning occurs gradually through a positive recognition of a consequence while a negative response diminishes the behaviour (Busienei, 2012). Thus in managing behaviours in schools and classes, teachers may apply negative rewarding of bad behaviours to lead to their extinction. The above theories correspond with the research topic of this study in that learners can be disciplined in various ways except corporal punishment. Canter and Canter

(2001) believe in the five steps consequential method which emphasises the use of different measures. Therefore, the features of this theory will help in examining the effectiveness of alternative ways of disciplining learners at secondary schools. On the other hand, Thorndike's theory will assist in measuring the outcomes of each measure for different scenarios from different behaviours as it focuses on different learners' behaviours.

#### **2.4.1 Features of Canter's Assertive Discipline model**

Canter's Assertive Discipline model was the model's original name. The idea behind assertive discipline is that teachers, like learners, have constitutional rights: the right to establish and maintain classroom discipline, the right to demand appropriate behaviour from learners, and the right to receive support from the principal, parents, and others stakeholders (Charles, 2017). According to Canter and Canter (1976:9), teachers must be empowered by the principal to act responsibly towards their learners in order to regain their respect. When required, teachers must be strong and upbeat. Canter and Canter feel that assertive teachers get their needs fulfilled first, putting them in a better position to support their learners, as per Pagliaro (2011:103). The assertive discipline model focuses on disciplining unacceptable behaviour and reinforcing acceptable behaviour.

Teachers always express their right to teach by establishing instructions and consequences for breaking those rules, as well as being consistent and persistent in enforcing those consequences. The four components of the model are summarised by Pagliaro (2011). First, teachers should create a set of classroom rules. Second, they should establish a series of favourable consequences for adhering to the norms. Third, they should also construct a set of negative consequences for failing to obey the guidelines. Finally, teachers should put the model into practice with their learners. As a result, this strategy is more structured and focuses on teachers. (Pagliaro, 2011:106). Negative behaviour should be met with punishment or unpleasant consequences, with the penalty system's severity growing over time. Assertive discipline teachers are more precise in communicating their demands and expectations to their learners

Canter & Canter's five steps of assertive discipline are mentioned by Martella, Nelson, Marchand-Martella and O'Reilly (2011:10). The teachers' obligation is to

recognise that they can and do influence learner behaviour. Second, teachers can learn to respond with assertiveness. Third, they create a discipline plan that includes clear, effective punishments and solid regulations (a descriptive hierarchy). An assertive teacher communicates school expectations calmly and consistently. Fourth, teachers must teach the disciplinary application to the learners. Finally, the principal and teachers should teach learners about responsible behaviour. They must be willing to work toward positive connections with learners by providing an optimal learning environment in the classroom and at school that encourages students to collaborate and socialize in a relaxed setting. Learners require a teacher who can offer care and orientation by communicating clearly with them, limiting unacceptable behaviour, and supporting appropriate behaviour. Moreover, involving all decision-makers in discipline processes improves the effectiveness of assertive discipline. This theory is relevant to the proposed study because it will be used to examine each teacher's and their school's mechanisms to handle learner discipline geared toward effective teaching and learning.

#### **2.4.2 Canter's assertive discipline: Positive behaviour management model**

Educators use a variety of reinforcement techniques in this concept, including material prizes, unique privileges, and social reinforcement from principals, educators, learners, and parents. Principals and teachers may utilise punitive corrective tactics instead of punishment. Canter and Canter (2001:21) urge teachers and principals to employ punishing corrective strategies only in conjunction with reinforcement and after more positive approaches have failed. According to Wolfgang (2009:96), there should be a balance between structure (rules and restrictions) and caring. To achieve this equilibrium, Canter and Canter (2001:414) recommend that principals and educators use a three-part discipline plan to assist learners develop self-control. Clear rules, encouraging feedback, and corrective actions are the components. As a result, praise has evolved into encouraging feedback and vocal acknowledgment, while punishment and penalties have evolved into remedial actions.

As a result, learners may regard their participation as purely symbolic (Kiprop, 2011:97). In their role as learner discipline supervisors, the principal should empower teachers. In the classroom and on school grounds, the teacher is the most



immediate adult in the learner's social life and interactions. He or she is more familiar with the features and needs of each learner under his or her supervision. Typically, the class teacher serves as a role model for learners.

As a direct consequence, it's critical that the teacher be given complete authority and freedom to collaborate with the learners in establishing rules and consequences, so that the learner who exhibits a lack of discipline at school receives positive and productive and supportive feedback as well as the most appropriate corrective actions. Aside from academic instruction, teachers must also educate learners' rules, rights, and obligations so that they exhibit desired behaviours (Western Cape Education Department, 2007:2). The researcher agrees with the Canter and Canter theory. The following components must be present in disciplinary strategies. First and foremost, teachers should create workable class rules for the learners. All potential scenarios must be covered by the rules, which must also be immediately evident to learners during the school year. Second, teachers must make use of learners' positive behaviours as one of their consistent, daily teaching strategies. A list of remedial measures that will be included in the teacher's hierarchy of consequences should be made. Learners should see this so they understand the effects of their behaviour. Last but not least, it is crucial to tell learners that serious actions that endanger the safety and rights of others may be escalated to parents or the principal without prior agreement.

## **2.5 BEHAVIOUR MODIFICATION THEORY**

According to the Behaviour Modification theory advocated by Thorndike (1905), learning rests on the measures that arise after certain behaviour. Thorndike advanced the regulations of special effects according to which conducts that are rewarded tend to continue but those that are shadowed by punishment diminish. "However, the nature of the rewards or the discomfort has given depends to a certain extent on the giver's feelings about the role of these rewards or harsher in shaping behaviour" (Singo, 2017:5). Corporal punishment has been one harsh useful measure in behaviour modification in schools. The banning of corporal punishment had effects on teachers' feelings and learners' behaviour. Therefore, teachers' feelings towards alternative measures to learners' discipline, such as the use of prizes and counselling, are imperative. This theory is also relevant in providing a

guideline for this study since the researcher focuses on the effectiveness of alternative strategies used to discipline learners.

According to Aksoy (2020), the behaviour modification-based discipline approach stresses that behaviours develop through the connection proven amongst the stimulus and behaviour, based on the values of the behaviourist model. "The control behaviour asserts that any environment-oriented at children should be organized to meet the needs of the children, that a behaviour is determined through the needs such as vital needs, the needs of belonging, power, entertainment, and freedom; and unsatisfied needs are the causes for the challenging behaviours to emerge" (Aksoy, 2020:81).

Moreover, Islam (2015) describe Thorndike's theory and its application in the education system in the following ways: firstly, he argues that the key principle of Thorndike's theory is that learning is continually exercised; therefore, learning should be oriented to provide reinforcements that will enable learners to respond to them. Secondly, He further believes that when reinforcements are provided as the stimulus, the esteem and aptitude of learners can be improved. Thorndike in his theory points out that learning is the practice amongst stimulus and response. The author cautioned that, even though the theory of Thorndike is important and contributes to the learning process, "there is also some critic to its theory such as this theory believes that learner as a passive object that always need motivation and reinforcement" from the teacher, (Islam, 2015). Therefore, teachers advance planned curriculum through assured standards in the learning process which must be reached by learners.

The above-mentioned theories are relevant for this study and topic in that they place learner behaviour management in the hands of teachers who ought to play modelling roles and provide conducive and behaviour grooming conditions that will enable learners to inculcate positive values of self-restraint, self-respect, and respect for others for the good of mankind. Underpinning values of dignity, unity, morality, and common good will provide direction to educators and parents in grooming disciplined learners who value education and take responsibility to provide conducive learning environments. These theories provide a heuristic guide for the data collection and data analysis. They also offer theoretical lenses for the research. However, the

theoretical framework is applied to provide provisional lenses for data collection. A researcher recognises and defines research problems. The researcher works in an iterative manner, switching back and forth between the study phenomena, research literature, and theory critique to direct the design and execution of the research investigation beyond the early phase, when knowledge gaps become obvious. The chosen theoretical framework was then integrated into the research design phase to direct the creation of the research question, the refining of research objectives, and the selection of qualitative research methods and data collection methods.

## **2.6 CHAPTER SUMMARY**

This chapter discussed how other researchers define theory and view the theoretical framework. The Assertive Discipline model by Lee and Marlene Canter (Canter & Canter, 2001) and Thorndike's Behaviour Modification theory were both utilised by the researcher (Corsine, 1985). These theories are pertinent to this research because some of their fundamental underlying assumptions are related, either directly or indirectly, to the study on student discipline in South African schools. These theories were applied to clarify the main idea of the study's theoretical frameworks. Therefore, a theoretical framework supported the presence of particular phenomena and strengthened the researcher's case by guiding the investigation from a theoretical perspective. The adoption of various theories was beneficial since it gave the theories a complementary effect. The theories were compared to real-world situations and instances in a classroom setting for the sake of clarity and context. The researcher further explained the importance of the chosen theoretical frameworks for the study. The importance and characteristics of assertive behaviour were highlighted. Moreover, the chapter explained how the theories linked to the study. The chapter also discussed the theories that the research was based on, and the theoretical framework that explains the relationship between variables, and the research gaps that were proposed to be unpacked during the whole study. The next chapter presents reviewed literature relating to alternative strategies to discipline learners in secondary schools.

## CHAPTER THREE: LITERATURE REVIEW

### 3.1 INTRODUCTION

In chapter one, the outline of this research study reviewed some of the literature directives to display the gaps in the study that needed to be addressed regarding the effectiveness of alternatives strategies used to discipline learners at secondary schools. The structure of this chapter is guided by the following research questions:

- What are the factors contributing to learners' ill-discipline in secondary schools?
- How do teachers and learners perceive the alternative strategies to discipline in their schools?
- Why do principals and teachers use particular disciplinary measures in secondary schools?
- What are the challenges facing principals as well as teachers in implementing alternatives to discipline practices in secondary schools?
- How can the alternative strategies to learner discipline in secondary school affect learner discipline?

In that regard, chapter three reviews both the local, the international and South African literature in more depth. Text books, government publications, educational policies, research articles, theses, dissertations, and website documents from the Internet were some of the sources used by the researcher for this project. A framework of understanding of the subject is provided through an examination of the literature from diverse sources. The review guided the researcher in identifying gaps that form part of the research questions, formulating the aims of the research, definition of relevant concepts, roles of education policies relevant to discipline, and procedures for policy implementation. Likewise, themes related to discipline, ill-discipline and alternative management strategies are covered. The researcher also gained a thorough comprehension of the subject under study and the opportunity to analyse the current educational policies in South Africa and other countries through the literature review on education management towards learner discipline.

This chapter concentrates with a review of relevant literature to the study. The literature review intends to position the research study in the context of existing studies on the effectiveness of alternative strategies used to discipline learners at secondary schools in Kokstad circuit, KwaZulu-Natal Province. This review of literature also details earlier research studies on the use of different alternative measures used to instil discipline in schools both inside and outside the country. Secondly, the views of different researchers on teachers' perceptions of alternatives and the effects of learner indiscipline in schools are explained. In addition, the role of alternative measures in changing learners' behaviour is outlined.

### **3.2 IMPORTANCE OF LITERATURE REVIEW**

A literature review illuminates the related literature to enable a reader to gain further insights from the study. It includes different types of resources such as professional journals, scholarly books, monographs, government documents, dissertations, and electronic resources. An electronic resource refers to published literature reviewed from the internet, the global network of computer databases. In some cases it refers to journals and conference proceedings found electronically (McMillan & Schumacher, 2006). The goal of a review of the literature, according to Tomaselli (2018), is dual. A literature review "is used to identify key published works of a general nature that have been seminal in defining the researcher's consciousness and academic values" (Tomaselli, 2018:378). On the other hand, literature is used to determine whether a topic is adequately covered in the literature and whether a researcher would have appropriate support for their own efforts beyond the supervisor's knowledge base. Furthermore, it aids scholars in their educational pursuit in assessing if a subject has not been over-represented in the literature, as a thesis must offer an important addition to the theoretical understanding of the discipline by definition. He stated in his conclusion that literature is a systematic collection of references used to support the researcher's particular point of view (Tomaselli, 2018). As a result, a comparative examination of all key writings on the subject should be performed, and the results should only be provided subject to discussion and critical analysis (Tomaselli, 2018).

According to King, Davidson, Chitiyo and Apple (2020) the best literature reviews have explicit search processes that help drive research and practice. Literature searches in special education have not been well evaluated, despite the fact that search methodology is acknowledged as a key component in literature reviews (King et al., 2020). Such research may shed light on the potential limitations of literature reviews and stimulate discussion about publication procedures (King et al., 2020).

According to Luft, Jeong, Idsardi and Gardner (2022) a study's relevance within a subject and a field is positioned by literature evaluations. They further attest that for every research endeavour in scientific knowledge or education, a literature review is essential. Therefore, within academia, a well-conceived and well-executed review presents an overview of the research that has already been conducted on a

particular topic and identifies questions that remain unanswered, demonstrating the potential contribution of the research study to the field and the justification for the research method chosen for the study (Luft et al., 2022). Additionally, they emphasised that building a thorough, insightful, focused, and brief review of literature as a result can be difficult for academics studying science education (Luft et al., 2022). The researcher framed his study on learner discipline and ill-discipline by conducting a literature review on the topic and the techniques that school management stakeholders, teachers, and parents may adopt and execute to maintain discipline among learners.

Information gained from literature review help in stating the importance of the research problem and development of the research design and relating the results of the study to prior knowledge. So, a literature review helps in several ways such as defining and limiting the problem, placing the historical perspective of the study. Secondly, it helps in avoiding unnecessary and unintentional replication, selecting promising methods and measures. Thirdly, it assists researchers in relating the research findings to prior knowledge and recommending future studies. Over the past few decades, interest in systematic reviews and meta-analyses has grown (Luft et al., 2022). They also concur that this reflects the increased focus on evidence-based practices (EBPs), which are techniques whose beneficial effects on learner outcomes are substantiated by several high-quality researches in special education (Luft et al., 2022). Experimental investigations are systematically reviewed, their methodological rigor is evaluated, and effects are calculated before the studies are designated as EBP (Luft et al., 2022). In a perfect world, educators would be more likely to choose interventions that are backed by research. Studies that serve as the foundation for utilising particular interventions are identified in literature reviews on EBP, which also serve as a tool for putting such practices into practice (Luft et al., 2022). As a result, the guidelines for a literature review affect the activities given to learners with impairments (Talbot, Maggin, Van Acker & Kumm, 2018).

### **3.2.1 Empirical review of related literature**

School discipline constitutes a key pillar in educational delivery without which the role of education as a social institution mandated to socialise learners for work and society is compromised. Therefore, discipline is essential for effective administration and management to accomplish the aims and objectives of the school (Amoah, Owusu-Mensah, Laryea & Gyamera, 2015). Researchers argue that to address learners' discipline difficulties and safeguard effective running of schools and classrooms equitable disciplinary policies and procedures should be in place (Amoah et al., 2015). Researchers further assert that disciplinary methods are consequently anticipated to be reasonable and correctly issued to offending learners on explanation of the wrongdoing committed (Amoah et al., 2015).

The researchers recommend research is conducted on the effect of teachers' philosophies and familiarities in discipline and the types of disciplinary measures implemented in schools and classrooms (Amoah et al., 2015). The reason behind this is that previous research studies confirmed that several teachers repeatedly "referred to how they were treated like children and the extent to which, in their view, these had helped them manage some of their challenges" (Amoah et al., 2015:10). In addition, research studies have been conducted on the causes and effects of indiscipline as well as alternatives to discipline (Amoah et al., 2015:10). This proposed study seeks to go beyond expository presentation and evaluates the effectiveness of the alternatives in behaviour modification of secondary school learners.

The literature revealed that most of the countries around the globe, and especially in the United State of America, are mainly centred on harsh punishments and firing (expelling) learners from the school as disciplinary measures (Cvetkova Dimov, Atanasoska & Andonovska-Trajkovska, 2019). Recent studies also indicate that punitive and reward disciplinary exercises in many schools in different countries are still used. In other countries, physical punishment is still legal and in use. In contrast, some of the countries in Europe abolished corporal punishment in the 19th century, whereas some have never used it (Cvetkova Dimov et al., 2019). In the next section the background of the theoretical models of discipline established by different theorists from the United States of America will be highlighted.



### 3.2.2 Concept of school discipline

Various existing literature, including Antonio (2017), Makendano (2019), and Brunette (2017), provide different perspectives as to what discipline is mostly about. This indicates that different people possess varying perspectives on discipline. Discipline, according to researchers, must be some standard of conduct expected of teachers and learners. Antonio (2017), Makendano (2019), and Brunette (2017) interpret a degree of submission to laws imposed by authority as discipline. Others will interpret a lack of movement and noise as discipline. However, many people associate discipline with a combination of some or all of the aforementioned factors (Rosen, 2016).

Hall, Helliwell and Helliwell (2014) assert that discipline is an elusive concept because it refers to different aspects in different people of different backgrounds and at the same time it is either empirical or philosophical understanding. Commonly, researchers view the concept of discipline as the tool that always enhances teaching and learning and promotes the application of a variety of teaching strategies to empower learners in classroom settings. Rooth, Seshoka, Steenkamp, and Mahuluhulu (2012) define discipline as a process that uses teaching, modelling, and other appropriate strategies to maintain behaviour necessary to ensure a safe, orderly and productive learning environment by changing unacceptable behaviour.

Masingi (2017) further elaborates that the word 'discipline' has its origin in Latin "*discō*" meaning to learn, instruction, knowledge, and learning communicated to the disciples or learners respectively. Two different sets of definitions for school discipline can be established according to the emphasis on understanding and connotations specified by experts and researchers. According to category one of definitions, writers are focused on the 'learning process', which means that learners ought to learn how to express themselves according to anticipated correct behaviour. This definition is similar to the above definition by Masingi (2017) in that it is based on the Latin origin of the word discipline which means 'to learn' (Cvetkova Dimov et al., 2019). 'The word 'discipline' is related to the Latin words *discō* 'to learn' and discipline 'teaching' Adams (1974: 21); the development of self-control through the teaching of problem-solving skills and learning more productive ways to express feelings' (Cvetkova Dimov et al., 2019:93).

Therefore the above explanation indicates that school discipline has positive meanings. Discipline means that educators must exercise their authority in the best interest of the learner with emphasis on the development of self-discipline, independence and maturity (South African Council of Educators, 2010). The theories discussed in chapter two also supplied background information about discipline in school settings. Theories also assisted the research to identify the key concepts relevant to the research study.

### **3.2.3 Corporal punishment (CP)**

There are various definitions used to define corporal punishment, but the majority of them have similarities in meaning. All the definitions for corporal punishment refer to administering bodily discomfort to someone to change his/her undesirable behaviour but it is not intended to harm (Yeboah, 2020). Srivastava, Seth and Van Niekerk (2013) agree with the above scholars and explain that CP is a form of punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light (not to harm). In the same way, Ward, Petersen, Kupchik, and Pratt (2021) confirm that corporal punishment comprises of imposing pain to regulate learner behaviour. The researcher is of the view that corporal punishment is the action of physically injuring someone as a form of retaliation for their crime or transgression. The following are examples of corporal punishment: beating, slapping, searing, amputation, drowning, and using the rod as well as public shaming.

Corporal punishment in a simple way is an "assaultive performance, like slapping, spanking, punching, kicking, shaking, shoving, and choking" (Ward, Petersen, Kupchik & Pratt, 2021: 41). Furthermore, policies indicate that corporal punishment can also involve, for example, kicking, shaking, or throwing children, scratching, pinching, burning, scalding, or forced ingestion (UN Committee on the Rights of the Child, 2006:4). Thus corporal punishment is the infliction of pain on learners as a means of correcting their bad behaviour. Corporal punishment refers to any intentional act against a learner that imposes pain or physical discomfort to punish him/her.

Even though corporal punishment was abolished in most countries worldwide, in South Africa researchers revealed that there is a continuation of illegal use of corporal punishment in schools (Hunter & Morrell, 2021). Grobbelaar and Jones

(2020) agree that currently, while corporal punishment in schools is banned in SA, Angie Motshegka (Joubert, 2019), the former Minister of Basic Education, believes that teachers are continuing to implement it illegally. At the same time, it was "confirmed by the Committee on the Rights of the Child<sup>1</sup> as well as other human rights treaty bodies such as the Human Rights Committee (Global initiative to end all corporal punishment of children, 2019:4-5)" (Grobbelaar & Jones, 2020:72).

Numerous research studies revealed that corporal punishment in most schools is seen as more of gender-based violence that shows inequality (Breen, Daniels, & Tomlinson, 2015; Vusumzi & Shumba, 2013; Dunne, Humphreys & Leach, 2006). In the same vein researchers' discoveries point out that male learners are more prone to corporal punishment compared to female learners in schools (Gershoff, Purtell & Holas, 2015) as well as in homes (Mehlhausen-Hassoen, 2019). Therefore, there is a claim from Rafique and Kashif (2019) that this can result in male learners leaving school while female learners continue schooling. Humphreys (2008) indicates that learners at large, including their teachers, experience corporal punishment differently. Recent research studies in our country (SA) confirm that corporal punishment is strongly sustained by teachers for the benefits of learners' academic achievements while other teachers see it as a defilement of the human rights of learners (Manganyi, 2016, as cited in Hunter & Morrell, 2021). Even though corporal punishment still occurs in schools, research studies show that corporal punishment implementation in schools has dropped drastically since 1996 as a result of an amendment of the South African Education Act as well as South Africa's rights-based constitution (Hunter & Morrell, 2021). The above statement indicates the gap in and lack of understanding of our current implementation of these educational policies by teachers.

### **3.2.3.1 *Caning as a form of corporal punishment in Ghana***

In other countries like Ghana caning is the most commonly used form of corporal punishment in both schools and at home (Yeboah, 2020). Research indicates that corporal punishment was abolished by the Government of Ghana but many stakeholders were aggrieved about the decision. Aggrieved parties like parents, teachers, religious leaders, and unions for teachers in the education system came up in one voice raising concerns about the education system without using 'caning' as a

form of corporal punishment for 'Ghanaian children' (Yeboah, 2020:379). According to Yeboah (2020:380), leaders of religion in Kumasi (Ashanti Region of Ghana) judged "the GES ban on caning as being against God's divine principles for upbringing children". In addition, Ibrahim (2017) testified that few teachers were nervous because they were unable to stop caning. The above information indicates that there was a disapproval of the abolishment of caning as a corporal punishment community of Ghana. Lastly, researchers also reported that even in the United States of America and especially in Atlanta parents also disagree with the abolishment of corporal punishment. Duong, Monahan, Kollar, and Klevens (2021) further stated that parents from the United States of America had an understanding of several alternative measures to discipline and have self-confidence in their aptitude to use them. Nevertheless, they testified that not all measures were easy to use since resources were not available. Because of the above reasons parents noticed/ observed that alternatives were ineffective unless they included the use of corporal punishment. For that reason commonly 80% of ethnic groups considered the use of corporal punishment as the best strategy in disciplining their kids. The above literature revealed that in other countries all stakeholders such as parents, educators, religious leaders, and teacher unions have power in fighting against the abolishment of corporal punishment in the education system. Therefore, in South African communities if all stakeholders can come up with one strategy in dealing with discipline in schools teachers can manage the issue of ill-discipline.

#### **3.2.4 Teachers' perceptions of corporal punishment usage**

Report findings from South African contexts revealed that although teachers are engaged in implementing alternative ways of disciplining learners, there were cases whereby teachers also used the corporal punishment measures. Corporal punishment specifically was implemented illegally as it was unofficial in our country (SA). Futshane (2012) and Monama (2015) maintain that many teachers were charged by the authorities of law for implementing corporal punishment on learners. Correspondingly, Hecker, Hermenau, Isele and Elbert (2014) observe that the usage of corporal punishment to discipline learners is commonly found in disadvantaged population groups located in rural schools where most parents were not educated. In addition, Masitsa (2008) agrees with Hecker et al. (2014) saying that commonly

learners who attend township schools were exposed to poverty, illiteracy, and joblessness. Their reasoning for the above implementation of corporal punishment was that the African principal encourages the use of corporal punishment in dealing with the lack of discipline of learners (Hecker et al., 2014; Maphosa & Mammen, 2011). Therefore, teachers believe that corporal punishment, as the measure which was commonly used by parents at home, is the best form to be applied at school as well to shift or correct learners' behaviour. At the same time, they assumed that learners understand corporal punishment better as well.

In contrast, Jacobs and Richardson (2016) claim that repeated usage of corporal punishment works as a strengthening of assured strong manners in the learners. Subsequently, learners who experience a lot of corporal punishment may be obstinate and sometimes reply negatively to some forms of alternative disciplinary procedures. The researcher viewed the teachers' perception towards corporal punishment as one of the weaknesses that resulted in the failure in implementation of alternative strategies effectively. Most teachers fail to implement alternatives because they believe that they are not working.

### **3.2. Lack of knowledge of alternative strategies to learner discipline**

Recent studies revealed that there is also a gap in terms of knowledge about alternatives worldwide. However, researchers recommend that teachers and other departmental stakeholders such as parents possible may have a lack of knowledge about relevant alternatives as suitable approaches towards disciplining learners without using corporal punishment (Duong et al., 2020). They further argue that lack of knowledge of alternative approaches contributes to the use of corporal punishment in schools and homes, which negatively affects the development of a child. Theoreticians suggest that continuous understanding with regards to issues such as health knowledge and their alleged value through the use of alternative measures seems to be the initial procedure for behavioural modification.

On the other hand, researchers assert that some South African teachers are unable to stop using corporal punishment since they were trained to use it before it was banned (Motseke, 2020). During their professional training as teachers the use of corporal punishment was encouraged (Duong et al., 2020). As a result, most of the teachers could promote accepted learner behaviour with corporal punishment which

then, therefore, necessitates further training so that they can shift and adapt to new strategies (Duong et al., 2020). In the same way, Motseke (2020) submitted that teachers' training should be compulsory to enforce the implementation of alternative strategies to discipline learners.

### **3.2.6 Alternative discipline**

Moyo, Khewu, and Bayaya (2015) explain that alternative disciplinary strategies are those that emphasise effective communication, respect, and positive educational exchanges between teachers and students. The recommended disciplinary measures are verbal warning, detention, demerits, community work, and small menial physical tasks (Chisholm, 2007). This implies that alternative discipline is a positive discipline approach that is devoid of pain infliction but guides learners through communication and behaviour modelling practices into inculcating positive values and behaviours in learners.

Elba (2012 as cited in Motseke, 2020) accepts as true that the alternative measures of discipline effectively reduce disrupting behaviours, whereas Hammett and Staeheli (2011:270) consider that the peaceful way of discipline plays a significant part in promoting meaningful learners participation in the schools and promoting self-control. Nevertheless, the key grievances in opposition to the alternative measures were around their effectiveness and the degree of implementing them in schools (Motseke, 2020). In addition, Elba (2012) believes that the school setting and resources available within the school premises for implementing alternative strategies help in deciding or determining the degree to which they can be used. For instance, the use of detention sites within the school, space for isolation, safer equipment, privileges, and encouragements may endorse it (Motseke, 2020). Additionally, alternatives used to control ill-discipline amongst learners turn out to be unappealing and problematic to do in the under privileged societies (Motseke, 2020). Therefore, alternative discipline strategies such as verbal warning, demerits, additional work, tidying the classrooms, and detention should be used.

### **3.2.7 Ill-discipline**

According to Jacobz (2015), disruptive or negative behavioural problems within the classroom can be defined as behavioural abnormalities that disrupt, unsettle, or

negate the smooth running of the classroom. Moyo, Khewu and Bayaya (2015) explain that ill-discipline is a collection of behaviours of learners that are against a set of agreed rules and regulations of behaviour. These may be anti-social behaviours like insulting, vagrancy, drug abuse, and lack of respect among other behaviours. There is no effective teaching and learning in large classes, and the classroom environment becomes unproductive.

Similarly, Obadire and Sinthumule (2021) identify ill-discipline among learners as one of the most severe issues confronting schools today. They confirm that student disobedience has a global impact on the education system's effectiveness and demotivates teachers (Obadire & Sinthumule, 2021). Simuforosa (2015) indicate that learner discipline is becoming more of a concern, both regionally and abroad. According to the latest research, the problem is becoming more prevalent in African classrooms.

Tlhapi (2015) says the frequency of events varies from less serious misbehaviour to more significant wrongdoing. In severe circumstances, students injure and even kill one another on school grounds. Tlhapi (2015) affirms that learners' lack of discipline hinders their academic achievement because effective teaching and learning cannot take place in a chaotic classroom setting. Mestry and Khumalo (2012 cited by Obadire & Sinthumule, 2021) go on to say that effective learning and teaching schools seemed to have strong disciplinary laws in place. Successful school discipline fosters a pleasant and effective educational atmosphere that is safe for learners, teachers, and non-teaching personnel (Bechuke & Debeila, 2012 cited by Obadire & Sinthumule, 2021). The learning and development of a learner occur effectively in a safe and healthy background (Mtsweni, 2008 cited by Obadire & Sinthumule, 2021).

In education reform, school administrators and teachers face enormous issues in managing learner discipline while protecting learners' rights (Morrell, 2001 cited by Obadire & Sinthumule, 2021). The use of corporal punishment in schools is expressly prohibited by South African law (Department of Education, 2001 cited by Obadire & Sinthumule, 2021). After corporal punishment was eliminated, many schools struggled to maintain significant pupil control. It is critical to recognise that discipline is not the same as punishment and should not be handled as such

(Obadire & Sinthumule, 2021). Discipline should be viewed as a means of guiding and assisting learners in learning what is right and what is expected of them (Department of Education, 2000 cited by Obadire & Sinthumule, 2021).

Researchers also revealed some related factors based on learners' community background, family, and their learner personality which causes ill-discipline in schools. Hence, the Department of Basic Education, Republic of South Africa (2014 cited in Obadire & Sinthumule, 2021) insists that managing learners' discipline requires collaboration, which must be equivalent to a three-legged pot that includes teachers, family members, and learners. Families bear the primary responsibility for shaping their children's behaviour (Manamela, 2015). As a result, family and school should collaborate as partners, recognising one another's knowledge and expertise in order to promote student discipline (Oosthuizen & Botha, 2015). Schools that have incorporated local leaders in school discipline have received a lot of positive feedback and parental support. There have been fewer disciplinary issues and higher levels of academic learner performance. The learning process is guaranteed in these kinds of schools. Cooperation between families, local leaders, and members is fundamental. The collaborative engagement of the local community at large improves discipline, harmony, and order inside the institution.

Obadire and Sinthumule (2021) discovered in their research study that a learner's family and home background contribute to ill-discipline in a variety of ways. To begin, their findings indicated that a lack of parental care and love at home has an impact on learners' discipline (Obadire & Sinthumule, 2021). Second, poverty contributes to learner indiscipline since hungry students in the classroom cannot concentrate on their schoolwork (Obadire & Sinthumule, 2021). The third social component highlighted by researchers was peer pressure influence; many students become involved in substance abuse such as alcohol and drugs, which they share both inside and outside of school. Overcrowding in classrooms also leads to ill-discipline among students, limiting the efficiency of the teaching process.

It seems to be an issue for teachers since some do not have the requisite abilities to handle their overcrowded classrooms. Furthermore, research has highlighted culture and social media as elements that contribute to ill-discipline because they represent violence as a normal lifestyle. Learners watch everything on TV and the internet and



believe violence is the best way to achieve one's goals. Personal and contextual factors influence attitudes toward peers. Many students arrive at school having behavioural problems that they got from their family and community. Learners' disobedience reflects society's support from the school principal. In summary, Jita (2018) believes that the attitudes of the persons who are involved in the educational lives of the learners both at school and at home are the root reasons of a lack of learner discipline.

### **3.2.8 Differences between discipline and indiscipline**

Discipline is categorised into short and long-term objectives (Demirdag, 2015:46). It is stated that short term, "Discipline tends to stop a child's inappropriate behaviour while explaining what is appropriate. Long term, discipline aims to help them take responsibility for their behaviour." Traditionally, researchers view discipline as the degree of order and structure that would help retain high behaviour standards in the school; this is the safekeeping perception (Belle, 2017).

Discipline is defined as an exercise of teaching learners to follow regulations or a secret code of behaviour through punishment to correct non-compliance (Okunade, 2015). Okunade also refers to effective discipline as a form of discipline with various kinds of measures used in identifying unacceptable behaviours and letting the kids know that the teachers love and support them. In the same way, Mlalazi (2015) sees discipline as "the system of rules, punishments and behavioural strategies appropriate to the regulation of learners and maintenance of order in schools" (p.16).

Discipline implies that teachers should, therefore, use an authority in the most significant interests of students about self-discipline, autonomy, and maturity improvement (South African Council of Educators, 2010). Nevertheless, researchers acknowledge that discipline ought to be observed from the humanistic viewpoint whereby it is seen as a practice that permits the learner to be generally accountable for their behaviour and be able to differentiate between accepted behaviour and unaccepted behaviour (Belle, 2017). Charles joined deterrence, control, and correction, in his definition of discipline. He says "Discipline is intended to prevent, suppress, and redirect misbehaviour" (Cvetkova Dimov et al., 2019:94).

In this research study, the concept of learner discipline helps the learner to separate appropriate from inappropriate behaviour, and "provides them with the capabilities to govern their behaviour in their interactions within the secondary school context" (Jinot, 2018:35). Therefore, teachers and school management need to empower learners to understand the difference between wrong and right as they learn. Below is a definition of indiscipline

Indiscipline, as a term, is contrary to the term discipline. Indiscipline is defined as a lack of discipline (Cvetkova Dimov et al., 2019:93). According to the previous studies about indiscipline, researchers explain that this term refers to different forms of misbehaviour from learners. It is also seen as a lack of morals and values of precise behaviour, or the inadequate ability to be self-disciplined, intimidation of the teachers' expert authority and class activity, or an obstruction to learning, and a cause of distress (Cvetkova Dimov et al., 2019).

Learners' indiscipline in secondary schools is seen as obstructing the academic task of the school (Jinot & Ravi, 2020). Therefore, indiscipline in schools requires teachers to find strategies to fight it. According to Simuforosa (2015:1) learners are misbehaving in several ways such as coming late, bunking off, "neglect of academic work, possessions of cell phones at school, use of drugs and alcohol, carrying dangerous objects, bunking classes, bullying, not abiding by the dress code, and disrespect for teachers".

Lack of discipline in school learners also leads to poor educational performance and school collapse. Moreover, indiscipline in schools was substantiated when learners become unruly across the country schools, foremost to teachers and learners who are equally being the victims of brutal assault (Baruth & Mokoena, 2016). They also assert that in Gauteng a grade 12 learner who came to school carrying a sword killed one and injured three learners (Baruth & Mokoena, 2016). Moreover discipline is defined not only as the degree of order and structure in the school but also as the extent to which the school community views the learner behaviour as the appropriate socially accepted behaviour (Jinot, 2018).

Furthermore, researchers attest that learners display indiscipline through the destruction of school assets, immoral behaviour, unexpected behaviour, violence, abuse of drugs and alcohol and sex amongst peers, corporeal abuse of educator,

use of cigarettes, thieving, fights, vulgarity, unpunctuality in lessons, chewing gum, lack of respect towards authorities, noise-making in class, upsetting the classmates, battle, use of rude language, and use of armaments (Cvetkova Dimov et al., 2019). Therefore, it is noticed that the level and understanding of what is considered to be an irregular behaviour differs (Cvetkova Dimov et al., 2019). Alternative measures used to fight or stop indiscipline in schools should be influenced by the nature and motive of specific irregular behaviour. In a school context, discipline refers to the capacity to lead and supervise the class towards the achievement of planned learning objectives, whereas indiscipline relates to the condition in which energies and impulses are unrestrained by standards of behaviour or external authorities.

### **3.2.9 Types of discipline**

Idris and Alegbeleye (2015) consider three major types of discipline: preventive discipline, corrective discipline and progressive discipline. They divide them according to the specific function each discipline performs. Correspondingly, Wahlig (2020) pointed out that research identified three approaches used by teachers in order for them to be able to deal with the discipline problems in their lessons. Below is a list of them: (1) preventative, (2) supportive, and (3) corrective discipline. In addition to the above three types, Mlalazi (2015) describes a holistic discipline approach.

#### **3.2.9.1 Preventive discipline**

According to Cvetkova Dimov et al. (2019), preventive discipline measures are used to stop misbehaviour by keeping the learners involved. In the same way, in the school context it is seen as preventive once the school designs and displays a policy or rules and regulations that discourage learners from committing indiscipline such as late coming, non-attendance, and disobedience to teachers and other learners. Similarly, it is the measure of the discipline design that does away with situations in the classes that will endorse misbehaviour. The alternative strategies is of importance for many teachers to encourage the learners' accepted behaviour appropriately, and also help teachers to enforce learners' understanding of how to conduct them inside the schoolroom. Therefore, all over the schoolrooms there must

be a code of conduct as well as clear guidelines so that learners know very well what to do and not to do in school premises (Cvetkova Dimov et al., 2019).

Idris and Alegbeleye (2015) agree with the above explanation to say preventive discipline is planned to prevent destruction or aberration. Consequently, it is commonly specified clearly without vagueness in simple words for every learner to understand clearly (Idris & Alegbeleye, 2015). Lastly, the preventive phase denotes the set the restrictions of conduct and defines the rudimentary guidelines of behaviour, telling learners about considered satisfactory or intolerable behaviour, as well as the penalties for intolerable behaviour (Cvetkova Dimov et al., 2019). The researcher contends that the preventative discipline should be implemented in schools. Schools should have disciplinary policies in place to guide parents and learners about the consequences of ill-discipline prior to admission to the school. Parents must sign the list of classroom rules. Rules and regulations of the school should be made visible on all noticeboards and classrooms for learners to read them. Preventive discipline involves setting expectations and classroom rules for conduct on the first days of class in order to proactively avoid problems. Therefore, giving praise for excellent behaviour, reminding learners of the rules every day, and explaining the implications of wrong doings are essential.

### **3.2.9.2 Corrective discipline**

According to Prasetyarini, Hikmat and Thoyibi (2021) corrective discipline in schools refers to an act used to change bad behaviour that may have the capacity to cause an interruption in the classroom. Their report also discovered that teachers have been applying CP and rote discipline as an approach to discontinue the same mistakes made by learners. Rote discipline refers to the case where the teacher writes out the stanzas of the Holy Koran and, therefore, learner/s internalise the rules and the misconducts. This type is used as soon as learners fail to follow classroom or school guidelines (Cvetkova Dimov et al., 2019). It arises as a result of learners who deliberately break the rules of the school and teachers punish them for wrongdoing. Corrective discipline helps in two ways: (a) to restructure or daunt additional breaking of rules by learners and (b) to avoid forthcoming or anticipate continuous repetition of the unaccepted behaviour among other learners. The instrument of corrective discipline is punishment but the preventive discipline can be

viewed as a warning (Idris & Alegbeleye, 2015). In conclusion, the remedial feature includes the use of an educational approach and intercession measures to retain satisfactory behaviour and modification of intolerable behaviour such as implementing rewards and harsh disciplining (Cvetkova Dimov et al., 2019).

### **3.2.9.2 *Progressive discipline***

Progressive discipline is a type of disciplining method used by applying harsher penalties for wrongdoings that are repeatedly committed. The discipline methods gradually move on from the 'minor to the major' (Idris & Alegbeleye, 2015:94). As the learner echoes the same wrongdoing, the consequent discipline increases in harshness until it becomes most severe. However, it is important to count the number of times discipline is inflicted on learners by the teacher. 'This is because there are instances where these are maliciously done' (Dumisani, 2002).

### **3.2.9.3 *Holistic discipline approach***

According to Mlalazi (2015), a holistic discipline approach comprises developing and sustaining a positive learning environment that reassures and upholds correct behaviour in all situations. Therefore, a holistic discipline approach requires the contribution of the school community and all other stakeholders in maintaining positive discipline which results in self-discipline in learners and developing a situation that is favourable to their learning. In addition to the above types of discipline measures, Cvetkova Dimov et al. (2019) came up with another type of discipline which is the developmental aspect.

All the above four forms of discipline measures refer to alternative measures because they assist teachers in enforcing good behaviour with learners even though they work differently. The preventive discipline can be regarded as cautionary preventatives to anticipate the endless recurrence of the unaccepted behaviour among other learners while the corrective discipline is reprimanding, but then again supportive discipline encourage learners' good behaviour where teachers reward them for every doing good. Lastly, the holistic discipline approach is used when the learner repeats the same wrongdoing, and the consequent discipline rises in severity until it becomes most severe. Teachers implement holistic discipline by rewarding learners who portray good behaviour in a form of schools awards for neatness, high

performance and other relevant aspects. The school management also encourage learners to behave in an acceptable manner by giving them certificates in front of others.

### **3.2.10 Aims of discipline in school settings**

The aim of discipline in schools/classrooms is to empower pupils to make a distinction between wrongdoing and right doing and also assist teachers to make a conducive teaching and learning situation that permits them to be able to control and guide and shift learner's behaviours without fail (Gunderson, 2017). Learners are disciplined in several ways since corporal punishment was abolished. Guidance by teachers to learners is a vital process towards the upbringing of a child. It helps them to know what is right and what is wrong. The summary of the main aims of discipline suggested by different authors is described below: Firstly, discipline aims to promote accepted learners' behaviour and self-control concerning principles like respect, courteousness, fair-mindedness, morality to everyone else (Belle, 2016). Secondly, it aims to minimise the repeated conflict/destructions between the learner and the teacher, hence improving the operational teaching and learning environment (Charles, 2017). Thirdly, it helps in developing merit for both learners and their teachers in the school through instituting a positive learning environment that is organised and safe for appropriate schooling (Noisier, 2014). Fourthly, it aims to assist learners develop on a social basis, both emotionally and educationally. Furthermore, it is used to encourage self-discipline in learners (Anayo, 2014). Lastly, it aims at controlling teaching and monitoring the learners in an effective teaching and learning situation that is favourable to schooling (Busienei, 2012). For the above views, Belle (2016) points out that every teacher should wisely implement discipline measures by considering guidelines that offer learners help with achieving satisfactory behaviour. In the same vein, Van As (2016) recommends that teachers involved with the learners' daily well-being need to be aware of their learners' authorized constitutional rights to select legal approaches bringing approximately the safe educational settings for learning. The importance of discipline in current South African context is to promote smooth teaching and learning in schools.

### **3.2.11 Discipline challenges in the contemporary classroom**

Discipline is categorised into short and long term objectives (Demirdag, 2015:46). He also stated that correcting learners' behaviour through short term methods tends to end his/her wrong behaviour whereas enlightening required good behaviour. On the other hand, long term methods used to discipline learners tend to enable them to be responsible for their good behaviour. Discipline is defined as an exercise of teaching learners to follow regulations or a secret code of behaviour by means of penalties to correct noncompliance (Okunade, 2015). Okunade (2015) also refers to an effective discipline as a form of discipline with various kinds of measures used in identifying unacceptable behaviours, and allowing the learners know that the teacher loves and supports them. Discipline implies that teachers should, therefore, use authority in the most significant interests of students about self-control, autonomy, and growth improvement (SACE, 2010).

Makendano (2019) conducted a qualitative research study in Namibia and confirmed that ill-discipline affects the performance of the schools in their country as well. Hence, he suggested that to promote proper learner behaviour in all schools they must be influenced by teachers' experiences and the policies within the schools. Therefore, lack of discipline in schools requires teachers to find strategies to fight it. According to Simuforosa (2015) learners are misbehaving in several ways such as coming late to school, bunking off, abandonment school activities, carrying of cell phones, using drugs, drinking alcohol, being in the position of harmful weapons such as knives and screw drives, dodging schools lessons, harassment, failure to follow the rules school such as wearing proper school uniform and also failure to respect their teachers.

The framework of the South African study discipline is sombre and unpredictable, as empirical studies demonstrate. According to Sackey, Amaniampong, and Abrokwa (2016) discipline in schools has been the main worry to teachers, parents, and learners in common for many years. They are seriously worried about risks in the school setting: sometimes, teachers and learners in both rural and urban schools are attacked physically (Sackey et al., 2016). Some experience bodily harm severe enough to require medical care (Sackey et al., 2016).

School violence has multiple reasons in South Africa; nevertheless, the existence of poor school relations among teachers, teachers and other stakeholders such as family members is among the root causes (Mncube & Harber, 2013; Nthate, 2017). The next paragraph is an explanation of discipline problems facing teachers from Indonesia. I decided to use Indonesia amongst many countries in the world because reviewed literature shows that Indonesia experienced similar discipline problems like South Africa.

### **3.2.12 Discipline problems faced by teachers in Central Java, Indonesia**

The researcher examined the literature of relevant studies from different countries in order to find and compare discipline in schools. The comparative analysis assisted the researcher to compare the strategies employed by other countries. It also helped to synthesise the arguments and ideas of existing knowledge about discipline problems. At the end of the research project, the goal was to gather detailed information and make informative recommendations.

Recent research studies indicate that other countries also had discipline problems which are common as in South Africa. According to Prasetyarini, Hikmat & Thoyibi (2021) teachers teaching in secondary schools from Indonesia experience several forms of discipline problems. They highlighted several discipline issues. Firstly, the study revealed that learners fail to listen or pay attention to their teachers in classrooms; instead they make noise even if the lesson is in progress. Secondly, learners come to school with different colours of hair which is not allowed. Some learners decide to sit at the back row in class and chat with their classmates, loitering, come late into class, and do not do their homework. Moreover, absenteeism is a major problem. They also indicated that learners sometimes eat and drink in class, do not bring workbooks to their teachers and some learners use electronic devices such as cell phones, etc. Lastly, learners wear inappropriate uniforms to school and do not attend prayers in the morning school assembly. Noisy classrooms, talking or failure to pay attention to their teachers, and late coming were seen as the most common problems faced by the teachers in secondary schools.



### **3.2.13 Alternatives to instituting school discipline**

Discipline is essential for successful teaching and learning process. To create and sustain compliance, teachers use regulated behaviour management structures that concentrate more on incentives and punitive measures to tackle issues of socially unacceptable or aggressive behavioural patterns. The above control-oriented restraint strategies fall within the assertive behaviour management framework or are following them. These are focused on the belief that learners' actions should be monitored since it is believed that young children seem unable to track and regulate themselves accurately. Hence, Obadire, and Sinthumule (2021) argue that schools cannot deliver the finest education if learners lack good discipline. Consequently, it is critical that effective disciplinary policies and processes be implemented in every school.

Educational institutions utilise various forms of training to establish order. Some techniques commonly used are more retributive. The ultimate objective of school discipline, as per Njoroge and Nyabuto (2014), is to offer every pupil the best principles, comprising personality, respect, dignity, and the capacity to conform with good behaviour, whether obliged or controlled, and to improve with such practices. Therefore, supervision is a vital factor for a stable and prosperous school environment. Schools will adopt effective educational methods, driven by the United Nations Children's Rights laws, and the constitution used by the republic. The United Nations explicitly indicated that perhaps the Agreement towards Child's Rights remained violated through the use of a corporal penalty (UN, Committee on the Rights of the Child, 2007). Below two forms of discipline - positive and negative reinforcement - are explained.

#### **3.2.13.1 Reinforcement**

Rimal and Pokharel (2013) expound that discipline ought to be grounded in an optimistic, caring, tender connection amongst the parent(s) and children, and must emphasise the behavioural intervention approaches such as constructive strengthening approaches for the positive behaviours. According to researchers, the concept of reinforcement refers to the strengthening of good behaviour (Gershoff, 2017). She further insists that once a positive behaviour is strengthened, it becomes

strong enough, meaning that its possibility or occurrence is improved. Reinforcement is categorised into positive and negative forms. Negative reinforcement refers to the form of a response where a teacher identifies all mistakes done by learners and makes sure that he/ she negatively suppresses every undesired act of a child. In secondary institutions where teachers employed the Good Schools Toolkit there has been a huge drop in the percentage of learners who were previously identified as victims of child's right violation done by their teachers on school premises. The research also indicates that nothing was reported as a negative impact due to teacher-learner interaction in dealing with behavioural problems, which lead to poor education performance standards (DeVries, Knight, Child, Mirembe, Nakuti, Jones & Naker. 2015). That prominently disproves the point of view which says that by doing away with corporal punishment promotes a high rate of behavioural problems in secondary schools as well as a drop in the educational performance of learners.

On the other hand, researchers believe that positive discipline improves learners' self-discipline. Kagoiya, Kimosop and Kagema (2017) also assert that many simple ways of rewarding learners can be applied by teachers. They can use appraisal of good behaviour each time a learner behaves well while other learners are present so that they can learn and gain interest in doing good in class. Examples of awards include giving them certificates of recognition and writing learners' names on school walls or notice boards. Sometimes teachers can also put a positive comment in the book of a learner who behaves well in class. The above alternatives work perfectly in schools with few numbers of learners per class. In schools with big enrolments they become ineffective because resources are not enough, such as funds to buy trophies and awards. In schools where these alternatives are implemented correctly they assist in controlling learner behaviour and also help in improving learner performance.

### **3.2.13.2 Extinction**

Nene (2013:44) states that constructive reinforcement involves reinforcing positive conduct with recognition and fun incentives. In contrast, punitive encouragement is focused on eradicating undesirable activity instead of retribution, for example, eliminating the incentive or whatever students want. Finally, the reinforcement affirmation of desirable actions, coupled with the penalties of undesirable activity,

allows the ideal conduct to be correlated with successful interactions in the context of the learning process (Nene, 2013). Educators need to use their assertive abilities and responsibilities as parents to minimise inappropriate behaviour among learners and could do so by parental participation and the structures within education classrooms. Section 3 of the South African School Act of 1996 recommends that all interested parties (parents, educators, teachers, and non-educators) be involved in the preparation of standards of ethics and school policy. The whole community approach to student protection and punishment administration in educational institutions should establish a collaborative behaviour model. The DBE (2012) indicated that the creation of healthier schools needs a school-wide solution. The education system has several components: students, teachers, directors, school administration teams, school governing bodies, and parents or caregivers. These processes comprise and exist inside the larger home and community system together. The vision of the discipline can be developed, and students can be responsible for the consequences and promote good discipline tendencies to unite people and dignity amongst themselves.

### **3.2.14 Alternative strategies to discipline learners**

This review of literature will also detail earlier research studies on the use of different alternative measures used to instil discipline in schools both inside and outside the country. In dealing with teachers' and school management's concerns and frustrations concerning lack of discipline, the Department of Education (DoE) published strategies on school discipline in 2000 (DoE, 2000). Those strategies are used as alternative measures to corporal punishment. Alternative measures used to instil discipline in schools have been used since then even today in public schools of South Africa and some other countries (Moyo, Khewu & Bayaga, 2015). Sustaining learner discipline in school classrooms is the most fundamental part of creating a favourable teaching and learning environment since unaccepted discipline disturbs effective learning (Kambuga, 2017 cited in Prasetyarini, Hikmat & Thoyibi, 2021).

Researchers came up with different forms of alternatives such as parental involvement, demerits, additional work, cleaning up the classrooms, detention, expansion, verbal warning, and many more (Moyo et al., 2015). In the same way, Obiero et al., (2018:6349) also confirm that most schools used different forms of

discipline "sanctions such as detentions, manual work withdrawing privileges; rewards like reinforcement of good behaviour both verbally and non verbally; and guidance and counselling such as parental involvement, use of peer, teacher, and professional counsellors, psychologists and psychiatrists and mentoring among others whose level of effectiveness varied from student to student". Researchers affirm that the use of effective disciplinary strategies in schools improves learners' discipline (Obiero et al., 2018).

### **3.2.14.1 Parental involvement**

Parents play a vital role in moulding the life of a child both at home and in school. Researchers confirmed that parents should be involved in disciplining their learners. Jinot (2018) argues that lack of parental involvement causes big challenges to secondary schools. In his research study, he revealed that most parents are not anxious about the ethical and educational performance of their learners because they keep on failing to avail themselves as parents in disciplining their learners (Jinot, 2018). He also indicates that parents lose their children because they go and search for parental care from people around them for support, care, affection and friendship. At the same time when parents are not involved in disciplining children they lose focus on their studies. Other parents spoil their children. They are more flexible in such a way that they accept even if their children decide to not attend school any time as if this is nothing wrong; however, they do not understand that by so doing they may encourage them to find justifications not to go to school anytime.

On the other hand, a study conducted in Mauritius revealed that some parents shift the blame to the principals and teachers for not inviting them to schools. Some parents indicated that it was not easy for them to get involved in the schooling of their children because they feel not welcomed by teachers. This was shared by one of the parents in explaining her experience. Firstly, it was stated that teachers did not welcome parents to school any time they pop into school because it happened that a parent went to the school and the principal requested her to wait in a chair until school break time because the teacher was still in class. Therefore, the parent seated waiting for the teacher only to make an appointment for the next day. Secondly, the parent was not able to talk to the teacher about the discipline of the child so she assumed that as parents they are not welcomed (Jinot, 2018).

Therefore, in some public schools parents are not welcomed and not invited by teachers. In the same vein, Strickland (2015) also support the view that inviting parents to school to play their role affects the home-produced contribution towards learners behaving well as well as their behaviour on the school premises (Jinot, 2018). Therefore, the above report also indicates clearly that parents are willing to involve themselves in sustaining the discipline of their children in schools; however, there is a lack of a proper parental involvement plan guiding how and when parents must go into the school.

The lack of responsibility to parents averts teachers and management of secondary schools to sustain discipline between learners. Researchers also emphasise that parents have a responsibility in enforcing good behaviour on their children at home and also when they are at school (cited in Jinot, 2018). Ferreira, Badenhorst, and Wilkenson (2017) assert that the use of alternatives to prevent ill-discipline in schools from Lesotho mostly showed that teachers value parental involvement as the effective alternative measure to maintain discipline. Mthanti and Mncube (2014:20) agree with the above researchers in that when parents, teachers, and learners are more engaged in the application of school rules and decision-making the more effectively the school can fight ill-discipline. Disciplining learners should be done collaboratively (Jinot, 2018). It is not the duty of the school principal only to manage learners' ill-discipline. It needs collaboration between teachers, principals, parents, and other authorities to fight against learners' indiscipline daily. The researcher contends that in most cases parents do not co-operate with teachers and school management in managing learner discipline. Therefore, parent involvement is not an effective strategy because most of learners in secondary schools are not staying with the parents and sometimes do not have parents. Parental involvement becomes a challenge as other parents fail to attend to their learners' cases in schools.

#### **3.2.14.2 Demerits**

Moyo et al., (2015) refer to demerits and physical work as one of the alternative measures while Naong (2017) sees demerits as a negative corrective measure form since it is used only to correct unacceptable behaviours and not for acceptable behaviours. Lastly, Masitsa (2008) asserts that demerits emphasise the do's and

don'ts of a learner but there is no uniformity in governing it which results in learners seeing teachers as sources of sarcasm. The researcher believes that if the Department should come up with clear strategies and guideline on how and when to implement demerits. Teachers should also apply demerits in the same way in their respective schools.

### **3.2.14.3 *Suspension and expulsion***

Suspension and other punishing discipline measures are also quite extensively employed techniques of school discipline (Gregory, Clawson, Davis & Gerewitz, 2016; Kelly, 2017). It is assumed that two out of six learners will be suspended in one incidence between playschool and grade 12 (Kelly, 2017). The extensive over employment of suspensions and expulsions has a remarkable negative effect on schools as well as learner performance (Girvan, Gion, McIntosh, & Smolkowski, 2016; United States Department of Education, 2014: Kelly, 2017).

Other researchers believe that suspensions are likely to reduce unacceptable behaviour, improve learners' performance and promote good conduct within school settings (May, Stokes, Oliver & McClure, 2015). Skiba, Michael, Nardo, and Peterson (2016) attest that implementation of suspension, as well as the expulsion of learners, is not easy because there are challenges even though it helps to change learner behaviour in public secondary schools. Additionally, researchers affirm that the use of suspension and expulsion of learners is not effective because it does not provide directives as to what should be done to suspended or awaiting expulsion learners while they are serving disciplinary measures excluding that given specific time/number of days (14 days) to serve it (Reyneke & Pretorius, 2017).

Therefore, it becomes a challenge for teachers who implement it as they have a responsibility to help them and reteach what is already taught unless the parents play a part in assisting the learner while he or she is suspended. Suspension and expulsion are defined as a process of removal of a learner out of school for a specific period due to learners' misconduct or violating rules of the schools (Masingi, 2017). Suspension is whereby the learner is temporally removed/refusal of admission to the school for a specific period while in expulsion the learner is permanently removed from school (Masingi, 2017). Additionally, other researchers agree with the above statement to say suspension comprises short-term exclusion of learners from school

for not more than fourteen days subject to the weightiness of the wrongdoing committed (Obiero et al., 2018).

On the other hand, Heilbrun, Cornell, and Lovegrove (2015) attest that black learners are the most frequent victims of suspension in secondary schools. Their research findings were unvarying with research indicating that black learners are suspended more than white learners at the secondary school level. The findings also reveal a statistically important tribal inequality in both short-and long-term suspension rates. Conversely, provision for zero tolerance was not connected to the dimension of the tribal inequity in suspension charges. The research reveals that white learners were meaningfully far less expected to be suspended for wrongdoings categorised as troublemaking or regularly being ill-mannered (Fabelo, Thompson, Plotkin, Carmichael, Marchbanks & Booth, 2011) and raises concern about schools' use of suspension for discretionary disciplinary actions or "lower-level, non-violent offenses" (Heilbrun, Cornell & Lovegrove, 2015:152). On the other hand, black learners were victims of suspension since they were more likely to experience severe punishment than white learners (Morris & Perry, 2016). Their findings also indicate that African American learners with no disabilities are 30% less anticipated to be suspended in comparison to their white peers with no disabilities.

Furthermore, researchers indicate that the bad effect of suspension and expulsion have increased nationally recently (Wolf & Kupchik, 2017:407). Scholars have recorded some of the possible damages of these disciplinary measures for learners in schools, educational complications, and increased wrongdoing. Moreover, earlier study has shown that learners who have been suspended from school have more chances of repeating the same grade and also eventually giving up on schooling, unlike other learners with no experience of suspension from school (Kelly, 2017).

Researchers insist that learners experience bad consequences from suspension and expulsion in many ways. Firstly, learners who are exposed to exclusionary school discipline are pushed in the direction of the criminal justice systems (Kim, Losen & Hewitt, 2010; Kupchik, 2014; Skiba, Arredondo, & Williams, 2014 as cited in Wolf & Kupchik, 2017:408). Secondly, learners are also highly exposed to the potential harms of school exclusion such as school failure, increased misconduct, and drop out of school (Wolf & Kupchik, 2017). At the same time, exclusionary discipline can

intrude on learners' educational advancement by driving them to disconnection "from their school communities, and label them as deviants" (Wolf & Kupchik, 2017:408).

In addition, Kupchik and Catlaw (2015) argue that the negative outcome of suspension is because suspension short-circuits discourse and learner contribution. They continue to say it eliminates a learner from the school instead of replying productively and cathartically to challenging behaviour. It is also confirmed that suspension that is administered in ways that estrange learners from the school results in learners viewing teachers as biased, and hard-hearted (Kupchik 2010; Lyons & Drew 2006 cited in Kupchik & Catlaw, 2015).

Moreover, suspension consequently could lead learners into cynicism, disengagement, and apathy (Kupchik & Catlaw, 2015:40). Finally, specific learners who are suspended might be less likely than others to develop positive relationships with learners, teachers, and administrators, which can shape their future orientation in the direction of public life (Kupchik & Catlaw, 2015:40). Despite being a common disciplinary measure in both general and special education, research has highlighted significant concerns regarding its outcomes (Wettach & Owen, 2015). Frequent suspensions have a number of unfavourable and unanticipated consequences, such as a poorer school climate, reduced academic success, increased levels of disruption or aggression, and greater rates of high school drop outs (Wettach & Owen, 2015).

In response to the above effects of suspensions and expulsions, researchers suggest that social and emotional learning concentrating on evolving learners' capabilities to construct positive social relations and manage emotions seems to successfully avert learner misconduct and form positive psychological wellbeing skills (Wolf & Kupchik, 2017). Lastly, another uplifting strategy relies on collective problem solving to discourse the necessities of "victims and offenders", as an alternative promising method that schools have effectively used to address learner misconduct (Schiff & Bazemore, 2012; Wolf & Kupchik, 2017:425). In the next section, the zero-tolerance policy is explained.



#### **3.2.14.4 Zero tolerance policies**

Zero-tolerance policies were created as a method to stop drug use in all institutions of teaching and learning (Gordon, 2018). It was then prolonged to cover not only instructions related to drugs but also to violence, arms, and other wrongdoings (Gordon, 2018). The American

Gordon (2018) defines zero-tolerance policies as the use of prearranged penalties which are harsher and planned to be functional irrespective of the severity of the conduct or justifying conditions. Hence, zero-tolerance policies are extremely organised. Flexibility is not offered in the penalties that are applied for contravention of one of the school instructions (Gordon, 2018).

Apart from the improved use of zero-tolerance rules in schooling institutions from the early 1990s, investigation into the consequences of these policies fails to display whether they are effective or not in handling behaviour in secondary schooling institutions (Gordon, 2018). However, research proposes that they might do additional damage compared to their importance for learners and schools (Gordon, 2018). According to Morris and Perry (2016), the zero-tolerance policy specifically has distinctly affected schools' suspension. Regardless of confirmation that zero-tolerance does not improve the school environment or safety (American Psychological Association, 2008; Morris & Perry, 2016), schools all over the country carry on being smitten with harsh punitive strategies (Morris & Perry, 2016).

In such approaches, exclusion as a form of punishment, for instance suspension as well as expulsion, is now being used more extensively, substituting for slighter consequences like detention. Even though some newly initiated disciplinary rules aim at dealing with ill-discipline, have also influenced excessively the smaller group of learners, particularly black Americans. From the time of the publication of the children's Defence Fund and school suspension, the question was whether it works or not in helping learners. The investigation has regularly exposed that black Americans were reprimanded more than other learners, even in class rebukes, workplace transfers, suspension and expulsions (Morris & Perry, 2016).

Black learners are prone to experience severe penalties (Morris & Perry, 2016). American research indicates that African American learners were roughly suspended

three times higher as compared to white learners (Gregory et al., 2010; Wallace et al., 2008 cited in Morris & Perry, 2016). A present report established that, nationally, one out of six black learners has been suspended at least once (Morris & Perry, 2016). Moreover, over the majority of schools are less probable to depend on disciplinary methods of discipline such as suspension or expulsion ( Morris & Perry, 2016). This is despite the fact, the discipline of the smaller group of learners has long occurred less compared to other learners (Morris & Perry, 2016).

#### **3.2.14.5 Verbal warning**

Verbal warning is used as one of the alternative strategies to discipline learners. In secondary schools teachers implement it but it does not really work effectively due to age and the different backgrounds of learners. Some learners fail to understand it as a disciplining strategy and as a result they do not take it seriously. Researchers viewed verbal warnings in different ways. Maphosa and Shumba (2016) concur that a verbal warning is also used as an alternative measure to discipline learners. They further explain that a verbal warning is seen as an effective alternative measure used by teachers. In contrast, they caution that it can have negative implications and it can cause anxiety hence opening learners to psychological abuse. Reyneke (2015) believes that it is significant to make sure that learners involved in this form of disciplinary measure be given a space to reflect and forward their views. Researchers agree that learners' punishment is a multifaceted problem (Belle, 2017).

#### **3.2.14.6 Video surveillance cameras**

A video surveillance camera was introduced in Nigeria in 2010 by the Ministry's policy for the Department of Education to minimise the rate of misbehaviour incidences caused by undisciplined learners in schools (Belle, 2017). Skiba (2014) defines a zero-tolerance policy as the practice of adopting harsher punishments for learner indiscipline. This form is used only to detect learners who manifest indiscipline in schools. Research further indicates that teachers and the school principals do not take any action in disciplining learners found misbehaving. The principal examines the act of such a learner video surveillance camera and requests the learner to bring his or her parents to his school. The aim to call parents is to

expose the misbehaving learner and issue a warning and alert them that if the learner repeats such behaviour they will take action as the school.

In contrast, this form of the alternative measure was seen as ineffective since there is no policy guiding school principals on what to do next (Belle, 2017). Similarly, although video surveillance cameras act as a warning to stop the misconduct, the outcomes of the previous study show it does not lessen the acts of indiscipline (Belle, 2017). It also revealed that learners are clever enough to identify areas with cameras around the school and avoid them. So, learners hide in the school toilets and smoke drugs and bully others in areas with no cameras. Spaces such as supply closets and bathrooms that are not within the range of the camera encourage the learners to manifest a lack of discipline as they consider these places safe to misbehave (Amos, White & Trader, 2015). In conclusion, this form of alternative measure does work but it is not effective since there were loopholes identified by the research studies. To reduce the loopholes schools should use very small and unidentifiable cameras. Secondly, cameras should be installed in almost all corners of the school premises as well as in classrooms. Implementation of this strategy should be also supported by visibility of security guards in schools.

### **3.2.15 Positive behavioural interventions and supports**

The negative impact of punitive discipline measures associated with corporal punishment led to the initiation of alternative ways of disciplining misbehaving learners in schools. Restriction-based methods like positive behavioural and support systems remained investigated as an alternative to non-modern exclusion punishment procedures (Fenning, Pulaski, Gomez, Morello, Maciel, Maroney & Wilson 2012; Girvan, Gion, McIntosh & Smolkowski, 2016; Gordon, 2018). Even though positive behavioural interventions and supports are seemingly lenient across schools, they were mandatory to implement. Gordon (2018:10) defined seven essential constituents required to implement positive behavioural interventions and supports in schools. They were as follow: Emerging schools expectations and guidelines for suitable behaviour, straight and effective education of the expectation as well as for instructions, acceptance for learners who cooperate in suitable and anticipated behaviour, unclear penalties used the minute guidelines are dishonoured,

usage of documents to make decisions, the managerial provision at the school level, and provision of care from the district level.

They also argue that schools that fully implement positive behavioural interventions and support show the above components in classroom situations. At present, implementation of positive behavioural interventions and supports is applied in many schools across the USA, but only in a few secondary schools (Freeman, Wilkinson, & Vanlone, 2016 cited in Gordon, 2018). Even though there are few high schools compared to elementary and middle schools, secondary schools show a rapid increase in implementing positive behavioural interventions and supports every year (Swain-Bradway, Pinkney & Flannery, 2015). In our South African education system there is a lack of support from national, provincial, district and circuit level and thus teachers in school are on their own. Schools have to deal with discipline alone. Therefore it is also difficult to implement successful discipline in school without resources.

### **3.2.16 Learners' perception of different alternative measures**

In the previous studies, learners viewed alternative measures for discipline used in schools differently (Sackey, Amaniampong & Abrokwa, 2016). One of the studies conducted in Nairobi, Kenya focused on strategies used as alternatives in maintaining discipline in secondary school and it revealed different learners' perceptions (Sackey et al., 2016). In the next paragraphs, I will describe learners' views on the effectiveness of different strategies in their schools in Kenya. In the study, learners were to rate the effectiveness of different strategies. They were given five options to choose according to the understanding from most effective to least effective alternative measure (Sackey et al., 2016). According to the results of the study by Sackey et al. (2016), 90 percent of learners reached an agreement with the report that discipline refers to the practices used in the teaching and learning to increase good behaviour. The high percentage of learners continued in the opinion that disciplinary activities are planned to benefit them to become accountable and to manage their behaviour responsibly.

On the other hand, 83 percent of learners oppose the report that discipline refers to the punishment imposed by the teacher after a learner had misbehaved (Sackey et al., 2016), while a few other learners approved of the statement that disciplinary

activities help to discourage learners from committing crimes (Sackey et al., 2016). This shows that learners have a good understanding of the notion of discipline and consider that disciplinary actions are envisioned to make learners accountable. Therefore, researchers affirm that the learners had a good understanding of the perceptions of discipline and believe that disciplinary actions were planned to make learners responsible (Sackey et al., 2016). The above literature revealed that learners had a clear understanding of discipline and they perceived it in a positive way because it does not cause harm to them as compared to corporal punishment. The researcher contends that learners were ready to accept alternative strategies as they helped them to change their behaviours in a polite way without courting harm or pain.

### **3.2.17 Perceptions of learner-teacher connections**

Peguero and Bracy (2015) argue that the perceptions of learner-teacher connections play a vital role in learner discipline. They believe that teachers work as advisors, role models, sources of reassurance and support, and designers of the learning structure. As a result, learners' interactions with teachers can shape their conduct in school as well as the impact on their learning enhancement and accomplishment. At the same time, the study continuously tells that youths who report well and have strong connections with their teachers demonstrate enhanced learning accomplishment, inspiration, academic passion, social development, good behaviour, and self-esteem (Peguero & Bracy, 2015:4). On the other hand, learners who see their connections with teachers as deprived reveal reduced "social, emotional, and behavioural responses to their education" (Peguero & Bracy, 2015:4).

### **3.2.18 The relationship between discipline and academic performance**

Researchers claim that the learners are elements of the teaching and learning procedure (Foncha, Ngoqo, Mafumo, & Maruma, 2017). Therefore, they have to understand that the key aim for actually being in school is to acquire learning and progress educationally, socially, and so forth (Foncha et al., 2017). They also believe that when learners are engaged they become responsible and dedicated to their studies and work hard to achieve better results. Additionally, when learners are made aware of the purpose to be in school this helps them to respect the

rightfulness and power of teachers and obey the school guidelines and principles as required by the Code of Conduct (Foncha et al., 2017). Moreover, learners also learn to respect their peers and avoid involving themselves in anti-social conduct. Prominently, when the learners have understood the exceeding "behavioural habits, they may become better able to perform well academically, since they would not be having any baggage to hinder their progress" (Foncha et al., 2017:9028). In contrast, the teacher's responsibility is to obey the rules like professionals so as to generate discipline and nurture academic performance instead of seeing themselves just as employees (Foncha et al., 2017).

### **3.2.19 Guidance and counselling**

According to Obiero, Kalai and Okoth (2018) their findings of indicated that seventy percent of learners believe that guidance and counselling was the most effective strategy for correcting indiscipline. Therefore, guidance and counselling was recommended as the best strategy to manage discipline (Obiero et al., 2018). It was seen as a good form of discipline because it is not a harsh method but results in lasting good behaviour. Obiero et al. (2018) also supported that guidance and counselling is an effective form of disciplining learners.

On the other hand, thirty percent of learners believe that guide and counselling was the least effective strategy. Learners felt that in most cases teachers have no time to implement it as they also have to focus on the workload of teaching as a priority (Obiero et al., 2018). They also deal with overcrowded classes and are unable to cope with the demand for guidance and counselling. Other learners indicated that they were unable to share their problems with their teachers. In addition to the challenges revealed by learners, it is not easy for learners to focus in class especially on those subjects taught by teachers whom they opened up to during counselling. This confirms the necessity for psychologists and counsellors in schools as also "noted by Nyagah and Irungu (2013), to reach learners who still considered guidance and counselling ineffective due to the aspects revealed the second most effective method as indicated by 70 percent of students was involving parents" (Obiero et al., 2018:6357).

### **3.2.20 Parent involvement was seen as an effective strategy by learners**

Parent involvement was also seen as the second most effective alternative strategy in disciplining learners. Firstly, their involvement was found effective because they are the ones who know their children better than teachers. Learners hate to have a parent called to school because of their misconduct for the fear of the actions they can take against them such as removal from the school and harsh punishment back at home (Obiero et al., 2018). This encourages learners to be disciplined in schools all the time. In contrast, learners confirm that some parents are too lenient and reluctant to control their children. In such cases, parental involvement was not quite helpful as indicated by the minority of learners who understood involving their parents as an ineffective strategy (Obiero et al., 2018). Other research studies show that positive parenting endorses proper reactions that have been established to be supplementary with the learner's role (Valdés-Cuervo, Alcántar-Nieblas, Martínez-Ferrer & Parra-Pérez, 2018).

Researchers confirm that parents are in charge of transforming learners' achievement and their behaviour (Mashau & Mangoedi , 2015). They also argue that each school needs to introduce a rule that requires a compulsory time to time meeting between teachers and parents during the course of the year. This assists teachers and parents to know the behaviour of a learner and deal with it immediately. In addition researchers assert that parental involvement is much better than dealing with their learners and it helps in providing solutions to complex classroom challenges (Mashau & Mangoedi, 2015). In contrast, they agree that sometimes parental involvement cannot be the perfect solution to control learner discipline but in many schools it was seen as one of the best alternative measures in making a difference.

Research studies confirmed that parental involvement was seen as an effective strategy but most parents prevent its effectiveness by not complying or collaborating with schools. Therefore, learners' behaviour is becoming a worse problem due to lack of compliance from parents to participate. Learners are also observant; therefore, if their parents are not willing to attend their cases at school they become more problematic than learners who have parents who always avail themselves in schools.

### **3.2.21 Peer counselling**

Thirdly, peer counselling was identified by seventy percent of learners as the most effective approach of discipline. It was found effective in handling teenagers' discipline (Obiero et al., 2018). They can discuss at their level willingly and honestly, and learners at the same time offer support groups and monitor the development of the affected peers with whom they spent more time than they do with parents. On the other hand, thirty percent of learners said peer counselling was not effective because some learners are unable to keep confidential information shared with them. As result, some students were not willing to disclose their problems to their peers. Peer counsellors sometimes do have not enough time and knowledge in dealing with complex problems in giving solutions required. Therefore, this method requires peer counsellors to forward complex problems to teachers or professional counsellors for solutions.

Lastly, sixty-eight percent of learners viewed suspension as an effective disciplinary measure. Students were majorly suspended from schools due to various causes.

### **3.2.22 Teachers' perspectives on positive discipline measures**

Mlalazi (2015) "states that positive discipline entails guiding learners' behaviours and helping them take responsibility for making good decisions and why those decisions are in their best interest" (p.17). Hikmat, Thoyibi, and Prasetyarini (2018) explored the teachers' perspectives on the method used to discipline learners at schools in Surakarta. Their study revealed that teachers perceive that schools should have clear rules and some punishment. Learners who break rules should be punished. But the punishment should focus on shaping "their good character, make learners responsible, not be in the form of physical punishment, be proportional, be aimed to give them sanctions/consequences arising from their faults, make learners learn from the mistakes, and give different effects (Hikmat, Thoyibi & Prasetyarini, 2018:462).

In addition, the finding of the study conducted by Sackey et al. (2016) shows that the variance amongst the learners and teachers remained on the support of the statement that discipline denotes the punishment executed by the teacher after a learner has behaved badly. Approximately 35% of teachers approved the above



statement. This shows that, whereas various teachers would discipline a learner by punishing him/her once he/she has behaved badly, numerous learners do not view that as a discipline. The intention could be that since the learners are at the receiving end of disciplinary actions and tolerate the effect of disciplinary activities enacted by teachers, "they will disagree with any imposed punishment as a means to discipline" (Sackey et al., 2016).

The teachers and students conveyed alike views on the view that "discipline refers to the techniques used by the teachers to increase good behaviour" (Sackey et al., 2016). They correspondingly uphold that disciplinary activities help to discourage learners from committing alike offences repeatedly and disciplinary activities help learners to become accountable and manage their behaviours efficiently. The understanding of the spoken beliefs amongst the teachers on the one hand and the learners on the other proves the power with which they share their opinions on these matters. Furthermore, it also indicates that numerous learners approve with the teachers on their insight into discipline (Sackey et al., 2016). "For teachers and schools, the discipline building is for the sake of learners to be better; however, the emphasis is on the importance of its punitive misbehaviour on the communication to build awareness about the consequences of their misbehaviour" (Hikmat, Thoyibi & Prasetyarini, 2018:462). In contrast, teachers frequently reflect forceful punishment as the single technique to deal with learners' inappropriate behaviour (Flannery, Wester, & Singer, 2004; Yaghambe & Tshabangu, 2013; Hecker, Goessmann, Nkuba & Hermenau, 2018).

In addition, other studies argue that teachers need training on how to deal with learners' behaviour; therefore, it is not easy for them to identify effective measures of discipline (Cvetkova Dimov et al., 2019). They believe that the following should be mandatory: teacher trainings for their know-how improvement, trainings about accomplishing school discipline, workshops with learners on how to accomplish and govern certain behaviours, workshops with parents, resources for work, usage of dissimilar methods of working with learners, the establishment of constructive school settings, presence of parents in the practice of solving discipline difficulties, and the presence of learners in the method of resolving discipline difficulties (Cvetkova Dimov et al., 2019:97). Kelly (2017) refers to teacher and system awareness of the issue in elaborating the importance of teacher training and workshops in dealing with

discipline in schools. He says training teachers and management in schools about violence and solutions to fight and stop it may empower them by increasing their awareness of the problem (Kelly, 2017). A poorly planned and implemented intervention in schools might, however, increase reporting of violent proceedings without making any meaningful alteration in their occurrence. The above-reviewed literature shows that some teachers also fail to understand how to address the issue of discipline apart from the types of positive disciplinary measures used in schools.

### **3.2.23 Challenges facing teacher in implementation of alternatives to learner discipline**

Currently, teachers are facing several challenges when implementing learner discipline in schools. In Namibian schools recent relevant literature was gathered by researcher. According to the research studies in this regard, there are many different factors. Firstly, Nene (2013) believes that controlling learners' behaviour as the extreme challenging responsibility facing teachers. In the same way, Amutenya (2016) also discovered that learner mischievousness remained a crucial problem amongst learners in secondary schools of Namibia. This observation is sustained by Charles (2017) who perceives learner misconduct as a main causal reason for teacher exhaustion in Namibian schools. Lilemba (2015) indicates that local mass media in Namibia have repeatedly testified an upsurge in learner misconduct in schools which has led to discouragement and loss of motivation by a high number of teachers. Therefore, Hayward (2017) indicated that he is disappointed by the way learners treat their teachers in our days. Other researchers insist that parents are failing to play their role in supporting teachers. Brunette (2017) argues that parents are not willing to assist teachers in solving learners' misconduct. As a result learner misconduct leads to poor learner performance in schools. The researcher also concurs with the views because some parents fail to avail themselves when requested by the school to discuss their child's misconduct; thus, learners continue to break the school rules because they know their parents will not come to the school. Therefore, it can be said that the parents' failure to cooperate with the school affects the learners' performance.

Yusuph (2017) found that the use of hazardous materials like drugs by school learners was prominent in leading to high incidences of aggression in schools.

Additionally, Upindi (2012) highlighted that teachers were assaulted verbally, sexually abused and threatened. The above challenges also affect secondary schools in our country. The researcher also witnessed an incident where a teacher was assaulted by a learner while he was trying to discipline him. As a result, teachers now are scared and not willing to implement alternative measures to discipline learners. Research reveals that teachers from other countries experience similar challenges experienced by teachers in South Africa. They are facing many challenges when implementing alternative strategies in schools. The following aspects were identified as major challenges: lack of parent involvement, drugs and other illegal substances used by learners, assault, and verbal and sexual abuse.

### **3.2.24 The effectiveness of alternatives to learner discipline**

In almost all the countries the assumption is that teachers work hard in trying to make sure that their learners' self-esteem and self-confidence is boosted. So learners need to respect their teacher, as without discipline nothing can be done. For that reason teachers need to come out with strategies that can help in forcing learners to listen to them, and not refuse to follow teachers' instructions because it is easy for teachers to become upset and annoyed (UNESCO, 2006). Therefore, all teachers and school managers must apply other alternatives to maintaining discipline in schools. Therefore, there are different strategies or alternatives put in place to control discipline in schools. Some are seen as not effective while others are more effective. Mashau, Mutshaeni and Kone (2015) believe that the core reason for schooling is to offer learners with "an educational foundation from which they can build their own successful independent lives" (p.288). Therefore, disturbances in the classroom lead to a high failure rate. So it is clear that sustaining discipline in schools is important when generating an operative learning atmosphere. According to Kelly (2017), there are strategies or alternative measures that were implemented to control discipline after the ban of corporal punishment. Below, the researchers highlighted some of the alternatives and their effectiveness towards discipline.

#### **3.2.24.1 Creation and implementation of a school-wide disciplinary policy**

Researchers claim that schools that have the disciplinary policy visible in all corners of the school also help learners to stay alert and aware of the consequences of

misbehaving in school. They further explain that it helps learners to have a reliable and reasonable plan of what will happen if they misbehave (Mashau et al., 2015). The policies help in avoiding outbreak of fights and other wrong doings amongst learners in advance. Nevertheless, Mashau et al. (2015) argue that operational discipline arises with the putting into practice of school policies that all teachers and managers follow. For instance, if a school implements a late arrival policy that all learners, teachers and management follow, late arrival automatically drops drastically. But, if teachers are anticipated to implement it on their own as individuals, some implement it better while some are not able to implement it effectively, and late arrival in school increase. Moreover, they contend that when classroom management is involved in the plan it work effectively. On the other hand, researchers indicate that some schools do have policies but fail to implement them which are the critical part of it. Their advice is that teachers should also attend compulsory training on how and when to implement, and a continuous review of the policy should be done yearly.

#### **3.2.24.2 *Nurture of discipline in schools through management***

Researchers also endorse that school management members play a vital role in enforcing an effective learning environment and making sure that learners behave well in schools (Mashau, 2015). Then in schools where teachers are regularly supported on how to follow the disciplinary measures it becomes easy to follow them. In contrast, in schools where management does not support teachers discipline becomes worse (Mashau, 2015). Furthermore, effective behaviour management at school requires a more loving and collaborative approach in addition to the current punitive policy (Nash, Schlösser & Scarr, 2016). Therefore, the researcher is of the same view that school management should support teachers in disciplining learners.

### **3.3 CHAPTER SUMMARY**

This chapter deliberated on numerous conceptions involving discipline issues in schools. The researcher described and discussed both teachers' and learners' perspectives towards alternative measures used to discipline learners in schools. The next chapter will describe the design and methodology employed in the study.

Firstly, the researcher will start by explaining the research paradigms employed, and also focus on the features and main landscapes of the ontology and epistemology that underpin the interpretive research paradigm. Secondly, the researcher sketches the qualitative approach of the study and explains and defines the case study research design used. Additionally, the researcher further discusses the data collection instruments as follow: semi-structured interviews, observation as well as document analysis. Moreover, he discusses the appropriateness of the qualitative methodological approach, interpretive paradigm, case study research design, and data collecting instrument for the study and then evaluates the strong points as well as their weaknesses. The researcher further indicates the ethical concerns of the research study and the matter of reliability focusing on trustworthiness, reliability, transferability, and conformability. To sum up, the researcher explains the main role of the researcher throughout the study, and the significant strengths and limitations of this type of study. The research design and methodology for conducting this study are presented in the following chapter.

## CHAPTER FOUR: RESEARCH DESIGN AND METHODOLOGY

### 4.1 INTRODUCTION

The previous chapter presented the review of literature relevant to the study. The literature review was intended to position the research study in the context of existing studies. This chapter discusses the design and methodology that was employed to explore the effectiveness of alternative strategies to discipline learners at secondary schools in the Kokstad circuit, KwaZulu- Natal. This chapter begins with a discussion of the interpretive paradigm used in this study to answer the research questions. The research approach, design, and procedures for data collection methods, selection of participants, ethical issues, data analysis, gaining access to conduct the study, and the procedure followed by the researcher in collecting data, trustworthiness, reliability as well as the limits of the study are further explained in detail.

The qualitative research approach and case study research design were employed to guide the study and answer the following research questions:

- What is the effectiveness of alternative strategies to learners' discipline in secondary schools of Kokstad, KwaZulu-Natal?
- How do teachers and learners perceive the alternative strategies to discipline in their schools?
- What are the factors contributing to learners' ill-discipline in secondary schools?
- Why do principals and teachers use particular disciplinary measures in secondary schools?
- What are the challenges facing principals as well as teachers in implementing alternatives strategies used to discipline learners in secondary schools?
- How can the alternative strategies to discipline learners at secondary school affect learner discipline?

## 4.2 RESEARCH APPROACH

Grover (2015:1) defines a research approach as the plans and the procedures aimed at research that encompasses the phases from broad assumptions to complete methods of information gathering, analysis, and elucidation. In the same vein, Smit and Chetty (2016:1) further explain that the research approach is a design and process that contains stages of extensive expectations and detailed techniques of information gathering, analysis and clarification. Creswell (2014) defines the qualitative research approach study as the type of research that concentrates on the customs societies interpret and create common sense based on their understandings and the world in which they live. Rahman (2017) further elucidates that qualitative research is whichever type of investigation that yields discoveries through un-statistical techniques or avoids additional means of quantification. Kothari (2011) posits that research methodology is the steps a researcher follows in identifying the research problem, reviewing the literature, formulating hypotheses, collecting data, and analysing results. Thus, the qualitative research approach is used in research underpinned by philosophical and theoretical frameworks on how data was collected, from which population, using what instruments and the justification for that, among other key variables.

The researcher has realised that there are various approaches that could be used to conduct a research study. Quantitative, qualitative, and mixed research are the leading research approaches used by researchers in their studies (Cohen et al., 2011). The researcher used a qualitative research approach in investigating the effectiveness of alternatives strategies to discipline learners in secondary schools. Researchers state that "qualitative research is inductive in nature, and the researcher generally explores meanings and insights in a given situation" (Mohajan, 2018:1). The research approach was chosen because it allowed the researcher to develop and establish priorities and operational definitions and improve the final research design using expressive instruments like in-depth interviews and participant observation (Cooper & Schindler, 2013). The qualitative research methodology was chosen because it allowed the researcher to get greater validity and less artificiality as the phenomenon under study was studied under natural or real situations within the organisation's context (Welman, Kruger & Mitchell, 2011) and every research study need statistically reliable data. Research was conducted in secondary schools

located in both rural and urban areas. School settings: three schools had high numbers of learners from different backgrounds, while the other two had a smaller learner enrolment. Some of learners were residing in informal settlements, some of them renting around the school while others stayed with their families and used daily transport. The selected schools have had high crime rates and gangsterism in their surroundings. Most of the participants were teachers with between three to 25 years of experience teaching grade 8 to 12 learners. Most of the classrooms were overcrowded with learners due to shortage of classrooms.

Creswell (2014) explains that the qualitative research approach discusses the experiences of people as well as stressing the uniqueness of the individual or it can be defined as that research type that emphasizes the way societies interpret and create common sense based on their involvement in the world in which they live. This means that qualitative research is not arithmetical and it incorporates multiple realities. Flick (2014:542) claimed that, "Qualitative research approach is interested in analysing subjective meaning or the social production of issues, events, or practices by collecting non-standardised data and analysing texts and images rather than number and statistics This implies that qualitative research is used to explore the behaviour, perspective, experience and feelings of people and emphasize the understanding of these elements. The research methodology adopts a person-centred and humanistic perspective to understand the human lived experiences without focusing on specific concepts. ||

In addition, Flick (2014:542) claimed that, "Qualitative research is interested in analysing subjective meaning or the social production of issues, events, or practices by collecting non-standardised data and analysing texts and images rather than number and statistics. || This implies that qualitative research is used to explore the behaviour, perspectives, experiences and feelings of people and emphasises the understanding of these elements. The research methodology adopts a person-centred and humanistic perspective to understand the human lived experiences without focusing on specific concepts. The study focused on exploring the effectiveness of alternatives strategies used to discipline learners at secondary schools in the Kokstad Circuit of KwaZulu-Natal Province. The qualitative research approach was chosen because it helped the researcher to get greater legitimacy and less insincerity as the phenomenon was studied under natural or real situations



within the organisation's context (Welman, Kruger & Mitchell, 2011). According to Saunders et al. (2019) qualitative research explores attitudes, behaviour and experiences through such methods as interviews or focus groups. Maree (2011) elucidates that a qualitative research study is centred on a realistic method that aims to comprehend phenomena in situations and, overall, the researcher endeavours not to influence the occurrence of concern. Singh (2015) highlights the benefit of using a qualitative approach by saying, a qualitative approach enables the researcher to examination partakers throughout the meeting procedure and to record and compare the response established for the period of the information enquiry phase. The researcher conducted one on one interview meetings with all selected participants in their respective schools using the principal's office and the HOD's office. Some of participants were interviewed in the circuit office boardroom. The researcher also observed strategies used in schools such as late coming in the morning using an observation schedule. The study collected mostly descriptive data from participants including educators, parents and learners and descriptive data was used in answering the research questions. Descriptive data refers to a summary or description of a feature or area in the form of words. In this context the researcher collected data from participants who explained and described their experiences about alternative strategies used in schools to discipline learners. Participants provide deeper insights, interpreting and exploring behaviour, perceptions, feelings, and understanding of their situation.

#### **4.3.1 Advantages and disadvantages of the qualitative research approach**

According to Rahman (2020) the qualitative research method generates a full account of participants' thoughts, opinions, and experiences, as well as analyses the significance of their actions. The researcher used this approach to get deeper insights into the effectiveness of alternative strategies to discipline learners. Second, the qualitative research approach (interpretivism) examines the human experience in specific circumstances holistically. It is a multidisciplinary area that includes a broad range of epistemological perspectives, research methods, and interpretative tools for comprehending human experiences (Rahman, 2020).

Third, qualitative research methodologies in language testing examine candidate behaviour, interviewer behaviour, interlocutor behaviour, and cross-cultural effects

on behaviour during speaking examinations (Rahman, 2020). Fourth, qualitative research allows academics to learn about the participants' inner experiences and how meanings are shaped by and within society (Rahman, 2020). Fifth, for data collection, qualitative research methods such as classroom observations, open-ended interviews, behavioural observations, and description recordings are most typically used (Cohen, et al., 2011). During data collection, researchers interact directly with individuals, as is done during interview data collection (Rahman, 2020). As a result, data collecting is both subjective and thorough. In this study, the qualitative approach helped the researcher gain in-depth participant data through interviews. The researcher also gained detailed data by probing and observing an observable alternative strategy.

Finally, a qualitative study has a great deal of flexibility since the design can be built and rebuilt to a wider standard (Maxwell, 2012). Thus, qualitative research methodologies can yield detailed and suitable evaluations of a topic, and participants have ample freedom to select what would be appropriate for them (Flick, 2011). As a result, complex situations can be clearly accepted. For instance, researchers also mentioned that, because of the nature of class size, learners' behaviour may be influenced by a variety of circumstances outside the scope of the research (Rahman, 2020). In this regard, qualitative research is necessary to capture these interactions. Mohan (2012) suggests using the qualitative research approach because the nature of language assessment processes is also complex. As a result, qualitative research may assist to better grasp the complexities of language assessment. The following part will discuss the disadvantages of qualitative research methodology and procedures (Rahman, 2020).

Aside from the benefits listed above, there are also clear drawbacks. First, Silverman (2010) contends that qualitative research methods sometimes ignore contextual sensitivity in favour of focusing on interpretations and experiences. The qualitative methodology, for example, seeks to unearth, interpret, and comprehend the participants' experiences (Tuohy, Cooney, Dowling, Murphy & Sixsmith, 2013). Similarly, Rahman (2020) prioritised the participants' experiences over all other critical aspects in the setting. Second, governments could be skeptical of qualitative approach results. When conducting research, Sallee and Flood (2012) discovered that stakeholders typically use quantitative research. Third, in terms of research

methodology, a smaller number of participants raise the question of representativeness of the entire research population (Harry & Lipsky, 2014; Thompson, 2011). Finally, the case analyses take a long time, and the results can only be generalised to a bigger population in a very restricted fashion (Flick, 2011). For example, if a politician wants to vote on an issue, she or he cannot afford to wait three months for a thorough study to be done (Sallee & Flood, 2012). Consequently, in language evaluation and testing study, policymakers may seek a quantitative approach rather than an observational approach in order to create a fresh strategy in a short amount of time (Rahman, 2020). The qualitative approach was selected because the researcher wanted to gain insight into alternative strategies to discipline learners in secondary schools.

### **4.3 RESEARCH PARADIGM**

For this study, the researcher adopted an interpretive paradigm. The interpretive paradigm permits the investigator to understand the subjective world of the human experience (Cohen, Manion & Morrison, 2011: 22). According to Henning et al. (2010), the interpretive paradigm is mainly used in qualitative research studies since it is descriptive in its nature and it strives for presenting the participants' genuine from real world's viewpoints. In the same way researchers agree that the interpretive paradigm has significant benefits whereby numerous people's points of views are represented (Denzin and Lincoln, 2015). Additionally, the interpretive paradigm is used to reveal the essential set of theories which guide the act of an individual/group of people (Cele, 2017).

Bertram and Christiansen (2014) refer to a paradigm as the beliefs which the investigator has about what can be well-known around the world, and the study style reflects beliefs about what may be valuable in an important approach of going about attaining information. In the same way, Medina and Taylor (2013:37) admit that a paradigm is a belief that is comprehensive, a world view/a structure that guides the way in which the study is to be conducted. Medina and Taylor (2013:37) proceeded with clarification and they insisted that a paradigm is categorized by means of the nature of real situations which is a related view of that data that can be built and be used as events for mitigating it. The key intention is to understand things through the lens of the subjects.

The interpretative paradigm permits the investigator to understand the subjective world of the human experience (Cohen et al., 2011:22). In addition, interpretative paradigm is an instrument with which to reveal the essential set of theories which guide the act of an individual/group of people (Cele, 2017). The interpretive paradigm generates an opportunity for teachers to share their emotional state and understandings, and to provide explanations of their actions (Ndemuweda, 2011). The perception of parents, principals, teachers, learners, and other education stakeholders is the key. As a qualitative study, the researcher tries to find a comprehensive understanding of the effectiveness of alternative ways to discipline learners at secondary schools.

All paradigms have their own specific ontological and epistemological expectations. Therefore, these ontological and epistemological expectations create the interpretive paradigm suitable for my case study. According to Creswell (2013) ontology is the nature of reality that is to be studied and what can be known about it. On the other hand, they explain epistemology as the nature of the connection between the researcher and what can be known. Fundamentally, it encompasses how an individual has come to know what other individual(s) knows. Similarly, Scotland (2012) argues that the interpretive paradigm adopts the view that genuineness is independently built and that there are numerous realities for individuals. Scotland (2012) also states that realism, as per the interpretive paradigm, is independently created over relations between language and different points of view. In this study the ontological assumption is that there are various realities for different participants as they voiced out their worldviews in the discussions with the researcher and confer different values on them. This means that the notion of the effectiveness of alternative ways of learner discipline at secondary schools may be understood and enacted in different ways by the participants involved in the research study.

In contrast, the interpretive paradigm rejects the existence of an unbiased truth, hence stresses determining the manifold viewpoints of all people in a societal situation (Ncwane, 2019). In this regard, the researcher was trying to find in the research study, which was to elicit diverse points of view about the effectiveness of alternative ways of disciplining learners in secondary schools. Our discussion in the interviews enabled the researcher to understand each and every participant's reality. This paradigm was suitable for this study because it gave me the opportunity to understand the effectiveness of alternative strategies used to discipline learners at

secondary schools. Teachers and learners' perceptions towards alternative strategies were also identified through the use of this paradigm. The interpretive paradigm also assisted the researcher to understand the alternative strategies used in secondary schools through interactions with participants.

#### **4.4 RESEARCH DESIGN**

The design adopted by the researcher for the study was a multiple case study. Creswell and Poth (2018) also wrote about case study research design. Nevertheless, there are researchers who argue whether the exploratory case study is a methodology or a design. Thomas (2015) insisted that the definition of a case study does not elaborate on it through the use of the methods that should be followed by the researcher but the boundaries one puts around the case. However, Merriam and Tisdell (2016) describe a case study as a plan of inquest, a methodology or a comprehensive research strategy.

A case study is defined as a detailed examination from numerous perceptions of the complexity and distinctiveness of a specific task, strategy, organisation, and system in a 'real life' setting (Chiromo, 2021). In addition, most researchers concur with the definition of a case study as an 'in-depth exploration' of occurrence in a real-life setting (Baškarada, 2014; Creswell & Poth, 2018; Merriam & Tisdell, 2016). In this study, the exploratory case studied was five secondary schools in Kokstad circuit in KwaZulu-Natal. The existing phenomenon in the study was the effectiveness of alternative strategies used to discipline learners. The twenty participants comprised four principals, four HODs, four teachers, and four learners from the same circuit but from five different secondary schools. The case was designated within assured bounds (Creswell & Poth, 2018). The boundary for the case study was secondary schools within the circuit as the location.

According to De Vaus (2013) the research process follows a systematic plan or blue print that is designed to specifications and it is intended to enable the researcher to strictly control variables in the study and ultimately resulting in authentic and transferable findings. The plan or theoretical research outline is called a research design and is broadly a subset of a research approach. Various research experts describe the research strategy as the whole plan that one chooses to fit in diverse

components of the study in an intelligible and consistent manner, which means that one effectively addresses the research problem (De Vaus, 2013). Any chosen research design creates the outline for the gathering and analysis of data. A research design attempts to provide a platform whereby research questions could be addressed with validity or credibility.

Research design may be defined as a framework that guides the conducting of research with maximum control over the factors that may interfere through validity of the research discoveries. The research design chosen for the study was a descriptive or qualitative design. Creswell (2014) explains that the design allows developing insights that may be hard to acquire through the use of other research designs employing survey data or public documentation. The rationale for choosing the design was the need to come up with descriptions of the effectiveness of alternatives towards discipline on alteration of learners' behaviours in secondary schools. The design allows for collecting qualitative data on perceptions, views, stories and experiences of learners, educators, parents and psychologists involved with learners in schools, especially on issues of behaviour modification.

#### **4.4.1 Multiple case study research design**

There are various sets of research designs that a researcher can use for the duration of a research study. A multiple case research study enables a more in-depth comprehension of the cases as a whole through a comparison of the similarities and differences of the individual instances buried inside the quintain (Heale & Twycross, 2018). Multiple case studies frequently produce stronger and more trustworthy evidence than single case studies. Multiple-case studies enable a more thorough investigation of the study issues and theory advancement.

In this research study the multiple case study research design was adopted to explore the effectiveness of alternative strategies used to discipline learners at secondary schools in one circuit. The reason was to compare what is happening in Schools A, B,C and D. Lekalakala (2019) proposes that in selecting a research design the researcher must consider the aims of the research study and its questions for the reason that they are determining which design is more suitable. The research design that the researcher decided to use in this study was a qualitative case study.

Moreover, McMillan and Schumacher (2015) refer to a qualitative case study as a logical and complete review of a specific condition in its setting to generate understanding. Therefore, a researcher used the inquest design of a case study since it permitted researching to gain a deeper knowledge of the effectiveness of alternative methods of learner discipline at secondary schools in the Kokstad Circuit, KwaZulu-Natal.

The researcher's choice to use a multiple case study design was made through the view there is a lack of understanding of alternative strategies to discipline learners in secondary schools. At the same time teachers fail to understand the best way to implement some measures in school settings. As a result, the exploratory case study helped the researcher to explore and comprehend this situation. So, this design appeared appropriate for the emphasis of this research study. For that reason, the capability of this design to help me to gain in-depth information encouraged me to choose it. The following section focuses on the data collection methods used.

#### **4.5 INSTRUMENTATION AND DATA COLLECTION TECHNIQUES**

This study used both primary and secondary data to address the research objectives. Semi-structured interviews, observation and document analysis, were used to collect qualitative data for this study. Cohen et al., (2018) emphasize the importance of semi-structured interviews in data generation due to the use of open-ended questions. This allows participants in a qualitative study to respond fully and without restriction. Furthermore, responses are prompted and probed until a satisfactory response that answers the research questions is obtained. During the interviews, participants' responses were digitally recorded before being transcribed, and the researcher took notes as a backup. The interview guide questions were based on the effectiveness of alternative strategies for disciplining learners. The interview guide included questions designed to address the research objectives. The data were collected between July and September 2021. The researcher visited the five schools to conduct in-person interviews with the respondents. To begin the data collection process, the researcher phoned the participants to set up the interview sessions. The conversation meeting with each participant took approximately 30-60

minutes. Each participant was asked for permission to record the interviews on audiotape. Before beginning the interview, the researcher explained the purpose of the study to the respondents and how the interview would work. Observing the use of alternative strategies to discipline learners and studying the challenges of such approaches on the learners was conducted as a primary method of data collection. Reviewing documents, observations, and interviews provided an opportunity for triangulation.

According to the literature, the process of data collection is of critical importance to the success of the study because without high quality data collection methods the accuracy of the research is easily challenged (Marshall & Rossman, 2014). Different data collection instruments were used to get responses to the research questions. Therefore, the data collection phase is significant and may either break or make the ultimate findings of the study as defective and illegitimate data may not provide credible findings (Marshall & Rossman, 2014). In order to attain the intended goals, the researcher employed three data collection tools. Data can be used to confirm issues connected to the research problem. It is an essential component of a research project because it allows the researcher to make decisions based on the information supplied and to determine how useful the information will be in carrying out the research. The examination of the acquired data is also critical since it allows the researcher to construct a factual foundation for reaching a conclusion. Challenges in data collection include the following: It is a time-consuming procedure; the findings from the descriptive study cannot be substantiated; it is a time-consuming approach; it is difficult to explore causality; and a descriptive study is really not fully accurate. According to Fusch and Ness (2015) when a sufficient amount data to do the research has really been attained and when further processing of data would be no longer be useful, data saturation has been reached. Semi-structured interviews, observation and document analysis were used as data collection methods of the study. In the next sections, the three data collection methods will be discussed.

#### **4.5.1 Semi-structured interviews (SSIs)**

The semi-structured interviews were the key basis of data collection in the study. The participants were permitted to express their feelings and emotions about the



alternative measures used to discipline learners in secondary schools. Teijlingen (2014:15) defines the semi-structured interview as a set of predetermined questions in which direction can be adapted founded on the interviewer's insight into whatever appears best or suitable in each interview session. Blandford (2013:18); Hofisi and Mago (2014:43) also concur that semi-structured interviews allow every interviewee to be asked the same key questions, but there is flexibility in how the questions can be asked and sometimes some additional probing questions. Researchers refers to interviews as dialogues, commonly a one-on-one conversation between two people, an interviewer and an interviewee, intended to collect data on a particular set of subject matter (Harrell & Bradley, 2009). Additional, they continue to say this kind of information gathering can be conducted through face to face meetings or sometimes over the phone. Furthermore, Cohen et al. (2011) state that semi-structured interviews are a qualitative technique of investigation that uses pre-determined flexible questions. Magaldi and Berler (2020) define a semi-structured interview as an exploration interview that is commonly used in the social sciences for qualitative research or to collect scientific information. While the semi-structured interview often follows a guide or procedure that is prepared prior to the meeting and is centred on a core topic to offer a basic structure, it also allows for exploration, with space to explore as the discussion progresses. Semi-structured interviews permit the researcher to review more information on participants' understandings towards alternative measures used in schools. In this study, semi-structured were relevant because the researcher could gain detailed information from participants. SSIs differ from structured interviews and unstructured interviews in that the researcher gains an opportunity to ask open-ended questions and also probe for additional information where necessary. The researcher had a chance to probe when necessary to get a clear understanding of participants about alternative strategies to discipline learners.

Maxwell (2013:377) notes that SSIs typically offer a high response rate and the interviewer is present to explain the question to avoid misinterpretation from participants. Tracy (2013:139) elucidates that the advantages of SSIs are that they allow for more emic, emergent understandings to blossom, and for the interviewees' complex viewpoints to be heard without the strict constraints of scripted questions. The researcher finds this method (SSIs) well suited where the interviewer seeks to obtain detail and explore attitudes, values, beliefs, and motives. Therefore, SSIs

allowed the researcher to gain detailed rich information and understanding from the research participants.

Nene (2019) argues that SSIs are a qualitative system of investigation that uses a pre-determined form of flexible questions with the chance for the researcher to discover convinced sections added. Myende (2016) argues that SSIs are seen as an appropriate method of information gathering by researchers because they support an investigator in gathering added and comprehensive information from the participants. Other researchers argue that SSIs allow the researcher to deviate as well as to probe to get more in-depth data. Therefore, a semi-structured interview is a flexible tool which was used to gain more information about the effectiveness of alternative methods of learner discipline at secondary schools. Semi-structured interviews helped the researcher to collect comprehensive data from the participants. They were able to respond to the questions in detail during interviews.

Mhlanga (2014) endorses the fact that each and every participant needs to be questioned individually so that the researcher is able to comprehend the participant's viewpoint in their site. Similarly, research revealed that it could permit a comfortable conversation amongst the researcher and each participant that resulted in rich information being produced (Myende, 2016). Cohen et al. (2011) elucidate that in addition the power of an interview is the possibility it carries in handing unadulterated data when a researcher is capable to construct a relationship and the interviewee is genuine and interested in participating. The conversation meeting with each participant took thirty minutes to approximately an hour long. There was also probing in the form of follow-up interviews which were conducted either telephonically or face to face with each participant for not more than thirty minutes.

Therefore, in respect of my study, I requested appointments and suitable dates and times for interviews with each of the participants. These were made two weeks prior to the commencement of the interview. Recordings were prepared to make sure that the record of the interview was honest. Since the researcher used a recording device for interviews permission was obtained from each participant to record the interviews. The record of the interviews helped the researcher to gain information in a short period of time. It also helped to further gain sufficient time to attend to the audio-recording when evaluating the recorded information during interviews. In

addition, the purpose of recording the SSIs was to help the researcher in detecting every gap in the responses of the participants and to make follow-up interviews later when doing data scrutiny. The aim of the interviews was explained prior to all interviewees. Word for word transcripts of the audios were used as a foundation for data analysis. During the interviews the researcher encountered challenges as some of participants were not available and postponed the interview meetings. Secondly, the researcher had to also consider Covid-19 protocols in terms of availability of offices as venue for interviews.

Therefore, this form of interview helped to gain the chance to authenticate data through comparing it with the data obtained from observations. Moreover, they assisted researcher to consult not the same teachers by means of the same semi-structured interview schedule questions (Maree, 2011). This assisted the researcher to gain necessary information.

The advantages of SSIs are as follow: They enable a researcher to make preparation questions in advance to help lead the discussion and keep participants on the subject matter, they permit for open-ended responses from participants for more detailed information, they promote two-way interaction, they provide a chance for respondents to learn responses to questions and the explanations behind the responses, they give respondents time to open up regarding serious matters, and they offer qualitative information to compare with the past and information to predict the future. In this study, the researcher prepared questions in advance for the discussions with the participants. Follow-up questions were also conducted telephonically; each participant's conversation was not more than ten minutes long.

However, SSIs have the following disadvantages: It takes time to sit down with informants and perform an open-ended interview; it needs substantial tools; it might be hard to find a participant with the adequate amount of knowledge to carry out the conversation appropriately; you should interview enough people to make decisions and draw comparisons; and it is possible to create leading questions which might bias the interview. To overcome the above limitations researcher used an audio recorder to save time. Twenty participants with experience about the study topic were selected purposively.

#### 4.5.2 Observation

The researcher also used observation as one of the data collection methods for the study. Observation helped the researcher to observe implementation of alternative strategies to discipline learners in schools. The researcher drafted an observation tool as a guide to follow and use for all observations. Kawulich (2015) defines observation as organised description of the events, behaviours, and the artefacts of a social setting. It is used to evaluate performance, interests, attitudes and values with regard to life problems and situations. It is the most useful technique for evaluating the behaviours of children. It is the technique of evaluation in which behaviours are observed in a natural situation. Approaches to observation vary according to the philosophical orientation of research and the role researchers adopt along the continuum of observer to participant (Walshe et al., 2012).

Etikan and Bala (2015) explain that observation is done in order to obtain data that could not be gained through other methods like the interview. The researchers only looked for patterns of behaviour amongst the participants in the schools to understand their assumptions, values, beliefs and experience, and make sense of social dynamics. The researcher also observed the alternative strategies used to discipline learners who fail to comply with the school regulations such as late coming and failure to wear proper school uniform. Observation was done on practical school scenarios on the direct consequences of the use of existing alternative disciplinary strategies for learners. The aim was to assess the effectiveness of such strategies on the learners' discipline.

Observation is categorised into complete, participant as observer and observer as a participant. Takyi (2015:865) refers to participant observation and identifies "four roles that a participant observer can adopt, namely, the complete observer, the complete participant, the observer-as-participant, and the participant-as-observer". It is also explained that the specific character of the investigator depends on the degree of participation that the researcher desires to reach the informants in the field of study.

Moreover, Schwartz and Schwartz (1955:350) argue that whether a researcher depends less on the role [he/she] assumes than "[his/her] experience, awareness, and personality constellation and the way these are integrated with a particular social

situation". Therefore, as far as the situation permits, a researcher who wants to employ the participant observation method should adopt the participant-as-observer role, which offers a higher degree of involvement. This did not only give the researcher deeper understanding of the context under study, but also helped to gain the confidence of informants, thus yielding more reliable data. In doing so, however, the researcher should account for his/her bias and how this might have affected his/her observation.

Through the observation, Morgan et al, (2017) cite that observation provides insight into interactions between dyad and groups; illustrates the whole picture; captures context/ process; and informs about the influence of the physical environment. Kawulich (2015) notes that observations may be used to triangulate data, that is, to verify the findings derived from one source of data with those from another source or another method of collecting information. Observations also provide an opportunity for you to record in writing. An observation schedule was used as a tool to record all the findings (Appendix O). To achieve the purpose of this study the researcher conducted several observations in schools before and after commencement of interviews in a period of two weeks. The researcher began by requesting appointments from selected schools to observe their culture of disciplining learners who break school rules. Upon approval of the request by school principals the researcher visited schools to observe the following: lesson presentation; disciplinary committee briefings to acquire more information on what is being discussed; parent meetings, hearing cases of learners, observing the implementation of alternative strategies to discipline learners by school principals and school management, and also observed how they handle late coming by learners at school. In conclusion, observation helped the researcher to get more information in addition to the data collected through semi-structured interviews.

#### **4.5.3 Document analysis**

The researcher used this instrument to gain more data about the issues related to discipline in schools. The documents from schools offered valuable data about the context and principles of the schools. The researcher analysed documents developed by the schools, the Department of Education and government as policies

used to discipline learners. The documentary data helped with providing significant background information to the study.

Bowen (2009) defines document analysis by means of a logical system for rereading or assessing official papers both in print and electronic (computer-based and internet-transmitted) material. Similar to other systematic approaches in qualitative investigation, document analysis needs information to be scrutinised and construed in order to elicit sense, get knowledge, and develop realistic understanding. Maree (2011) states that when one uses the document as an information-collecting method emphasis will be on all kinds of written statements that might give constructive understanding about the phenomenon that you are investigating.

Written data sources for this study included published and unpublished documents, DoE reports, memoranda, agendas, administrative documents, and newspaper articles (Maree, 2011:82). Almost every transcribed communication that provided understanding of the strategies for managing discipline and the use and choice of theory in dealing with discipline problems in school was reviewed. Care was taken to evaluate the authenticity and accuracy of the information before analysing documents. They were analysed more than once to acquire a detailed perceptive and gave a sense of their contents. The following documents were analysed by the researcher: school disciplinary policies, departmental policies, codes of conduct for learners, and minutes of the disciplinary committee. The researcher also used the following checklist: pens, note book, observation schedule, tool sanitizer, and masks. The intention for analysing documents was to gain more knowledge about planned disciplinary strategies, their strengths and weaknesses or challenges towards disciplining learners. In this study, the analysis of documents such as department policies, school policies, and code of conducts helped the researcher to gain more knowledge about the alternative strategies to discipline learners.

#### **4.5.3.1 *The merits of using document analysis***

Cardno (2018) posits that document analysis as a research method is straightforward, efficient, cost effective and manageable; documents are available at little or no cost to the researcher. Bowen (2009) and Bryman (2012) further concur that one advantage of document analysis is the un-obstructive nature of the method: it is non-reactive and does not draw attention to a researcher's presence as they can

work quietly behind the scenes. Bowen (2009:29) further views documents as a supplementary information collection technique in the triangulation mix which is a stand-alone and provides independent and valuable secondary data. This means through document analysis a complementary perception of a research setting and participants can be deduced which could add value to the research data collected. Thus through in-depth analysis of institutional documents, the researcher can deduce the frequency of activities and processes and how participants are responding to them. The researcher was able to gain access to different forms of documents from the school in hard and soft copy form without the need to verify what was revealed during interviews and observations. Secondly the researcher managed to not analyse all documents available in schools but focused on disciplinary policies, codes of conduct and other documents relevant to school discipline procedures and recent recorded minutes for discipline committees.

#### **4.5.3.2 *Disadvantages of using document analysis***

Like other data collection techniques, document analysis has challenges. Cohen et al. (2011) argue that some available documents may not be reliable sources of data, reviewing the documents may be time consuming, and some expertise may be needed to analyse and report the findings from documents. Cardno (2018) further adds that some documents may be difficult to locate while some may contain insufficient details that may be of less value to the researcher. This implies that in using document analysis the researcher ought to identify aspects that are relevant to the study as not all contents are research material. The researcher used a document analysis checklist to complement the semi-structured interview schedule. This implies that through the use of document analysis care and expertise ought to be applied in identifying relevant variables that respond to the research problems of the study. The researcher ensured that all documents were relevant to the study topic to prevent collection of irrelevant data. Lastly, the researcher used three different tools to collect data to ensure the quality, reliability and validity of qualitative data relevant to achieve the aim of the study and avoid unrealistic outcomes by comparing finds.

## **4.6 POPULATION AND SAMPLING**

### **4.6.1 Population**

Burns and Grove (2015) describe the population as all the elements that meet the criteria for inclusion in a study. Alkindy et al. (2016) define a population in a research as the people who appeal to the interest of the researchers in generalising the outcomes of a research study. The population may be defined as the total number of units (individuals, organisations, events, objects, or items) from which samples are selected for measurement (Parahoo, 2014:19). Further, Saunders et al. (2016:10) defined population as the full set of cases from which a sample is taken. Creswell (2014:43) describes population as that group of phenomena from which the researcher is interested in gaining information and drawing conclusions. The most important drive of the research was the discovery of knowledge about the population. It is important to identify the targeted population in a research study because it helps the researcher to get participants who understand the phenomenon being studied. Thus a target population is a standards-based group of people who have traits that the researcher intends to use to find answers to the research questions. The primary purpose of research is to find out something about the population. The target population is the critical population upon which the researcher will generalise the findings. The total population for this study was comprised of principals, HODs, teachers and learners within the Kokstad circuit.

### **4.6.2 Purposive sampling**

Creswell (2014) defines sampling as taking any portion of the population or universe as demonstrative of that population or universe. Pandey, Pandey and Singh (2015) further elucidate that sampling is the system of choosing a sample from the population. Sampling helps to reduce the size of the population to manageable numbers which are representative of the entire population and possess the expected characteristics (Creswell, 2014).

The researcher employed purposive sampling. Purposive sampling as an approach for selecting persons who are informed about the topic under investigation also ensured the study's credibility. A total of 20 participants were purposefully selected to respond to the interview questions. Research was conducted in the Kokstad Circuit



of KwaZulu-Natal Province in South Africa and the targeted population comprised principals, HODs, teachers and learners. Out of five selected schools four were urban and one a rural school. The researcher selected two quintile 1 schools, two quintile 4 schools and one quintile 5 school from different locations. In the study, participants comprising five principals, five HODs, five teachers, five learners from five selected Kokstad Circuit secondary schools were purposively sampled. In each selected secondary school principals were automatically selected as participants as they were responsible and acted as accounting officers in all activities within the school. Out of five principals two females and three males were selected irrespective of gender and their number of years as qualified principals in the school was also not specified as a key factor but fortunately both genders were represented. At the beginning researcher aimed to use both novice and experienced teachers in schools but due to the procedures and school policies the researcher used only those who had been working in the school disciplinary committees. Secondly, one qualified HOD who is a member of the disciplinary committee in each school was selected as a participant for the purpose of the study. Qualified teachers as well were selected purposively. In each school a teacher who was a member of the disciplinary committee was invited to take part to ensure that the researcher gained information from relevant persons. In the case of learners the researcher requested the school to provide a learner who had been in school for more than three years in the year of interviews and a member of the RCL. In this method of sampling, each unit included in the sample had a particular pre-assigned chance of inclusion in the sample.

#### **4.7 DATA ANALYSIS**

The researcher analysed data using thematic analysis for interviews, observation and document analysis. Thematic analysis involves looking through a data set to find, examine, and report recurring patterns (Kiger & Varpio, 2020). In order to grasp experiences, ideas, or behaviours that are common over collected data, thematic analysis is a suitable method of analysis. According to Friese, Soratto, and Pires (2018), thematic content is a qualitative method for spotting, analysing, and accessing better information (themes) emerging from data. In response to this recommendation, the researcher collected data into manageable units. Themes

relating to the primary research question, sub-questions, and study objectives were identified by the researcher with the use of the qualitative data that was gathered for this study. Resnik and Shamoo (2015) posit that data analysis converts data into information and knowledge, and explores the relationship between variables. It is further described as a procedure of thoroughly smearing arithmetical and/or rational methods to describe and prove, summarise and recap, and evaluate data. Harding and Whitehead (2013) define data analysis as the formal interpretation of collected data to create order, elicit meaning and communicate findings.

The themes are guided by the research questions. The transcribed information was thus further coded and prearranged into sets of related meanings and understandings (Fereday & Muir-Cochrane, 2006). Data from the minutes of the staff meetings, school and departmental policies, like transcribed information from semi-structured interviews, was organised as per related meanings to formulate themes. Each question and the study participants' responses were written down in the researcher's presentation of the interview findings. Discussion and comparisons were conducted. The data that has been collected was categorised. This data was also analysed against the theoretical framework of this research study.

Xu and Zammit (2020) suggest the following steps that must be considered for effective thematic analysis: getting familiar with the data, developing coding categories, seeking for themes, reviewing themes, defining and naming themes, and providing the presentation. A classification of unique views from the respondents emerged from the transcribed data, and was highlighted in specific themes for better explanations and interpretation of the phenomena during the study (Hoffmann, Gustafsson & Tommaso, 2020). During data analysis, the researcher took into account all of the steps involved; they assisted the researcher in drawing conclusions that were pertinent to the objectives and goals of the research questions. Below is a brief overview of these strategies.

The researcher went over and double-checked themes in connection to the coded extracts and the entire data set. The researcher clarified and named the themes as well as any relevant sub-themes found in the data. Data analysis was a continuous process to develop the topics that had already been recognised. The researcher gave each subject a name and a concise working description that encapsulated it.

The explanatory coding method was chosen by the researcher because it closely resembles and satisfies the criteria for a qualitative interpretative research strategy in this research. In order to understand and analyse a particular phenomenon in terms of the significance that individuals assign to it, the explanatory code method was applied (Mbhele, 2018). Data coding is the act of dissecting and reorganising data themes or categories to allow the researcher to examine or arrange similarities within the same category, assisting in the conceptualisation of ideas. This is supported by Beyers (2020), who describes data coding as an interpretive effort in which a large volume of data is organised by assigning codes to text in order to give participants' responses and descriptions significance. Data coding was utilised by the researcher to evaluate the data inductively and determine the value they provided in relation to the main and supporting study objectives (Gupta, Chauhan, Paul & Jaiswal, 2020). In this instance, categories were created by comparing and organising data from interviews, observations, and documents.

## **4.8 TRUSTWORTHINESS OF THE RESEARCH**

### **4.8.1 Trustworthiness**

Shenton (2004) defines trustworthiness as the ability of a research study to establish credibility, transferability, conformability and dependability. In addition, Cypress (2017:257) argues that reliability and validity are the binary issues that qualitative researchers have to be anxious about when planning a research study, examining outcomes and judging their quality. According to Zimbiti (2016:101) trustworthiness confirms that the research results are a real reflection of genuineness. Therefore, the issue of reliability and validity in a qualitative research study ought to address at the same time the issue of credibility, transferability, dependability, and the conformability.

#### **4.8.1.1 Credibility**

In qualitative research, this refers to the crucial metric used to assess the calibre of the study. According to Taylor and Medina (2013), the researcher must verify that the data being interpreted corresponds to what the interviewees have been genuinely attempting to say. Likewise, Bertram and Christiansen (2014) assert that it

is the researcher's duty to confirm the raw data with the participants to make sure that the transcripts accurately reflect what they stated. Participants in this study were granted the opportunity to examine their transcribed data to confirm the accuracy of the researcher's interpretation.

#### **4.8.1.2 *Transferability***

This refers to the ability to apply research findings to a new setting using a related case (Bertram & Christiansen, 2014). According to Taylor and Medina (2013), sufficient summary must be provided so that the reader can make a comparison between their own context and that of the researcher. Regrettably, because the perspectives may only be applicable to one context, data from a qualitative study cannot always be generalised. For this study, the extent to which one can generalize the findings to other situations, people, settings, and measures is limited to secondary schools in the Kokstad Circuit.

#### **4.8.1.3 *Dependability***

This indicates the potential variation in the study's findings (Bertram & Christiansen, 2014). To ensure that the data gathered is comprehensive and trustworthy, the researcher must involve participants in an open-ended inquiry (Taylor & Medina, 2013). The interviews were semi-structured, the researcher probed for additional information when required, and follow-up interviews were conducted as soon as it was necessary.

#### **4.8.1.4 *Confirmability***

This denotes that other people can verify the data and conclusions as an accurate reflection and yardstick of quality. Therefore, it was specifically avoided that the researcher would have any influence or interference during the analysis and interpretation of the data. As the transcription of the interviews was returned to the participants for confirmation, the researcher made sure that the research process was transparent.

McMillan and Schumacher (2010) further explain trustworthiness as awareness of the researcher's assumptions, predispositions and influence on the social situation. The above four variables imply that a credible study ought to be truthful and

accurate, its findings must be applicable in new contexts, the study must not be biased and be repeatable in different contexts. In addition to the above variables, Anney (2014) further argues that the following discussed strategies can be used to ensure the trustworthiness of a research.

#### **4.8.2 Peer scrutiny of the research project**

One of the widely accepted conventional strategies to enhance trustworthiness is to subject the research study to peer review and/or professional supervision by experienced academics. Opportunities for scrutiny of the project by colleagues, peers and academics should be welcomed, as should feedback offered to the researcher at any presentations (e.g. at conferences) that are made over the duration of the project (Anney, 2014). This relies on colleagues to assess one another's effort and make an informed judgement about whether it is valid, and contributes to the larger field of discussion or findings. The researcher requested views of other colleagues and consulted his supervisor where necessary for advice in deciding on informed decisions.

#### **4.8.3 Triangulation**

It is a trustworthiness strategy that involves the use of different methods, especially observation, focus groups and individual interviews, which form the major data collection strategies for much qualitative research. In the present study, the researcher used semi-interviews, observations and documents analysis as tools. According to Fusch et al. (2018:21), "Triangulation is an important concept regarding data analysis for an empirical study". To be sure, multiple external analysis methods concerning the same events and the validity of the process can be enhanced by triangulation (Fusch et al., 2018). The sources of information portray the very same occasion, which is uncovering similarities in disparate environments. Participants in the current study included principals, HODs, teachers, learners, documents, and schools as data sources. The settings were five secondary schools with distinct school environments and cultures. The aim of using triangulation was to make sure that the study was correct and trustworthy. The current study used triangulation, careful selection of participants and context, and data collection tools to assure the credibility of the qualitative data. Principals, HODs, teachers, and learners' data were

triangulated by the researcher from the participant groups. Triangulation is a method for ensuring the validity of research conclusions using data acquired from several methods and tools. This was done by analysing and contrasting data obtained from interviews, observations, and documents. Data synthesis, validation of data-driven evidence, and bias reduction were all aided by triangulation.

#### **4.8.4 Piloting instruments**

De Vos et al. (2005) explain that pilot testing tools improves the quality of the instruments in that it tests their suitability to collect intended data. Testing the instruments results is increasing validity and reliability of the study (Cohen et al., 2011). Through experimental testing the instruments the study ensures that the contents of the instruments are relevant and the intended participants correctly answer the questions in the instruments. In this regard, the researcher compiled interview schedule questions for pre-testing of their accuracy; a colleague who is also post graduate student was requested to respond to the questions. The aim of the pre-testing of interview questions was to identify questions that did not make sense to participants, or problems with the interview instrument that might lead to biased answers.

### **4.9 RESEARCH ETHICS**

McMillan and Schumacher (2010) explain ethics as a set of principles that people use to decide what is right and what is wrong or what is good or bad. Ethical issues are paramount important matters not only in the primary research in particular, but also in terms of using secondary data sets because there are ethical issues relating to a fair and unbiased selection of sources and analysis (Farrimond, 2013). The term *'ethics'* commonly denotes people's ethical values and behaviours (Wellington, 2015). In the same vein, Cohen et al. (2011:8) define ethics as "a matter of principled sensitivity to the rights of others, and that, while truth is good, respect for human dignity is better". This study carefully followed all the principles of ethical research policies. Maree (2011) argues that scholars are prohibited to cause harm to the participants involved in the research study.

In this study the researcher implemented the required procedures by means of gaining permission from the participants, doing no harm and gaining ethical

endorsement from the gate keepers (UNISA). According to UNISA's research ethics policy, it is obligatory for all students and staff members of UNISA to obey the ethics rules the minute you conduct research in or outside the institution. Initially, the researcher applied for ethical clearance from the University Research Ethics Committee to conduct the research study. The researcher received an ethical approval certificate. Secondly, he requested permission from the Head of the Department of Education, KwaZulu-Natal to conduct research in the Kokstad Circuit and got permission from them. Subsequently, the researcher organised meetings with the principals of the five schools as site managers and the teachers, HODs, learners and circuit manager requesting their participation in the research study. In addition, he visited all participants and explained the purpose of the study and requested their informed consent to participate. Informed consent letters were distributed to every participant stating the purpose of study and explaining the data collection procedures and timeframes (Cohen et al., 2011).

In terms of privacy, the participants' information was kept confidential by the researcher and supervisor in a safe place at my supervisor's office at UNISA. The data will be destroyed later after five years. Moreover, participated schools and participants were given pseudonyms to ensure anonymity and to encourage all participants to speak freely and honestly during the interviews. Furthermore, participants were informed that participating in the study was voluntary and that they were free to withdraw from the study any time they wished to do so without penalties. To sum up, the researcher also safeguarded that there was nothing to make the respondents feel uncomfortable throughout the study. Below are the highlights of key research ethics by various scholars.

#### **4.9.1 Permission to conduct research**

The researcher firstly requested consent to do the research from the Department of Education, KwaZulu-Natal Province and Unisa Ethics Committee. Letters of request and permission letters are attached to the thesis as appendixes (A, B, and C). The permission letters from both the Department of Education and the University Ethics Committee authorised that data collection could be conducted in the selected schools using approved data collection instruments.

The researcher met with the Circuit Manager responsible for the five selected secondary schools to explain the intended research. The researcher further visited the selected school principals and held a meeting to tell them about the purpose of the study and the steps to be taken during the study. Following that, dates for conducting interviews, observations, and document analysis were set. Since teachers and learners were involved the researcher also requested permission from the principals to meet them individually. The researcher went to HODs, teachers and learners of the selected schools to explain the purpose of the research and the investigation procedure.

#### **4.9.2 Confidentiality and anonymity**

Confidentiality refers to anything that is done with data after it is in the researcher's control, and specially the degree to which it is revealed to others (Sim & Waterfield, 2019). While anonymity is concerned with the acknowledgement of data—can individuals be identified from the data that they provide or from other information relating to them? (Sim & Waterfield, 2019:3008). Confidentiality means that data about participants is handled with privacy and confidentiality. This problem is becoming more acute if the general discussion incentivises over-disclosure by certain participants (Sim & Waterfield, 2019). The talk of sensitive topics in an interview session may cause harm, which may be exacerbated by the general nature of the public conversation.

Participants were also guaranteed that the information gathered and their comments would never be used over them. Participants were also informed that the schools and participants' names would be kept confidential throughout and after the research. In addition, in-depth interviews and focus groups were held in designated school rooms. The researcher maintained secrecy by storing the recording device and records in a secure location. The researcher additionally guaranteed that unauthorised individuals did not have access to the voice recorder or data records. Schools were named 1, 2, 3 4 and 5 to aid in this endeavour. Furthermore, school principals, HODs, teachers, and learners were also named as principal 1, 2, 3, 4 and 5 based on their five chosen schools.



### **4.9.3 Informed consent**

According to McMillan and Schumacher (2010:118), these take place as soon as participants are informed about the benefit of being a part of research. The researcher ensured that the participants were not forced to participate but did so willingly and if they felt uncomfortable at any given time they would feel free to withdraw. As a researcher I gave the participants informed consent forms for their participation in the research process in advance (Mayisela, 2017). During visits, the researcher issued informed consent letters and told participants more about the objectives of the research and that their participation was voluntary. The researcher also requested selected learners to go home with request assent forms for their parents to sign of their behalf since they were not above 18 years.

### **4.9.4 No harm to participants**

Ntuli (2020:188) believes that "research should never result in physical or mental discomfort, harm or injury to the participants". Secondly, he argues that injury might reveal data that could cause humiliation to "home life and students' performance". Lastly, he stated that researchers should avoid questions that might cause awkwardness, nervousness or annoyance. In consideration of the above in the written informed consent the researcher further verbally assured the participants that the data collected during the research process was solely used for scholarly purposes only and no harm would befall the participants. As a researcher I considered all the above key research ethics.

### **4.9.5 Right to withdraw**

Voluntary participation means that participants should not be forced to be a participant in the research study. Therefore, the researcher clearly indicated to them in writing that their participation was completely voluntary. This required the researcher to clarify to the participants the aim of the research, the expected advantages of the study, the procedures, dangers, and the right to ask questions. Informed consent also implies that a participant had the option to withdraw from the research even after it had begun. Fortunately, no participant in this study withdrew after agreeing to take part. Developing trust and collegiality, as well as privacy and anonymity of all information, were significant issues.

#### **4.9.6 Honesty with professional colleagues**

Without purposefully misrepresenting their work or deceiving others about the nature of their discoveries, researchers must describe their findings in a thorough and honest manner. Furthermore, a researcher should never make up evidence to support an assertion, regardless of how 'noble' the assertion may seem. The confidentiality of the responders in this study was guaranteed. Unless both the respondent and the researcher agreed otherwise, the information that the participants provided was also considered to be private.

#### **4.10 SUMMARY OF THE CHAPTER**

In this chapter, the researcher discussed the research methodology and research design processes employed. This chapter also addressed the philosophical paradigm that underpinned the study. The research approach followed the research design, and sampling, data collection methods and analysis procedures were presented and discussed. The approaches that were used to ensure the trustworthiness of the research study were described as well. The ethical issues that were considered throughout the study were also outlined. Moreover, detailed explanations regarding the boundaries of this study were included. In the next chapter data collected and analysis of data are presented.

## **CHAPTER 5: DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

### **5.1 INTRODUCTION**

This research study was to assess the effectiveness of alternative strategies to discipline learners at secondary schools in the Kokstad Circuit, KwaZulu-Natal. The study focused on answering the six following questions: How effective are the alternative strategies used to discipline learners in secondary schools of Kokstad, KwaZulu-Natal? How do teachers and learners perceive the alternative strategies to discipline in their schools? What are the factors contributing to learners' ill-discipline in secondary schools? Why do principals and teachers use particular disciplinary measures in secondary schools? What are the challenges facing principals as well as teachers in implementing alternatives strategies to discipline learners in secondary schools? How do the alternatives strategies to discipline learners at secondary school affect learner discipline?

The objectives for the study were as follow:

- To explore the effectiveness of alternative strategies to discipline learners in secondary schools of Kokstad, KwaZulu-Natal.
- To identify the aspects that contribute to learners' ill-discipline in secondary schools.
- To explore the perceptions of teachers and learners towards alternative strategies used to discipline learners in their schools.
- To determine the rationale for principals' and teachers' use of particular disciplinary measures in secondary schools.
- To identify the problems facing principals and teachers when implementing alternative punishment practices in secondary schools.
- To determine the effect of alternative strategies on learner discipline.

In chapter four, the researcher discussed the research methodology used throughout the research process. Chapter five focused on data presentation, analysis, and

interpretation. The researcher further presented the profiles of the schools that participated and all the participants who were involved in the study. The researcher indicated earlier in chapter four that the thematic analysis of data was selected and therefore in this chapter it was discussed. The data was collected using three instruments, namely: semi-structured interviews, observations, and document analysis. The researcher also presented and discussed the link between the literature reviewed in chapter two and the theoretical framework underpinning the study with data gained from the field of study through interviews, observations, and document analysis. Data was discussed in a form of themes and sub-themes developed from semi-structured interviews, observations, and documents that were analysed by the researchers. During the presentation and discussions responses of participants were presented as they are, and direct quotes were used as an indication of participants' views.

## **5.2 POPULATION AND RESEARCH SAMPLE**

This study was conducted in secondary schools in one circuit at Harry Gwala District, KwaZulu-Natal. The population group consisted of learners from different socio-economic backgrounds. The community of the selected geographic area is affected by inequality and poor socio-economic factors as a result of the previous apartheid government system. Schools were from townships and farmsteads. Challenges included poverty, high crime rate and many diseases. Learners who attend the schools were from different family backgrounds as well some staying in orphanages. Some of learners who attend in these schools come from disadvantaged family backgrounds living in informal settlements and exposed to countless social challenges such as child-headed households, some living with single parents while others living with abusive step parents. Most of the schools were under resourced while others were semi-resourced schools under category called No Fee schools. Learners who attend school receive the school feeding scheme from the Department of Education and some also receive food parcels from the Department of Social Development. Principals, HODs and teachers who worked in selected schools were also sampled as part of the population as participants. The researcher targeted this population as a member of the community who is interested in contributing to the provision of quality education in an environment conducive for teaching and learning.

The targeted population was more convenient as the researcher was known to the gatekeepers. The reason for me selecting this circuit for the study is because it was convenient as I live and work in the area in one of the schools and it was convenient for me to reach all the participants.

The researcher purposively sampled five secondary schools located in the Kokstad Circuit at Harry Gwala District, KwaZulu-Natal Province. The participants were twenty in total and the researcher was able to interview all of them. The names of the schools and participants who participated in the study were hidden and the participants were protected by using pseudonyms to ensure the anonymity of participants. The researcher used anonymity to offer respect to all participating schools and participants. Secondly, it was used to protect their identity and also to give them freedom of speech so that they could talk about their experiences without fear. Lastly, implementation of anonymity is one of the important keys for ethical issues in the academic research process. Schools were labelled as first to the fifth school. In each secondary school, four participants were purposefully selected respectively. There were categorised according to all levels from the senior management to learners' level. Therefore the researcher selected one principal, one departmental head, one teacher, and one learner per school. All participants from the same school were named according to the name given to their school by the researcher such as first principal, first HOD, first teacher, and the first learner since their real names were not used. Participants from school number two were also named as second principal, second HOD, second teacher, and second learner. Furthermore, participants from the third school were labelled as third principal, third HOD, third teacher, and third learner. In addition, the fourth school participants were named as fourth principal, fourth HOD, fourth teacher, and fourth learner. Lastly, participants from school number five were named as fifth principal, fifth HOD, fifth teacher, and fifth learner. The researcher also highlighted the profile of participants showing their experiences in their current and other previous schools. For the researcher the profiles of the participants were of the most importance because they provided the history and experience of each participant in the current geographical study area as well as the previous school/s. The learners' profile was not included in the list.

The theoretical framework in chapters one and two guided the researcher in data analysis. This study used the Assertive Discipline model by Lee and Marlene Canter (Canter & Canter, 2001) and the Behaviour Modification theory advocated by Thorndike (Corsine, 1987). They were explained in chapter two in length. Assertive Discipline theory helped to analyse the data because the questions that I imposed on participants were responding to the roles that they performed or did in moulding or shaping learners' behaviour. Therefore, a researcher imposed the questions on participants related to the theory such as the role played by teachers as a significant teacher of discipline. Some questions were asked by teachers asking about the roles they play guided by the theory. This also assisted me in collecting data. When the researcher asked a question to the participants, such as what are the alternative strategies that you are currently using to reinforce positive behaviour to the learners, the theory helped to gain more guidance in analysing the responses of participants based on how they reinforce positive behaviours rather than using the negative punishing strategies.

Almost all the questions that appeared in the interview schedule were linked with the theoretical framework which helped the researcher as a guide in collecting, analysing and interpreting the data. In addition, the fact that teachers continuously tell the learners about the restrictions of the instructions and clarify what the consequences would be if the learners fail to follow rules and regulations of the school were imposed. Lastly, since this theory also functioned in encouraging teachers to use more than one compliment, specifically compliments concentrating on positive behaviour, the researcher was able to question teachers about different strategies they used to discipline learners in schools.

Furthermore, the researcher sampled the principals who were more experienced and those who were less experienced so that he could compare if their ways or application of alternatives to corporal punishment were being influenced by their experience in the past or not, so that at the end of the study the researcher would be able to recommend if there is a need to revisit/review the policy on alternative measures to discipline learners. This underlined the aim of identifying the number of years of principals as principals in the current schools as well as in previous schools and also the number of years in the system in general before they became members of the SMT. Then the researcher wanted to compare the experience when they were

working in the class as teachers in the previous school and the experience when they were in leadership as the managers of their current schools. The researcher used the current and the prior schools in order to compare if the same phenomenon that existed in the previous school also exists in the present school. Therefore, the number of years for this study was important for the researcher.

### 5.2.1 Profiling of participating schools and participants

**Table 5.2.1: Principals' experience in years**

<b>Schools</b>	<b>School A</b>	<b>School B</b>	<b>School C</b>	<b>School D</b>	<b>School E</b>
<b>Participants</b>	<b>First principal</b>	<b>Second principal</b>	<b>Third principal</b>	<b>Fourth principal</b>	<b>Fifth principal</b>
Number of years as a principal in the current school	4 years	14 years	3 years	9 years	3 years
Number of years as a principal	13 years	14 years	3 years	16 years	3 years
Number of years as a teacher	25 years	27 years	33 years	5 years	17 years

The researcher further requested the number of years of experience for both current and previous schools from participants at the HOD and teachers' levels. For the HODs as well, the researcher interviewed participants who were not the same in terms of experience. So, the researcher compared the more experienced with the less experienced HODs. The researcher wanted to compare if the very same thing that was happening in the previous school was also happening in the current school or not. The researcher also believed that comparing number of years in the previous and current schools would help in obtaining both relevant and out-dated information from same participants. As a qualitative researcher focusing on a specific geographic area, the researcher assumed that some participants would reflect more on their previous experiences than the current situation and become irrelevant towards the study setting.

The researcher also wanted to know if the participant was new or not in the management position and also know his/her experience as a teacher and so be able to compare findings from expert HODs and teachers with novice HODs and

teachers. At the same time, the issue of different experiences also assisted the researcher to gain more information about experiences and implementation of alternatives in both previous and current schools they worked in.

**Table 5.2.2: HODs experience in years**

	<b>First HOD</b>	<b>Second HOD</b>	<b>Third HOD</b>	<b>Fourth HOD</b>	<b>Fifth HOD</b>
Number of years as a HOD in the current school	1 year 3 months	10 years	1 year	12 years	2 years
Number of years as a HOD	1 year 3 months	10 years	1 year	12 years	2 years
Number of years as a teacher	5 years	17 years	24 years	32 years	7 years

The table below shows the number of years of experience teachers have in the current school and previous schools for those who worked in more than one school. The reason for including more experienced teachers and those who were less experienced was to know and compare their experiences when they were teaching in different schools. It was also to compare the implementation of alternatives in the previous schools and the current schools and also the challenges they encountered.

**Table 5.2.3: Teachers' experience in years**

	<b>First teacher</b>	<b>Second teacher</b>	<b>Third teacher</b>	<b>Fourth teacher</b>	<b>Fifth teacher</b>
Number of years as a teacher in the current school	4 years	12 years	8 years	12 years	20 years
Number of years as a teacher	4 years	12 years	9 years	32 years	20 years

### **5.3 THEMES**

According to Maguire and Delahunt (2017) data analysis is essential for conducting genuine qualitative research. The data analysis technique relevant to and adopted for this study was thematic analysis. The practice of finding patterns or themes in qualitative data is known as thematic analysis (Maguire & Delahunt, 2017). Similarly, other researchers also define thematic analysis as a technique for detecting,



analysing, and interpreting meaning patterns (themes) in qualitative data (Clarke, Braun & Hayfield, 2015). They further explain that thematic analysis is unique in the canon of qualitative analytic techniques in that it simply means a skill or procedure that is not constrained by theoretical commitments instead of a methodology (a theoretically informed, and confined, framework for research), (Clarke et al., 2015).

The purpose of a thematic analysis is to find themes that are significant or intriguing patterns in the data and then utilise those themes to discuss the research or take notes. Thematic analysis offers simple and methodical methods for deriving codes and themes from qualitative information (Clarke et al., 2015). Codes are the smallest analytical units that capture noteworthy properties of the data that are (possibly) relevant to the research subject (Clarke et al., 2015). Codes serve as the foundation for themes, or wider patterns of meaning, which is supported by a fundamental organising notion - a shared core idea (Clarke et al., 2015).

They typically refer to the term 'theme' on a more implied yet conceptual basis that needs interpretation, while 'category' relates to explicit textual material and is a straightforward description of the participants' accounts. Whenever scholars transcend the participant's viewpoint to an abstract level of cognition and seek the underlying meaning in the participant's statements, underlying meaning or theme emerges. In other words, the objective of the theme is always to reveal the depth of the participant's views.

Advantages of thematic analysis, according to Braun and Clarke (2006) is a good tool for exploring the viewpoints of different research participants, showing parallels and differences, and providing unexpected findings. Thematic analysis is especially beneficial for summarising significant elements of a huge data set since it compels the researcher to handle data in a well-structured manner, resulting in a clear and ordered final report (Terry et al., 2017).

To achieve the research study objectives, the researcher gathered data through semi-structured interviews as the primary data collection tool. They were further triangulated with observations and document analysis as a tool. Semi-structured interviews gave all participants a chance to answer probing questions. The researcher guaranteed that there was flexibility in the way questions were asked, and also used probing where responses were not clear. The semi-structured

interview schedule contained fourteen questions for principals, HODs, and teachers and eleven questions for learners. Interviews were conducted by the researcher in schools where participants belonged. School offices were used as the venues for each interview at different times when participants were free and readily available. Teachers and learners also used the principals' and some deputy principals' offices as a venue for interviews. After data collection the researcher followed the steps mentioned in chapter three for data analysis.

The researcher collected data as raw data from all participants through one on one interviews. Then data was gathered using an audio recorder which was then transcribed into a Word document. The researcher started the data analysis procedure by first transcribing data generated through interviews. The researcher cautiously and extensively attended to the audio recordings of interviews from all participants to make sense of their responses. The researcher further took some transcriptions while listening, categorised the responses of each participant, and wrote a summary of all responses according to their inputs. All responses from all participants were grouped under each theme. The researcher then gathered the transcribed data into themes and sub-themes as per the explanation by Xu and Zammit (2020) (refer to chapter four, page 100). Furthermore, the researcher classified and analysed themes for similar interview questions separately. The thematic data analysis method was used because of its relevance for a qualitative study. The themes were consequent from data collected through interviews:

**THEME 1:** The effectiveness of alternatives strategies to learners' discipline in secondary schools

**THEME 2:** The perceptions of teachers and learners on alternatives towards learner discipline in secondary schools

**THEME 3:** Factors contributing to learners' ill-discipline in secondary schools

**THEME 4:** The rationale for the use of alternatives measures to learner discipline in secondary schools

**THEME 5:** Challenges faced by principals and teachers in the implementation of alternatives to learner discipline in secondary schools

**THEME 6:** The effect of alternatives towards learner discipline on learner behaviour at secondary schools.

The themes have been sub-divided into sub-themes as presented on the table below:

Themes	Sub-themes
<b>THEME 1:</b> The effectiveness of alternatives towards learners' discipline in secondary schools	1.1 SMT and teachers' understanding about the alternative ways to discipline learner 1.2 The extent to which learner discipline is managed in schools. 1.3 Additional inputs of SMT and teachers regarding alternative ways used to discipline learners at school
<b>THEME 2:</b> The perceptions of principals, HODs, teachers and learners on alternatives towards learner discipline in secondary schools	2.1 General experience of principals, HODs and teachers in their current schools 2.2 Experiences of the principals and HODs 2.3 SMT, teachers and learners' experience regarding the alternative measures in managing discipline in their schools 2.4 Principals' perceptions towards the alternatives used to discipline in schools. 2.5 HODs' perceptions towards the alternatives used to discipline in schools 2.6 Teachers and learners' perceptions towards the alternatives used to discipline in schools
<b>THEME 3:</b> Factors contributing to learners' ill-discipline in secondary schools	

<p><b>THEME 4:</b> The rationale for the use of alternatives measures to learner discipline in secondary schools</p>	<p>4.1 Examples of alternative strategies for learner discipline that are more useful in your school</p> <p>4.2 Specific disciplinary measures used in school</p> <p>4.3 The experience of SMTs and teachers about contribution of alternative measures used to learner discipline at school</p>
<p><b>THEME 5:</b> Challenges faced by principals and teachers in the implementation of alternatives to learner discipline in secondary schools</p>	
<p><b>THEME 6:</b> The effect of alternatives towards learner discipline on learner discipline at secondary schools</p>	<p>6.1 The effect of strategies developed and used regularly in managing learner discipline in school</p>

### 5.3.1 **THEME 1: The effectiveness of alternatives towards learners' discipline in secondary schools**

#### 5.3.1.1 ***SMT and teachers' understanding of the alternatives towards learner discipline***

The researcher posed this question to the participants: What do you understand about the alternative ways to discipline learners? The purpose of this question was to find out if principals have the same understanding on the alternative ways to discipline learners.

Principals responded as follows:

**PRINCIPAL 1** *"This one is very difficult; we do not have the exact policy, and I'm not sure whether I'm mixing things. There isn't much that has been said to us in alternative ways of disciplining learners hence we moved from the one called corporal punishment so the school differs from one...each other maybe us we are fortunate because these learners started schooling here as young and as early as their grade eight so they grow up understanding the code of conduct of the school very well because when we started here we made sure that we must... when we are doing admission we must stick and put emphasis on the code of conduct, on the way*

*of disciplining learners. So I think that is the other way of.... which is the alternative to corporal punishment because our code of conducts speaks of the warnings, final warning, the suspension as well as expulsion as the way of disciplining learners and that one of calling parents when the learner misbehave in school."*

The above response simply shows that some principals were not quite clear about the correct way of implementing alternatives. Hence, the researcher believes that the lack of trainings, workshops and clear policies explaining the implementation of each alternative strategy keeps teachers and principals unsure of what to do. It also indicates that there was no formal training conducted by the department on how to utilise the alternatives to discipline learners. **PRINCIPAL 1** further highlighted that they used to implement corporal punishment in previous years and therefore it was not easy for them to move from that form to a new strategy (Refer to Mashau et al., 2015, chapter 3, page 64). On the other hand, the above participant indicated that since their learners start schooling in the school as early as grade eight it was easy to train them about the code of conduct in the school and also highlighted a few alternative measures such as expulsion, warnings, calling of parents and suspension. Therefore, the participant was able to show some understanding of the alternatives to discipline learners. In addition, **PRINCIPAL 2** revealed similar views to the above participant. The researcher also observed that some of the participants had understanding of alternative ways to discipline learners but were not well informed on how to implement them. In the response the researcher also discovered that the above principal focused on updating learners about do's and don'ts within the school. Therefore, the finding shows that there is a need for training from the Department of Education. The other important issue that was highlighted by **PRINCIPAL 2** is that parents play a vital role in building required behaviour in a learner. When parents cooperate with the school learner achievement also improves. Parents should be encouraged to assist schools, and principals should also get trained by the Department of Education. Below is the response of **PRINCIPAL 2**:

*"What I understand is that since corporal punishment was abolished since the born of democracy in South Africa, one for instance we know that there is the policy of which there are levels of offenses so in that policy we are given clear alternatives of what we can do to as a school to discipline learners for instance in level one to level three if a learner does offenses that learner is not subjected to expulsion is subjected*

*to suspension. Only in level four whereby a learner is subjected to expulsion, so for instance if learners come to school late the department recommends that the school must close the gate for such learners. Two the school must detain that learner for time. Three the school must also intervene by calling a parent. For instance, in a parent meeting and report to the late coming. Four learners are punished by they are subjected to cleaning the school like swiping the floor, keeping them in the school (detention) for long period. As a principal, I also make sure that the class teachers who are class managers who are directly every day with learners have class rules clear in terms of discipline, if learners, for instance, fail to submit home works that learners be subjected to not being in class during that particular period so that he/she can feel that learning depends not only on teachers but also on learners, and also read the code of conducts of learners. Learners they are being addressed on the assembly points about do's and don'ts in the school. And the code of conduct is also visible on our walls and also in our classrooms and also visible for the perusal of learners when they apply each year they are given a code of conduct so that they communicate with their parents in that code of conduct there is also the discipline is stipulated to what is expected in school and what is not expected in school, when does the school start when is a break and when are learners expected to go home and when they are supposed to be in class at all time. Having said that there are also challenges because you find that some of the disciplinary measures when we do them, learners they enjoy, you find that if you chase learner out of school they enjoy to be not in class not in school. Yeah!! I think that is all."*

The above explanation revealed that there were policies given by the department to schools guiding how to implement alternatives to discipline learners which contradicted this principal's response. The participant went over and over explaining all the steps to be followed when disciplining learners and even further elaborated on each type of alternative to be used in different forms of ill-discipline. In this regard, **PRINCIPAL 2's** views were in contrast with the views of **PRINCIPAL 1** who said they were not given directions on how to implement these alternatives while they were able to state similar forms of alternatives. Principals have similar view and understanding of alternative ways to discipline learners in their schools but they have implemented different alternatives for similar offences or incidents in their reports. The common challenge that came out of their responses is that all of them were not

clear when and how to implement these alternatives. The Department of Education has to close the gap through trainings on a regular basis. **PRINCIPAL 2** responses further also shows that suspension had a negative impact on learner progress and school performance since learners enjoy being out of school. Based on the data collected from principals, schools are not operating the same way. Some are implementing these alternatives effectively while others fail to implement correct measures. This may affect the school performance. The responses of the principals also indicate that there are alternatives that are implemented more than others both correctly and incorrectly.

**PRINCIPAL 3** simply said according to his understanding: *—It way of using methods other than corporal punishment.* This concurs with the understanding of **PRINCIPAL 4** who had this to say:

*"I should think the alternative way to discipline learners is about making sure that we use some other methods other than corporal punishment that we use to use before in the olden days. Yeah, I think, I think that is my understanding of the alternative ways to discipline learners. It's any other way that you can use to discipline to discipline learners. Something that cannot infiltrate pains to learners, but in a way something that is going to be in a way corrective."*

**PRINCIPAL 4** also shows that he understands the alternative measures to discipline learners as replacement for corporal punishment. But in the response he/she was unable to elaborate by giving examples or scenarios as others did. In my view the issue of suspension was common in almost all schools as a working alternative in secondary schools which also affects the rights of learners to education. In the same vein **PRINCIPAL 5** agreed with the above two principals and insisted that:

**PRINCIPAL 5:** *"So there are various ways we can use like suspension, we also use many forms of disciplining learners in these days. So when we talk of alternatives we are referring to alternatives instead of corporal punishment."*

Principals view alternatives to corporal punishment as more or less the same. Key aspects such as warnings, final warning, suspension, and expulsion, something that cannot infiltrate pain to the learners, other methods than corporal punishment, addressing and guiding learners during assembly on the importance of adhering to

the code of conduct of the learners were part of the principals' views. The views are in line with scholars such as Maphosa and Shumba (2015), Motseke (2020), Moyo et al. (2015) who defined alternatives to corporal punishment as a positive discipline approach that is devoid of pain infliction but guides learners through communication and behaviour modelling practices into inculcating positive values and behaviours in learners. (Refer to Ch.3 page 54). It is evident that all principals are aware of the alternative methods that can be used to correct learner misbehaviour. It also suggests that principals are implementing the legislation, guidelines, and procedures on the management of learner discipline in the new dispensation. On the other hand, a **PRINCIPAL 3's** response also shows that some of them are not clear about specific alternatives for disciplining learners. They further indicate that more training is required for them to be in a safe direction in disciplining learners.

The above discussion revealed that principals have an understanding of alternative measures to discipline learners. Some of the responses clearly showed that even though policies were guiding them on how to use these alternatives they fail to understand when and how to implement them in their schools. Therefore, research shows that there is a need for further training based on how to implement these alternatives. The responses from principals also indicate that all of them were aware that corporal punishment was abolished a long time ago and they are not allowed to implement any form of disciplining learners that will cause harm or pain. Therefore, different strategies should be applied as an alternative.

From the interviews, it became evident that principals do not understand the alternative ways to discipline learners in the same way. Some understand it as a correct method to enforce discipline while others feel that it promotes learner ill-discipline. **PRINCIPAL 2** indicated that these alternatives become useless in such a way that when some of the alternatives are implemented learners do not change their behaviours, instead they enjoy them. For example, suspending them is not a problem for them as they enjoy being not in class and not in school. Therefore, the above discussion indicated that principals understand that there are alternative measures to discipline learners. Their responses were also in line with the literature review in chapter two. Finally, all principals' responses indicated that they understand and they were aware that it is not permitted to use corporal punishment. Instead, there are alternative strategies used to discipline learners.



The same question was posed to the **HODs** to compare their views with that of the principals. The **HODs** responded as follows:

**HOD 1:** *"Alternative ways to discipline learners are discipline measures that do not involve corporal punishment. They are used to managing learners not to punish them as in such but to enforce discipline and respect in the school premises even though they tend to help learners to be responsible so that is what I understand about the alternative ways to discipline learners."*

The above explanation indicates that alternatives were understood by the school management in schools as a form of disciplining learners without using corporal punishment. Their understanding of alternative ways to discipline learners will help the school to achieve better results. School managers who implement alternatives effectively also promote quality teaching and learning. Where learners are disciplined this produces good results since the teaching and learning occurs in a conducive environment. The key challenge that researcher also picked up from principals is that they do things differently while the working environment is almost the same. Their schools were supposed to implement similar alternatives but due to lack of collaboration and sharing ideas some will be more advantageous than others in terms of leadership skills. Similarly, the next participant showed the same understanding in that **HOD 2** responded differently from **HOD 1** as follows:

*"I understand that it should be an alternative way to discipline learners because disciplining learners starts with the uniform of course at school it starts with punctuality then it goes to respect. Once the learner understands why we have a uniform at school, why we are not supposed to hats that are not part of the uniform. Once they understand that they must come to school on time, once they understand that they should respect one another then it's going to be easy to discipline them because once they do not do the above that I have mentioned they know that something needs to be done so they won't feel that they are abused or whatever the story can be then we are also taught that by the department of education that we can, there are many ways of/ that we can do to discipline learners as you know that we can do that even without using corporal punishment so that's why there are these alternatives ways because I think we are running away from going back for corporal punishment.||*

The above response of **HOD 2** revealed that there is an understanding of what it means to use alternative measures but the focus was based on forms of learners problems such as not wearing proper uniform but it was not clear how they deal with that; therefore, my assumption based on the report is that managers do have the idea but are not clear about the implementation part. **HOD 3** also concurs with **HOD 2** to say she understands the alternative ways to discipline learners as ways without using the old model called corporal punishment but was unable to provide clear examples of alternatives in the form of scenarios to confirm the level of understanding. **HOD 3** supported the view of **HOD 2** by saying:

*—My understanding to alternative ways to disciplining learners its start to the fact that we are no longer allowed to administer corporal punishment to learners which then means that we must use other ways of disciplining learners it says learners have to be disciplined in any way but not in a way because corporal punishment says in a way that will inflict pain so when you say you don't have to inflict pain it means you don't have to do any physical harm to the learner so the alternative way is/are to do something that does not do physical harm in a learner that is how I understand."*

**HOD 4** further agreed with other **HODs** to say:

*"Well, to my understanding alternative ways are other strategies to maintain the discipline to school besides corporal punishment that is my understanding. We used to use corporal punishment and now the government abolished that as result we were encouraged to use other strategies to correct or to discipline learners that are my understanding."*

Almost all **HODs** had similar understanding of alternatives but were just highlighting that they were introduced to them as a replacement for the abolished corporal punishment by the Department of Education. They also indicated that alternative ways to discipline are any form of disciplining learners as long you do not inflict pain or cause harm to learners. **HOD 5** in her response revealed the same understanding by saying:

*"I can say since the abolishment of corporal punishment, several strategies or alternatives towards the discipline of the learners have been proposed so there are various ways which as educators we are expected to apply in disciplining learners,*

*yes I can if you permit maybe to mention those or you just need an understanding of where do I stand in terms of the alternatives ways towards the disciplinary of learners."*

**HODs'** understanding reveals that they have an idea of what is expected of them as managers of learners' discipline in secondary schools. The above view is in line with the findings of Mashau (2015) (refer to Ch. 3 page 64). They also highlighted that alternative measures ensure that you do not involve corporal punishment when disciplining learners. Secondly, they have indicated that many ways can be applied to discipline learners as you know that we can do that even without using corporal punishment. Some of them further highlighted that it is not allowed to do any physical harm to the learner so alternatives were introduced to replace harmful methods/or way to discipline learners. In addition, they view alternative measures as strategies to maintain discipline in a corrective way not to cause pain to learners. Their view that says there are other strategies to correct or discipline learners was in line with the views of Moyo et al. (2015) (refer to Ch. 3 page 62). **HOD 5** also agreed with Obiero et al. (2018) (refer to Ch. 3 page 62) to say there are several strategies or alternatives towards the discipline of the learners that have been proposed so there are various methods which as educators we are expected to apply.

The interviews with **HODs** further revealed that almost all of them understand that there are alternative measures that are used to replace corporal punishment. They also show that even though they are forced to use other methods it is not clear which strategy is to be followed. As a result their views differ in terms of implementing them. Some of the **HODs** stated that there are many alternative measures to be implemented and therefore it is a matter of choice for them to implement them in schools. It is evident from interview findings that all **HODs** had a clear understanding that there are alternatives and corporal punishment was abolished by the government.

The researcher further escalated the question to the teachers. **TEACHER 1** indicated that he understands the alternative ways to discipline learners and further elaborated how he implements them by citing an example implemented in his classroom in the form of a scenario where learners were not allowed to go to break with others after they broke class rules or failed to do school work. Based on his

response the data revealed that teachers also have understanding of alternatives like their managers in schools. This should also help and promote collaboration in the same direction within school premises and promote harmony amongst colleagues. Teachers were all able to respond to the researcher even though they responded differently. Their responses were as follows:

**TEACHER 1:** *"As far as discipline is concerned what I understand is that there are several ways to discipline the learner apart from physical punishment or maybe corporal punishment. The other alternative way you can use maybe you can apply the use of privileges or logical consequences for instance if a learner is has misbehaved in a class so you want to discipline that learner and during that process maybe add more lessons to them so that they will feel like there is something they have done so they are paying for that, that next time they won't have to disturb the class or maybe if ever there is anything of misbehaviour that have done then they will have to know that if I have done this there is something I am going to lose or to them that they are not going to go to break for two days, every time during the break will remain in class and do this, task or this assessment."*

Both **TEACHER 1** and **TEACHER 2:** responded positively and was able to site examples according to the experienced gained through the journey of teaching in secondary school. **TEACHER 1** also mention the important part and said, they choose alternative measure they make sure that they do not disturb other learners for the smooth running of the lesson and also use of break time in making sure that teaching and learning is not compromised.

**TEACHER 2:** *"Alright, what I understand here is that the department since it has abolished the corporal punishment is that there are some other alternative ways of disciplinary measures that we can use to discipline the learners when they go wrong which includes like infringing them some privileges like detention, doing cleaning around the school all those things that is what I understand."*

Based on the response of **TEACHERS 2** researchers noted that detention and cleaning of the school was seen as the easiest alternatives by the teacher. The teacher also shows that he understands alternatives by clearly citing examples in his response.

**TEACHER 3:** *"In what context because as I was reading the question? There are the different ways of disciplining learners the one we use in our school there is one we use in the classroom."*

To my point of view **TEACHER 3** does have understanding of alternatives but highlighted that some are for the school while others are meant for classrooms. **TEACHER 4** on the other hand had a view that these alternatives depend on the location of the school either rural or urban. In the response he said the fear was that they cannot be implemented equally in every school. Some qualify in schools located in urban areas only. **TEACHER 4** responded as follows: *"Okay, my understanding is that the other ways of disciplining learners are, cannot be implemented in some schools, especially in rural areas."*

**TEACHERS 4** in the response was against **TEACHER 3** in that all alternatives are implemented both inside and outside classrooms while **TEACHER 3** said some qualify outside the classroom and others qualify inside the classroom. Therefore, as a researcher my interest was also more on which alternatives they use and how since they are all teachers in different secondary schools but the same geographical area. The responses also reveal that there is a huge gap on how implementation of alternatives works.

**TEACHER 5:** *"I think it is measures that educators use within their classroom environment and outside school premises. When I say our premises I mean the outdoor play area so basically it is measures that educators and the school itself have put in place for an educator to run their daily duties smoothly."*

**Teachers'** views towards alternative strategies used for learner discipline were similar to each other as well as the views of principals and **HODs** but teachers indicated that some alternative measures cannot be implemented in rural schools while others believe that some cannot be implemented in and out of the classroom. Their responses indicated the following key aspects: they understand that there are several ways to discipline the learner apart from physical punishment or maybe corporal punishment, including using of privileges or logical consequences, adding more lessons/activities to ill-disciplined learners, infringing some privileges like detention, doing cleaning around the school, all of which are in line with the views of the Sackey et al. (2016) (refer to Ch. 3 page 51). Teachers' responses indicated that

most of them had an idea that corporal punishment is no longer allowed and they have to apply other ways of disciplining learners. They further show that schools implement several alternatives which concur with the views of Kelly (2014) (refer to Ch. 3 page 45). Therefore it is evident that teachers also understand that they have various alternative ways to use when disciplining learners in secondary schools as per the policy of the Department of Education. Lastly, most of the teachers further highlighted that they are not allowed to implement corporal punishment and it is an offence to do so. Additionally, the same question was posed to the learners and they responded as follows:

**LEARNER 1:** *"Learners are disciplined in different ways. Sometimes when a learner has a problem teachers seat down with him /her and discuss the behaviour and come up with the solution together with the learner concerned."*

This learner's response revealed that in the school learners are disciplined in different ways other than corporal punishment. They also understand that it is not allowed to use corporal punishment in schools, but the learner's response provide an element of praising or not pushing them but encouraging them to do better which is not always effective in some cases.

**LEARNER 2** *"I understand that discipline does not only apply to learners but it also applies to everyone and all ages, parents, teachers, and learners. I also understand that we should not punish a child because there is a huge difference between punishment and discipline. Punishment is more violent and discipline is guidance."*

The above **LEARNER 2** responded almost the same as **LEARNER 1** to say disciplining is about giving guidance but punishment is more violent. This indicated that the learner understands the meaning of alternative ways to discipline learners.

**LEARNER 3:** *—I believe that there are many ways that can be used to discipline learners since corporal punishment was abolished. Teachers and maybe the SMT can call parents or suspend learners.}}*

**LEARNER 3** and **LEARNER 4** had similar views and highlighted that there are alternative ways used to discipline them in schools. Data collected shows that almost all stakeholders within the system have an idea of what it means to say alternative

ways to discipline learners. As a researcher, I believe that their understanding of the concept will help in achieving the goal of the study.

**LEARNER 4:** *—I understand that there are so many ways used to discipline learners rather than relying on one alternative, there are more than one ways that teachers can use to discipline learners other than maybe relying on things such as corporal punishment. There are so many ways that teachers can use to discipline us as learners.‖*

**LEARNER 5:** *"Alternative ways of discipline are strategies meant to counter misconduct by learners in the classroom environment, and ultimately or somehow correct it. These disciplinary tactics aim to stabilize the behaviour of learners.‖*

Learners' responses also proved that alternative measures to discipline them are well known by all stakeholders even as learners know what is expected from teachers and management of the schools. Their understandings revealed that there are important key issues with regards to the alternatives by highlighting the following: firstly, guidance, secondly, calling of parents or suspension, and also stating that there are so many ways used to discipline learners rather than relying on one alternative and, lastly, disciplinary tactics aim to stabilise the behaviour of learners.

**LEARNER 1** cited an example of an alternative that is/ or can be implemented by teachers to say: when a learner has a problem teachers sit down with him/her and discuss the behaviour and come up with the solution together with the learner concerned and this example concurs with the literature reviewed by the researcher: Obiero et al. (2018) (refer to in Ch.3 page 52).

The discussion above revealed that everyone - even learners - understands that no teacher or any educational practitioner even at the management level is allowed to implement corporal punishment in schools. Learners' understanding impacts both positively and negatively towards their discipline because they are able to influence each other and respond positively from their teachers and also change their unaccepted actions. On the negative side, learners who know that punishment is no longer allowed can take advantage of that and disrespect their teachers by not doing school work, not attending classes and failing follow school rules. The reason is that some of alternatives are not harsh to them; instead they enjoy them. The interviews further suggest that learners are also aware that teachers have other ways that they

can use to change or mould them towards accepted behaviour. In that regard, learners were also able to cite correct examples of alternative measures used by schools to discipline them. These findings revealed that alternative strategies to discipline learners exist, but teachers are unsure whether they are implementing them correctly. As a result, most of them fail to implement them correctly.

### **5.3.2 The extent to which learner discipline is managed in schools**

The researcher posed the question. To what extent are you able to manage learner discipline at your school?

According to **PRINCIPAL 1** in their school they have a committee that is responsible for learner ill-discipline. The findings show that the committee was able to handle learner ill-discipline because all the stakeholders were part of the committee including learners. **PRINCIPAL1** concurred with Jinot (2018) (refer to Ch3, page 55). **PRINCIPAL1** has this to say *"We have a disciplinary committee in the school; we have the RCL (representative council of learners) each classroom has classroom reps so they keep on reminding them of code of conduct of the school, we also have disciplinary committee so we sit when there are cases to discipline the learners. We also make sure that the parents are involved in this committee."*

The involvement of parents was also mentioned by **PRINCIPAL 2**. In his/her response he/she indicated that sometimes they fail to manage learners' discipline because they bring problems/fights that start from the community and continue fighting in school. At the school they are not able to solve such problems alone; instead, they need cooperation from the community and parents. Lack of parental involvement affects the effectiveness of alternative ways to discipline learners. This argument concurs with Mthanti and Mncube (2015, refer to Ch. 3, page 51).

**PRINCIPAL 2:** *"I would say to a minimal extent because there are, as a school we can do as much, there are things that we can be able to do and there is the thing that we cannot be able to do because for instance if you talk about section fighting's because there are also gangs amongst learners you finds that the reason or the course start from back at home but the parents do not assist the school. So the parents expect the school to be ... the teachers to be parents twenty-four hours of*



*which it is impossible. We are useful towards met making discipline in our school only for seven to nine hours or seven hours."*

According to **PRINCIPAL 3** alternative ways to discipline learners assisted them in reducing learner ill-discipline. The data collected indicated that there were huge improvements. Learners' bullying and use of illegal substances dropped. As the school management they were able to manage discipline and currently they have few incidences where learners are found with drugs in their possession. The other important idea that came out of the collected data is that it is not easy for principals to just suspend or expel a learner who is found with drugs within the school premises as the department states so. The reason for the difficulties, according to the principal, is that if they continue suspending learners at the same time they are promoting the rate of school dropouts and promote crime as well. Therefore, it become more complex to solve the problem because they have to try and assist learners to get out of drug addiction by organising counselling and sending them to rehabilitation centres through consultations with the affected parents. Therefore, counselling was seen as one of the important alternatives as it was stated by Obiero et al. (2018) (See Ch. 3, page 52).

**PRINCIPAL 4:** *"Well it has improved over the few years to the extent the incidences of bullying have dropped, incidences of drug use and so on we find it. I wouldn't say it is lessened but it become less noticeable, less noticeable because they are far from the street now with the drug abuse, we have caught of few over the few years but you know as a manager of the school as a parent you caught between the rock and the hard base because, on one hand, you know that you need to discipline you need to punish the child if a child is found with a drug but on the other hand, you know that if you suspend the child or you expel the child that child is, you not helping her because you are adding to the unemployment rate problem you adding the crime problem out there because the child is slightly to stick back to that habit of drug abuse, drug dealing and so forth and the burden become great on the parents also so we try as a very last resort to expelling the child. What we do it's what we also to make to the conditions that if a child wants to continue with the school they have to go for cancelling, they have to go for the blood test and so forth."*

**PRINCIPAL 4** indicated that to him it is not easy to manage learners nowadays because there are still learners who do not behave well. In their schools they are trying their level best but they are not perfect; there is still a challenge. According to his understanding, he also indicated that matric results show the level of discipline. For matric learners to pass depends on their level of discipline. Therefore, according to their school performance they are not performing well as a school.

**PRINCIPAL 5:** *"It's difficult to measure but look we are trying, we are trying, we are trying because you see one of the major things, one of them let me say the realistic of majoring whether you are succeeding in schools particularly in secondary schools in terms of discipline is the results you see because when you are still achieving good matric results then you would see that no no no, in fact, your disciplinary measures are a bit working to an extent, a particular extent but we are nowhere near perfection there is still a room for improvement but so far so good we are managing the learners are achieving even though you will find here and there those who are still misbehaving, ill-discipline but to a particular extent I should think we are succeeding."*

**PRINCIPAL 5** was able to emphasise that to them as the school they are excelling compared to other neighbouring schools. As a result they are a respected school in the community. He also indicated that the main important aspect to achieve depends on management learnership skill. Principals as leaders they are on their own. No one is assisting them but they manage discipline very well. Lastly, data also revealed that even though they are excelling still there are learners who cannot change. Instead, they keep on misbehaving no matter how many times you try to discipline them. So, overall the school was doing well in terms of disciplining learners. The principal explained:

**PRINCIPAL 5:** *—Well, I would say we are trying by all our means well —thini sizulu kuye kuthwe uyagaya ubuye uzuphuzele" there is a Zulu that says " you prepare a beer and drink on your own." meaning you do on your own but when I'm compering our school against our neighbouring schools well our learners are more disciplined than others. Our school is highly respected in our area so we are trying by all means to manage the learner discipline but as I have said there are those learners whom we know that they are ill-discipline by nature no matter what we do but they will keep*

*on doing the wrong things now and again, you suspend them you call their parents but they will keep on doing the same thing but on average we can deal with the ill-discipline learners, we able to discipline learners because we are trying, we are trying. I will say so, we are trying."*

The above discussion shows that principals are not able to manage their schools perfectly through alternative measures. **PRINCIPAL 1** indicated that in their school they work hand in hand with parents and student representatives to control the behaviour of learners. They also remind learners about the school code of conduct and the policy of the school. Cvetkova Dimov et al. (2019) agree with the above statement (refer to Ch. 3 page 48). **PRINCIPAL 2** and **PRINCIPAL 5** agree with each other in that parents are failing them as principals because they do not assist them. They are always on the side of their children even if they have done something wrong. **PRINCIPAL 5** revealed that in his school they are committed and they can manage discipline and as a result their school is one of the respected schools in terms of discipline in the area. He further highlighted that a few individual learners are beyond control and there is nothing that can be done to change their bad behaviour. Therefore, this simply shows that even if schools manage to control learners' behaviours through alternative measures they are not a hundred percent successful - there are some weaknesses. As a researcher I suggest that principals should work together and have discussions with each other and come up with consolidated solutions since they are dealing with learners of the same era. Some of the principals are able to manage their schools while others are failing. Secondly, the Department of Education officials must intervene and assist where necessary through provision of training to reduce the high rate of ill-discipline.

The same question was posed to all **HODs** who participated in the research study. To what extent are you able to manage learner discipline at your school?

**HOD 1** said, *—I would just say I manage almost all the learners. ||*

**HOD 2** indicated that in their school there is a lack of collaboration between the staff and community. Parents are not willing to assist; therefore, poor parental involvement hinders their achievement in managing learner discipline. This concurs with the view of Jita (2018) (refer to Ch. 3, page 45). She said: *"To a minimal extent because there is no collaboration between the school and the community between*

*teachers and parents you find that at school you are doing something independent from what is happening at home so there is a lack of collaboration between the school and their homes."*

**HOD 3** reported that they are trying their level best but there are challenges especially in the classroom. Learners are not willing to learn, and they disturb teachers in many ways. Some of them want attention from others through distracting other learners while the teacher is busy teaching them. The participant also mentioned that teaching is no longer interesting as a result of ill-discipline. Therefore, the response revealed that some **HODs** are struggling to monitor ill-discipline in schools. This participant concurred with other principals to say it is still challenging to discipline learners. They are trying, but they are not perfect.

**HOD 3:** *"I try my best but it's not easy, I must say that it is not easy. The most irritating behaviour in the school is in the classroom it doesn't matter with other things but when we are teaching we want to teach because there are those learners who want to pay attention who are keen to learn then now they are disrupted by these two or three boys or girls who are not interested then it becomes a huge challenge to you as a teacher sometimes you feel a very, very disappointed and you would not even wish to go to that class again or the next day because you thinking about the way and that again is also now affecting those learners that are innocent but that whole class will end up having a stigma even not to one teacher but many teachers because when they think about that class they think about it. I would say I do as much as I can that it's a challenge. I don't know whether my question was clear."*

**HOD 4** concurred with the above participant to say they are not perfect but trying to manage discipline. Their challenging factor to them was the issue of fencing of the school. The school was not well fenced so learners were using every available access to bring in drugs to school. The management was unable to control the late and early departure in the school. Learners were also able to come in without full school uniform. Lastly, the researcher found that learners were only disciplined through use of detention and it was not enough for effective use of alternative ways to discipline learners. Therefore, it was not easy to manage learner discipline accurately.

**HOD 4:** *"Yhaa, I won't say is 100% because of the factors that I have just mentioned, you see it is very difficult to maintain discipline in the school if the school is like this, is not fenced for instance is very difficult to control late coming here in this school because you try to control the gate one gate here there are so many gates here that learners would be coming through them and at times they come in through these holes they are not in school uniform so it becomes very difficult they just go out as they wish any time, you try to control that you try to control the gate here they are not there so it's not 100% effective but we are trying through motivation and detention but this is not 100% because of these challenges."*

According to **HOD 5** in their school each **HOD** sits with his /her teachers in a departmental meeting and drafts their rules and regulations to be implemented and displays them for learners to read and understand the consequences of breaking them. The data collected also shows that there is collaboration between teachers and their seniors. In contrast, the data revealed that the implemented alternatives were not 100% accurate but at most 70% effective. To conclude, the participant indicated that drafting of policies by both teachers and learners to be followed by learner's works very well in minimising ill-discipline in secondary schools.

**HOD 5:** *"Aaa I don't want to prank or I would say, what works for me as an HOD for this school you know that I'm responsible for a certain quiet number of learners as an HOD so I make sure that all teachers which are reporting in my department they practice what we have studied so I would say I would give 70% of the effectiveness of the alternative measures towards the ill-discipline of learners because you know 1. I make sure that every class which I'm responsible for has these rules of which they are being done collectively between an educator and class teacher and the learners we agree and we sign and we know that this is our bible, this is our constitution so I find it very effective because in every class I mean In few cases where I have received so little cases of the ill-behaviour or ill-discipline of a certain learner yes I happen once in a while but I would either say 70% is working that is my strategy."*

**HODs** who participated in the study identified the following key issues: lack of collaboration between schools, teachers, the communities, and parents, very difficult to maintain discipline and school is not well fenced. Most of them highlighted that discipline in their schools was not manageable. Some indicated that in their schools

they were able to manage it but not a hundred percent perfect. Lastly, others said roughly out of 100 percent of all strategies 70 percent of them were useful and helped them effectively.

The same question was also asked to all participating teachers. To what extent are you able to manage learner discipline at your school? Most teachers responded in the same way but a few had different inputs and experiences. According to **TEACHER 1** alternative ways to discipline learners had a positive impact towards reduction of ill-discipline. Teachers were able to manage discipline in their schools. The participants further stated that their school was identified amongst the most disciplined schools in the area while it was also the newest school. Their secret was that as teachers they go and do research from other schools on how to deal with different learner disciplining issues. They also do planning together in the school so as to provide ways/solutions on how to handle learners' ill-discipline. The researcher noted that in the school there is collaboration and teachers are working as a team which gives them high chances of improving discipline in their school.

**TEACHER 1:** *"I can say to a great extent, for example, this school has been around not for so long but it is counted amongst schools around that have disciplined learners. As much as that is working very closely with other schools that have been long in this community and they know how people of these community behave. So we go out to these schools and ask how they deal with such matters and then we come back and sit down and plan. So whatever behaviour that is about to interrupt we are ready to tackle it in due time."*

**TEACHER 2** concurred with **TEACHER 1** in that they work together as a team. The participants indicated that if they have identified a problematic classroom they all know the way forward as teachers. To his response he indicated that suspension was used and learners were able to change their behaviour after one of them got suspension. He explained: *—I can maintain it because what I noticed is that after let's say there was a period where there was a lot of misbehaving learners after sometimes after we have just implemented the suspension you will see that it is quiet at school so everyone now is afraid such that even when they see me looking around they think that I am looking for someone who has done something wrong."*

**TEACHER 3** believes that they can manage learners' ill-discipline but fairly. According to his view of learners' discipline he referred to dress code of teachers themselves as one of the main keys to draw respect from learners. **TEACHER 3** further explained that learners are observant so the way the teacher is representing him/herself to them helps towards discipline.

**TEACHER 3:** *"I can say fairly I can manage as I said I try to get down to their level today's child life, a young teacher they look at how to dress, oh you dress nicely I can relate to you so it gets makes it easier to break the ice and become a role model to them, it becomes easier as I talk to them. And you can encourage them you can also dress like this, you can also buy yourself whatever you want so you have to relate to them, you have to relate to the young today because I know when I'm wearing like a tie and I all dressed up formal they will no sir you are boring today you know things like that. So dress code also plays a big role."*

The issue of lack of parental involvement was mentioned by **TEACHER 4**. In his response the participant indicated that some of the alternatives required the parent support but some of the parents were not willing to support them. As a result the participant indicated that due to that they are able to manage discipline up to eighty percent not a hundred percent. This response concurs with the idea of Jita (2018) (refer to Ch.3 page 45). In response to the question this is what the participant said: *—I would say that, up to eighty percent because some of these measures they will need parents, but some parents don't even bother themselves coming to school when we are asking them as parents. So I can say eighty percent."*

**TEACHER 5** indicated that according to her experience, it is not easy at all to manage learner discipline in the school. **TEACHER 5** said: *—To be honest with you Mr ....., I am finding it very difficult.*||

The above discussion with teachers indicates that teachers were struggling to manage learners' ill-discipline in secondary schools. From the interviews, it became evident that some of the teachers were able to manage learners' behaviours while others were not able. In their responses, the following ideas were highlighted: finding it very difficult, up to eighty percent, and they also revealed that they can manage fairly well, and also maintain discipline to a great extent. The above information shows that teachers were not perfectly able to manage discipline in

schools. They were facing challenges in many cases. Sometimes parents were not cooperating with them while the implementation of some alternatives involves parents. Secondly, **TEACHER 3** confirmed that young teachers also struggle with their dress code because learners judge them and respect teachers who follow their lifestyle.

Looking at the responses of the teachers who mentioned that it is not easy to manage discipline in schools, it suggests that there is a gap in understanding of how to implement the alternatives. It also shows that there are frustrations due to ill-discipline in schools which concurs with Tuyishime (2017) (refer to Ch. 2 page 25). Teacher training and mentoring is required. This also agrees with the theory by Canter and Canter (1992) (refer Ch. 2 page 25). According to Assertive theory (1992) teachers are unable to manage discipline in schools because they did not receive adequate training.

The same question was posed to learners. To what extent are your teachers able to manage learner discipline at your school?

**LEARNER 1** confirmed that in their school teachers manage discipline through giving warnings, both verbal and written, depending to the form and number of the offence. After a learner is given a warning for more than twice they suspend him/her for seven days.

**LEARNER 1:** *"The only way they manage it is by giving learners warning. The warning here is categorized into three steps: first is a written warning while you are still in the school if you do something wrong again you get a second and the last chance whereby you receive a suspension for one week to realize that that is the way you should conduct your school is different to the ways you should conduct yourself at home."*

On the other hand **LEARNER 2** revealed that in their school calling in of parents and use of police where necessary assisted the school in many cases. Therefore, the participants supported the strategy of cooperating with other departments and parents in dealing with ill-discipline in schools.

**LEARNER 2:** *"To an extent that they have to call parents, and police in such a way that they make sure there is no fight by calling security to guard everywhere in the*



*school against learners fights. There is this moment where outsiders were coming to school and my uncle have to ask guards and police to come and police to save us at school."*

**LEARNER 3** indicated that in their school teachers are trying to manage discipline but they are failing. This is how she expressed her view: *—They are trying but the limitation affects them since they are limited by the department to discipline learners. Teachers are failing to discipline learners.*||

On the other hand, **LEARNER 4** argued that teachers are able to manage learner discipline in the school. In the argument the participant further emphasised that there are very few learners who are not behaving in the class. The researcher noted that even in schools where participants said they are able to manage the discipline they are not managing it a hundred percent. There is always room for improvement in almost all schools. **LEARNER 4** said, *—I would say to a greater extent because personally in my class they are very, very few learners who are not behaving, so I would say to a greater extent.*||

Learners' responses indicated that alternative measures used to manage schools were not a hundred percent effective. The above discussion shows that teachers are seen as people who have less power in schools by the learners. Some learners see teachers as failures in disciplining them. Others stated that without involving instructors, principals handle misbehaviour on their own. From the above paragraphs, it is clear that alternative strategies to discipline learners are ineffective in managing discipline. This report indicates that there is a huge gap in understanding alternative strategies and their implementations in schools. This suggests that the Department of Education still needs to develop strategies to ensure that all school stakeholders understand and are supported. The provision of induction workshops, monitoring of schools, and support programmes are required to successfully implement alternative strategies to discipline learners.

### **5.3.3 Additional inputs of management and teachers regarding alternative ways used to discipline learners at school**

Is there anything you would like to add regarding alternative ways used to discipline learners at your school?

Participants were asked to come up with their inputs in terms of the current implementation of alternatives and their impact on school discipline in their respective schools. Most participants were able to provide strengths, weaknesses, and suggestions for alternate ways used in schools. Out of twenty participants, only two participants decided not to respond and said they had nothing to say to respond to the question but eighteen of them were able to respond willingly and they expressed their feelings towards the use of alternative ways to discipline learners in depth.

**PRINCIPAL 1** stated:

*—Maybe if the department can come up hence scratched away the corporal punishment if it can up with a clear policy on how to discipline learners, especially to these new teachers maybe with us older one its better but it's challenging for them because they face these challenges of ill-discipline in their classrooms so we come and intervene using our experience on how to discipline learners. So if the department can come up with simple ways as an alternative measure to corporal punishment discipline learners it can be better. ll*

The above participant had a view that teachers and school management needed further training from the department about the policy on how to implement it effectively. This view concurs with the literature reviewed by the researcher in the early chapters (Cvetkova Dimov et al., 2019) (refers to Ch. 3 page 39). Literature also revealed that sometimes teachers struggle to implement alternatives due to a lack of formal training from the department. According to the response of the above **PRINCIPAL 1**, teachers and SMT know that they have to use alternative measures but were unable to implement them.

**PRINCIPAL 3** said:

*—Yhaa, although to what I said in the beginning I don't believe in corporal punishment and maybe there are many people who do and they have their reasons but my argument is that you can't teach tolerance you can't teach patience you can't teach responsibility with a cane, with a stick you can't do it because your actions are your word opposing you contradicting each other you see and that is for the teaching the child because you confusing the child. How can you say that I must be patient, I*

*must be tolerant I must be kind if when I say something or do something wrong I get stuck for it or something yeah. And if we really preach it will take a long, long time, but if we really want to change our children we need to start caring for them, we need to start acknowledging that for schools in the townships schools like mine this is the last opportunity for the children to break that cycle of poverty in their communities we are the last chance for them and if we don't realise that then we are going to be continuing that cycle of poverty and so forth if we don't teach children like we would our children like we would like our children be taught then we are not going to recover nothing is going to improve as much as we also want to point fingers at the wellbeing at school they work because you will never hear of thousands of incidence where children are bunking classes, children are staying absent like it happens so often in our kinds of schools and the reason for that is there are always teachers in the classroom, there is always teachers there, teachers don't takes off for memorial services. The extra curriculum activities are done outside the teaching time and my argument is that if the extra curriculum activity whether is for sport or music whatever is so important that you can take time from the children's time to do it surely it must be important for you to do outside children's time that is after school or during Saturday if is that important so we should stop using this thing of justification to not to be at school.}}*

**PRINCIPAL 4** indicated that they cannot implement alternatives well because powers are taken away from school management and school governing bodies. Therefore, the participant suggests that powers should be given back to them so that they can be able to implement some effective alternatives such as expelling learners from school. In his response he had this to say:

*—I think there is particularly when it comes because you see what , I think the powers, I think , I think one thing that would also help schools in general in particular secondary schools maybe if the powers can be given to SGBs and the SMT particularly the principal because you see as long as the power to expel the learner is not within level of the principal or the level of the school or the level of the level of the SGB then sometimes it become very serious problem when you are recommending maybe an expansion of a learner and only to find that the process is going to drag for two three four years maybe by the time the outcome come the learner has long gone i think that is one that I would suggest maybe the powers can*

*be given to principals of schools , SGBs, to deal with these matters of course there should be guidelines because we are not promoting a situation where principals or SGBs are going to expel learners on a daily basis but if the be given powers because you see if the powers are resting in only one person an HOD and just imagine how big is the province so you will find that maybe there are back locks is not prompt response those are the kinds of telling us as principals that no you are simple wasting your time if you recommend a learner to be expel because in all fairness when the response come. I had a situation at times where I was a principal then where we were recommending expulsion of a learner who was doing grade 9 he committed a very serious offense stabbing one child to death. But now we recommended an expulsion when the results came then the learner has long gone which means the results or the outcomes only came after more than four years so what is the use so that is the one thing that I would recommend.}}*

According to **PRINCIPAL 5's** view, these alternatives play a vital role in the modification of ill-discipline in learners. He said:

*—Well, nothing much except that there are so many cases where we discipline learners and then gets a positive response from many learners. So I think we have to try by all means to abide by this new style of disciplining learners because corporal punishment is a no-go area now. There is no go area. And also like you a scholar you are doing research you also hope you need to work well and come up with an effective way of discipline because currently even if asked by our government what can we do they say so there is nothing tangible the school must decide. There is nothing tangible that has been researched earlier on, if it there I think there is nothing much that has been done in trying to capacitate teachers and school management on the various methods various alternatives of punishment because we are just left alone on an island as schools whereby we have to develop our methods of disciplining learners our methods of punishing learners yet we are being charged when we are doing something that is contradicting with the constitution of our country so I believe when we are having people like you Mr .... who are doing research like these you will be able to fill up the gap, Identify the gap and be able to come up with the different ways of disciplining learners and punishing learners other than corporal punishment that is what I can say.}}*

All principals confirmed that there were challenges that affected them directly. Firstly, they eluded that they have no powers towards implementation of alternatives such as suspension and detention. They suggested that the Department of Education should provide them powers to manage discipline in schools.

The same question was asked to **HODs**. Is there anything you would like to add regarding alternative ways used to discipline learners at your school?

They responded as follow: **HOD 1** said:

*—Currently, no but I would like to indicate the fact that the principal sometimes tends to become to become too soft when these measures need to be implemented because you will find out that you will take a long to get the approval from him so that the matter can be taken to further steps and to the SGB for approval and also It can be returned to the parents so sometimes you find out that he is the challenge or the barrier is not only the parents, or the teachers or the SGB but the Barrie is the principal of the school whom you find out sometimes he is reluctant to in making sure that the process is fast forward because maybe is relatives of some of the parents or maybe I'm not sure maybe he thinks that maybe the community will see him as a bad person when implementing these methods in terms of discipline.∥*

In addition, **HOD 2** elaborated as follows:

*—Yes, yes Mr .... there are things I want to add but due to time constraints I won't mention all of them and I won't dwell much but one thing I can say is the strategies to deal with discipline these learners must be communicated with educators first and these educators must are at school. When I talk of educators I'm involving every educator from the principal up to the last teacher in the school because you find that the laws are just coming as a top-down communication so somebody who is not at school will never understand what is exactly happening at school so I think whatever decision that is taken in the top there must involve teachers because teachers are there, are the key to because they spend much time the learners so they know everything about these learners.∥*

**HOD 3** concurred with **PRINCIPLE 1** that there should be training for teachers:

—One thing is I think the department of education must protect those learners who are kin to learn. How the department does that? By allowing the teacher to have the powers to chase out the children who are naughty in the classroom that must not be in question because how are we going to teach when one learner is laughing is playing you can't do anything to that learner so you have to it means in a lesson of one hour maybe in twenty minutes you are not teaching you have to say so and so please stop doing that, please stop doing that but if educators were given those powers to say those learners who don't show an interest must stand outside then you can teach those learners who are kin are interested who want, who are worried about their future because there are those. But this issue of the department saying teachers are not allowed to chase out the learners and it's unfair. That is what I can share with you. ll

**HOD 4** agreed with **PRINCIPAL 1** and **HOD 3** noting the issue of training of teachers. The issue of the specification of alternative measures for specific cases was also highlighted and he emphasised that they must be indicated in a policy. He stated:

—Yhaa, I think for these alternatives to work schools need to be assisted by the department. They should come up with something like that to say you see if the learner is doing these, this is what we should do because ours is, we are trying all these different things but sometimes you find that this one is not working you try another one is not working and take, it's time consuming and is not even working 100% sometimes as a teacher or you are not, you don't know what to do if the learner is doing this, which or/ what am I going to do because as the policy is a policy says you don't do this you see so I think the department has to prescribe the measures that need to be followed by teachers and the school, we'll let the department tabulate at least some offenses, it knows what offenses are likely to be committed by learners at school then the department must say ok if a learner is coming late to school this is what, these are the things you need to do. A learner is insulting others, the learner is fighting here, the learner is abusive to other learners is bullying then these are the things that you should do. The department is only saying okay use some alternatives but is not coming up with the alternatives so the department should come up with specific strategies for specific offenses you see.

*The department becomes I think that is the only thing that can be added and then our schools will run smoothly in that way.}}*

**HOD 5** also insisted that there is a lot to be done in order to improve the implementation of alternatives used to discipline learners. Learners are not cooperating. When asked to bring parents they hire whoever to come and represent them. Parents were also not willing to participate. Therefore, it should be mandatory in the policy of education that parents be part of their learners' education. So training of parents and community should be conducted as well. **HOD 5** said:

*—A lot needs to be done. I would say, firstly there is one thing of which we normally experience for instance when a learner is sent to bring a parent you know, these learners they just go off the school and take any ant and ankle from the street and bring that person in the school some they even pay them like you know a little cash to come and represent them as if they are their parents or brothers you know. Now that one is not effective maybe we may create or come up with a strategy to ensure that if a learner is sent to bring a parent or representing guardian that one should be very fine whether a similar surname to certify that the learner is related to the person to avoid this repetitive send because these learners they behave this way because they know they get away.}}*

The same question was asked to teachers as well. Is there anything you would like to add regarding alternative ways used to discipline learners at your school?

**TEACHER 1** seconded that communities and parents should be part of the stakeholders and work hand in hand with the school. In her suggestion she said:

*—Ahh as far as a school we cannot do it alone we need community, we need parents we need every stakeholder that is affected by the school or maybe that has or is linked to the school because at some points there are things that happen in a community then end up happening even inside the school, so we can try and discipline learners in the school but with those few hours when they go back to the community then they change the behaviour again so it will be more like we are going back and forth. So what I can add is that to work very closely with the community and the community need to show the dedication in what we are doing and then they implement those measures even back at home.}}*

According to **TEACHER 2** some of the alternatives were not helpful to the school. The participant indicated that to them as blacks most of the alternatives were challenging. **TEACHER 2** suggested that the Department of Education should introduce other alternatives to be implemented and consider them as black people. **TEACHER 2** said:

*—The thing that I would like to highlight that needs to be done I think the department also has to come up with the strategies because these alternative measures I think that they are good for other races as black communities we do not consider them that much because we know our kids they are unlike the kids from suburbs, from other schools, from those high schools, s I think the government or the department should seat together and come up with a proper, clear measure as to say this is what must be done you see because now they are just generalizing they say do not punish them but they do not give the perfect or the correct way of doing it. They should come up with something that if the child has done this distinctively does this. They must come up with some sort of a policy to say this is what must be done when the learner has done this but it should be a punishment that is going to be a punishment must be a punishment, we discipline them we don't want them to repeat their mistakes so there must be a punishment, something that is going to say no if I do this I will get this that means I don't like to talk like that it means there must be some sort of ways that is done to them. And also the government or the department must engage the community too much the community is not well equipped about these things seemingly they are still using those ancient ways of disciplining learners like if my child is doing the wrong thing I must him up they will always come up with and say that even though we are in 2021 they know exactly that it was abolished years ago but they will always encourage you that you must use that one so it seems like the community is not aware of what is happening at school and they are not aware of the policy and the changes in the departments so the involvement of the community is highly needed there so that they understand what is happening in the school and how kids are punished at school.}}*

**TEACHER 3:** *—The other thing I wanted to say is our children have got too many rights. Then we can't punish them or discipline them in our school because there MT Currie like we don't have detention, we call the parents and the child we tell you no in front of the parents because they feel there is nothing they have done wrong. You*



*can't keep the child outside the class because of the right to education. Now you chase him outside, he is outside with no supervision what is he doing outside is going to go disrupt the school because he won't be the only one who did not do the work is going to be the few of them you know what I'm saying so. We don't have any power we just have to teach as long as we teach in the classroom everything are fine and that is not fair because you can't teach a child if they don't do the work. How are they going to do the work and learn? Time is not being used effectively and that's why is hard to discipline because we don't have time hence it needs to be, especially now Covid-19. So you can't waste time trying to discipline, you to have to teach.¶*

**TEACHER 5** suggested that the community where the school is located should fully cooperate with the school management and teachers to fight against ill-discipline. It must not be the problem of the staff only. **TEACHER 5** further stated that the school belongs to the community:

*—This question is very broader from a personal perspective or a point of view I would appreciate it if our societies could be involved simply because it takes a village to raise a child. So it's not about me and the school management. It never ends in school our learners take whatever we teach them, they have to practice it is outside the school premises so for me I think it's about high time we involve the communities because the communities play a very crucial role and a very important role in raising our children. The moment you wear those school colours, it's not about your school itself but it's about the image of the school and the image of the entire community because the moment I am wearing those school colours I don't represent the buildings within the school premises but I also represent the community so the community also needs to play its role.¶*

Participants shared similar views in the form of suggestions. Most of them suggested that the community and parents should cooperate and assist schools in disciplining learners. Some of the participants further indicated that learners develop unaccepted behaviours while still in their homes. They learn most of the bad things at home.

The same question was asked of learners. Is there anything you would like to add regarding alternative ways used to discipline learners at your school?

**LEARNER 1** suggested that teachers should put parents first before implementing suspension. The participant also emphasised that if parents are involved fully learners cannot commit serious problems. **LEARNER 1** explained: —*Firstly teachers should write to parents in time before the learner gets a suspension. There should be a continuous interaction between teachers and parents discussing learners' conduct before they commit serious cases.*||

In addition, **LEARNER 2** suggested that other departments should be involved such as social development and the Department of Health. **LEARNER 2** said: —*First of all my school needs I don't have to specify but it needs people like more social workers or like more health workers.*||

**LEARNER 3** elaborated to say teachers should use different alternatives for different learners. When learners committed unaccepted behaviour they should be disciplined according to the level of offence committed and, —*Honestly I don't think there is one way of disciplining learners so each learner should be treated in a specific way depending on the nature of an offence.*||

On the other hand, **LEARNER 4** revealed that there are teachers who still implement corporal punishment in schools. The learner further insisted that teachers should be encouraged to implement alternative ways to discipline learners because they are working effectively. **LEARNER 4** explained: —*Yes, not much but I would encourage teachers not to use corporal punishment but use these alternatives because they do not only discipline learners but also contribute to the wellbeing of learners and development of a learner.*||

In addition, **LEARNER 5** stated that alternative ways to discipline can work effectively only if they are implemented correctly. According to the response the learner indicated that teachers were not doing well in terms of implementing them. Therefore, there must be a review of the use and implementation of all strategies. **LEARNER 5** said: —*Alternative strategies can function and achieve their purpose if implemented correctly, in my school the only issue is that some of these measures take away some of the student's rights to education. In conclusion, they need to be looked into.*||

These findings demonstrate that the issue of learner discipline is not solely the responsibility of teachers; they require the support of other stakeholders. According to the above discussions, not all stakeholders are performing their duties in maintaining school discipline as expected. On the other hand, participants agreed that SMTs assist teachers, but in most cases, they do not support each other. The role of the SMT appears to be to intervene in cases of learner discipline and to maintain order in the classroom so that teachers can teach effectively. Lastly, parents do not appear to be playing a sufficient role in maintaining school discipline, as most do not attend teacher-parent meetings when required to do so. In contrast, some learners see no value in bringing their parents to school when necessary. If the above report can be taken seriously, discipline in schools can be managed effectively.

#### **5.3.4 THEME 2: The perceptions of principals, HODs, teachers and learners on alternatives towards learner discipline in secondary schools**

##### **5.3.4.1 *General experience of principals, HODs and teachers in their current schools***

What is your experience regarding the alternative strategies for managing discipline by your school? Participants were requested to share their experiences when implementing alternatives. The researcher expected to gain more information about challenges and also suggested solutions from the participants. The participants responded in different ways to the question. Below are responses from participants.

**PRINCIPAL 3** confirmed that according to her experience alternative measures work better than corporal punishment. To respond said:

*"I believe that they work better than punishment for example corporal punishment I strictly, prohibit corporal punishment because as much as there are many people who say that corporal punishment assists in discipline, it defeats the purpose of us trying to teach children that violence is not a way then you cannot use violence to teach a child about peace and tolerance and patience and so forth. The child must realize that the future they have is one that they have to fight for and as educators, we shouldn't have to force them to learn."*

**PRINCIPAL 4** confirmed that alternatives to discipline learners are not accurate or perfectly effective. The participant also indicated that learners' backgrounds also affect effectiveness because learners sometimes do not take the alternatives seriously. Therefore, the alternatives sometimes do not serve the purpose. Below the participant expressed his views and said:

*"Look they are not 100 % effective they are less effective you see, I should think the other thing is that the background of the learners and you some of these disciplinary measures when you insect to these learners they sometimes they do not take them seriously so it's not yet achieving the desired method I mean the desired results of making sure the discipline is maintained in the school. So out of say 10, I will give it maybe 4."*

**PRINCIPAL 5** insisted that these alternatives assist positively. In the interviews the participant further explained to say learners in most cases especially at secondary school hate cleaning toilets and other areas such as the school garden; therefore, this makes it easier for teachers to control ill-discipline and learners control themselves and make sure that they do not repeat or continue displaying unaccepted behaviours. The participant also revealed that suspension was also implemented and brought good results in changing learners' discipline. The participant further indicated that they normally suspend ill-disciplined learners especially when they are approaching the end of the term where learners are expected to sit for formal assessment. Learners were also aware and made sure that they behaved well. **PRINCIPAL 5** said:

*"Well as I indicated in the earlier question that there is a positive response on the side of the learners because especially those in the higher grades the senior grade 8, grade 10, 11,12 they are reluctant towards cleaning toilets so to avoid those tasks try by all means to the right because they are afraid. You know these senior ones they have got girlfriends in the school so you become a joke in the school whenever you are being seen cleaning toilets because they will be required to finish the task during the break while other learners are relaxing having lunch so wherever you are given that task people may try by all means to behave to avoid something like that and also the suspension because when you suspend learners owe try by all means not to be lenient towards them. We give a suspension irrespective of which time the*

*year whether the assessment tasks are being written or examinations are being written whether March is, June, or September, we suspend if it is seen as a necessary disciplinary measure to be given or to be sanctioned towards a learner. The experience that I have I think is working; it is working so even our learners try by all means to avoid being disciplined because it's not nice. So in my experience, it is working even though as a teacher who has got a long experience when comparing the two because even though I started in 2004 at that time those were not that strict as it is these years that when you administer a corporal punishment then you are being fired and staff so when comparing with corporal punishment these may somehow be less effective but when you are not comparing them there is a little positive response from the side of the learners whenever you are administering these types of punishment."*

**HOD 1** responded to say alternative measures to discipline learners were useful. The researcher further indicated that according to schooling experiences they were useful and as a result teachers were still implementing them to discipline learners. To support the statement below was the response: *—I think currently in my school these disciplinary measures are helpful because they actually during, they were being used during my school days and I made sure that I enforce them also ever since started teaching in 2017.*||

According to **HOD 2** learners were against the use of alternatives because they always feel like their rights are being victimised by the teachers. Therefore, learners did not want to be discipline and they were resisting when teachers implement alternatives. The participant further eluded that learners do not see anything wrong even when their parents are called to school. Instead they see themselves as correct in doing wrong things. **HOD 2** said:

*"My experience is, other learners do not want to be disciplined they just resist the discipline, the disciplinary actions. They feel that they are exposed to their parents, they also feel that ... they always feel that they are not on the wrong side, they do not see things they are doing is not called for so they always feel that they are correct so they don't want to accept that they are in the wrong side."*

**HOD3** indicated that alternatives were working effectively to them; the participant also indicated that calling of parents was the effective strategy used to discipline

learners in the school. Therefore, the participant stated that calling of parents was dominantly effective compared to other alternatives. **HOD3** said:

*I would say it is working to some extent as I indicated it is working to some extent because this issue of calling parents when they come here there is that class of those learners will behave for maybe about three months in that way the year is coming to an end and the learner can progress to another class so the behaviour will change for a couple of few months after the parent has come so I think it is working alternative not all others alternatives this I have indicated in use."*

Correspondingly, **HOD 4** put emphasis to say alternative ways to discipline learners in schools were effective. As per the report of the participant, there were also cases where alternatives were not working. In cases that are serious teachers had to call the police to intervene and you find that they are not responding immediately. Therefore, the alternative strategy - specifically the one where the school involves police and community - does not work effectively. Moreover, the participant reported that lack of cooperation from parents also hindered the use of the alternatives and created more challenges towards learners' ill-discipline. The other challenges were the issue of learners who can hire anyone to represent the parents when parents are needed to attend their cases in school. **HOD 4** stated that:

*"Yhaa, alternatives for me are working very well, they are effective, and they are so effective. Yeah, others tend to be not effective like for instance serious offenses the only thing we do here is to call the police, and when the police do not respond heyi (no) we don't know what to do now you see. If a learner is stubbed here or/and learners use to fight here in groups and so on sometimes police do not respond promptly. We would, even when we try to engage parents, the parents of the learners do not co-operate. We try to invite them to the school, to come to the school they don't come and some learners here because our learners are coming from all over they are not staying around the school some are traveling far as eastern cape neighbouring towns here from the eastern cape. If you try to call the parent from there the parent is not coming or the learner gives the false information about the parent, you try to call the parent the learner getting just anybody from the street and say that person is the parent and it doesn't work in that way."*

**HOD 5** stated that alternatives were fifty percent effective. The participant stated that teachers had a lot to do such as completion of syllabus through teaching and learning. Therefore, they were unable to implement alternative strategies correctly because of time constraints. Reports from the interviews revealed that these alternatives were not effective for the school as a whole. **HOD 5** responded by saying:

*"I would say my experience I would say maybe 50% of these alternative strategies towards the discipline of learners in this school it is effective however 50% of the time that being implement tend to yield the expected results you know as teachers we have a lot to deal with we have curriculum we have got to deal with other learners you know so I'm saying 50% it is working 50% is not working in the entire school."*

Teachers had different views in terms of the experiences based of implementation of alternatives to discipline learners. Most of the participants were of the view that these alternatives work effectively towards learners discipline in their schools. Some argue to say there were challenges and as a result they were not hundred percent effective. Participants further indicated that lack of support from parents, police services makes thing more complex towards disciplining learners in secondary schools. One of the participants revealed that since they are dealing with adults who are in grade 8 to 12 they are also dating each other within the school and therefore when you ask or force them to clean toilets it becomes a problem. They don't want to be seen by others cleaning and thus make sure that they are not displaying ill-discipline in schools.

The same question was also posed to teachers. What is your experience regarding the alternative measures in managing discipline by your school? Teachers also responded differently.

According to the response of **TEACHER 1** the alternative ways to discipline learners has improved learners' ill-discipline. The teacher also mentioned that as per his experience before most learners in the school were involved in gangsterism but after the implementation of suspension and expulsion today learners in the school are very disciplined:

*"My experience these measures have worked very well in changing the situation in our school. To make an example in 2019 we had several occasions where learners were involved in gang fights. It started outside our school in the township but ended up taking place in our school where learners' boys and girls were belonging to different groups and in their school bags were codes written on them as an identification which group one belongs to. Then with these measures learners were disciplined some got suspended and others even faced an expulsion, since then to date we have never experienced any of these ill-disciplines."*

Correspondingly, **TEACHER 2** agreed with other participants in that alternatives to discipline learners help because learners have learnt from the mistakes of others and understand that if they misbehave the school has a right to suspend them.

*"My experience is that learners from that punishment of suspension come back as in good behaviour, they have learned their mistakes they are able now to even tell others that if you do this thing and then you will end up being suspended in school."*

**TEACHER 3** indicated that in his school the principal used to discipline learners through cleaning the school floors, working in the garden, picking up papers and also calling parents worked very well since the results were positive. The participant also highlighted that there were also negative sides of the process. Learners they deal with are generally unable to respect adults and also fail to talk to adults in a right way. Therefore, as a teacher you have to lower your status to their level of understanding in order to reap respect from them which is very difficult to implement.

**TEACHER 3** elaborated:

*"What I have seen is the principal has tried to make them work in the garden. You know when they have done something really bad, to work to use their hands to do something of productive and constructive to try re-in force positive behaviour telling them okay they work in the garden they looking after that garden, Picking up papers around the school. You keeping the school clean so if you see another learner throwing papers around the school you not going to keep quiet and watch because you are clean. Now he throws papers off the floor he has to pick them up you have to tell him, please pick them up there are bins around so try to do things like that. It is very hard to discipline them. Very, very hard!! Because in some cases we try and call the parents and say your child has been bunking classes or hasn't been doing work*



*for such period and a parent comes to the school surprised because they think the child is doing everything right at the school, they are surprised why they are called in and then the parents wants to hit the child in front of you so it's very difficult. Discipline is a very sensitive issue because also what we found in our school is that children, today's children as a person you can't demand the respect from them. You know it's different from when we grow up yet we respect adults and how to talk to an adult things like that. This generation today they don't know how to talk to an adult and it's a very big problem, the big problem that we find, so you see that's why I said in the previous question you have to talk to them nicely. Try to go to their level and find out what is the problem."*

In addition, **TEACHER 4** stated that they were of assistance especially calling of parents. In contrast, the participant indicated that some of the alternatives were not working but it seems to be serious parents who were assisting them in dealing with their children. The participant responded as follow:

*—My experience is that in some cases you would not use this type of discipline, they may not be useful at times we use to call parents and if the matter is beyond you as a teacher then if it is uncontrollable you call the parent and then you discuss the matter with the parent then the parent now will be the one that is going to discipline her learners.}}*

The same question was posed to learner. What is your experience regarding the alternative measures in managing discipline by your school?

Learners were able to respond according to their experiences. **LEARNER 1** indicated that alternatives were useful, especially the one whereby learners were called for a hearing after they committed a crime or displayed unacceptable behaviour in school. **LEARNER 1** said: *"In my school, the form of disciplining learners through hearing also works very well!"*

Correspondingly, **LEARNER 2** insisted that alternatives worked very well according to their experience as a learner in the school. Data collected from the learner further revealed that parents were also part of the disciplining process and played a vital role in improving learners' discipline. The participant also indicated that alternatives were educational as they were learning from them. **LEARNER 2** said:

*"My experience is very good because myself as well as a child. Teachers use it as our parenting most of the time because they are also parents but then I also realized that some teachers were too strict or too far as they use it. So my experience is too good they are educational like that thing of being put in the corner as a learner you had to pitch up early so that you do not go for detention as we all have warnings at school like being told that first warning you going to get detention for one hour, second warning three hours like that so my experience is very good."*

**LEARNER 3** confirmed that she saw other learners being expelled from the school because of bad behaviour and further noted that learners were also suspended from school, with sometimes late comers being locked outside the gate. In response she said: *"I have seen learners getting expelled from the school through bad behaviour even though they were given a warning before and decided not to change their behaviours. I have seen some learners suspended from the school others locked outside the gate for late coming."*

Furthermore, **LEARNER 4** agreed with other participants who supported that alternatives were useful as per their experiences. In addition, the learner indicated that previously teachers were using corporal punishment. When corporal punishment was used to discipline learners in previous years, they were dropping out of the school system. But today the drop-out rate has decreased. **LEARNER 4** expressed his views in detail:

*"They are useful; I would say they are useful. These alternatives that teachers are using are useful. I would rather say that before teachers were using corporal punishment but now using these alternatives. So sometimes I wish that these alternatives were introduced earlier we wouldn't have our peers, our brothers, our sisters dropping out of school because they are afraid of corporal punishment so I think they are useful but to a certain extent."*

**LEARNER 5** concurred with **LEARNER 4** and other participants who were of the view that alternative ways to discipline learners were useful. **LEARNER 5** stated that: *—Yes, these measures do function as intended, but some do affect and I believe in my view stomp on the educational rights of some of the learners for example with expulsion a learner be able to catch up with the lessons that were taught during the*

*time he/she was expelled in class. So yes these measures do function in maintaining discipline.¶*

All learners agreed with one another saying alternatives used to discipline learners were improving their behaviour. They also confirmed that these measures were more important to them and to teachers as well. Even parents were able to come and assist teachers in disciplining learners in schools. Learners are promoting the use of alternatives in schools. Some learners confirmed that when they compare these alternatives with the corporal punishment they are effective and bring positive results. Learners are no longer dropping out of school as they were dropping out during corporal punishment implementation era.

All participants were requested to express their personal views of alternatives and responded positively. Their responses were differ but almost the same. How do you perceive the alternatives towards discipline in your school? **PRINCIPAL 1** indicated that as school managers they are stuck and they feel helpless after the abolishment of corporal punishment. The department is unable to provide them with relevant alternatives to implement in schools. As a results there is no one giving them directions and guidance. They are on their own as if they own schools. Below is how **PRINCIPAL 1** expressed his understanding:

*"I should say we are stuck because it makes us feel like people who are tightened by law or the policies of the department and coming or taking from our backgrounds the only way we understood very well that corporal punishment worked for us though it had its disadvantages and it makes a huge impact to learners but then we are stuck and no one tells us how to discipline a learner if a learner misbehaves it's us who decide what can we do other than the corporal punishment."*

**PRINCIPAL 2** alluded that the use of alternative measurements plays a vital role in promoting the culture of teaching and learning in schools. **PRINCIPAL 2's** response gave the researcher the hope that these alternatives were implemented well in the school. *"I perceive them positively because they impact well in terms of teaching and learning because where there are no rules there is no order. So they impact positively in our day-to-day running of the school and teaching and learning."*

**PRINCIPAL 3** agreed with **PRINCIPAL 2** to say they perceive these alternative measures positively. **PRINCIPAL 3** further claimed that they work more effectively compared to the corporal punishment that was implemented before the introduction of alternatives. *—I think that I have answered that in number eight. The alternatives are having better outcomes I think than corporal punishment and the forms of punishments.*||

**PRINCIPAL 4** on the other hand was against the views of the other two principals citing his arguments clearly. In his response he emphasised that they are not perfect, meaning there are still challenges but the challenges can be reduced. **PRINCIPAL 4** also indicated that as principals they need much support from parents but most of them are not willing to support them in moulding the future of their children. Additionally, he stated that some of alternatives can work effectively only if parents can meet them halfway such as organising transport for learners who have to be left behind in school for some hours when the teacher disciplines them after school. **PRINCIPAL 4** shared the views as follow:

*—I think there is a room for improvement, I think there is a room for improvement because as I indicated they are not perfect but they need to be polished here and there and I think the other thing that is also lacking we need to make sure that our disciplinary methods, measures or our alternative methods are working is that I think sometimes we also need to involve parents much more so that maybe they will be able to assist us because some of these disciplinary measures whether we like it or not they do affect parents in one way or another say for instance if a learner is going to be left behind then the parent must organize an alternative mode of transport for the learner. So I think there is still a room for improvement."*

According to **PRINCIPAL 4** these alternative ways to discipline learners are not perfect; some are working but some are not working. Secondly, **PRINCIPAL 4** highlighted that sometimes lack of parental involvement make things difficult to them so if parents can cooperate they can achieve the goal of these alternatives. This response concurs with Jita (2018) (refer to Ch. 3 page 45). In addition **PRINCIPAL 5** explained as follows:

*"I may say they are less effective when comparing towards the corporal punishment but because we are left with no other choice we have to come up with these*

*alternative ways of punishing so it's not about the perception or what because we don't have a choice or whether we like to use them or not like to use them but we have to because we no longer allowed to use corporal punishment so even in my staff development when I develop teachers one of the things that I to remind them every day its they should not use corporal punishment because it is no longer allowed so whether their perception goes with what I have been saying or not but there is a call there is a law gazetted, is the legislation so it's not about the perception whether you like to use other methods of punishment or not so there is something that is given to us. We have used other means of punishing other than corporal punishment."*

Interview findings from principals revealed that they perceive alternative strategies in different ways. Most of the interviewed principals stressed the issue of frustration imposed by the department with regards to the abolishment of corporal punishment. They indicated that it is not clear and they were left alone with huge challenges. The key aspect highlighted by the first principal was that they are frustrated. There is no one willing to assist them to deal with these problems of learners discipline in schools. Secondly, two principals were of the same view that they perceive these alternatives in a positive way compared to the abolished corporal punishment because they have better outcomes and one said they assist in creating a better teaching and learning environment. In contrast the other one principal perceived them as less effective compared to corporal punishment. Then the last principal said there is still room for improvement. Therefore, for my opinion I believe that officials from the upper levels of leadership have a huge task in hand in order to promote the culture of sharing ideas amongst principals working in the same circuit, district, province and nationally as well. They are doing the same job, working with learners with similar problems, but they handle their challenges differently. The reason behind this, the researcher believes, is that there is lack of trainings in the form of workshops within the circuit. The last but not least issue is that their views were in line with other scholars such as Kelly (2017) and Cvetkova Dimov et al. (2019) (refer to Ch. 3 page 56). This simply shows that principals are frustrated and they are failing to implement these alternative measures in their respective schools. Secondly, some principals confirmed that alternative measures are not effective according to their views. They further said that there is a need for improvement since

they are not perfect in changing learners' bad behaviours. On the other hand, two principals explained that they view alternative ways to discipline learners as positive and effective with good results compared to corporal punishment. In addition, other the participants suggest that there should be additional continuous training conducted by the department to improve their implementations in schools. **PRINCIPAL 4** agrees with Mashau et al. (2015) (refer to Ch. 3 page 68) in that for alternative strategies to be effective parents should be involved and they can play a big role in supporting teachers and school managers. In my observation I believe that if parents can take their learners' education seriously and cooperate with teachers and management of the schools these challenges can drastically drop down. Learners who know that their parents do not have time to attend school calls tend to be very problematic and they influence others negatively. Learners whose parents monitor them always strive for better results and respect teachers all the time because they know that their parents are always available to attend to a call from the school. The researcher also agrees with the participants who believe that parental involvement is the best option in reducing learners' ill-discipline in secondary schools. Learner performance can improve as well in schools.

#### **5.3.4.2 HODs' perceptions of the alternatives used to discipline in schools**

The same question was asked of the **HODs**. How do you perceive the alternatives towards discipline in your school? All **HODs** were able to respond to the question in different ways.

**HOD 1** mentioned that theses alternative measures are helpful. They are not harmful to learners' confidence but perfectly boost their self-confidence and other aspects which I believe are beneficial to learning. **HOD 1** had this in mind and said:

*"Alternative measures are helpful because they are not killing the learners' confidence, being cognitively, but building all those aspects that the learner needs in his/her real world outside the classroom or the school level."*

**HOD 2** strongly emphasised the positive results they receive from using the alternative ways to discipline learners. **HOD 2** indicated that when alternative measures are implemented tends to change learners behaviours and learners do not repeat the same mistake again. **HOD 2** said:

*"Discipline is good and will always be good because there is no school can have unruly learners if the discipline is accordingly, and you find that these learners respond positively, other learners respond positively because they do as you say and they do not repeat the same mistake once they see that we see them and us giving measures against them."*

**HOD 3** shared two negative impacts as per her perception. **HOD 3** indicated that they waste more teaching and learning time. Secondly, learners lose lessons because a teacher will have to attend a case of one ill-discipline learner while others are not learning or being taught in the classroom. In explanation below is what **HOD 3** said:

*"I understand them as very challenging that is my perception of them. They are time-consuming because you have to stop, when the parents come for example to attend to the issue of the learner you have to deal with that. Not it means now you have to deal with that and there are tasks that you are not going to do. Let's say the ill-discipline occurs when we were in class it means now the learners you suppose to teach that day will not be taught because you will have to attend to the issue of that learner so they are problematic that is what I can conclude of them."*

On the other hand data collected revealed that there are challenges that make it difficult to implement alternatives in schools. Participants mentioned that lack of relevant resources is one of the problematic issues. Secondly, **HOD 4** said:

*"To me they are effective; I think they are working for us in this school, some of them are working for us although there is some shortfall there and there, like availability of resources you see if we don't have resources for example to buy incentives for these learners who are behaving well, doing well academically. Learners who are then it became a problem, so learners don't trust that what you are saying but otherwise if all things are well, they are working for us, they are working for you."*

The issue of lack of training was explained by **HOD 5**. The participant stated that teachers were not trained so that makes these alternatives not working effectively. Teachers' understanding is not the same and they are not working together to implement them. Each teacher has his/her own ways of dealing with ill-discipline. The other issue was that some teachers do not even implement them and it

becomes a problem because some are implementing but others are not willing to implement. Lastly, lack of cooperation between teachers, parents and learners was also seen as a problem. **HOD 5** explained:

*"I perceive them as assisting somehow up to a certain degree; it will be as if I'm repeating myself I'm giving the same response. But I perceive them as working to some degree however if maybe you know as educators we would ensure. Hence I have said that in our training as educators we are expected to manage the classroom to a conducive environment for teaching and learning so I perceive these strategies to work perfectly given that all educators in the school are strictly applying those principles that are expected from us as teachers for instance if each educator in his or her classroom there are rules in the notice board which learners are expected to apply you know would bring the learning in the classroom so I perceive them being effective however in the reality that it's not always the case hence in the previous responses I have said they are working to some degree or maybe 50% are effective and 50% not effective so my perception towards the alternative disciplinary measures they are working however they need to be intensified and the only people that can intensify those alternative measures towards discipline its mostly depending on educators working together with learners and also parents so my perception is, I see a chance of them being fully effective. We have got no other option that is my perception."*

The data generated from the interviews with the **HODs** revealed that they have different perceptions of alternative measures to discipline learners. In their discussions they highlighted the following key aspects: alternative measures are helpful, learners respond positively, other learners respond positively, do not repeat the same mistake, they are effective, and they are time-consuming because you have to stop what you are doing. When the parents come for example to attend to the issue of the learner you have to deal with that, assisting somehow up to a certain degree, than being effective; however, in the reality that it is not always the case, maybe 50% are effective. According to the above information from participants, alternative measures used in secondary schools differ from each other in their effectiveness. Moreover, the above discussion suggests that alternative measures used in secondary schools are effective but they are not a hundred percent effective. On the other hand, a few participants indicated that according to their experiences



alternatives are more effective compared to corporal punishment. The above findings revealed that there is still a need for improvement. In addition, **HOD 5** further suggested that some of these alternatives need to be intensified, meaning there is a room for improvement. **HOD 4** went on to say some alternatives are working and also some are not working. The above statement indicates that out of many alternatives some are effective while others are not effective. The above statement alone suggests that there are some effective alternatives. Therefore, teachers, **HODs**, and principals should identify alternatives that are effective for their specific schools. In conclusion one of the participants highlighted that these alternatives are effective but there is a challenge of resources in their schools such as rewards for promoting good behaviour. This concurs with the literature review when Mlalazi (2015) emphasises the importance of rewarding good behaviour (refer to Ch. 3 page 46).

#### **5.3.4.3 Teachers and learners' perception towards the alternatives used to discipline in schools**

The same question was asked to teachers. Consistently, three teachers were able to share their perceptions towards alternative ways to discipline learners. The data generated from teachers through interviews shows that teachers understand the alternative ways to discipline learners. **TEACHER 1** mentioned that in the school there is a committee for discipline. Teachers who are on the disciplinary committee have to meet and do unannounced random searches for drugs from learners as one of the alternatives. It was also discovered from the generated data that **TEACHER 1** has an understanding of alternative ways to discipline learners. In the school there is cooperation between teachers and management. They are working towards the same goal in fighting against violent in school. **TEACHER 1** responded to the question as follows:

**TEACHER 1:** *"As I am in disciplinary committee we here not in a long run had to sit for a learners disciplinary hearing so it is quite an under control even those small offense are rarely committed because during break time where these are mostly committed teachers are visible on the ground doing ground duty to make sure learners only play and relax even after school we no longer have those rights. What*

*we usually do is we opt for search where we search learners' bags for substances, weapons or any unauthorized material."*

On the other hand **TEACHER 3** referred to his responsibility as a hostel manager in his school to explain his understanding of alternative ways to discipline learners. **TEACHER 3** mentioned that they stay with them and help them to do their school work. If they don't do the school work they detain them from playing and watching television. **TEACHER 3** also indicated that most of learners do not study because they just do homework given, and if there is no homework they do not see the need to read their books. Therefore, it is their responsibility as teachers to come up with strategies that will push them to study their books. This reveals that their strategy can help them stay away from doing wrong things and focus on their studies to achieve better results. Lastly, gathered data also indicates that teachers play a vital role in encouraging learners to study as one of the ways to discipline them.

**TEACHER 3:** *"The alternative you see it is a trick question as I said we don't have alternatives in the school. Okay let me stick, let me go to the hostel because I stay in the hostel and with the learners as well we have to help them with the school work so we stay with them in the school so when they do something wrong we take away as detain TV time we add more study time so we take away the free time and add more study time not as punishment as a way of them knowing if they do something wrong they do have school work, school work doesn't get finished there is always something to do and they don't like to do once they finish doing homework they don't want to do anything more or extra than what they have to do for the day so when we find some work for them to do they don't like it so when they do something we take away free time."*

**TEACHER 4** explained that according to his experience these alternatives are not assisting them. He/she further explained that as teachers who teach in rural schools learners who go to their schools are not exposed to the internet and therefore as a teacher you need to be clear and discipline them according to their level of understanding. The researcher noticed that data generated from these interviews shows that alternatives are not a one size fit all. It depends on learners in order to decide on the form of alternative discipline to implement. This makes things more complex especially to novice teachers in dealing with discipline.

**TEACHER 4:** *"I may say that some disciplinary measures say that they are not useful as I have said because my school is rural so even the method of discipline you use it must be something relevant to the learners coming from different backgrounds and most of them which are not rich families or those that are not well equipped. They do not even have much exposure to the internet so the kind of discipline that you use you has to have something that will be relevant to the kind of learners that you are disciplining."*

Correspondingly, **TEACHER 5** concurs with **TEACHER 4** in that alternatives are not working for them. It was also highlighted that it is not easy for them to implement them since learners are given more rights than teachers by the constitution of South Africa.

**TEACHER 5:** *"Huh.....(deep sigh).....Mr you know as educators as well as the school management we work hand in hand as much as it is very difficult .....to set up certain measures for the learners to conduct themselves in certain ways because our learners are very protected by the bill of rights yes they don't know that every right has its responsibilities. So it's very, very difficult to work with the new constitution itself because it always favours the children in most instances so we use what we have in this instance the disciplinary measures conducted by the school and the department itself."*

Almost all teachers perceive alternative ways to discipline learners as complex. In summary, their views were as follows: Firstly, they indicated that it was very, very difficult to work with the new constitution, educators as well as the school management work hand in hand so as much as it was very difficult, they were not useful because some schools were located in rural areas but one of the teachers opposed this view and perceived them as effective by saying in their school everything is quite under control through the use of alternatives. The same question was asked to learners as well.

**LEARNER 1** claimed that the alternative ways to discipline them were important for their learning development and thus she perceived them positively. **LEARNER 1** also indicated that they assist their teachers to mould them in terms of good behaviour in schools. *"Talking to the child who has a case is important because*

*learners also learn from the mistakes. Talking to them as teachers also help them to change their behaviours"*

Similarly, **LEARNER 2** also perceived the alternative ways to discipline learners in a positive way. In his response he stated that learners become disciplined and know how to behave in general. **LEARNER 2** said: *"There is like discipline, in general, they also help on how you carry yourself out also help like you can't have a boardroom with no discipline there has to order."*

In the same way, **LEARNER 4** also agreed with the above two learners to say alternative ways to discipline them contribute positively towards their conduct in schools. In his response the researcher also noted that learners do understand and view alternative ways to discipline as positive contributors towards their discipline in schools compared to corporal punishment. Therefore, if all learners can understand them in their schools they can improve their results and achieve better results in their academic journey. During the interviews this is what this learner said: *"I think they are good. I perceive them as good because they are contributing to my development at me as a learner. I perceive them as good compared to the ones that were used previously."*

In contrast, **LEARNER 5** complained about the way teachers implement these alternatives. In the response it was highlighted that some teachers over utilise them, sometimes they implement them in a bad way, and some of the teachers do not know how to implement these alternatives. To my view I also noted that some learners feel that their level of misbehaving is always not equal and therefore they cannot be disciplined in the same way. Then this can create a huge gap or problem between learners and teachers. It is also my suggestion that schools sit and compile a policy to be followed and also engage learners about the code of conduct and the impact of each and every form of misconduct in school. **LEARNER 5** suggested that these alternative ways to discipline them should be re-evaluated. **LEARNER 5** said:

*"My view is that some of the alternatives must and need to be released or maybe re-evaluated. The reason is, that I believe some teachers tend to over-utilize or somehow they don't understand the objective around disciplinary alternatives. A teacher can be wrong and misconduct may and cannot be always misconduct. Teachers tend to detain from the school disciplinary protocol."*

Learners' perception also suggests that alternative measures contribute positively toward learner discipline. They mentioned the following aspects: they think they are good; they also use them to discipline my siblings, and perceive them as good compared to the ones that were used previously. In contrast, **LEARNER 5** indicated that, according to his view, some of the alternatives must and need to be dropped or maybe re-evaluated.

The above data collected from learners revealed that there is a huge gap amongst teachers' understanding and the way they implement alternatives. It was also clear that even learners do understand can notice that some teachers are harsh while others are lenient towards implementation of the alternatives. The department should create or conduct workshops so that teachers in schools understand and implement these alternatives in the same or a similar way. Trainings, mentoring and monitoring of all stakeholders on all school levels can close the gap and assist in reducing learner ill-discipline in schools.

#### **5.4        THEME 3: Factors contributing to learners' ill-discipline in secondary schools**

The researcher posed this question. What are the factors contributing to learners' ill-discipline in secondary schools? Participants responded accordingly.

Participants revealed different forms of factors contributing to learners' ill-discipline in their responses and most of them concurred with the literature. Some participants noted the issue of peer pressure, substance abuse, family background, and many more factors similar to the reviewed literature from different scholars (Moyo et al., 2015) (refers to Ch. 3 page 43).

##### **5.4.1      Peer pressure**

Out of twenty participants, six indicated that peer pressure is one of the factors contributing to learners' ill-discipline in secondary schools. Some participants were able to explain their views while others were short and brief in responding to the question. Participants responded as follows.

**PRINCIPAL 1:** —*Peer pressure, but what I can say is peer pressure.*||

**PRINCIPAL 2:** —*Peer pressure because the level of secondary education learners they mangle with others so they tend to do things in groups.*||

**HOD 1** agreed with the above participants and further elaborated to say: "*Peer pressure from other learners. These learners learn from what is being done by other learners and they want to that also which you find out that sometimes it is not something that is going to help them but then it ill-discipline.*"

**HOD 2** explained that: —*Well as peer pressure if the child is doing wrong things a child cannot say I cannot do it they just do it as the others are doing.*||

**TEACHER 2** also concurred with all other participants and noted: —*There are a lot of factors ranging from peer pressure sometimes, drug abuse or substance.*||

**TEACHER 5** had this to say: "*We need to remember that when we talk about secondary levels or high school levels it is whereby from the age group of 17 upwards so we need to remember that our learners are exposed to so many things, for example, they are exposed to drugs, peer pressure, relationships, gangsterism, and other non-illegal objectives.*"

**LEARNER 4** also admitted that peer pressure contributes to ill-discipline in them as learners and said:

*"There are so many of them such as peer pressure because I misbehaved not because I wanted to misbehave but I wanted to impress my other friends, so I would say peer pressure do contribute and home-related issues, personal issues then in rules in school those are one of the things. But peer pressure and inconsistency rules and personal issues I would say those are one of the reasons, in particular, the one that is dominating the peer pressure."*

Almost all the above participants indicated that learners were influenced by peer pressure in secondary schools. Most learners misbehave just to impress other learners or to show off. One of the participants further indicated that since these learners are starting secondary school they are exposed to all kinds of illegal substances.

#### 5.4.2 Drugs, alcohol, and other illegal substance abuse

Data collected from participants confirmed drug, alcohol, and other illegal substances abuse, and the responses concurred with the literature reviewed by the researcher (Yusuph, 2017) (refer to Ch.3 page 67). They further elaborated on how illegal substance abuse contributes to learners' ill-discipline. Some of the participants had the same understanding and experiences but explained different scenarios according to their working conditions and daily experiences. According to **PRINCIPAL 2**, —*They experience so many problems like the prevalence of alcohol, drug abuse.*||

The response highlighted that learners were exposed to various types of substance abuse which escalated bad behaviours. **PRINCIPAL 4** also agreed with the above response from **PRINCIPAL 2** and stated: "*I think is social ill something like drug abuse, alcohol abuse, and one other serious problem. I think drug abuse, alcohol abuse I think those are the major contributors.*"

**PRINCIPAL 5** sees substance abuse as the most contributing factor to a learner's ill-discipline:

*"Well, the most one is the substance abuse because we use to experience these, especially during special days at school like sports day when we have a sport that's where we witness ill-discipline behaviour whereby learners; we discover that they are taking illegal substances. I would say illegal substances because dagga is not allowed in schools even though in our constitution it is now allowed that anybody can take dagga but in schools, it is an illegal substance so like alcohol it is not allowed in schools, so drugs taking drugs is one of the factors that contribute to the ill-discipline of our learners."*

**HOD 1** further stated: "*Currently it's many factors but I would like to mention only a few, it is substance abuse. Some of these learners in their communities are involved in substance abuse which they tend to even try to apply in school in the school level within the premises of the school so it becomes a problem.*"

**HOD 2** also concurred with other participants to say: *-The use of drug substances, drug abuse is a problem which leads to ill-discipline in our schools.*||

**HOD 4** insisted by saying:

*"Abuse of drugs is one of the factors here which of course, which is a major contribution to what to the misbehaviour of our learners here as our school is right in township surrounded by some sharks here people are selling drugs here so it is very easy for ours learners here to get drugs in this school and also our school is not properly fenced here"*

**TEACHER 2** identified drug abuse as a factor and said: —*Drug abuse or substance abuse.* **TEACHER 4** agreed by saying: *"The most one is drug abuse; it is the most one that affects learners because if now they have consumed drugs then they will come to the class being influenced that it's when they start behaving the other way round."*

**TEACHER 5** explained that exposure to drugs affects learners' behaviour and stated:

*"We need to remember that when we talk about secondary levels or high school levels it is whereby from the age group of 17 upwards so we need to remember that our learners are exposed to so many things, for example, they are exposed to drugs".*

**LEARNER 5** finally represented other learners as a participant and confirmed that according to him the biggest contributor to ill-discipline was drugs:

*"In view, the biggest contributor to ill-discipline is drug- use by learners; a learner who uses any kind of drug tends to act in a particular manner. Cannabis, marijuana, is the most common drug that influences ill-discipline in the classroom in my school."*

Collected data indicated that in most cases learners are misbehaving in secondary schools because they used drugs, dagga, alcohol, and many other illegal substances. Data also indicate that drug use was the major contributor to ill-discipline. Data collected through interviews further indicated that learners are exposed to these illegal substances. In other cases you find that these drugs are sold to them by the community members both in their communities and around the school. This report concurred with other researchers such as Donnelly (2018 cited by Makendano, 2019) who mentions fighting, disobedience, lack of help and support for



teachers, drug abuse, loss of regard, and loss of trust in leadership as main sources of learner misconduct in Australian schools.

### **5.4.3 Family backgrounds**

The information collected from different participants and information collected through observation by the researcher supported that the issue of learners' background such as family, society/community social and economic factors hinder learners' behaviours differently and contribute to ill-discipline. When participants were asked to identify factors most of them noted the above factor, i.e. family background. Secondly, the researcher also observed that the issue of learners' background plays a role in the ill-discipline of a child. This also concurs with the theory of behavioural modification as explained by researchers in chapter two. (Refer to Aksoy, 2020) (Ch. 2 page 33). A learner's background also contributes to their ill-discipline as the researcher observed that learners display the character of what they learnt from home. For instance, once a teacher suspends a learner or asks a learner to come with a parent, the parent comes to school and portrays the learner's behaviour in front of the teacher.

The response of **PRINCIPAL 2** was as follow: *"You find that most of the learners are from a disadvantaged background in terms of parenting, because you find that in secondary school you find many learners who are child-headed who are from child-headed homes"*.

**PRINCIPAL 3** said:

*"I would say that it's for me, the situation that they experience outside of school. At my school we have, we serve the poorest the most indigent of children from the poorest communities. When the children come here they come from an environment at home and in a community where living is about survival, there is no food for example and when there is food at home it becomes a matter of fighting that food to get a share, so when they come to school they have already have that training that they have learned for all these years and then you have some child for example who doesn't have that situation who offers to share their food with them but the child that is used to surviving doesn't understand about sharing because they know that to survive I have to be violence I have to be selfish I have to be aggressive and so on.*

*So it comes from the environment their growth in the growth out in. I have also found that in ninety percent of the cases of discipline in school there is a problem at home."*

**PRINCIPAL 4** agreed with the above participants and revealed that:

*"And one other serious problem about our communities is that you see most of the households around, particularly black communities are that you will find house home or learners acting as parents, learners acting at the time I discovered that one learner who was of 15 years and he was the only one who was older in the family so in a way the learner was assuming a responsibility of being a parent and all those things I should think they do affect the ill-discipline of learners in schools in general."*

To confirm this, **HODS 2** said:

*—Socio-factors, socio- factors are the key, all these factors that are affecting them in their communities because whatever that is frustrating them in the community they bottle in there then they come to school and the place they feel that they can do anything. They do not have the culture of learning they know the school as a place where they can do whatever they want to do.*

Similarly, **HOD 3** further stated:

*—I think number three is that even at home from where these children come from that is the background it's the same situation. Remember that when we grew up the discipline was not done by the school learners would come from home well-mannered showing that discipline in the school. It's not the case these days what we see at school is what is happening back home.*

To put more emphasis **HOD 5** indicated:

*—Mostly, the background. So, one is the background the environment which they were in when growing up is not allowing them you know. So everything to them is normal anywhere any time even in the classroom whether there is a teacher or no teacher they tend to standardize the situation even if, 1. They feel to behave in a certain way they just do that. So the environment in which they are coming from the family issues also contributes to their behaviours. So those are the course of the root towards the ill-discipline of the learners."*

**TEACHER 2** responded as follow: *"You find that even the background back at home the kids are not well exposed in the way of how to conduct themselves when they are amongst other learners so here when they coming to school they tend to misbehave so there is a lot of factors."* **TEACHER 5** had this to say: *—So as educators as well as the learners our learners they are exposed to so many things in our societies so our learners they are growing up in difficult societiesll*

**LEARNER 2** also concurred with other participants and supported that:

*"I would say sometimes or most of the time some learners have problems in their personal life as you know we are different maybe you can be able to face your problems or you can control your feelings but someone else can't. But most learners come to school with such problems and fail to leave them outside school premises as they enter the gate. They come with their situations. So If I have a problem like a background where I was emotionally abused then I will come to school and become a bully towards other learners and also I will treat everyone the way I was treated at home so the background of us learners also affects discipline."*

Lastly, **LEARNER 3** in response stated: *"Learner in our school has a lot of freedom and also the background environment also influences their behaviour."*

Principals confirmed that most of learners are from disadvantaged family backgrounds, some of whom are living with parents who consume alcohol in front of them. Data collected also revealed that learners are facing serious personal problems back at home and then they find peace or freedom at school.

In most cases they become violent to others due to personal backgrounds and when parents are called to intervene it becomes a serious problem. Some learners are not used or exposed to discipline so when they go to school they see something new and fail to adapt in the process of being disciplined when they display unaccepted behaviour. Sometimes you find that a learner was emotionally abused then he/she comes to school and becomes bully towards other learners and further treats everyone the way he/she was treated at home. So the background of a learner also affects discipline.

#### 5.4.4 Poor parenting/upbringing style of a child

Data collected through interviews and observation revealed that poor parenting of a child also contributes to ill-discipline. Two principals, two **HODs**, and one learner agreed with one another to say poor parenting leads to ill-discipline. They were able to explain different scenarios according to their experiences. One of the participants stated that some parents drink alcohol with their kids and as a result they grow up with the understanding that whatever they learn from their parents is correct and then later when they start schooling and are given instructions by teachers to obey school rules it becomes a problem. When teachers call parents they also see nothing wrong with their children. **PRINCIPAL 3** said:

*—I have a case for example where a girl has been abused, a girl has been sold, children, daughter have been sold to people but of course, as a school, we can't do anything about it unless he comes out officially and there is a case made and so forth but I found that a child, teenagers they are ill-discipline because of something that happens in their lives and they find that the school now is a sort of a safe pavement. I have also found that at my school we have a serious problem with this, especially in grades 8 and 9, and with the sort of the informal discussions with other people we find that in many other schools that there is still corporal punishment which goes on so the child becomes disciplined at those previous schools through corporal punishment and when he/she comes to this school he finds that it's not there and so, therefore, it is then it's a perception that there is no discipline because there is no corporal punishment and the can act out things however we find that after they get to grade 10 and grade 11 you see them starting to mature and start to grow up but I believe that corporal punishment in schools the previous schools so adding to this problem of ill-discipline in schools, children that might be used to it they are not used to it".*

**PRINCIPAL 5** in addition to the above information said: *—you find out that the learner was smoking dagga, when we call his parent to come and witness what is his child doing she said yes I know he is smoking dagga then what? You know, so it's one of the things that contribute to the ill-discipline of these learners because some of the parents, I don't know they do not regard their children as kids they take them as adults. So the issue is with the mentality of their parents.¶*

**HOD 1** also concurred with the above participants and noted that: *"We cannot run away from the fact that some of the parents they have got Poor parenting style which might lead to the learners to not respect teachers in the school and some of the factors include social-economic factors".*

**HOD 5**, moreover, agreed with the other participants to say: *"The upbringing of the learner has a lot in or its root course towards their behaviour at school for which now if we institute the alternative disciplinary measures they seem not working. So, the upbringing some of these learners they are from broken families, from single-parent families or child-headed families."*

**LEARNER 3** confirmed that some parents mislead their children even when they were not doing well and said: *"On the other hand parents did not believe what was said about their kids and they ended up taking the side of their learners in front of teachers."*

There are many cases confirmed by participants regarding the parents who have separated and some of the parents who were abusive. Data shows that the parents who are abusing alcohol and drugs and other illegal substance affect their children's behaviour. Participants also shared that they use to have programmes like the rehabilitation programmes at the school but learners confessed and shared that when they go back home their parents ask them to continue with the drugs and they also force them to him to sell them. The above report concurred with Nzuve (2018 cited by Makendano, 2019) who said that the issue of parental involvement and close monitoring may also be an origin of learner misconduct in Namibian secondary schools

#### **5.4.5 Parent separation**

Parents' separation or divorce was seen as one of the major factors contributing to learners' ill-discipline in secondary schools. Research findings from collected data through interviews indicated this. Participants explain this factor in various ways but show similar results. The following three participants were able to argue that divorcing or divorced parents influences the behaviour of their children.

**HOD 1** said: —*Things like when the parents are divorcing they impact to learners' lack of discipline at the school level.*|| **HOD 3** concurred with **HOD 1** and **HOD 4** in that the parents who are separated contribute to learners' ill-discipline:

*"One of the fourth problems I would say is the family structure that is broken back home because it's single mothers, unmarried couples and a very, very young parents who can't even behave themselves so the learners there is nowhere, where they should be looking for something normal because when we grew up at our homes there was a normal family structure, there is a father there is a mother. My mother doesn't want these things for girls and boys and the father doesn't want this and that but now our families are not like that so the learners don't even know what is right and what is not right which is wrong because of the society from where they come from."*

According to **LEARNER 4** the issue of parents who separated due to different reasons also affects the well-being of their children, as a result of which most of them become ill-disciplined due to several problems such as stress and depressing exposure to fights between parents. The above information concurred with Brunette (2017) (refer to Ch.3, 39).

*—Parent separation those are one of the things lead to ill-discipline because when you go to school you are going with that mentality that at there is something that happened then when you arrived at school you are stressed by this so those are the reasons that I would say they contribute to learner ill-discipline.*||

#### **5.4.6 Changing the environment**

According to research data collected from participants, it was indicated that learners' ill-discipline in schools sometimes was caused by the movement of learners from one environment to another. Participants also indicated that most learners move from rural areas to urban areas and some move from primary to secondary schools with different codes of conduct. Other learners leave their parents and go to secondary schools with boarding houses or flats to rent and they get freedom and become more excited to be in a new environment. The recurrence of pupil disciplinary issues involves physical conflict among classmates, robbery or theft, vandalism, student use of alcohol, student use of illegal drugs, pupil possession of

weapons, physical abuse of teachers, student racial tensions, student bullying, student verbal abuse of teachers, depression in classrooms, pupil acts of disrespect in classrooms, and gang activities (Yan, 2020). In that regard, participants explained their views differently.

**PRINCIPAL 1** expressed his views as follows:

*—Changing from one environment to another especially those who are coming from primary school. Who are first times in high school, grade 8? What I have experienced is that the most ill-discipline learners in high schools (Grade 8 and Grade 9) learners which I think but not seriously misbehave which I think is just changing of the environment and excitement of getting into another environment (you are coming from primary school now you are in the high school) but it's just a matter of the first term in the second term they start reshaping. But what I can say is Peer pressure, changing of environment and excitement since they are in a new school."*

The above participant indicated that changing the environment and starting a new life and peer pressure do impact learners negatively especially when they enter secondary school level from their respective primary schools.

**TEACHER 1** also agreed with the above participant in that when learners are exposed to a new environment they become excited and try to fit in while they are not yet mature enough for such a level. The teacher responded: *"The learners in secondary are being exposed to the real world and where they easily get influenced as they try to fit in the environment. The rating that their level of reasoning is still immature, factors could be."*

**LEARNER 5** referred to teachers' weaknesses in this regard to say some of the teachers fail to acknowledge that learners are not from the same environment. They treat them as the same while they behave differently and, as result, their differences lead to failure to control and implement relevant alternatives in schools. The participant said: *"Some teachers tend to disregard the different background of some learners, not fully cognizant of the fact that learners come from different homes and as such are influenced by the environment."*

Data collected from participants indicated that changing of environment also added to challenges faced by teachers and management in schools. Participants confirmed that learners who attend secondary schools are starting to stay away from their place of origin. Most of them are coming from surrounding towns and others from neighbouring provinces such as the Eastern Cape. Then when they come to new



places they are exposed to a new environment and try and taste everything they come across such as drugs. They also have freedom as they stay away from their parents for the first time. In addition, learners in secondary schools come from different home backgrounds and tribes and then the way they grow up is not the same and that creates a lot of clash and fights within the school.

#### **5.4.7 Adolescent stage**

The age group of learners' taught at secondary school was also identified as one of the factors contributing to learners' ill-discipline. During interviews, some participants supported that in different ways.

**PRINCIPAL 2** in her response highlighted that the adolescent stage was reviewed as a problematic stage where most learners start secondary school. In the response, she stated that: *"In secondary school, number one learners start secondary school education at the adolescent stage, so the problematic stage back at home and school as well."* **HOD 2** agreed with the above principle and expressed it to him as follows:

*"We are dealing with adolescents here so they have their cheeky they are whatever they are old enough to make their own decisions and all that and as well as peer pressure if the child is doing wrong things a child cannot say I cannot do it they just do it as the others are doing."*

**HOD2** response focused on a misunderstanding from teachers and lack of experience when dealing with adolescent learners from different backgrounds as a factor contributing to worsened ill-discipline in secondary schools. Below was the response:

*—Teachers lack experience in dealing with diverse adolescent learners. It becomes a problem because you will find out that some of the teachers also they are unable to handle these learners in their classrooms. After all, they are from diverse backgrounds so those learners will be trying to overcome the teacher in terms of managing the classroom. So those are some of the factors."*

**HOD 3** confirmed that the age group of learners in secondary schools mostly were adolescents who know their rights and were unable to take responsibility and listen to their teachers. **HOD 3** said:

*"You know in secondary school one issue that I think is causing ill-discipline is that some adolescent learners they know their rights they even listen very attentively to what you say and sometimes they even question you whether you have a right to say what you say. So the issue of rights is very important to them more than the issue of responsibilities. They look more on their rights that's one thing, number two the learners know for sure that our hands are tied as teachers there is nothing we can do, that they know quite well, nothing we can do if you touch them or if you do something you can report so they know that we are scared of the policy that is another thing."*

**HOD 4** further confirmed and agreed with the above participants and additionally mentioned the issue of bullying amongst learners. Correspondingly **HOD 4** noted that:

*—Yhaa, yeah, yeah what I have realized here is that one is the bullying. That is one of the worse because you see some adolescent learners misbehave just because they want to be recognized, and also recognize they just want recognition from teachers then they will misbehave just misbehave so that they can be recognized. We need to remember that when we talk about secondary levels or high school levels it is whereby from the age group of 17 upwards so we need to remember that our learners are exposed to so many things for example they are exposed to drugs, peer pressure, relationships, gangsterism, and other non-legal objectives. So as educators, as well as the learners our learners, are exposed to so many things in our societies so our learners are growing up in difficult societies because at some point I so wish that we as the school and its management need to involve the school and its pillars, which when I talk about its pillars I mean if there are clinics, police stations, tribal community leadership, you name it. We need to involve everyone so that we can solve all these societal problems outside the school premises because our learners bring that kind of attitude from the outside and they try and come and implement it within the school perimeters and it becomes a huge problem for both the educators and the management themselves."*

Participants confirmed that they have a huge challenge in secondary schools because they are dealing with young adults starting from age of 14 to 21 years. They are exposed to many things within the community as adults. Most of them are already exposed to illegal substances such as drugs, tobacco and other things from the community. Most of learners are renting so they are away from their parents and they do as they wish. Peer pressure, drugs, relationships, gangsterism and carrying of sharp objects in schools were identified as the root cause of the problem by participants.

**LEARNER 1** was able to highlight that some learners see young/student teachers as of the same age group and disrespect them. **LEARNER 1** noted that: —*Maybe learners see students' teachers as of their age group and they do not respect them since they are young.*||

**LEARNER 2** referred to their experience as adolescents with several problems that affect their personal life and further impact school negatively. Indeed, adolescence is defined as the period between the ages of 13 and 19 (Belle, 2017), during which students experience an internal conflict that may affect their mental makeup and behaviours to others (Belle, 2017). According to **LEARNER 2**:

*"I would say sometimes or most of the time some learners have problems in their personal life as you know we are different maybe you can be able to face your problems or you can control your feelings but someone else can't. But most learners come to school with such problems and fail to leave them outside school premises as they enter the gate. They come with their situations. So If I have a problem like a background where I was emotionally abused then I will come to school and become a bully towards other learners and also I will treat everyone the way I was treated at home so the background of us learners also affects discipline."*

The above information shows that learners' age at the secondary school level, especially the adolescent stage, does contribute to ill-discipline. Responses from all participants were almost the same and some were highlighting the factor while others were able to elaborate on their experiences as people who work or learn at secondary school. Additionally, the above information corresponds with the observation of the researcher during the research data collection stage. Brunette (2017) asserted that managing learners' bad behaviour in schools necessitates a

collaborative effort because most of learners are older and pose a challenge to teachers, particularly amateur teachers.

In conclusion of the above theme, the learners' upbringing, family background, and communities where the learner grows up immensely contribute towards learners' ill-discipline in schools. The findings indicated that learners access these substances from their homes before they come to school. Community leaders, parents, and other stakeholders such as police forums, parents and religious leaders should develop solutions to prevent some factors contributing to learners' ill-discipline. Schools cannot control learners' discipline in isolation. Therefore collaboration is required.

## 5.5 **THEME 4: The rationale for the choice of alternatives measures to learner discipline in secondary schools**

The following was asked of the principals: Give examples of alternative measures that are more useful in your school according to your experience. **PRINCIPAL 1** responded as follows:

*—You see the...what you call the warning to us it works a lot, they are scared of a written warning and what we do when the learner misbehaves, we write to the parent, we call in the parent we give the learner the final written warning the parent sign in from of the learner on behalf of the learner then we put the final written warning to each learner file and explain clearly to them that this will remain in your file for six months and should you contravene any school rule within this six months this will evoke the initial sanction. For now, it works.∥*

The above principal further insisted that according to their experience of being a principal implementing the numerous alternatives in school the most useful strategy was giving learners warnings and also the involvement of parents. On the other hand, **PRINCIPAL 2** and **PRINCIPAL 3** opposed the above participant and indicated that according to their knowledge and history in the field of education detention was the most useful strategy. But in the same way **PRINCIPAL 2** concurred with **PRINCIPAL 1** to say calling parents were also a very important strategy. **PRINCIPAL 2** said: *—The one for detention, detention is useful learners they get afraid if they do something wrong they know that they are going to be detained. Also talking to their parents generally learners when you talk about them to parents they don't like that."*

In the same way, **PRINCIPAL 4** concurred with **PRINCIPAL 2** to say they also use detention as an important alternative to discipline learners and said: *"I think the most useful one in the school is a detention one. learners don't want to be detained especially those who are using transport because they know that if they are detained then they are going to be left behind so that one is most use full to me.∥*

**PRINCIPAL 5** had this to say:

*"Well I cannot single out one or two as I said, it depends on the seriousness of the matter and I would say all the measures that I have mentioned are somehow useful*

*because they may not be exactly like the corporal punishment used to be in the olden days but we can see a positive change why administering this means of punishment because they are the one that is given to us we have got no choice but I would say somehow are effective because a learner that has arrived late if you have given them a task may be to clean the yard or maybe for the first fifteen minutes when they arrive it does eliminate late coming in the school in the morning because they have got that fear of picking the papers in the morning you know especially the winter it is cold so I would say they are useful but I cannot say they are more useful than corporal punishment but I don't want to mention that much because it's no longer used these days but they are useful yes they are useful."*

The above participant came up with another strategy used in the school which was regarded as a useful strategy according to the experience in the school. Picking up papers around the school premises unfortunately was mentioned by one out of all the participants as the most useful strategy. The participant was able to elaborate further to support the reason why it was seen as a useful strategy.

The same question was asked of the **HODs**. **HOD 1** indicated that in their school they implement expulsion and they also call parents to attend the case of a learner. **HOD1** said: —*Currently in our school, we usually involve the parents when we involve these parents we list the learners to be expelled for certain activities even so that is the major one that we implement in our school so we just involve parents and also make sure the learner is being expelled for certain activities that will be no longer than a week.*||

**HOD 2** further emphasised that detention, compiling the class rules and cleaning of the school was used as the most common alternatives in the school:

—*As I said earlier on that detention is the best because like for instance during covid 19 you know that we are grading them they are not coming every day to school so on a Friday they have to school to serve the detention which makes them make things right because they don't want to come to school which is on their day, for instance, if the child is attending on Monday and Tuesday that particular child has to come to the school of Friday to serve the punishment. Secondly, sweeping of floors as we know that we have helpers, cleaners in our schools so they don't like that to sweep our corridors and our verandas so that makes them behave properly because*

*they are avoiding participating in these things of punishment. As well as class teachers we formulate classroom rules. So they know that classroom rules are there on the wall and they have to follow all that is expected from them by class teachers.*

The participant further expressed his experiences about implemented alternatives in the school. In the response the participant further revealed calling the parents of a learner who committed a crime was the best working strategy for their school. **HOD3** said:

*—According to my experience, this option of sending learners to fetch their parents helps more than others because when learners see the involvement of their parents they become very, very cooperative or scared to misbehave because when they do such thing it's like they disregard teachers or they disrespect them. But when their parents become aware of that they become very worried. So I think that that is the way that has been helping the school a lot. When a learner has done something wrong immediately will issue a letter and send a learner home. ||*

According to **HOD4** motivation and drafting of a code of conduct in advance with the learners assisted them since learners were the ones who come up with the suggestions for discipline rules of the school and then it was easy for teachers to implement them. Learners were cooperating as well. **HOD4** in the response said:

*—You see motivation I think it works for us. That is motivation and of course code of conduct. I think those two are the ones that are working for me and for of course for other teachers as well in the school. Because you see for example learners like to be given incentives. If they see someone is getting these things I mean like for example we buy gadgets here to give learners, those that are behaving and that is so impressive to other learners. They want to copy and do the same. The code of conduct also because learners are, they are the one who is coming with the suggestions to say no if we do this then this is what should be done then yahoo I think those two are the one that we use."*

**HOD 5** also insisted that calling of parents was used in their school and it assisted them as the school. The response of the participant concurred with Jita (2018, refer to Ch.3, 45). **HOD5** explained:

*"Yeah you know those I have mentioned they tend to be more effective. You know the nature of our learners, especially in our days it is very difficult to deal with them in terms of disciplining them. You know as a teacher once you have, one who has part of the school that was, as a learner during my school days there was a corporal punishment was being there somehow somewhere being used. So it is different nowhere, the very effective way is to send the learner to bring the parent when he fails to discipline. Also given the fact that as educators we have been trained because it begins from the classroom management that's where we make sure if the learner gets out of hand then leaves you with no option but to seek or to look for other alternatives which now you detain that learner and you call them and send them to call the parents and discuss the behaviour of that learner that is the most effective alternative towards the disciplinary of a learner."*

Almost all **HODs** revealed that calling parents and detention were the most effective strategies to discipline learners in schools. But **HOD 4** kept on insisting that motivating learners was the best according to the experience of implementing alternatives in school. The same question was asked of teachers and they responded:

**TEACHER 3** responded in a contradicting way to what he said earlier and the researcher had to probe further in the next question to gain valid information. Then for this question, the **TEACHER 3** said:

*—We don't have the disciplines there in my school like I say we don't even have detention so when you try to punish the child it becomes the problem. It's a problem we try and make them clean the class or maybe you know so they know that if we are to clean the class they have done something wrong try to make them more responsible for the whole space around them that is why we can go try to clean the classroom and picking up the papers we can't do more than that because it became the issue. It's a big problem."*

**TEACHER 4's** response seems as if the question was not understood but it was revealed that the form of asking the ill-disciplined learner to define each concept many times worked effectively in terms of understanding or learning progress in the subject.



*—This is the most effective one because it engages them, it also equips them in knowing those definitions, those words you ask them to write and sometimes we ask them to write some calculations at least they will be exposed at how to do those calculations.‖*

**TEACHER 5:** *—In my years of teaching one has been exposed to corporal punishment but with the new era whereby the educator like myself has to adapt to new measures for example at my school, one has to follow a certain measure whereby the school principal gave us a book whereby we will have to write all the demerit of the misconduct done by the learners so when a learner has conducted the most they will be given the first warning, the second warning, and the third warning, whereby when they reach the third warning they will have to come in with their parents, their parents will call in they will have to sign that consent form the child and the parents that they will become the following to the hearing whereby all the stakeholders will be involved and the learner will have to explain themselves of that misconduct.‖*

The above teacher indicated that warnings work effectively compared to other strategies. The same question was asked of learners and they were able to respond in almost the same way but sometimes differently in other aspects.

**LEARNER 2** further acknowledged that: *—Those are more useful as I stated in the previous question than detention. The detention is the most because and also morning class were, morning detention I mean where the learner has to come very early to school to come the first half an hour before school started that one is very effective because the learner is going to be taught because when you are detained does not mean you will be seating doing nothing but will be taught you like it or not you gonna have to do homework.‖*

In the same vein, **LEARNER 4** had further agreed with the above **LEARNER 2** and said: *—I think the one whereby you are given more home works as compared to other learners during break time whereby we are not going to go break but remain in the classroom read books and do home works that we are given, extra home works that we are given I think that one they are more useful because they contribute to us as learners in particular in a very educational way. So I regard these as useful. They are*

*useful because they develop us in a very, very educational way because we are to catch up on the things that others didn't manage to catch up.*||

**LEARNER 5** opposed the other learners and stated that expulsion was the most effective alternative strategy and said: —*According to my experience, expulsions were more effective disciplinary attending as they not only ensured that the classroom setting is protected but also the learners understand that ramifications follow every act of indiscipline.*||

According to the findings from interviews, almost all participants confirmed that suspension is used as an alternative measure to discipline learners in secondary schools. From the discussion with participants, it is evident that most schools implement suspension. In their responses participants expressed this as follows:

**HOD 2:**-*Sometimes we suspend a learner depending on the case that the learner has done but it is a minor case a teacher is allowed to suspend a learner from the class for a certain time, a suspension is also given as a punishment whereby a learner will have to come back with the parent for the hearing, and then sometimes above the suspension when the is obtaining back to school the learner is required to perform some duties Secondly when they have done things that are not right something that is against the law, for instance, bunking class we call parents and suspend them for seven days, secondly it is a suspension, Suspension from class as a learner lose a lot from lessons so that makes us as learners to not do wrong things in school.*||

Girvan et al. (2016), the United States Department of Education (2014), and Kelly (2017) (refer to Ch. 3 page 56) concur by stating the negative impact of extensive use of suspension. *Learners try to conduct themselves in a good way in avoiding suspension which is in line with the views of the following authors, May et al. (2015) (refer to Ch. 3 page. 56).* In addition **TEACHER 1** agreed with Reyneke and Pretorius (2017) (refer to Ch.3 page. 65) and stated:

*The one that has been used more successful in my school is the one that if a learner committed maybe three offenses in one month then that learner is said to undergone seven days suspension, so learners have felt the pressure of missing the school for seven days to point that ever since the implementation we never had experienced a*

case whereby it needs we must implement a seven days suspension to a learner again."

**TEACHER 2** claimed that suspension is one of the best alternatives they use to discipline learners. The response was in line with the views of May, Stokes, Oliver, and McClure, (2015) (refer to Ch. 2 page 64). The overall view was evident in one participant's response as follows:

**TEACHER 2:** *"What I can say is that suspension becomes very useful because learners they don't want to be suspended, they don't want to miss work they don't want to miss school also they don't want to parents to come to school so they try by all means to always do things so that they don't have that chance of having their parents called in school to listen to their hearings because before suspension there must be their hearing. Here in this school, what we do is like, depending on the type of behaviour/ the misbehaviour that the child has done either we let them clean the schoolyard if it's something severe or something big they could even suspension sometimes we do detention there and there because the suspension has got some advantages since learners don't want to be suspended. If you promise to suspend them they normally tend to do good things so we normally like that one"* moreover

**LEARNER 1** agrees with the above teachers and said: *"According to my observation suspension works very well."*

**LEARNER 3** also stated that: *"Suspension from class as a learner to lose a lot from lessons so that makes us as learners to not do wrong things in school. Learners try to conduct themselves in a good way in avoiding suspension. I believe that once a learner that you are going to be suspended from school they control their behaviour hence they know the reason for being in school."*

Lastly, **LEARNER 5** indicated that: *"If the learner exhibits or becomes too insubordinate for the teacher to control, strategies such as suspension are utilized"*.

The above discussion confirms that suspension was used as an alternative in all schools. Interviewees agreed with the literature reviewed by the researcher in that, firstly, the use of suspension plays a significant role in changing the bad behaviour of learners. The findings also revealed that the use of suspension affects the smooth running of teaching and learning because a suspended learner or learners lose a lot of information while serving their suspension. On the other hand, learners learn from

lessons learned by suspension and make sure that they do not repeat the same mistake and conduct themselves accordingly. According to the report and my observation, suspension is the most common, simple, and effective alternative measure that is implemented successfully in secondary schools. Teachers employ it in their classrooms as well. Literature also indicated that suspension can take up to 14 days depending on the case committed by the learner, as mentioned in chapter two (Reyneke & Pretorius, 2017) (refer to Ch.3 page. 57). Lastly, data collected through interviews also indicated that learners try and make sure that they conduct themselves accordingly. The reason for them to avoid misconduct is that they do not want to see their parents called by the school for their wrongdoing. Therefore, the suspension has a positive impact on discipline in schools.

### 5.5.1 Detention

Detention was identified as one of the alternative measures used in secondary schools. Participants indicated that in their responses. Participants shared a similar understanding of detention which concurs with the literature reviewed (Motseki, 2020) (refer to Ch.3 page 43). One of the participants highlighted that sometimes they implement detention there and then, and they always apply detention but it doesn't work very well. Another participant said one of the alternatives is detention. In the same view another participant shared that *"detention is the best"*. Many participants shared a similar view to say implementation of detention in their schools is part of the disciplinary measures. They agree with Motseki (2020) (refer to Ch.3 page.43). Moreover, the participants confirmed that one of the measures was detention. **HOD 4** said: *"We detain learners maybe after school which is also a huge challenge not easy."* **HOD 4** concurred with Motseki (2020) saying: *"We use detention where we detain learners during break the learners who have misbehaved."* **HOD 5** emphasised that they always encourage teachers to detain learner/s during the break to avoid a situation where a misbehaving learner uses public transport to and from school to avoid learners being left stranded at school without transport back home. In contrast, **HOD 5** said: *"in our school, we don't even have the detention they will have to stay behind after school which is called detention."*

While **PRINCIPAL 4** explained that: *"I think the most useful one in the school is a detention one. learners don't want to be detained especially those who are using transport because they know that if they are detained then they are going to be left behind so that one is most used full to me."*

In addition, **HOD2** said: *"As I said earlier on that detention is the best because like for instance during Covid-19 you know that we are grading them they are not coming to school every day to school so on a Friday they have to school to serve the detention which makes them make things right because they don't want to come to school which is on their day, for instance, if the child is attending on Monday and Tuesday that particular child has to come to the school of Friday to serve the punishment."*

**TEACHER 3** expressed as follow: *"We don't have the discipline there in my school like I say we don't even have detention so when you try to punish the child it becomes the problem. It's a problem we try and make them clean the class or maybe you know so they know that if we are to clean the class they have done something wrong try to make them more responsible for the whole space around them that is why we can go try to clean the classroom and picking up the papers we can't do more than that because it became the issue. It's a big problem"*.

**LEARNER 2** also finds detention as an important way of disciplining learners by saying:

*"Those are more useful as I stated in the previous question than detention. The detention is the most because and also morning class were, morning detention I mean where the learner has to come very early to school to come the first half an hour before school started that one is very effective because the learner is going to be taught because when you are detained does not mean you will be seating doing nothing but will be taught you like it or not you going to have to do homework."*

**LEARNER 4** explained how detention is implemented in their school as follows: *"They apply a number of them such as detaining learners for example if a learner did something wrong maybe a learner will be punished by saying that if the learners go to school at half-past three then the learner will go at half-past five. That's how they*

*do, they detained learners sometimes they are given more home works as compared to other learners."*

Discussions from interviews with participants suggested different views concerning detention in schools. Most participants agree with the literature (Motseki, 2020) (refer to Ch.3 page 43) in that it is one of the useful methods to correct learners' ill-discipline. But some participants viewed detention as an ineffective measure to discipline learners supporting their views with examples that concur with literature such as Fabelo et al. (2011) (refer to Ch. 3 page 57). In conclusion, most of the findings suggest that detention is one of the most powerful alternatives implemented in secondary schools. Principals, teachers, and learners also highlighted that when detention is implemented most learners change their behaviours and conduct themselves accordingly to avoid detention. They confirmed that learners do not want to be detained at school.

### **5.5.2 Calling in parents**

Participants mentioned calling parents to school as another alternative measure to discipline learners in secondary schools. Participants shared the following: they call the parent and the learner has to come back with the parent for the hearing, currently in their schools they usually involve the parents. They also discuss cases with parents, issue them with letters to fetch their parents, and they motivate learners in front of their parents.

The above information indicated that the involvement of parents in disciplining learners in secondary schools is one of the strategies used. The data collected through interviews confirms that parents also play a big role in their learners' behaviours. The above statement agrees with the literature (Mthanti, & Mncube, 2015) (refer to Ch. 3 page 56).

**PRINCIPAL 1** explained they implement calling parents in their school: *"So what we do teachers they give warnings to learners, so if the misbehavior continues they simple report to my office then we call the parent, speak to the parent of the learner. That is what we only do; we can't do another thing other than talking to the parents."* He further explained and said:

—We write to the parent, we call in the parent we give the learner the final written warning the parent sign in from of the learner on behalf of the learner then we put the final written warning to each learner file and explain clearly to them that this will remain in your file for six months and should you contravene any school rule within this six months this will evoke the initial sanction. For now, it works.¶

**PRINCIPAL 5** indicated that: *–If the case is a serious case or a suspension is also given as a punishment whereby a learner will have to come back to with the parent for the hearing.¶*

Lastly, **HOD1** also described the way they involve parents in their school. The response was as follows: *—Currently in our school, we usually involve the parents when we involve these parents we list the learners to be expelled for certain activities even so that is the major one that we implement in our school so we just involve parents and also make sure the learner is being expelled for certain activities that will be no longer than a week.¶*

Therefore, findings from the interviews correspondingly reflect the views of the literature. Firstly, it was evident that parents were involved in disciplining learners in secondary schools. In some schools, participants highlighted that they call parents when learners have committed major crimes. Even if learners committed minor crimes they also call their parents to avoid repetition of undesired behaviours. Finally, some of the participants also highlighted that some of the parents do not cooperate with the school which makes it difficult to achieve the goal. This report is in line with the idea by Jinot (2018) (refer to Ch. 3 page 56) who mentioned that some parents are not willing to participate in disciplining their learners in school.

### **5.5.3 Expulsion**

Interviews conducted by the researcher also indicated that in some schools teachers and their management implement expulsion. There was also one learner who confirmed that the school management practices expulsion. In the response, **LEARNER 1** stated that: *–Learner for most learners the learner, the teacher uses disciplinary tactics such as expulsions. According to my experience, expulsions were more effective disciplinary attending as they not only ensured that the classroom setting is protected but also the learners understand that ramifications*

*follow every act of indiscipline.*|| This response agrees with Reyneke and Pretorius (2017) (refer to Ch. 2 page 57).

The reason it was not used in most schools confirmed the findings from much research conducted previously. The previous studies revealed that it is not easy to implement expulsion since there are many challenges. This was explained by Skiba et al. (2016) (refer to Ch.3 page 58). Additionally, other researchers indicated that expulsion has numerous negative effects on schools and learners as well. See Girvan et al. (2016), the United States Department of Education (2014) and Kelly (2017) (refer to Ch. 3 page 57). The researcher agrees with the above findings as a teacher (as per the observation and experience) because expulsion is ineffective. In addition, most schools do not implement it because it is a lengthy process, school principals must consult with senior management for approval, which may take years to get a response from the HOD.

#### **5.5.4 Cleaning the classroom and picking up papers**

Participants indicated that cleaning is one of the alternative measures used in schools to discipline learners. In their responses they highlighted that in most minor cases learners were instructed to go and pick up papers around the school buildings; sometimes they work in the garden, clean the school toilets, and also sweep the classrooms. Three principals, two **HODs**, and three teachers except learners expressed them as follows: **PRINCIPLE 3** stated that in their school they discipline learners through picking up papers working in the garden, and so on. **PRINCIPAL 5** agreed with **PRINCIPAL 3** in that learners pick up papers. While **PRINCIPAL 4** highlighted that learners are requested to clean the garden and sweep the floor and also clean the toilets.

**PRINCIPAL 5** stated:

*“Sometimes a learner may be given a task may be to go and clean the toilets after school or during the break time or whatever time that may be convenient to the learner. Given a task may be to clean the yard, pick up the papers during break time or in the morning or the afternoon or may be given a task to clean a certain classroom or a certain block or a building it depends also on the case of the learner”*



**HOD 2** and **HOD 5** similarly suggested that one of the strategies that work is when learners are forced to assist helpers/cleaners in the schools. **HOD 2** in this regards stated that *"sweeping of floors as we know that we have helpers, cleaners in our schools so they don't like that to sweep our corridors and our verandas"* and **HOD 5** further concluded by stating that learners *"must clean along with the cleaners of the school."*

**TEACHER 2** also concurred with the above participants to say learners were punished by letting them clean the schoolyard. At the same time, **TEACHER 5** revealed that the learners would have to clean the entire school and pick up papers. Lastly, **TEACHER 3** explained that:

*"It's a problem we try and make them clean the class or maybe you know so they know that if we are to clean the class they have done something wrong try to make them more responsible for the whole space around them that is why we can go try to clean the classroom and picking up the papers."*

The above information revealed that in secondary schools learners were disciplined by their teachers using different strategies such as cleaning the classroom and picking up papers and also cleaning toilets for minor cases to correct ill-discipline.

## **5.6 THE EXPERIENCE OF SMT AND TEACHERS ABOUT CONTRIBUTION OF ALTERNATIVE STRATEGIES USED TO LEARNER DISCIPLINE AT SCHOOL**

Why do you use particular disciplinary measures in your school?

The aim of the question was to access the contribution of alternative discipline methods used in schools. Participants were able to mention alternatives and some of them further explained how and why they implement them. **PRINCIPAL 2** had this to say: *"We use it simply because it is effective, it's allowed by the department of education and it is effective because we get yearend results (good matric results)."*

**PRINCIPAL 3** indicated that detention was not assisting them instead learners were enjoying it. Additionally, parents were unable to discipline their children as well. The participant said:

*"Yhaa, because we find that the one we have been using such as the detention does don't work because children sometimes tend to ignore the punishment and they just left and went home. And of course, we phone parents also because we feel that parents must be involved in this but in many cases, parents also are not sure how to discipline their children. I also found that showing the children that there are consequences for their actions perhaps."*

Principals mentioned that they use alternatives simple because they are allowed by the Department of Education to implement. In contrast, they were implemented to improve the level of behaviour of learners. The participants also indicated that some of the alternatives were not useful such as calling parents since they were not cooperating. The same question was posed to **HODs**.

**HOD 1** indicated that they use these alternatives because they assist them in controlling learners' behaviour in school. The participant further insisted that learners also change and develop respect even in the community. In responding to the question the participant stated that: *"I use these disciplinary measures in my school because they work perfectly to discipline during their school life and after. Not useful only at the school level but they build learner respect even in their communities at large."*

**HOD 2** also shared that to them as teachers the use of alternatives brings positive results. Learners end up refraining from misbehaving. This is how she explained: *—We are using it because we can see that they refrain from misbehaving once their parents are called once they sweep these floors they feel the pain they feel bad. So they refrain from doing the things that are against the school laws.¶*

**HOD3** indicated that they use the strategy of calling parents as the most important strategy and also indicated that detention had some challenges. He said:

*"As I indicated earlier detention is an alternative but to detain a learner is very sophisticated you may have to detain a female learner then you not protected if that learner accuses you having done something to her or if you are a lady teacher you are doing detention to a boy you are detaining a boy. So whenever you are detaining a boy there are many safety measures that you need to be aware of if the learner is using public transport, what are you going to do about that transport if a learner is left*

*behind if the learner walks home some distance with other learners what will happen now if the learner going to walk by him or herself so that is why we chose these option of calling parents."*

In contrast, **HOD 4** stated that in their school they use detention because it works perfectly for them. The participant also mentioned that they motivate learners. In the explanation the participant explained as follow:

*"Yeah, well detention, I use detention because at the break because I find it to be working because that is the time when the learners are still at school here and I'm still at school I can be able to control that method because I'm still there and It works effectively for me and learners, I have realized that learners like to play. If you prevent learners to play then the learner can feel it. They like playing they like socializing with others. Once you stop the learners to go and play with others during the break, hayi (No) learner can feel it. So that you can see the learner is not / likely not to repeat the mistake. Then if yeah this one of motivation yes, of course, everyone who would like to do something if she knows that there are some benefits of doing that because learners want to copy, they want to copy from others and it works because you see we are not just telling them they can see their colleagues who are behaving very well here in the school they are getting, there are things that they are getting from there, there are benefits they are getting from what for their behaviour."*

**HOD 5** concurred with **HOD 3** to say in their school they call parents to attend the cases and discussed with them:

*—We use these above alternative measures because we have observed that they are effective in our school hence we using them because once you send a learner to bring a parent you discuss the matter then going forward maybe for three to four months the learner will behave so it works that is the reason why we using these alternative measures to discipline because they are yielding the results, we see the results of the school.]]*

Some of the participants indicated that they use alternatives because they help them to discipline learners but were not specific about forms or type of alternatives they implement. Others were specific to say they use detention and some were calling

learners' parents to come to school. The most used or dominant alternative strategy was one of calling parents. Participants explained in different ways the importance of calling parents. Some indicated that learners do not feel good when teachers tell them that they are going to call their parents. Secondly, parents assist in disciplining learners through provision of support such as disciplining them or giving teachers permission to implement other alternatives.

The researcher posed the following question: Why do you use particular disciplinary measures in your school?

Teachers were also requested to explain the reasons for implementing different alternatives in school. The researcher's aim was to gain more information about most implemented alternatives and their strengths and also weaknesses of alternatives that were described as ineffective by the participants. Teachers responded differently. **TEACHER 1** indicated that they use alternatives because they are dealing with learners who come from different backgrounds with different problems. In his response this teacher focused on reasons for implementing alternatives without specifically mentioning the types of alternatives implemented. Therefore, to explain the participants highlighted those learners in the school who bring drugs and other illegal substances to school. Data collected also revealed that learners learn all bad things from the community such as taking sharp knives to school. The teacher was able to explain the challenges that force them to implement alternatives to discipline learners. **TEACHER 1** said:

*"Our school is located in a township, particularly in a section where kids are very unruly the learners of our school are coming from a background where drugs, alcohol abuse, and violence are a day-to-day routine. Each with these exposures to our learners as they grow up they tend to think about the way of doing things, which put other learners at risk of such behaviours. To make an example a learner can come to school and once a ... you know how learners use to thief each other. So a learner uses to see back in their homes or maybe in their neighbourhoods if someone ... then the only way to reprimand that person maybe is to use sharp or maybe an object that... that to show that you don't like that the one has done to you. So learners come and apply that even at school then you find them carrying sharp knives or maybe using whatsoever in their position to show that the people that I*

*don't like you are doing to me of which it was supposed to be a joke but then their reaction comes otherwise."*

**TEACHER 2** stated that to them suspension was the best alternative implemented. The participant further explained that they were using suspension since they have big numbers in their school. Suspension was the most relevant strategy in dealing with discipline in overcrowded classes as concurred by Gregory et al. (2016) and Kelly (2017) (refer to Ch.3 page 56). It also helps learners to realise that when they display unauthorised behaviour in schools they go home and lose a lot of work. The participant said:

*"We use this one mostly because we are dealing with huge numbers, there are a lot of learners in this school, so suspension sometimes helps them to be able to go home and seat alone and do self-introspection, what is that I have done wrong and what can I do to change and even the other learners they will be able now to see that this thing is wrong so we have to take them away from other learners a little bit."*

According to **TEACHER 3** the strategy of instructing learners to clean the school was also implemented because learners were not willing or feeling happy to do cleaning in front of other learners. Therefore, learners discipline improved continuously through use of suspension. **TEACHER 3** said: —*The cleaning one ... Children hate cleaning. Children hate cleaning and being tidy so giving them that punishment maybe will help them reinforce that, they don't like it so we trying to push them for that."*

**TEACHER 4** responded the same way that **TEACHER 1** did. In the response **TEACHER 4** indicated that they implement alternatives because they help in moulding learners not for school but also for their future. Learners learn how to conduct themselves in and outside the school. He said:

*—Because I think this one is more effective because it does not only disciplining learners but at the same time it equip them I the subject that you are teaching and also it gives them more information and yet they are being disciplined at the same time.}}*

Correspondingly, **TEACHER 5** indicated that they use alternatives to keep the smooth running of teaching and learning. The participant also implements the

alternatives to control learners' behaviours. The response was not specific as to which alternative measure was used to discipline learners. **TEACHER 5** said:

*—The reason why we use certain measures it is because a school is a learning and teaching environment neither than that one has to follow certain rules for the school to function accordingly, So, We use certain measures to combat the matter or to control the situation or to be able to control the learners as parents as well the educators. ||*

Data collected through interviews from participants indicated that alternatives were implemented to correct ill-discipline, to improve quality teaching and learning and also to make sure that learners understand how to behave in schools as well as in the world outside the school. Some of the alternatives such as suspension, detention and calling parents were mentioned as the most effective measures to correct the discipline in schools. One of the participants suggested that suspension works effectively in schools and classrooms that are overcrowded. The researcher also noticed that when suspension is implemented it is easy for learners to realise that even when they are in a class with many learners. Once you misbehave you get suspension alone and leave the whole class. Therefore, learners learn from that and change their behaviour.

The following question was asked of all participants. In your experience, how do alternative measures used contribute to learner discipline at your school? The purpose of the question was to search additional information on the effectiveness of alternative ways to discipline learners in schools. The researcher also wanted to gain more information about participants' perceptions about alternative strategies.

According to **PRINCIPAL 1** alternative ways to discipline learners had a positive impact on learner discipline and they were of assistance in dealing with learners in their school. In the response **PRINCIPAL 1** said: *—Positively and we also involve class reps to assist us instilling amongst other learners. ||*

**PRINCIPAL 2** also expressed her experiences about the importance of alternatives by saying they assisted to choose a relevant way for learners. Since learners are not the same so having different forms of disciplining them assists them as a school to decide. **PRINCIPAL 2** said:

*—For instance, we have different learners, we have different gifted learners so when you discipline learners we also look at the background of the learners, so meaning that when, the learners who are from townships are different from learners who are from towns, so meaning that when you go by met disciplinary measures in school you need not apply a blanket approach to get positive results from learners, meaning that for you to see positive results of disciplinary measures you need also to consider the background of the learner.∥*

**PRINCIPAL 3** confirmed that these alternative ways to discipline learners were helpful regarding learners' discipline. **PRINCIPAL 3** also eluded that learners discipline has been improving. The response of this participant shows that the alternative ways to discipline learners are working effectively:

*—Well, there has been an improvement in many ways of learners' behaviour. As they sad thing is that they first have to experience the consequences of their actions okay. And sometimes is a consequence such as if you bunking too much then you get suspended or taken out of the register and that's when they start to realize how important it is to adhere to the rules of the school. And also we try and show them that the school is a preparation for the world outside because in this environment get protected they are rules that they must follow and they don't have to you know they are not exposed to those a ... they are not exposed to the real world in terms of having to earn a living in terms of having to face consequences for their actions and so on but we try to teach them that by coming to school punctually you know on time, early by dressing accordingly wearing your uniform and so forth that, by listening to the authorities then you are preparing yourself of life outside the school because out is that what you are going to do throughout your life. You going to wear a uniform whether is a suit and tie you are going to the law whether it's an overall if you are a plumber whether it's the branded clothing of a spar or any of the glossaries stores you have to wear that you have to adhere to the rules and regulations, so they need to see that school is a preparation for all that.∥*

In the same way, **PRINCIPAL 4** agreed with the above **PRINCIPAL 3** to say these alternative measures were helpful in correcting learner discipline in school. *—You know, they .... I think what is helping in my school in particular I also involve RCLs members or classroom representatives so in a way when you involve learners their*

*peers you will that this method does contribute because it's a kind of peer disciplining another peer so I think it's building some results in that regards.*||

**PRINCIPAL 5** was of the same view with other principals to say they are helpful. They impact positively even though there is always a group of learners that cannot change the behaviour even if teachers are trying to discipline them. Overall, the participant indicated that they are contributing positively. **PRINCIPAL 5** said:

*—Well, I would say it differs from one environment to others, or from one context to another context, and since I have worked in others even though in other schools I have been working as a teacher it does contribute to the learner discipline even though you know there are some learners you know each school has got those types of learners whom I can say they are ill-discipline in nature you know but when looking at the average learner our disciplinary methods they are contributing positively especially grade 8 and 9 those are the new learners that are trying, by all means, to be disciplined, cooperative so you know. On average I would say our measures contribute positively towards the discipline in our school, however, there are those the individuals you know, but there are those who are taking drugs, who are taking dagga you know so the impact you know. So, The impact of those substances leads to certain behaviour in a learner so do some of those cases whereby we have those individuals who are known within the school that these are ill-discipline no matter what but all in all there is a positive effect of our discipline measures.*||

The same question was posed to the **HODs**. All of them responded to the question expressing their views and experiences according to their respective schools. According to the response of **HOD 1** alternative ways to discipline learners worked very well in improving learners' discipline.

*—These disciplinary measures impact in learners lives at the school level because the learner's discipline change leading to the better concentration in the classroom which will lead to the better performance as well to his/ her school activities.*||

**HOD 2** also indicated that they improved learners' discipline. Almost all participants were of the view that these alternatives worked very well but their explanations were different. **HOD 2** said: *—They contribute positively, as I have already said that*



*learners are not repeating one and same mistake and misbehaviour patterns in the school.*||

On the other hand, **HOD 3** viewed alternative measures to discipline learners as not a hundred percent perfect. The participant further explained that it is not easy to control learners' discipline using them. As school management they are implementing for the sake of implementing but they are not the solution for the challenge they are facing in schools. The participant explained:

*—As I have indicated they have to a certain level they are not completely helpful because is just to, we do it for the sake of just to control measure for that period so that the teaching can go, can take place. It is not something that I can say is a total solution is not a solution is just a measure so that the things in the school can keep going.*||

**HOD 4** agreed with other participants to say alternatives contributed positively towards learner discipline in schools. **HOD 4** said:

*—I find them to be contributing positive, they are contributing positively because yes a before we use these alternatives, we use to use corporal punishment only to find that because of that we are using even using force some learners would not attitude they would react some of them would want to revenge. Yhaa and of course that was also violating the right of learners but this one of these alternatives I find them to be working because we are not violating anybody's rights, we are not abusing anyone and the learner, some of the measures are the suggestions from the learners so they readily accept them.*||

**HOD 5** also mentioned that they are contributing but to a minimal extent. His response was the opposite of what other participants explained. In this regard, this participant explained and said some learners were uncontrollable. Therefore, these alternatives were not perfect. He said:

*—I would say they have a contribution but minimal contribution because you know the type of learners that we having in these schools they have a lot to deal with and they are not controllable in a way you know hence I have said that as a teacher who went to school during the time whereby the corporal punishment was still active even though it was still fading away. You knew if once you do not comply you know what*

*you get but the one we have you can't they know for the fact and as educators, we know what is right and what is not right so to some degree again but now very less at a minimal that is how they contributed is very minimal the contribution of the alternative maybe I would say it also goes with the nature of the school or the location of the school where you are teaching for instance in my school you know because we are dealing with people I mean learners from rural areas, semi suburbs where you know the crime is high so the attitude that they have also it is not helping it exacerbate it perpetuate their behaviour even at school hence I'm saying for some degree but at very minimal level but not contributing to what we are expecting it is minimal that's how they contributed it's very minimal the contribution of the alternative discipline. ||*

The same question was asked to teachers as well.

**TEACHER 1** revealed that alternative ways to discipline learners plays a vital role in correcting unaccepted behaviours in their school. **TEACHER 1** indicated that so far learner discipline is improving daily. **TEACHER 1** said:

*—As I am on disciplinary committee here at school, I have not in a long run had to sit for a learner's disciplinary hearing or it is quite under control even those small offenses are committed because, during break time where those are mostly committed, teachers are visible on the ground during. Doing ground duties to make learners only play and relax even after school. We no longer have those fights, we usually do opt for search where we search learners' bags for substances, weapons, or any unauthorized material, so what courses do these learners maybe what are the factors that contribute to these kinds of behaviours is that as learners grow especially in secondary schools they start to be exposed in a reality or maybe in a real-world and as such as they try to fit in, so the places where they grow up they think okay whatever that is happening around it is the way to go, there is no one them how to behave or how to go about to life, so they take whatever is in front of them and they apply as a way of living, so I think those factors are the things that are happening in their communities so it comes back and affects the entire school because in their minds they think you know this is right to do. ||*

According to **TEACHER 3** alternative ways to discipline learners are not assisting especially the one of calling parents. The participant insisted that some learners are

orphans and some are staying with grandparents while others are staying with their siblings. Therefore it becomes a problem to instruct those learners to go and call their parent at home. **TEACHER 3** explained:

*—My biggest worry is that, I always say it starts at home, discipline starts at home so that's why to try to get the parents involved. Once parents are involved but you find also a lot of children don't have a parent they stay with grandparents or they stay by themselves so is very, very difficult because if you have an adult present but you call a parent I think it helps if like a teacher is trying to instil discipline. First of all, you have to speak to the parent telling them it is ok I want to do this can I do this? Am I allowed to do this with your child? Like the garden work you have to ask permission for that because now some children are being abused and it's a form of abuse so we trying to get the parents involved and explain to the parents that are no punishment is a way to rehabilitate them so the parent must be involved in disciplining because it's a thin line between discipline and abuse.∥*

**TEACHER 5** simply indicated that they are not working without explanation:

*—Honestly speaking they don't work.∥*

The same question was posed to learners as well. They responded differently, **LEARNER 1** had this to say: *—As I said learners who were disruptive in our school are now changed and are no longer disruptive. So all I can say are they helping learners to change from wrongdoing.∥*

Correspondingly, **LEARNER 2** confirmed that they are helpful. The learner also indicated that it has been in the school for four years and according to the experiences there is an improvement with regards to discipline. In explanation the learner said:

*—They have helped my school grow. For like my school in the past four years have been good because I have been in this school for four years now. Before things were bad but since our principal has changed the way to discipline ourselves everything just changed. Like we coming to school early, but only a few learners that are steel off-road by not doing their home works but our principal is very strict about policies.∥*

According to **LEARNER 3** these alternative ways to discipline learners are partially working. The participants indicated that some of learners take advantage and

misbehave because these strategies are not harsh to them and thus they are not taking them seriously. **LEARNER 3** said:

*—I partially believe that it is the best way of disciplining learners because sometimes it helps learners to change their bad behaviour but then sometimes I see it as a bad way of disciplining learners because some learners do not take it seriously they believe in corporal punishment as they are used to it from their homes so in schools these forms of disciplining them to become useless they do not take it seriously. So they take advantage.∥*

**LEARNER 4** was of the view that these alternatives play a vital role in improving learner discipline. The learner further insisted that his behaviour was changed due to the use of alternatives by his teachers. Therefore, they contribute positively.

**LEARNER 4** said: *—They contribute well because if...For example, I was once detained by the teacher and once given more homework compared to others since I was punished this way I gained a lot and I decided not to behave badly in the classroom. So I behaved very, very well.∥*

In contrast, **LEARNER 5** argues that alternative measures used to discipline learners only work as a guide but do not change the way learners behave. In the response he said:

*—Not every learner in a learning environment is there to learn, in my view can be categorized as being disruptive factors, and in that case, that's where disciplinary alternation comes in. Their contribution is sole to the stabilization of the school setting. With regards to discipline, they assist in giving or acting as a guide to learners with regards to what can be considered to be conventional behaviour.∥*

Overall almost all participants indicated that alternatives used to discipline learners do contribute positively towards learners' discipline. Some of the participants stated that sometimes these alternatives are not harsh and as a result learners do not take them seriously and they continue displaying bad behaviour within the school premises. This concurred with behavioural modification theory cited by Singo (2017) (refer to Ch. 2, 37). In addition, data collected revealed that there is still room for improvement. Moreover, some of the participants indicated that some of the

alternatives such as suspension and calling parents assisted them in correcting bad behaviour by learners in schools.

## **5.7 THEME 5: Challenges faced by principals and teachers in the implementation of alternatives to learner discipline in secondary schools**

The researcher posed the following question to participants: What challenges do you face in the implementation of alternative discipline practices in this secondary school? Participants were asked to respond to the above question. Their responses have been categorised into sub-headings taking into cognisance the common aspects cited as challenges faced by principals.

### **5.7.1 Lack of parent support**

According to Jinot (2018), a lack of parental participation in disciplining learners causes huge challenges to secondary schools. Jita (2018) and Yusuph (2017) further explain how these challenges affect disciplining learners (refer to Ch. 2 page 33). Some of the participants agree with the literature reviewed by the researcher. They responded as follow:

**PRINCIPAL 1** insisted that parents are not cooperating with them. When they are called to come to school sometimes they do not come. Some of learners lack discipline because of their backgrounds. You find out that they were not trained on how to behave back at home. Therefore, teachers have to start afresh instilling discipline in learners. The participant further suggested that parents should take seriously their learners' education. **PRINCIPAL 1** said:

*—Some parents they don't co-operate so you send a learner home because of ill-discipline because some parents they don't even come. If parents can come and take learners' education seriously I don't think we will be having these outcries of ill-discipline of the learners. I think is just the minimum challenge. The background of learners, some learners just come to school and if you look at the back at home there is nothing that has been done by parents in terms of shaping them because as teachers we come as the second parents to them so the background to some is not*

*been laid on how to behave like a child so when they come to school we start from the scratch shaping them.*||

Correspondingly, **PRINCIPAL 2** concurred with **PRINCIPAL 1** to say parents are not cooperating with them at school in dealing with discipline. **PRINCIPAL 2** said: —*So in as much as we use these alternatives to disciplinary measures, there are limitations whereby we also don't get co-operation from parents.*||

Similarly, **PRINCIPAL 3** was of the same view with other principals who indicated that parents are failing to assist them in moulding learners who display ill-discipline in schools. In the response the principal said: —*One of the challenges and also we find that in many cases parents turn a blind eye to their children's story.*||

**PRINCIPAL 4** further insisted that lack of cooperation from parents is the major problem facing the school in fighting against unaccepted behaviour in schools. The participant further elaborated that some parents are residing far away from the school. Some are working. It is not easy to get hold of them. **PRINCIPAL 4** explained:

—*The second one is the cooperation from the parents' side because some of the disciplinary measures need the involvement of the parents so it is very difficult to find some of these parents that is the second one. And as I should think the other one will be the where you will find that the parents are residing very far you can't even find them so you will have to maybe communicate with them via telephone and all those things but so far I should think the most serious one is these two: the cooperation from the parents as well as teachers who are not well converted to these new methods.*||

In addition to the above responses, **PRINCIPAL 5** indicated that some of the parents fight against the use of some of the alternatives such as suspension. Additionally, he stated that even the department is always listening to parents and taking their side. **PRINCIPAL 5** explained: —*Then also sometimes there are cooperative. When you suspend a learner some parents complain that you are disadvantaging their learners then you have to explain that it is not an expulsion but it's a suspension but it's a challenge because sometimes the department also when the parent are challenging the department, the department come back and want to challenge up to you.*"

During the interviews all principals shared that involving parents was the challenge. Most of them indicated that parents were not assisting in terms of disciplining learners. Instead, they complain about the use of suspension. The research also indicated that some of learners had no parents while others were not able to come to school with parents since they were working far away from school. Data collected revealed that there is still a need to encourage or have a policy that forces parents to work hand in hand with teachers in dealing with learners' ill-discipline.

The same question was asked to HODs who participated in the study. All participants responded differently. **HOD 1** stated that parents were cooperating but there were those few individuals who were not willing to assist in disciplining their learners. **HOD 1** said:

*—And also for there are few parents even though the majority you find that is co-operating with the teachers and also with the school in terms of the implementation but there are few individuals whom you find out that they are not willing to partake as a result that will delay the process as all the parents need to be involved in their learners or their kids' work. Few parents are not co-operating with teachers and the school. The parents of the learners so they tend to be far or distant as to make sure that their names are not involved in the disciplining of the learners.∥*

Similarly, **HOD 2** further confirmed that parents were not coming to school whenever they called them to come and attend the case of their learners. Sometimes parents come and attend the case but take the side of their child. Therefore, the biasness affects the learners' behaviour negatively:

*—You find that even other parents are not happy when it comes to the discipline of their children and it's a challenge because you find that parents are taking sides for instance you cannot take your child's side in front of her/ his teachers because that makes the discipline practices not to be easily implemented in the school.∥*

**HOD 4** was also complaining about parents who fail to cooperate with them in disciplining their children. In response **HOD 4** said: *—Sometimes some parents you find that some parents are far away from here and some parents are not co-operating will not co-operate.∥*

All participants shared the same challenge as principals to say parents are not cooperating with them towards learner disciplining processes. Therefore, it becomes very difficult to implement alternative ways to discipline learners. Their views concurred with the views of assertive discipline modification theory cited by Kimaro and Machumu (2015) (refer to Ch. 2, page 31).

**TEACHER 1** and **LEARNER 5** also confirmed that parental involvement was a problem in schools. **TEACHER 1** said: —*Parents negligent.*||

Similarly, **LEARNER 5** explained as follows: —*So parents they are not cooperating, they are not working hand in hand with teachers in disciplining us as learners and some learners they are very, very, very cheeky they do not work hand in hand with teachers so that makes it so difficult for teachers to implement.*||

The above information confirms that parents also contribute to the challenges faced by teachers and principals as well as HODs in implementing alternative measures to discipline learners. This concurs with Brunette (2017) (refer to Ch. 3 page 39) in that lack of cooperation from parents impacts negatively on the implementation of alternatives. In the above responses, most participants indicated that parents did not cooperate with the school. When they are called in they come with excuses such as lack of time as they are working while others were not staying near the schools as learners were renting. Information collected from participants linked with literature (Jita, 2018 & Brunette, 2017) (Refer to Ch. 2, pages 39 and 45).

### **5.7.2 Lack of powers for principals and teachers toward alternative measures**

Research also indicated that teachers and school management do not have the power to decide on their own. This also came out from some of the participants. The issue of power was the concern. One of the principals explained using his experience as a principal in one of the schools he managed previously. **PRINCIPAL 5** said:

—*I think there is particularly when it comes because you see what , I think the powers, I think , I think one thing that would also help schools in general in particular secondary schools maybe if the powers can be given to SGBs and the SMT particularly the principal because you see as long as the power to expel the learner*



*is not within level of the principal or the level of the school or the level of the level of the SGB then sometimes it become very serious problem when you are recommending maybe an expansion of a learner and only to find that the process is going to drag for two three four years maybe by the time the outcome come the learner has long gone i think that is one that I would suggest maybe the powers can be given to principals of schools , SGBs, to deal with these matters of course there should be guidelines because we are not promoting a situation where principals or SGBs are going to expel learners on a daily basis but if the be given powers because you see if the powers are resting in only one person an HOD and just imagine how big is the province so you will find that maybe there are back locks is not prompt response those are the kinds of telling us as principals that no you are simple wasting your time if you recommend a learner to be expel because in all fairness when the response come. I had a situation at times where I was a principal then where we were recommending expulsion of a learner who was doing grade 9 he committed a very serious offense stabbing one child to death. But now we recommended an expulsion when the results came then the learner has long gone which means the results or the outcomes only came after more than four years so what is the use so that is the one thing that I would recommend.¶*

In addition to the above information, **HOD 3** concurred with the above participant (**PRINCIPAL 5**) and said the Department of Education should not support learners who are not behaving well in school. Instead it must help those who are keen to learn but are disturbed by ill-disciplined learners in the classroom. The participant also shared the views to say the department continues to charge teachers who implement suspension in schools and further suggested that this must end. In responding to the question this was the participant's response:

*—One thing is I think the department of education must protect those learners who are kin to learn. How the department does that? By allowing the teacher to have the powers to chase out the children who are naughty in the classroom that must not be in question because how are we going to teach when one learner is laughing is playing you can't do anything to that learner so you have to it means in a lesson of one hour maybe in twenty minutes you are not teaching you have to say so and so please stop doing that, please stop doing that but if educators were given those powers to say those learners who don't show an interest must stand outside then*

*you can teach those learners who are kin are interested who want, who are worried about their future because there are those. But this issue of the department saying teachers are not allowed to chase out the learners and it's unfair. That is what I can share with you.*

Lastly, **TEACHER 5** indicated that teachers were also restricted by the department in some of the alternatives. **TEACHER 5** said:

*—I think as the educators, we are restricted somehow, somewhere yes as much as we do have sittings in our meetings but I think per grade or per phase, we need to sit down as educators, come up with strategies so that when we have these meetings we have different alternatives of one voice whereby in the grade 7 phase, in the grade 8 phase, in the grade 9 phase, you name it. This is what we have come up with and this is our challenge and we need to solve them accordingly for us to achieve our problems ahead.*

Then, these participants believe that lack of power is the most challenging aspect to disciplining learners. The power to decide on how to reduce discipline is taken away from teachers and school management by the Department of Education. The department limits teachers to decide on their own while at the same time they have to make sure that ill-discipline is reduced in schools. The 'how' part is the challenge because even the policies were not specific or clear. The department also failed to provide training to schools. Duong et al. (2020) concur with these participants by saying lack of understanding of alternatives affects teachers negatively (refer to Ch. 3 page 41). Therefore, the lack of knowledge about alternatives also contributes to the use of ineffective strategies. Other researchers further stated that most teachers were still using corporal punishment since they had not yet understood the alternative measures to discipline learners (Cvetkova Dimov et al., 2019) (refer to Ch.3 page 66). The researcher noted that teachers have been failing to implement some of the alternatives because of the fear of the Department of Education. Some of the teachers were not clear whether they are allowed to implement suspension or not. As a result of that the data collected shows that teachers were not implementing some of the alternatives. My suggestion to this challenge is to encourage the department to go down to the field and train teachers in the form of workshops, listen to their views and equip them on a regular basis. Teachers and SMTs should also be

trained and given the power to rule in their respective schools since they handle these disciplinary challenges on a daily basis.

### **5.7.3 Lack of support from the community**

Data collected through interviews also revealed that lack of support from the society where the school is located was seen as one of the challenges faced by school stakeholders in implanting alternative strategies to discipline learners. Participants responded differently to the above factor.

**HOD 4** said: *—And also it is... because there is no fencing here people are walking in and out here, People from the community, some coming here to sell drugs to these learners and then it becomes very difficult. Others are coming to rob these learners here, just come to take the cell phones rob the learners and rob the teachers then you try to.... It is very difficult people are just walking here from the community.¶*

**TEACHER1** further supported that school community is failing to protect teachers and their school even those they see everything happening around the school. Additionally, the participant suggested that the community should play a part in assisting teachers and work together very close. **TEACHER1** said:

*—Ahh as far as a school we cannot do it alone we need community, we need parents we need every stakeholder that is affected by the school or maybe that has or is linked to the school because at some points there are things that happen in a community then end up happening even inside the school, so we can try and discipline learners in the school but with those few hours when they go back to the community then they change the behaviour again so it will be more like we are going back and forth. So what I can add is that to work very closely with the community and the community need to show the dedication in what we are doing and then they implement those measures even back at home.¶*

**TEACHER 2** shared that the government must communicate with the community and trains them in making sure that learners are not disciplined only inside the school but also in the community as well. **TEACHER 2** noted:

*—And also the government or the department must engage the community too much the community is not well equipped about these things seemingly they are still using*

*those ancient ways of disciplining learners like if my child is doing the wrong thing I must hit him up they will always come up with and say that even though we are in 2021 they know exactly that it was abolished years ago but they will always encourage you that you must use that one so it seems like the community is not aware of what is happening at school and they are not aware of the policy and the changes in the departments so the involvement of the community is highly needed there so that they understand what is happening in the school and how kids are punished at school.}}*

The above information revealed the community had a role to play in schools but in most schools the community does the opposite. They promote ill-discipline, fail to assist schools, and also assist learners in doing unaccepted acts in their schools. Therefore, teachers and principals are working hard in reducing ill-discipline in schools but with lack of support from the community. Data collected also revealed that government had a role to play. They need to organise trainings to equip the communities on how to deal with learners' ill-discipline back at home. If the community can assist them, teachers can fight ill-discipline. Sometimes people who sell drugs to learners are round the school and come from the community; therefore, it is the duty of the community forum/police to reduce illegal abuse in schools. One of the participants further stated that the community also plays a part in robbing teachers and learners in schools. Lastly, learners start to use drugs and other illegal substances in front of the community members and further come to school addicted and it becomes very difficult for teachers to stop them.

#### **5.7.4 Unclear policy on how and when alternatives should be implemented**

Participants also mentioned that the Department of Education in our country had failed to provide policies with clear guidelines and strategies to implement alternatives. They also indicated that the present policy was too general and not specific on how and when to implement different forms of alternatives. Instead, they were just told to get rid of using corporal punishment.

**PRINCIPAL 1** expressed his experiences and stated:

*—Maybe if the department can come up hence scratched away the corporal punishment if it can up with a clear policy on how to discipline learners, especially to these new teachers maybe with us older one its better but it's challenging for them because they face these challenges of ill-discipline in their classrooms so we come and intervene using our experience on how to discipline learners. So if the department can come up with simple ways as an alternative measure to corporal punishment discipline learners it can be better. ll*

**PRINCIPAL 4** said:

*—I think one of the challenges is that it is not yes one understood even amongst the teachers that is one challenge so if then the teachers themselves do not understand the alternative methods it is going to be very difficult for them to implement them. So that is the one serious challenge. The department is only saying okay use some alternatives but is not coming up with the alternatives so the department should come up with specific strategies for specific offenses you see. The department becomes I think that is the only thing that can be added and then our schools will run smoothly in that way. ll*

According to the data collected from the above two participants teachers in school are struggling to implement alternatives. The reason for not implementing them is clear, because data collected indicated that teachers were not trained about these alternatives. Secondly, the implementation of alternative ways to discipline learners was not part of their formal training. Therefore, the Department of Education should train them and make sure that they understand the alternative measures and how to implement them in schools.

### **5.7.5 Overcrowding classes**

One of the participants further indicated issue of overcrowding schools in secondary schools, especially in classrooms, which leads to uncontrollable ill-discipline. In the response **HOD 5** said:

*—Since we are ... generally our black schools they are there is over enrolment or huge enrolment sometimes it is not easy for us to detect something before they even*

*happen, we have big classes whereby you find that teachers it's not easy for them to detect what is going to happen next or making sure that they have individual attention to learners.¶*

#### **5.7.6 Poor understanding of alternative measures by teachers and learners**

Data collected through interviews also revealed that teachers as well as the management of the school were failing to implement the alternatives, not because they were not committed but through a lack of understanding of how and when to implement them. The researcher's findings from three participants are explained below. Firstly, **PRINCIPAL 4** in the response said: *—I think one of the challenges is that it is not yet understood even amongst the teachers that are one challenge so if then the teachers themselves do not understand the alternative methods it is going to be very difficult for them to implement them. So that is the one serious challenge.¶* **TEACHER 5** added by saying: *—Teachers themselves fail to implement them correctly and somehow exacerbate and cause conflict between the teacher and the learner.¶*

Additionally, **HOD 4** agreed with the above participants and expressed by explaining their experiences as follows:

*—Yhaa, I think for these alternatives to work schools need to be assisted by the department. They should come up with something like that to say you see if the learner is doing these, this is what we should do because ours is, we are trying all these different things but sometimes you find that this one is not working you try another one is not working and take, it's time consuming and is not even working 100% sometimes as a teacher or you are not, you don't know what to do if the learner is doing this, which or/ what am I going to do because as the policy is a policy says you don't do this you see so I think the department has to prescribe the measures that need to be followed by teachers and the school, we'll let the department tabulate at least some offenses, it knows what offenses are likely to be committed by learners at school then the department must say ok if a learner is coming late to school this is what, these are the things you need to do. A learner is insulting others, the learner is fighting here, the learner is abusive to other learners is bullying then these are the things that you should do. The department is only saying*

*okay use some alternatives but is not coming up with the alternatives so the department should come up with specific strategies for specific offenses you see. The department becomes I think that is the only thing that can be added and then our schools will run smoothly in that way.*

The above participants confirmed that some of the challenges of uncontrollable learners were caused by a lack of understanding of alternatives by teachers. The data collected from participants revealed that teachers were not implementing alternatives correctly; at the same time learners were able to notice biasness from teachers. The data also shows that some of the teachers were not implementing the alternatives due to lack of understanding. Some of them had a fear of implementing alternatives saying they are against the policy of education. Participants also shared that some teachers implemented alternatives but in a wrong way, such as suspension instead of detention. Canter's Assertive Discipline model (2001) recommends that principals and educators use a three-part discipline plan to assist learners develop self-control. Therefore, this theory suggests that teachers need to have common understanding and implement the same alternatives in a similar case.

#### **5.7.7 Learners' resistance to alternative measures**

**LEARNER 5** in response to the above theme indicated that: —*The biggest challenge faced by teachers is that some learners tend to not adhere to these alternatives.* The above response revealed that there were learners who were not responding to these alternatives even to those who there were there to change their behaviours. The researcher posed the following question: What challenges do you face in the implementation of alternative discipline practices in this secondary school?

This question was asked to all participants, excluding learners. Some of the participants responded similarly but explaining different experiences and scenarios. Some participants had contradicting explanations while others were able to come up with the same views. Some of the ideas concurred with the theoretical framework and literature review (Cvetkova Dimov et al., 2019) (Refer to Ch.3 page 45).

Participants were requested to share their experiences based on challenges they come across when implementing alternative ways to discipline learners. At first the question was put to principals who participated in the form of interviews. In their

responses they responded differently. **PRINCIPAL 2** shared that in their school they have a problem with high enrolment. Schools are overcrowded and as a result they are unable to monitor and control learners' discipline. They are also struggling to detect wrong doing in time because of the high numbers of learners in classrooms. The participant further mentioned the issue of parental involvement as it was shared earlier on. **PRINCIPAL 2** expressed their experience as follows:

*—Since we are ... generally our black schools they are there is over enrolment or huge enrolment sometimes it is not easy for us to detect something before they even happen, we have big classes whereby you find that teachers it's not easy for them to detect what is going to happen next or making sure that they have individual attention to learners, so in as much as we use these alternatives to disciplinary measures there are limitations whereby we also don't get co-operation from parents, whereby learners they are also demotivated because of their environment.∥*

**PRINCIPAL 3** indicated that one of the challenges is that learners do not understand other measures to discipline them. They are used to corporal punishment so they do not take alternatives seriously. The participant further stated that family background and some of primary schools they attended before used to implement corporal punishment. The other issue that came out from the interviews is that most of the parents always take their side and defend their children even if they have committed a crime.

The researcher noted that parents are very much on the child's side and that is bad but there must be some kind of acknowledgment that look this is my child, the child has done something wrong and he /she needs to be also disciplined by both parents, and the teacher and the parents have to speak on the same page. When parents also speak ill of teachers then it is passed down to learners. Then the learners start to lose a lot of respect for the teachers. So ideally it comes down to how the school and how the teachers are perceived in their communities and in their homes.

**PRINCIPAL 3** said:

*—I think one of the challenges is that the children don't understand that discipline is not about corporal punishment, they don't understand that and I still say it is because of the environment that they come from either at home where if they not obedient*



*that they do not get punishment or physically punished okay and/ or in previous schools that they said where discipline is administered through cane and the physical violence and so forth. So when you tell them that if you continue like this is the results they don't understand that until the end of the year comes when are repeating the grade and sometimes this improve matters because they start to realize that hey this is what we were trying to show them but the challenges that is one of the challenges and also we find that in many cases parents turn a blind eye to their children story.||*

According to **PRINCIPAL 4** lack of understanding was noted as a challenge in schools when it comes to implementation of alternatives. **PRINCIPAL 4** said: *—I think one of the challenges is that it is not yes one understood even amongst the teachers that is one challenge so if then the teachers themselves do not understand the alternative methods it is going to be very difficult for them to implement them. So that is the one serious challenge.||*

**PRINCIPAL 5** revealed that lack of cooperation between teaching staff and management also affects the implementation of alternatives in secondary schools. **PRINCIPAL 5** said:

*—There are some teachers like those who are teaching maths and physical sciences when you suspend these learners for a week they also complain that no we are being troubled by these learners who are absent because when they come back they go back and re-teach the content that they taught in their absentia and there is nothing we can do. So there is nothing without its shortcoming. It means these means of punishment that we are using also have shortcomings so those are the challenges.*

The question was also posed to **HODs**. Then, they also responded in the same way but sharing different scenarios according to their experiences. **HOD 1** stated that some of the teachers tend to be against the alternative to be implemented in a specific case. Some of the staff members are more biased when it comes to implementation. If the learner who did something wrong is a child of a relative of a teacher must the teacher decide not to discipline such learner? **HOD 1** said:

—One on the side of the teachers is that the teachers tend to be far distant in what to be implemented in terms of the discipline of the learners because you find out that some of these teachers maybe they are the relatives to the learners and or to the parents of the learners so they tend to be far or distant as to make sure that their names are not involved in the disciplining of the learners. Secondly, in terms of the SGB some of the disciplinary measures, it takes time for the SGB to approve them because you will find out that they would be conducting those long meetings since they are arguing about strategies to say that maybe one is not good this one is good so they tend to argue about all that.¶

What are the challenges faced by your teachers in the implementation of alternative discipline practices in this secondary school?

The above question was specifically asked of all learners who participated in the study through semi-structured interviews. They responded as follows:

**LEARNER 3** said: *When learners are suspended they lose a lot of lessons, as a result, they fail at the end of the day but when they fail they blame is shifted back to teachers as people who are not teaching. The failure of a learner becomes a fault of the teachers.¶*

The responses from all learners were generally similar to the responses from teachers and management. In summary, all participants had something to say about challenges they come across when implementing learners' ill-discipline in schools. The overall findings indicated that challenges are caused by a lack of cooperation between parents and other departmental officials. Sections 8(1) and (2) of the Schools Act (1996) mandate that the SGB be in charge of developing a code of conduct for learners through a consultative process as evidence for this claim. Together, parents, teachers, and learners should participate in the consultation process. These consequences reflect the assertion made by some researchers that the Department of Education does not provide teachers with adequate assistance in handling discipline issues with learners (De Witt & Lessing, 2013).

## **5.8            THEME 6: The effect of alternatives on learner discipline at secondary schools**

### **5.8.1 Strategies developed and used regularly in managing learner discipline in school**

The study also revealed various alternative ways to discipline learners in secondary schools. Participants were asked the question below and they responded in various ways. The aim of the question was to identify all alternatives used in schools. Which strategies do you develop and use regularly in managing learner discipline at your school?

Firstly, **PRINCIPAL 1** indicated that in school they make sure the code of conduct is visible for all learners pasted on all school notice boards and displaying walls as well in the classrooms. Learners also participate in the formulation of their own code of conduct. —*Each classroom has a code of conduct posted on the notice board. Learners in their classrooms formulate their classroom rules with teachers so that they own rules and feel that they are not imposed on them.*||

**PRINCIPAL 2** shared that in her school they have a committee responsible for formulation of code of conduct as well as in the school of **PRINCIPAL 1**. In the same way the participant concurred with **PRINCIPAL 1** to say learners were also involved in compiling the code of conduct in the school but they were represented by the RCL members in the committee. In addition, the participants confirmed that they also cooperated with the community policing forum, police and correctional service officers in dealing with learner ill-discipline. **PRINCIPAL 2** said:

—*First of all in our school we have what we call disciplinary code, formulation of disciplinary is key and we also make sure that in a disciplinary committee we have as a principal or chairperson you have your members of the SMT we have teachers, we have also your RCLs for all the stakeholders to be represented, so we develop that and we also make sure that we work hand in hand with community policing forum, police and correctional services to assists us in terms of getting good strategies in school.*||

**PRINCIPAL 3** mentioned the most important alternative which is calling parents as one of their strategies. They only rely on communicating with parents in the school. **PRINCIPAL 3** said: —*One of the things that we do is the communication with the parents, I think that is very, very important we find it tough because if a child can*

*show a lot of ill-discipline we contact the parent they come in and in the presence of the child we do this because what we found is that when you speak to the parents without a child present then the child will twist the story or the incidence to suit him/herself so we insist that the child must be present when we are discussing that. Okay, what we also do is that if children don't want to bring the parents we found that so what I have resorted to is giving them letters for the parents and if their parents don't come to school they may say not be allowed in their classrooms and this is particularly effective the nearer you get to your exams because they are so afraid of missing out the exams than they have to bring their parents. So in that way in most cases that work with the communication with parents. Communication with parents is so important.¶*

Correspondingly, **PRINCIPAL 4** agreed with **PRINCIPAL 3** to say parent involvement was the best strategy they used to discipline learners. Data collected also revealed that learners do not feel comfortable when parents are called to attend their cases at school. The report of the principals concurred with the reviewed literature (Obiero et al., 2018) (refer to Ch. 3 page 45). **PRINCIPAL 4** said:

*—I think one major one which I should think they find more discomfoting is when you are going to involve the parents. So that is the most useful one so what I use to do I have the list of them, I call in the parents we take the journey together with the child. So whatever final decision in terms of the final decision of the matter we take it collectively and the parent and also insists that the parent sign on the dotted lines.¶*

**PRINCIPAL 5** explained how they implement alternative ways to discipline learners. In the response the participant explained how they involve parents in the formulation of the code of conduct. The participant also indicated that they collaborate with learners and parents and discuss together and further come up with a consolidated agreement where every stakeholder signs the code of conduct and owns it as well.

*—Well it's a, one of the things that always assist us, we always refer to the code of conduct because all those ways of or means of disciplining learners we discuss them with our learners at the beginning of the year whereby a group of all-male teachers they will call upon all male learners having the discussion of school conduct as well as all-female teachers will have time to discuss code of conduct with their female learners so even the measures of disciplining are also discussed there so that each*

*one understands. that if you do 1,2,3 and then 4,5,6 will happen so it is not something that we have hidden so after we have discussed these with our learners we also invite parents to come to school we also discuss the same thing with the parents. So when you let them sign these codes of conduct they own it so when they own it, they can collaborate because there is something that we agreed upon at the beginning of the year. So when we engage them in these talks.¶*

Most responses revealed that learners were disciplined through use of the code of conduct. Additionally, data also shows that parents were involved in almost all schools to assist in disciplining their learners.

The same question was asked to **HODs** who participated in the research study. All five **HODs** were able to express their experiences in terms of strategies implemented in their relevant schools. **HOD 1** indicated that in their school they are implementing several alternatives even though personally they are normally using a periodic register which is believed to be used only to monitor attendance. At the same time it was indicated that learners were unable to miss school without a valid reason or reporting to the teacher. **HOD 1** said:

*—There are various strategies that we are using. Then I would just like to mention a few. The one that, I am currently using now. One, every period has its periodic register. Secondly, latecomers are being recorded. Thirdly, learners sign their register for the day. And lastly, there are no learners that are being allowed to miss school without a report from the parent.¶*

**HOD 2** reported that in the school they stick to the disciplinary committee as the engine for the school discipline strategy used to fight against ill-discipline. They work hand in hand with the school governing body members and other relevant stakeholders:

*—Of course at school, at our school, we have a committee known as the disciplinary committee where you sit down with a child, you write a letter so that the child can give a letter to the parent automatically you call the parent you have a meeting with the child and the parent so is going to be easy because you explain whatever problem. Everybody is here the child is here the parent is here the teachers are there so it's easy to sit down and try to solve the problem in the presence of all the*

*stakeholders if it needs to be to call the SGB and other many other stakeholders we just do so.*||

**HOD 3** insisted that calling of parents is the most common alternative they use in the school:

*—As I said earlier is to send them back home to call their parents. That is the best option that we use in our schools because parents make things easier for us, when they come to school we bring all the teachers who teach the child to report to the child.*||

**HOD 4** revealed that in their school they also implement detention. The participant further stated that they also collaborate with parents as well as SRC members. **HOD 4** said:

*—Yhaa, well detention we always detain learners who misbehave of course is break and after school. We are trying to do that. We also try to involve parents as much as possible. We also use, try to work hand in hand with the police trying to do some campaigns, and awareness campaigns here so that these learners cannot learn the effects of misbehaviour and so on. So that is what we are trying to do, we are trying to use parents, to involve parents as much as possible although some of these parents don't co-operate. We also try to use the learner representatives that are the SRCs in trying to control the discipline here.*||

The same question was posed to teachers who participated in the study.

**TEACHER 1** in response to the question indicated that at school they make sure that they control the entrance gate to check learners if they come in full uniform. **TEACHER 1** also mentioned that as teachers they also make sure that during break hours they are visible to minimise fighting amongst learners. The collected data also revealed that teachers also make sure that they search learners' bags to ensure that they do not bring drugs and knives or any weapons to school. The researcher noted that in the school teachers were also implementing strategies to prevent ill-discipline before it happens. **TEACHER 1** stated:

*—The visibility of teachers at the gate to make sure that every learner that is getting in the school comes properly dressed or maybe is well prepared to be at school,*

*teachers in a class all the time so that there will be a chance whereby a learner can do something that is out of hand. As teachers on the ground during break time we are always visible around the round of the school in between the learners so we see everything that they do even if they start to fight we quickly there and try to stop that before it gets out of hand then there are times whereby our principal instruct us just to go and do it in classes without informing them then we put them aside then we search their bags then to check if there is no knives may be any weapons, maybe drugs. We used to find those things but after implementing that now and then, it is no longer a case now we go there and come back with nothing.*||

**TEACHER 2** stated that in their school they implement the strategy of calling parents instead of dealing with learners alone. The participants also indicated that learners when promised that parents will be called in they immediately change their behaviours. **TEACHER 2** said: —*The strategy I find useful is using hearing as a form of disciplinary measure. I always promise the learner to call his/her parents for a hearing if they continue doing wrong behaviour.*||

According to **TEACHER 4** in their school they make use of a disciplinary committee. They implement a code of conduct policy which is signed and approved by the parents and learners as well as teachers. Whenever a learner does something wrong it is referred to disciplinary committee. In the explanation the teacher said:

—*We have a disciplinary committee of which now it develops... it's has got its own rules or its policies that have been developed and then this committee also includes the parents in the form of SGB, Educators, and some Learners so they are the ones that are. have come up with some ways of disciplining learners even if now the condition is beyond your control as an educator at least you can take the case now to the disciplinary committee.*||

Learners were also asked the following question. Which strategies do they develop and use repeatedly in managing learner discipline at your school?

According to the views of **LEARNER 1** teachers used suspension as the alternative to discipline learners who repeatedly displayed ill-discipline in schools. The participant revealed that learners were given warnings at first. The learner explained: —*A learner does not get suspension at first teachers monitor the behaviour closely*

*and motivate a learner to conduct himself acceptably but once you repeat wrongdoing you get a suspension.*||

Data generated also revealed that detention was used as the alternative in schools. During the interviews **LEARNER 2** indicated that parents were also involved in disciplining learners. **LEARNER 1** responded: —*Detention is a number strategy they use and the parents check us as learners. They can send a voice note or a message to your parents complaining about your behaviour any time.*"

Correspondingly **LEARNER 3** responded: —*Suspension.*||

**LEARNER 4** stated that in most cases learners who committed offence are given more homework than others. In the response the participant expressed the experience as follows: —*The strategy they use repeatedly is the one they use to give learners more home works as compared to others I think the main purpose of using that strategy is because that strategy is useful and is also contributing to learner development.*||

Lastly, **LEARNER 5** stated that sometimes learners who distract the class were instructed to stand up for a specific period while the teacher is teaching. **LEARNER 5** said —*In my school, several strategies have been developed for the discipline of learners. One of those is when one student or many are making noise and disrupting the class. The teacher then instructs them to stand for a specified period as to minimize ill-discipline.*||

The responses of the most participants confirmed that teachers were implementing suspension, detention and calling in of parents. Most participants further revealed that parental involvement was seen as the best method in dealing with learner discipline but some of participants indicated that sometimes parents do not respond. The participants' views corresponded with Aksoy (2020) (refer to Ch.2, page 33).

The same question was asked to the **HODs**. What alternative discipline measures do you use to discipline learners in the school?

According to **HOD 2** detention was the best used alternative way. They also close the gate for late arrivals. Calling of parents and suspension were mentioned by the participant. In the explanation the participant also highlighted that according to her



understanding they are not supposed to implement suspension because it is against the departmental policy. Therefore, the researcher also noted that teachers and the school management fail to understand the policy. Lastly, the participant also indicated that as management they consult the parent before suspending a learner but if the parent does not agree with that they withdraw their decision.

**HOD 2:** *"I understand that there should be many ways of disciplining learners so like for instance I think detention is the best. Detention is the best and also excluding them from other activities like for instance: I am a netball player, netball teacher, netball coach as well so once a child does not behave appropriately. There are tournaments that the child, for instance, cannot participate in so those are other ways of trying to discipline them and make them be people that we are expecting to be short. There are many ways that we use to discipline them for instance I will mention a few. I will mention late coming for instance, what do we do when learners come late to school. We close the gate and we know that is not against the law, education law allows us to close the gate when the learners are not coming early to the school. So it goes back to what I have said earlier on that we must also teach them about punctuality which is lacking in our African schools. Secondly when they have done things that are not right something that is against the law, for instance, bunking class we call parents and we suspend them for seven days. We discuss that we are discussing that with their parents, so it's up to the parent if the parent wants us to continue or not. If the parent is not happy we do not do that but it must be an agreement between the school and the parent."*

Similarly, **HOD 3** also mentioned that detention is one of the alternative ways they use. It was mentioned that sometimes learner are also suspended from class but its use is against the departmental policy. This concurred with the statement made by **HOD 2**. In addition, the participants confirmed that they also call parents to come and attend the case of a learner. In the explanation **HOD 3** said: *"One of the measures is detention. We detain learners maybe after school which is also a huge challenge not easy. We would like to discipline learners by sending them out of the class sometimes because they disrupt the classes but according to the policy of the department you are not allowed to do that, but it could fail the lesson for the day if they are disrupting your class then they have to stay outside but now it is a problem. So we detain them. One other thing is to issue them letters to fetch their parents so*

*we can report their misbehaviour to their parents. Those are the only ways that we use."*

**HOD 4** alluded that there are many alternative ways to discipline learners in their school. **HOD 4** mentioned detention, motivation, modelling good behaviour, use of police and ex-offenders, compiling of code of conduct and verbal as well as non-verbal warnings. The participants highlighted many alternatives compared to other participants. This shows that teachers have knowledge of alternatives but there are few commonly implemented effective alternatives in schools. **HOD 4** stated:

*"Well in this school I think the first one that we use is motivation. We use incentives of course. The other method: we use is detention where we detain learners during break the learners who have misbehaved. Detain learners during the break and after school that is what we do here. The other one is the Modelling of good behaviour where we enforce the values which will intend to help to develop a character. We always encourage our teachers to practice the behaviour they expect from the learners. We also work for hand in hand with, that is the use of police. We always report serious offenses. We also work hand in hand with the social worker that is another strategy. We make use of ex-offenders to educate our learners on how to behave themselves to avoid committing offenses like that, that is what we use. Another strategy that we use here is a, we use the code of conduct whereby we involve; we actively involve our learners in the design of the code of conduct. Another one is the strategy that we use here in the school is verbal and non-verbal interventions. We do use verbal and facial warnings without of course interrupting other learners."*

Correspondingly, **HOD 5** also indicated that they use detention, suspension, and also give ill-disciplined learners extra work: *"As I mentioned in the previous question, now I will give those alternative measures. 1. Detention, also gives extra work to those learners. Sometimes you instruct them to assist the cleaner. They must clean along with the cleaners of the school. You talk with the learners, you sit them down and you talk so those are the same or the common alternatives ways towards discipline."*

Three **HODs**: **HOD 2, 3, 4,** and **5** responded in a similar way to the principals but in their responses there was a common alternative that was implemented in all schools.

Detention appeared as the most common strategy. In addition to the above, the other alternatives of calling in parents, cleaning toilets, and verbal warnings were also mentioned by most **HODs**. Lastly, **HOD 4** further elaborated in length on the issue of using motivation where learners are being motivated for good doings in front of other learners. In the discussion, it was also insisted that motivating learners in front of their teachers and other learners and also in front of their parents is a help. To conclude it was highlighted that the use of ex-offenders also played a vital role as a strategy used to promote accepted behaviours in schools.

The following question was posed to all participants: "What alternative discipline measures do you use to discipline learners in the school?" The aim of the question was to gain more information about the usefulness of alternative ways to discipline learners in school as well as the capability of the participants in dealing with discipline through alternative measures in schools.

The main aim for posing this question was to find out if schools are using the same method for learner discipline or not. At the same time the researcher wanted to gain more information about the effectiveness of each alternative way to discipline learners. The aim was also to identify alternatives that are being used in schools and their impact on learners' ill-discipline.

Principals responded as follows:

**PRINCIPAL 1** revealed that in their school teachers attended workshops at the school level, and then it became easy for teachers to understand the dos and don'ts concerning disciplining learners in a proper and accepted manner. The data collected from the participant also revealed that they struggle to implement some of the alternatives because a learner sometimes loses a lot of work. Alternatives such as suspension and expulsion seem to be against the policy of education because it says learners have a right to education. **PRINCIPAL 1** further indicated that as principals they rely on calling parents as the school. In the response, it was emphasised that:

*"For instance at classroom level what we do we workshop teachers on the way of disciplining learners so some of the ways are no longer relevant for instance you can't chase away a learner from the classroom when the learner misbehave so that*

*contravenes the department policy so the learner might end up losing what is being taught in class. So what we do as teachers we give warnings to learners, so if the misbehaviour continues they simply report to my office then we call the parent and speak to the parent of the learner. That is what we only do. We can't do another thing other than talking to the parents."*

**PRINCIPAL 3** further stated that in their school they encourage learners to be responsible for their actions and how they behave themselves. Secondly, the participant highlighted a few alternatives that were implemented on regular bases within the school premises. The response to the question was the following:

*—One of the things that we apply is to put the responsibility for the actions on the children, okay and we have also found that within there is responsibility in terms of looking at schools premises, picking up papers, working in the garden and so on. Also, what also is to not let cheated children constantly let cheated children threaten and so forth? We let kids clean or work in the garden. We use to do detention but it didn't work very well"*

**PRINCIPAL 4** confirmed that in their school they were using several methods. A few alternatives mentioned were as follow: detention, deduction of points system, cleaning the garden and toilets. The response revealed that in the school they were implementing few alternative ways to discipline learners. **PRINCIPAL 4** said:

*" There is not just a single one but we are using various methods like deducting points, point system, one will be detention the other one will be, maybe to make learners work in the garden to sweep the floor, clean the toilets so those are the alternative methods that are interchanged are used one or most of them"*

**PRINCIPAL 5** stated that the main way to discipline learners in the school was through detention and suspension. For minor cases learners were given a task to clean the classroom, toilets and school yard and pick up papers during break time. The participant explained that alternatives were categorised according to the seriousness of the offence a learner committed. Therefore, suspension and detention were implemented only for serious cases. **PRINCIPAL 5** said:

*"Well as I indicated I have indicated in the previous question that we use detention sometimes we suspend a learner depending on the case that the learner has done*

*but it is a minor case a teacher is allowed to suspend a learner from the class for a certain time, sometimes a learner may be given a task may be to go and clean the toilets after school or during the break time or whatever time that may be convenient to the learner because whenever you are giving punishment or a disciplinary measure to a learner you are also considering various factors because you cannot let the learners clean the toilets after school yet the learner is traveling using a common transport with other learners because he/she may be in disadvantage because will leave that learner behind the school so we must consider that's why I'm saying it must be convenient to all the learners. "*

Responses from principals revealed that some common alternatives appeared to be used repeatedly in most schools. The most highlighted alternatives were as follows: calling in parents, detention, working in the garden, cleaning toilets, suspension, and giving warnings. Some schools such as those for **PRINCIPAL 3, 4, and 5** showed that they were implementing almost the same alternatives in their schools. In contrast, **PRINCIPAL 1** confirmed that they try and make sure that they do not implement suspension since it affects learners negatively. They concur with Kelly (2017) (refer to Ch.3 page 56). In the explanation, it was highlighted that suspension was not allowed because it is against the departmental policy whereby learners lose lessons while they are suspended.

The researcher asked the following question to teachers. What alternative discipline measures do you use to discipline learners in the school? The aim of the question was to gain more information about alternatives implemented in schools. Teachers responded as follow:

**TEACHER 1** stated that in the school they use three alternatives: warning, suspension, and expulsion. It was also indicated that parents are also called when the learner does something against the school policy.

**TEACHER 1:** *—In my school, we use two ways depending on the offense. We have the third one the expulsion while we don't use the powers only the department does. So in my school, the first warning and then the second is a suspension. So if a learner has a..... found maybe having a disturbance in class maybe there is an offense then we call a parent to give that learner a warning. If the case may be is above that needs a warning then we suspend the learner for seven days. ||*

**TEACHER 2** in the same way indicated that in their school they implement suspension and detention. Suspension was the dominant alternative way of disciplining learners in the school. The teacher explained as follow:

*—Here in this school, what we do is like, depending on the type of behaviour/ the misbehaviour that the child has done either we let them clean the schoolyard if it's something severe or something big they could even suspension sometimes we do detention there and there because the suspension has got some advantages since learners don't want to be suspended. If you promise to suspend them they normally tend to do good things so we normally like that one.‖*

**TEACHER 5** also concurred with the above teachers to say they use detention and involve parents. Additionally, the participant indicated that they give learners extra tasks such as writing a sentence repeatedly in an exercise book of about thirty pages, and learners' clean toilets pick up papers, and they also call parents:

*—From a personal perspective, the measures that I use as an educator: 1) I give my learners a 30 copy exercise book whereby they will have to write a line for me of that misconduct they have conducted. 2 they will have to stay behind after school that is called detention, 3 the learners they would have to clean the entire school, pick up papers, help the GSA to clean the classroom environment. As a school, we have disciplinary measures or the code of conduct which is conducted by the school and its management and the SGB, the parents as well as the teacher and the learner representatives. So it is the document that is conducted within all those stakeholders that an able the school to run smoothly."*

Teachers have further shown the same alternatives with other participants but **TEACHER 1** highlighted another alternative without explaining it to show understanding of how it works. The teacher mentioned expulsion as an additional alternative to the other mentioned alternatives. Almost all other teachers were able to insist that they implement detention, suspension, call parents, and cleaning of toilets which concurs with the literature and responses of other participants and also the researcher's observation. Lastly, **TEACHER 4** in the response referred specifically to the strategy applied during the teaching of the lesson in the classroom to say learners were punished or disciplined by defining each concept a hundred times.

The same question was posed to learners. What alternative discipline measures are used to discipline learners in your school? Learners responded as follows:

According to **LEARNER 1** data collected revealed that suspension was implemented for serious offences and warnings for minor offence. —*In my school, it depends on the type of an offense but firstly the learner goes to the principal's office where hearing normally takes place. If a learner committed a serious offense they suspend him/her. For minor cases, you get a warning and they instruct you to change the way you conduct yourself.*||

**LEARNER 2** stated that in their school calling of parents was the main alternative used according to her experience. **LEARNER 2** said: —*We have detention, call-in of parents by teachers or report learners to their parents through what Sapp also chase the learner out of class and put you in the portfolio so that everyone knows what you did in class and the principal becomes aware of you wrongdoing. Male teachers deal with the misconduct.*||

**LEARNER 3** concurred with **LEARNER 1** to say in their schools ill-disciplined learners were suspended by the school. The researcher noted that in most schools suspension was implemented.

**LEARNER 3** —*Suspension, I believe that once a learner that you are going to be suspended from school they control their behaviour hence they know the reason for being in school.*||

**LEARNER 4** indicated that in their school they were implementing detention as the main common alternative to discipline learners:

—*They apply a number of them such as detaining learners for example if a learner did something wrong maybe a learner will be punished by saying that if the learners go to school at half-past three then the learner will go at half-past five. That's how they do, they detained learners sometimes they are given more home works as compared to other learners*||

According to **LEARNER 5** expulsion was used as an alternative, but the researcher noted that the learner was referring to suspension. In the response the learner had this to say: —*If a learner is viewed by the educator as being a distraction for most*

*learners the learner, the teacher they use disciplinary tactics such as expulsions, which allows/ awards the teacher the power to remove a learner from the classroom.*

Learners also indicated that in school they get suspended, detained, and sometimes sent back home to call parents but they also indicated that it depends on the misdemeanour committed.

## **PRESENTATION OF DATA COLLECTED THROUGH OBSERVATIONS**

An observation is a multipurpose research approach that can be used to obtain quantitative or qualitative data in a variety of contexts and locations (Menter, Elliot, Hulme, Lewin & Lowden, 2011). The data collected through observations was categorised in accordance with the pre-established topics in the order in which they are displayed in the observation grid. Themes were derived from the observations point and descriptors (Patten, Martens & Fitch, 2018). The observation grids gathered from the five chosen schools were combined to create a single meaningful grid. On the selected days, the observation took place in five chosen schools. After receiving permission from the principals of the five secondary schools, the researcher additionally conducted observations onsite. In compliance with the study's aims, objectives and research question, the researcher developed an observation schedule. The researcher observed the following things in accordance with the observation schedule: types of offences committed by learners, person responsible for disciplining learners, and the challenges principals, HODs and teachers encounter while dealing with discipline in schools. The primary purpose of using an observation was to verify information gathered through semi-structured interviews.

- **Learners' arrival at school and in class**

The late coming of learners in secondary school is still a major issue. Principals are still failing to condemn the issue of late coming. In school A and B, I observed that principals, HODs and security guards are responsible for addressing the late coming of learners. Most of them are not doing enough to address it because learners do not take it seriously as they continue being coming late. While teachers were responsible for marking period registers in their classrooms, in school C they have a disciplinary



committee composed of the school principal, one HOD, two teachers and all RCL members in controlling the gate and checking school uniform when learners enter the gate. In school C, learners who come late are not allowed onto the premises; instead, they go back home and come to school the following day.

The common challenges faced by the principals in dealing with late coming in most schools was the lack of cooperation between school and the parents. Some learners use transport to come to school as they live far from the school. Other learners are renting properties around the schools, therefore, is not easy to discipline them and to meet their parents. On the other hand, schools D and E involve parents as the most common strategy to manage the late coming of learners and learner absenteeism. In addition, the representative members from school governing body work hand-in-hand with the principal of the schools. The researcher observed once again that class attendance was poor in the first period. Lack of proper fencing in school As and B further caused challenges as learners were able to leave any time they wanted to do so. As a result, class attendance was poor during the first and the last periods. The researcher further observed that a lack of support from the community escalated the challenge. Most of community members do not assist the school principals in dealing with discipline in schools; instead, they contribute through selling illegal substances around the school premises. Sometimes learners were caught selling drugs and tobacco on behalf of the drug dealers from the community.

## **PRESENTATION OF DATA COLLECTED THROUGH DOCUMENT ANALYSIS**

The researcher requested permission to analyse the school disciplinary policies, departmental policies, codes of conduct for learners, and minutes of the disciplinary committee documents of five chosen schools. Data collected from the documents were added to pre-determined themes, with descriptors serving as themes. The researcher analysed the documents through thematic analysis. Important and distinct facts were noted as themes. The intention for analysing documents was to gain more knowledge about planned disciplinary strategies, their strengths and weaknesses or challenges towards disciplining learners. In this study, the analysis of documents such as policies of the department, schools and code of conducts, helped the researcher to gain more knowledge about the alternative strategies to discipline learners. These documents were analysed more than once to acquire an

in-depth understanding and make sense of their contents. The researcher predominantly focused on printed correspondence, which also provided details about the subject of the study.

- **Codes of conduct for learners**

The SGBs of the schools established codes of conduct for learners. Codes of conduct for students were accessible in almost all schools, but not all the policies were updated. Previous SGBs had created and approved some policies, while others were not signed at all. These documents contain a code of conduct, school disciplinary policies, and departmental policies. The importance of school policies can be summed up by how they help run the institution. This necessitates that the principals ensure that school policies are well-developed and put into practice. The researcher also discovered that in terms of school policies and learners code of conducts documents, schools share similar documents developed/derived from departmental policies. The most discovered items in the code of conduct of the schools were rights and responsibilities of learners, school attendance, general neatness of learners, general order of discipline (different levels of offences) and recommended corrective strategies used by the school. Most schools have a regulation that the gate must be locked until the end of the day and closed for learners at 7:30 every day. In contrast to the researchers' observation, some of the schools were not well fenced; thus, learners were trespassing. In addition, it was specified that the gate would never be unlocked for students who arrived after 07:30. As a consequence, learners who attend school after missing the previous day must present a letter of verification from their parents or legal guardians explaining their absence. While participants experiences and researcher observed that parents were not cooperating with the schools.

- **General order of discipline and corrective strategies used by the school**

All schools indicated that for level one offence such as: academic failure to books/work materials left at home; homework not done on time/copied; personal conduct in classroom; Inappropriate displays of affection between learners; late arrival for class; uncooperative behaviour; discourteous behaviour/insolence/temper tantrum; foul language; defacing desks/books/cases with graffiti; eating/chewing in class; littering; cell phone ringing; dress code; untidiness/unkept appearance; and

school dress code not followed. The following corrective strategies were implemented by subject teachers: verbal reprimand; written punishment; detention at break; subtracting marks (homework); temporary confiscation until end of school term (uniform, jewellery, cell phones, bags and cases); removing graffiti from bags and cases at break; and written notification.

The level two offence code of conducts also highlighted forms of offences and their corrective strategies. In a case where a learner committed offences such as: disregarding test/examination procedures; disruptive/uncooperative in class; disruptive behaviour such as frustrating teaching and learning in the classroom; repeated dress code infringements; and fighting. The following alternative strategies were implemented: warning letter and principal's detention; identification of culprit/s and grade teacher to organise corrective measures; and an informal hearing. For level three offences such as: pornography – distribution at school, public indecency, racist conduct that defames a teacher/learner; improper suggestions of a sexual nature; sexual harassment of teacher/learner; verbal abuse of a teacher; and threatening to assault/intimidating a teacher. For the above level three offences, the school applies the following alternative strategies: suspension from class/school; disciplinary hearing; warning letter; community service; and detention.

Lastly, for serious cases such as: fraud (financial), hostage-taking, satanic practices that damage property or cause harm to people or any other living creatures; sexual assault/rape; theft/dishonest conduct to the prejudice of another person; trading in test/examination material for personal monetary gain; and vandalism – malicious damage to school/teacher's property. The school suspends the learner; conducts disciplinary hearing; issues warning letter; community service; and detention/expulsion.

Document analysis revealed that some alternative strategies are prescribed for schools to implement. The challenge is to implement them effectively, some are possible while others are not because schools are not well-fenced, and parents and the community fail to cooperate with the schools. In other schools participants indicated that there is no uniformity within the school because teachers, HODs and principals are not working as a team in dealing with learner discipline in their schools. The researcher found that other schools had policies and a code of

conduct, but principals keep them in their offices, which suggests that teacher and learners were not aware of them.

In conclusion, the study reveals that the alternative strategies are not effective in secondary schools. The researcher noted that there is a lack of cooperation between all stakeholders within and outside the school. Research also revealed that a strong cooperation between learners, educators HODs, principals and parents and other sister departments (Department of Health, Social Development, Department of Correctional Services, South African Police Services and Home Affairs) which helped these alternatives strategies to work. This study establishes that the improvements in terms of implementation of alternative strategies were not aligned with guidelines, which generates a challenge in implementing them according to education legislative prescripts. It therefore means that internal and external stakeholders should cooperate with one another and deal with all the cases of ill-discipline in schools and their causes.

Consistency in implementing alternatives strategies towards learner discipline should be maintained amongst all parties involved in secondary schools. In schools, all stakeholders such as the SMT, parents, and teachers should work together and come up with specific alternatives that should be used for specific offences. Data collected through interviews and observations revealed that alternative strategies developed to discipline learners are not implemented correctly, thus lowering the possibility of their effectiveness in maintaining learner discipline. Therefore, learners were not disciplined equally even if they committed the same offence. For instance, in one school a learner comes late to school. Teacher A detains him/her while teacher B sends him/her back home to call the parent. For that reason, learners do not cooperate and they are not clear about the impact of coming late to their school.

Another strategy that can assist schools is the training and monitoring of class teachers in dealing with classroom management by the school management. According to researcher's observation, most class teachers fail to manage learners in their classes. Training and empowerment of teachers should be compulsory in all schools. The researcher discovered that in schools learner discipline varies from one class to another depending on the strategies employed by a specific class teacher (manager). Trained security guards, social workers, and psychologists should be

deployed in each school to deal with learners' problems which sometimes lead to ill-discipline in schools. Lastly, the department officials should also come to schools to assess and provide strategies specifically for each school depending on the cases that are common in the school. They are failing to assist since they come to school only to monitor academic progress. They should visit schools and listen to cases on the ground and further update the disciplinary policies.

## **5.9 PROPOSED MODEL FOR LEARNER DISCIPLINE**

The researcher presents a model to explain the study's findings of the effectiveness of the alternative strategies to learner discipline and the preconceived plan to improve them. The model emerges from the analysis of data gained and conclusions drawn from the multiple case study of the five secondary schools. The study reveals that most alternative strategies to discipline learners are ineffective, while some are partially ineffective. The researchers' findings also revealed that a lack of cooperation between schools, society and parents leads to ineffective alternative strategies. This study also found that teachers, HODs and principals are not clear on how to implement the alternatives in schools. In addition, this study found that other stakeholders are reluctant to involve them in assisting schools with implementing the school principals in implementing the alternative strategies. The proposed model addressed four key alternative methods to discipline learners, namely detention, suspension, calling parents, and expulsion. This will be achieved through this proposed model adopted from the theory and data collected through interviews, observation and document analysis.

In this model, the researcher speaks of the home environment, religious institutions, community environment, Department of Education, the and school environment as key environments in the proposed model (this is based on the research findings, which revealed that the above stakeholders fail to cooperate). However, alternative strategies seem to be dysfunctional. This clarifies how each stakeholder in each environment can work with each other to strengthen the effectiveness of alternative strategies to learner discipline. Furthermore, this study identifies that learner ill-discipline is mainly influenced by the social, family background and school environment. Therefore, the presented model speaks to improving the effectiveness of alternative strategies to learner discipline through collaboration in enhancing learners' behaviours in secondary schools.

Therefore, It is crucial that learners to have a supportive environment of people in their lives, which includes parents, guardians, teachers, mentors, and peers. These relations provide emotional help, guidance, and encouraging words, all essential for academic success and personal growth.

If learners feel they lack a supportive environment or require additional assistance in their learning journey, resources are available to them. They can, for example, seek out free counselling, join clubs or organizations that are related to their interests, or communicate with social networks that share their interests.

It is also critical for educational institutions and policymakers to recognize the value of providing learners with access to high-quality education and resources that support their academic and personal development. This includes investing in programmes and initiatives that offer mentorship, career counselling, and other forms of assistance to help students succeed.

The following stakeholders: the home environment (i.e. parents), religious institutions, community environment, Department of Education, and school environment, all play important roles in promoting effective school discipline. Hence, the researcher proposes the following ways to collaborate: Firstly, the environment at home: Parents and guardians play an essential role in promoting positive behaviour and school discipline. For example, they can help teachers develop consistent discipline strategies by reinforcing school rules and expectations at home. Parents can also offer support and guidance to learners who are experiencing behavioural issues.

Religious institutions, on the other hand, can provide moral and ethical guidance to students and promote values such as respect, responsibility, and compassion. They can also work with schools to create programmes that encourage positive behaviour and discipline.

The community could therefore provide resources and support to schools in order to promote positive behaviour and discipline. Community organizations, for example, can offer after-school programmes, mentoring, and counselling to learners who are struggling with behavioural issues. They can also work with schools to create community-wide initiatives that encourage positive behaviour.

The Department of Education could provide schools with guidance and support in developing effective discipline policies and strategies. They can also provide teachers with resources and training to help them promote positive behaviour and discipline in their classrooms.

The school environment is critical in promoting effective discipline. They can establish clear behavioural expectations and consequences for failing to meet them. Positive reinforcement for positive behaviour, such as recognition and rewards, can also be provided. Restorative practices can also be used in schools to repair the damage caused by negative behaviour and to rebuild relationships between the learners and the community.

To ensure effective collaboration, these stakeholders should develop and implement discipline policies and strategies that are consistent across all environments. Open communication, mutual respect, and a shared commitment to promoting positive behaviour and discipline in schools are required. By working together, these stakeholders can create a supportive environment that promotes learners' personal and academic growth.



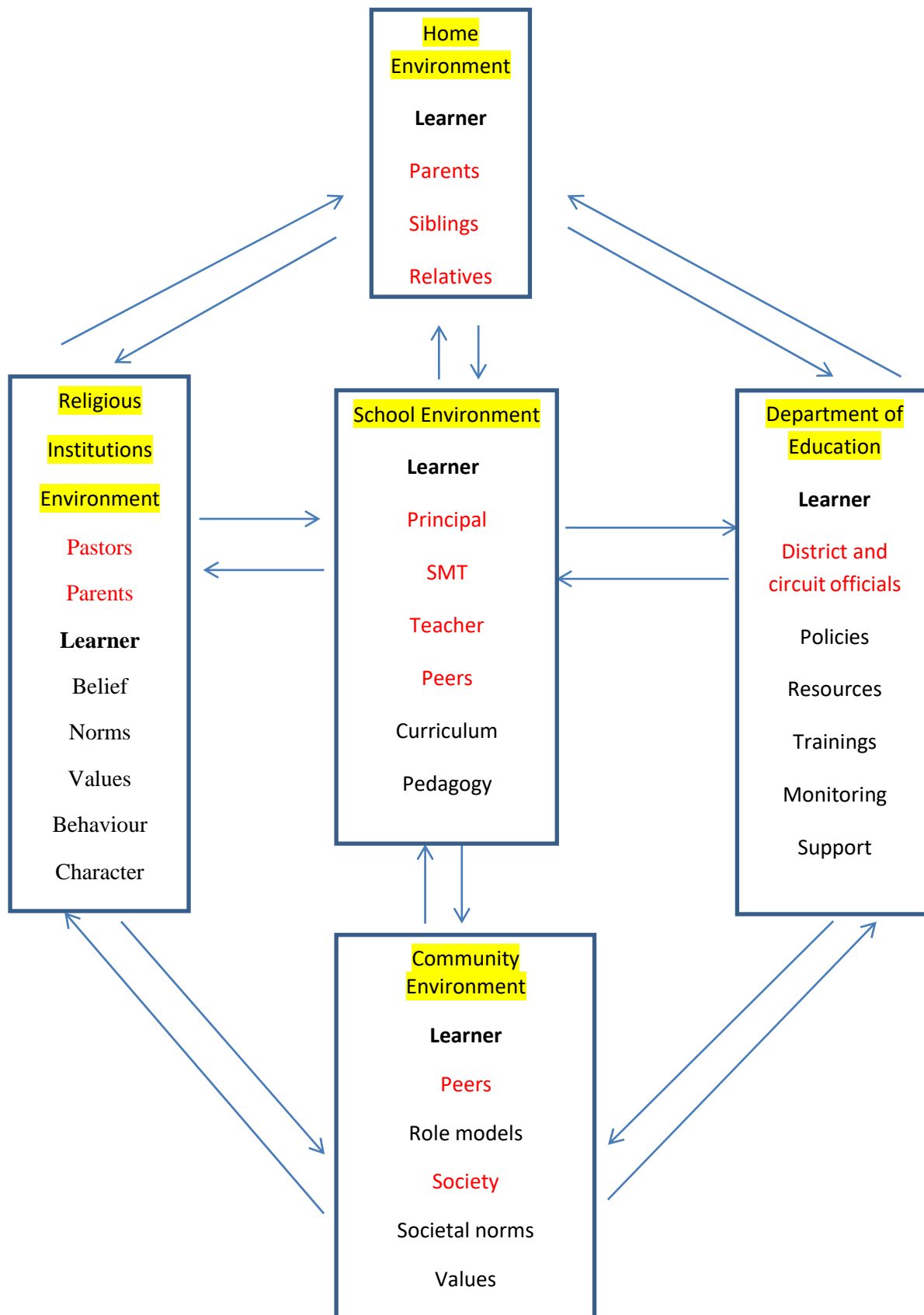


Figure: 5.9.1 Learner discipline model (Own source)

The school may implement all policies, rules, guidelines and alternative ways of learner discipline, but its effectiveness will depend largely on the involvement of all stakeholders in education. Therefore the researcher developed the model that may promote the effectiveness of alternative methods of learner discipline. The model has been illustrated in the figure above and will be followed by brief discussion on how the model can work.

The learners' behaviour is the product of the four environments in which the learners find themselves when they grow, namely home, school, religious institutions and the society in general. Each learner environment consists of people who interact with the learner on a daily basis for different reasons. There are factors and variables that can impact negatively or positively on the behaviour of the child. The alternative strategies that have been put in place by the Department of Education can only bear fruit if the education stakeholders, the home, religious institutions and society work together to mould the behaviour of the child. The alternatives to learner discipline such as suspension, expulsion, detention, parental involvement, verbal warning, guidance, counselling and demerits should be implemented in all environments in which the learner finds himself or herself. If all the educational institutions can speak in the same language in terms of the implementation of the above-mentioned alternatives to learner discipline, learners will be forced to obey the rules and abide by all norms and values of the society.

The model includes both internal and external factors that impact on the growth and behaviour of the learners. Internal strategies refer to the resource documents and people responsible for implementation of alternative strategies from schools. School and classroom policies will assist as the hearts for these alternative strategies. The external strategies refer to all other departments and people from the society around the school. Departmental policies give rise to a school code of conduct which provides guidance to the schools on how to develop their school strategies with a specific orientation to discipline in schools. These external strategies assist internal strategies in addressing issues that relate to discipline as they offer the background against which learners, teachers, principals and parents can work. Other stakeholders can also play a meaningful role in collaboration with the schools: social workers, physiologists, traditional leaders, religions, councillors, parents, departmental officials, provincial education polices, SAPS and the Department of

Health. The research findings guided the researcher to propose the above learner discipline model that could improve on the effectiveness of the alternative strategies for learner discipline. This collaboration of internal and external parties will benefit learners, teachers and parents, traditional leadership, councillors, the religious fraternity, non-governmental structures and other government departments. This training development will enable stakeholders - including teachers - to deal with problems of discipline effectively.

Finally, addressing policy gaps is critical to developing an effective model for learner discipline. Expulsion, in particular, is a severe form of discipline that should only be used as a last resort, and policies governing its use should be thoroughly scrutinized. It is critical to consider the following steps to address policy gaps related to the implementation of alternative strategies of learner discipline and the use of expulsion:

- Examine existing policies concerning discipline, including those concerning the use of alternative forms of discipline and expulsion. Determine any gaps or areas for improvement.
- Effective consultation with stakeholders by the departmental officials with key stakeholders such as teachers, learners, parents, and members of the community to gather input and feedback on current policies and potential areas for improvement should be compulsory.
- Regular creation of new policies to address the gaps and areas for improvement identified during the review and consultation process. These policies should be evidence-based, emphasising positive behaviour support and restorative practices.
- Policy communication to stakeholders: Communicate the new policies to all stakeholders and provide training and support to assist schools in effectively implementing the policies. Policy monitoring and evaluation: Monitor and evaluate the effectiveness of policies on a regular basis, using data to identify areas for improvement and making necessary changes.
- Researchers can also encourage a pleasant and encouraging learning environment that enables learners' personal and academic progress by addressing policy gaps relating to learner discipline, including expulsion.

## **5.10 SUMMARY OF THE CHAPTER**

This chapter concentrated on data presentation and discussion. Data collected through interviews, observation, and document analysis was categorised into themes and sub-themes. The literature review theoretical framework was used as the beginning of the critical analysis of the data, which was aimed at responding to the main and the sub-research questions. The findings were summarised, categorised into themes and a conclusion was drawn. The next chapter focuses on a summary, recommendations, and conclusions.

# CHAPTER SIX: THE SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

## 6.1 INTRODUCTION

The findings of this research study were given, analysed, and discussed in detail in the previous chapter. The study's main goal was to assess the effectiveness of alternative ways towards learner discipline in secondary schools in the Kokstad circuit of KwaZulu-Natal Province. The study included principals, HODs, teachers, and learners as research participants. The data was gathered through interview questions, document analysis, and observation to address the research questions and study's goal. The material in chapter two was used to ratify and authenticate the results. The previous four chapters' summaries were provided. In this chapter, the researcher explains the research's significant findings and uses them to make recommendations and draw conclusions. This chapter also describes suggestions for future research studies. The chapter concludes with a discussion of the limits that arose during the study process. The study was able to answer all the research questions that were envisaged at the conception of this study.

### **Main research question:**

What is the effectiveness of alternatives towards learners' discipline at secondary schools in Kokstad circuit, KwaZulu-Natal Province?

The following research sub-questions originated from the main research question:

- What are the factors contributing to learners' ill-discipline in secondary schools?
- How do teachers and learners perceive the alternative strategies to discipline in their schools?
- Why do principals and teachers use particular disciplinary measures in secondary schools?
- What are the challenges facing principals as well as teachers in implementing alternatives to discipline practices in secondary schools?

- How can the alternative strategies to learner discipline in secondary school affect learner discipline?

## **6.2 OVERVIEW OF THE CHAPTERS**

The fundamental concepts of the study that covered in the study's five chapters were highlighted in chapter one.

### **6.2.1 Chapter one: Orientation of study**

In chapter one the introduction of the study and the background of the study were presented. The rationale for the study and the research problem were also discussed. These were followed by questions for research which guided this research, research aims and objectives. A brief review of literature, empirical review of related literature and theoretical framework that guided this study was included. The methodology and design were also given. Reliability and trustworthiness of the study and the ethical issues were all concisely clarified. Limitations and delimitations of the study were accurately laid out. This chapter further defined and clarified the most important key concepts. The chapter ended with the chapter divisions.

### **6.2.2 Chapter two: Theoretical frameworks and literature review**

This chapter provided theoretical framework and critical review of literature. It started with the presentation and discussion of theoretical frameworks underpinning the study which were the Assertive Discipline theory and Behaviour Modification theory. The review of relevant literature about effectiveness of alternatives towards learners' discipline was conducted and presented in this chapter. The concept of school discipline, learner discipline and corporal punishment was provided. The relationship between discipline and ill-discipline were addressed. This chapter further presented the perceptions of teachers and learners towards alternative discipline measures. A wide review of literature on challenges facing teachers when implementing alternative discipline measures was presented. Parent involvement was seen as effective strategy by learners.

### **6.2.3 Chapter three: Research design and methodology**

The third chapter offered the research methodology and the research design used in this study. Introduction, research paradigm and research approach were presented. This study is positioned with the interpretive paradigm and followed a qualitative strategy which was focused on the extent to which alternative measures are effective towards disciplining learners in secondary schools. The presentation of qualitative research used in this study followed. The instruments used to collect data such as semi-structured interviews, observation and document analysis helped the researcher to gather data in this study. Population and sampling was presented. The population size consisted of twenty participants from five secondary schools comprises four principals, four HODs, four teachers and four learners who were selected purposefully in the Kokstad circuit. This chapter further presented the trustworthiness and the research ethics that were followed throughout the research. Triangulation was pointed out. The reasonable actions and stages followed in analysing the data to arrive at answering the research questions were also described by the researcher.

The research ethics such as permission to conduct the study, confidentiality and anonymity of participants, voluntary participation and informed consent and no harm to participants were also taken into consideration in conducting the research.

### **6.2.4 Chapter four: Data presentation and discussion**

In this chapter the researcher presented and discussed the thematic analysis of data collected from the participants who were purposefully selected from five secondary schools of Kokstad Circuit in Harry Gwala District, KwaZulu-Natal. The purpose of the research was to assess the effectiveness of alternative strategies to learner discipline at secondary schools and, further, to find out the motivation for principals' and teachers' use of specific disciplinary measures in secondary schools. Lastly, the aim was to investigate the challenges faced by principals and teachers when implementing the alternatives to the discipline of learners in secondary schools. The researcher started the chapter by introducing it and followed by explaining the population sample used through the collection of data and their profiling and number of years of experience in the field was highlighted. Themes and sub-themes were identified from

data collected through interviews and presented and discussed by the researcher. After discussion of data collected the chapter ended with a conclusion.

### **6.2.5 Chapter five: Data analysis and Data Interpretation of the Research Findings**

In this chapter the themes and sub-themes, which are in line with the research questions, are used to organise and analyse the data that was collected through the use of data collection tools. This chapter deals with the summary of the chapters, re-examining of the research questions, and decisions on the outcomes of the research study are made in relation to the research questions in chapter one.

### **6.2.6 Chapter six: Summary of findings, recommendations and conclusions**

This chapter presented and discussed a summary of the study's main findings, conclusion, and researchers recommendations constructed from collected data and reviewed literature. Based on the findings, the summary was then formulated. This chapter concluded by presenting recommendations, suggestions for future research, limitations and conclusion.

## **6.3 SUMMARY OF THE RESEARCH FINDINGS**

This part of the chapter focuses on the research findings as per the reviewed literature and data collected from the five different selected secondary schools. The research outcomes are discussed using the following themes: The views and understanding of participants about the alternative ways to discipline learners; the perceptions of the participants on alternatives towards discipline in secondary schools; the role of specific measures used to discipline learners in secondary schools; challenges faced by the School Management Team and teachers in the implementation of alternatives to discipline; contribution of alternative measures towards learners discipline in schools, and factors contributing to learners' ill-discipline in secondary schools. Below is a discussion of the themes that developed during the analysis and presentation of data.



### **THEME ONE: The views and understanding of participants about the alternative ways to discipline learners**

Collected data has shown that principals, HODs, teachers and learners have an understanding of alternative ways to discipline learners. Almost all participants insisted that these alternatives were introduced by the department to replace the use of corporal punishment. Participants also mentioned some of alternatives during their input to emphasise their level of understanding. Most of them were highlighting similar examples while a few participants stated different alternatives. On the other hand, some of the participants indicated clearly that they were not sure about the effective or correct method that they had to follow in implementing each alternative measure. In addition, research revealed that there were policies with guidelines on how to implement alternatives given by the Department of Education to school principals. They further suggested that they should be trained by the departmental officials on how and when to implement these alternatives.

### **THEME TWO: Perceptions of participants on alternatives towards discipline in their schools**

Principals' perceived alternative measures differently; some indicated that they felt that they were obliged to use them while they were not working well for them sometimes compared to corporal punishment. Data also highlighted that principals were not all happy with the compulsory policy to be followed in implementation of these alternatives by indicating that powers were taken away from them by the authorities. At the same time they were used to the old method of disciplining learners as veterans who joined the field of teaching and learning many years ago.

Findings also indicated that principals stated that sometimes these alternatives were less effective towards disciplining learners. In conclusion, most principals confirmed that these alternatives were perceived as positive with better outcomes but not a hundred per cent perfect, recommending room for improvements. In conclusion, they agreed with one another to say they perceived them positively but they were not better than the old use of corporal punishment.

Data also indicated that HODs' perceptions on alternatives to discipline learners in their schools were not the same. Some of them agreed with the principals in saying

they were helpful. It was also highlighted that discipline also improved through the use of alternatives. In addition, data indicated that there were some shortfalls here and there such as lack of resources for reinforcing good behaviour such as giving learners awards in order to promote good behaviour. On the other hand, data revealed that some HODs perceived them as challenging strategies since they required time and that affected the teaching and learning timeframe. Lastly, findings confirmed that some participants felt that there is a need for training teachers so that they learn how to implement them successfully.

Teachers' perceptions on alternatives to discipline learners in their schools were also noted in the data collected through interviews. Data collected indicated that most teachers were unable to tell how they perceive them; instead, the data showed that teachers are still confused and need more training. One of them was able to indicate that these alternative measures to him were not helpful. In the same way one teacher perceived them as useless and further stated that learners have many rights and therefore the constitution of the country is failing them as teachers since it favours learners in all angles.

Learners' perceived alternatives to discipline as useful. They supported that by saying learners also learn from their mistakes through the implementation of the alternatives. One learner indicated that they learn how to carry themselves in school. Finally, almost all learners perceived these alternatives positively but one of the learners highlighted that some of their teachers implemented them wrongly which confirms that there is room for improvement or training of teachers.

### **THEME THREE: The role of specific measures used to discipline learners in secondary schools**

Data collected by means of interviews from participants indicated that in schools teachers and school managements use several strategies in different cases depending to the seriousness of offence displayed by each learner or group of learners. Data showed that in schools suspension was used as one of the common strategies by school principals and other members of the staff in dealing with ill-discipline. For minor cases data indicated that learners are suspended from class for a certain period, then if a learner committed a serious offence the teacher or principal suspended him/her and requested them to bring their parents for a hearing. Some of the partici-

participants further confirmed that suspension was the most effective strategy in dealing with ill-discipline in schools since learners do not want to be suspended from school and also hate to lose teaching and learning. At the same time they do not want to be known by their parents as unruly children. Therefore, once teachers promise to suspend them they change their behaviour and do what is right all the time.

In addition to the above strategy data also revealed that detention was also implemented by schools. Participants confirmed that detention was the best strategy in many ways. On the other hand, they also indicated some challenges such as issue of learners who were using public transport from and to school as a treat. If a learner is detained after school the teacher has to further organise transport for such a learner because parents do not co-operate with them. One of the participants also indicated that since the outbreak of the Covid-19 pandemic learners were alternating coming to school so they were able to punish those who are ill-disciplined by letting them to come to school every day as a form of detaining them. In some cases data indicated that learners were required to come to school earlier than the normal time and do more activities such as school homework.

Findings indicated detention as the best alternative measure to discipline learners. Most teachers employed detention as a discipline method for disobedient learners. The findings revealed that during detention learners must complete their assignments and are not permitted to do anything else but study. These offending learners are placed on a list for future reference. The findings revealed that in several secondary schools learner discipline issues have significantly improved once detention was implemented as a method. In support of the aforementioned, the Legal Assistance Centre (2017 cited in Makendano, 2019) indicated that detention in class or after school is more useful if students perceive it as extra help provided for their benefit. According to Hubbard and Coomer (2017 cited in Makendano, 2019), while this has drawbacks such as requiring a teacher's presence, it also has the particular advantage of emphasising the importance of the subject. Mushaandja (2016 cited in Makendano, 2019), on the other hand, suggested that in circumstances where the perpetrator likes the stay-in, this kind of discipline is unsuccessful.

Calling in of parents was also noted from the data collected as another useful alternative measure to discipline learners. It was mentioned that parents play a vital role

in assisting schools to correct discipline of their learners. Some of the participants in contrast indicated that some parents do not co-operate and when they are called in they do not come. Some say they are working and they can't attend to their learners' cases when called for hearings. Expulsion was used for serious offences in order to protect the right for learning of learners who are willing to learn. It was mentioned that expulsion as a strategy played a vital role in correcting learners' discipline as well as serving as a lesson to other learners when they see their school mate expelled from the school and make them to not repeat the same mistake.

Cleaning the classroom and picking up papers within school premises was also included by participants during interviews. Most teachers in schools implemented this form of alternative measure almost every time learners display ill-discipline. It was also mentioned that learners hate to clean the school in front of other learners. Therefore, teachers were taking an advantage to embarrass them so that they do not display ill-discipline repeatedly.

#### **THEME FOUR: Challenges faced by the School Management Team and teachers in the implementation of alternatives to discipline**

The participants stressed the issue of lack of parental involvement to support teachers in disciplining their learners. Collected data also indicated that schools struggle to maintain discipline because parents are failing to support them. The information revealed from literature also confirmed that lack of parental involvement hindered the implementation of alternatives in schools (Brunette, 2017) (refer to Ch. 2 page 70). Other researchers further insist that parental involvement was seen as the most necessary approach of discipline in the school. At the same time, it is acknowledged globally as a precautionary approach. In addition, it is strictly correlated with positive experiences with learners and their schools. Literature indicated that it is a challenge that principals face in upholding learner's discipline in secondary schools.

Lack of communication between the parents the school is a vast challenge the minute educators attempt to call the parents to school to notify them about their learner's ill-discipline. In most cases parents do not respond to them when they are called to talk over disciplinary problems of their children. Some of the parents seems unfulfilled and fail to understand what should be done to handle behavioural problems of their children. Therefore they shift their role of disciplining them to schools to deal

with it. Makendano (2019) maintained that disciplining learners dropped drastically due to lack of parental involvement with the learners in secondary schools. Parents fail to attend to their learners' activities in many cases such as not able to attend school meetings, and not willing to support them in doing homework. Numerous participants blamed the parents as the core contributing factor of learners' ill-discipline in secondary schools. Researchers concur with the responses of participants to say the delinquent of lack of parental involvement and parental management might likewise be the foundation of learner ill-discipline (Makendano, 2019).

Researchers also agree with findings from interviews in that when parents are not participating in correcting discipline of their learners, some of the alternative strategies used to discipline learners by the schools cannot be effective (Tihapi, 2015).

Another challenge that emerged from the data obtained from the participants was lack of powers for principals and teachers towards alternative measures. The researcher's findings from the participants revealed that school management and teachers have no power to decide on how to minimise discipline at their own schools without being given instructions from the Department of Education officials. Some participants also indicated that they depend on the policies of the department which are not giving them clear direction/guideline on how to manage and implement alternative ways to discipline learners.

In the research findings from the conducted interviews it was also mentioned that lack of support by the community where schools are located was one of the challenges facing school stakeholders in implanting alternative ways to discipline learners. Findings also revealed that sometimes community members contribute to school vandalism instead of disciplining learners for such issues. They were not willing to work hand in hand with schools in reducing ill-discipline.

Moreover, participants expressed their experiences to say the other challenge they face was the lack of clear policy on how and when alternatives should be implemented. They indicated that departmental policies are there but not assisting them because they do not really understand them and therefore it is difficult to implement. One of the teachers further stated that the department does not train them how to implement these alternatives in schools.

It has been indicated that in schools with overcrowding classes teachers had the challenge when implementing alternative measures in their classes. Both learners and teachers research findings also revealed that their lack of understanding of alternative ways to discipline also causes challenge in schools. Data has also shown that learners' resistance towards alternative ways to discipline negatively affect its implementation by school principals, HODs and teachers.

#### **THEME FIVE: Contribution of alternatives to learners' discipline in schools**

Report findings from participants revealed that alternative measures to discipline learners contribute in a positive way towards learners' discipline in most cases. One of the participants indicated that since they deal with different learners from different backgrounds it becomes easy to use different strategies suitable for their learners rather than using one blanket approach not relevant in some cases. Therefore, he finds these alternatives as effective strategies that contribute positively towards learner discipline. Data additionally showed that there were some huge improvements in learners' behaviour in some schools due to the implementation of these alternatives. In contrast, data also indicated that it differs from one environment to another so that means these alternatives were also seen as effective and not effective depending on the type of learners they were dealing with, especially their background environment and their community. Eighty per cent of participants confirmed that these alternative measures contribute positively, while the other twenty per cent of participants were comparing alternative measures and corporal punishment and said these alternatives seem to be ineffective and learner are not taking them seriously. So they indicated that they were minimally contributing towards the improvement of ill-discipline.

#### **THEME SIX: Factors contributing to learners' ill-discipline in secondary schools**

A discussion with the participants indicated that there are several factors contributing to learners' ill-discipline. It has been indicated that peer pressure is one of the contributing factors. Participants indicated that some of learners misbehave just to impress their school mates; some are doing it for the sake of doing it even though they know it is not allowed. Findings from conducted interviews also revealed that drugs, alcohol and other illegal substances are the most contributing factor towards learner

ill-discipline. Participants also indicated that learners who consume illegal substances are the most destructive learners in the school. Alcohol and drug abuse is a challenge which is leading in the secondary schools, predominantly in Kokstad Circuit. Other learners are also involved in trading illegal substances to their peers within school sites. Mouton (2016) suggested that a number of parents should be blamed for sharing with their children in drinking alcohol and smoking dagga and cigarettes while they are still attending school.

One of the participants indicated that sometimes girl children grow up in an abusive environment whereby learners are sold to old people for money. Then they become ill-disciplined and schools are seen as a safe place by them. Some of the participants indicated when parents are called in by the school to attend cases of learners who smoke dagga at school but the parent sees nothing wrong in smoking as if there is nothing wrong and they fail to understand that smoking is not allowed at school. Most learners are smoking and some are selling dagga within school premises for their parents. In some cases when learners are caught selling drugs in school, the principal calls the parents who insist that they have no other way for survival and therefore if the learner stops selling it means he/she must also leave the school.

The above factors were identified as the major causes of ill-discipline for learners in secondary schools. Some of the participants also highlighted that teachers had a challenge since they fail to understand differences of learners who come from different backgrounds and thus with differences that need specific strategies to deal with them. Therefore it was seen as a difficult issue dealing with secondary school learners especially in this geography area of the study. Lastly, one of the participants concluded by saying schools need to involve all stakeholders such as police officers, social workers, psychologists, traditional leaders, community members and health practitioners in dealing with learner discipline in schools. Teachers are facing huge challenges inside school. Therefore, the involvement of society can assist so that the ill-discipline of learners can be reduced in and out of the school premises.

#### **6.4 RECOMMENDATIONS**

In chapter four findings were presented, discussed and analysed based on research questions and research objectives. The general findings were analysed to assist in

crafting the recommendations into categories. This chapter provides researcher recommendations. The recommendations are derived from the research questions, examined literature, and research findings and are presented in the form of themes in this section. The recommendations were written with the goal of reporting an issue uncovered during the research investigation. This study makes six sets of recommendations. The recommendations are categorised as follow: Recommendations for school principals, teachers, parents, community and Department of Education. In each set a number of recommendations are made.

#### **6.4.1 Recommendations for the school principals**

- Principals should hold workshops and trainings for staff development. Trainings should help teachers to ask questions and receive more knowledge regarding discipline tactics during trainings. Also it is recommended that principals ensure that teachers attend workshops at school level, then when they do so it will become easy for them to understand the do's and don'ts with regards to disciplining learners in a proper and accepted manner.
- Principals should make sure that they compile, review and amend school policies where necessary together with parents, teachers and learners every year. All stakeholders should make them aware of and understand the policies and then sign them so that they agree with the consequences all the time.
- Principals should collaborate with other schools and share ideas so that they come up with effective measures in disciplining learners, because the department seems not willing to assist them in dealing with or utilising the code of conduct through provision of formal trainings that helps in dealing with the rules and penalties breaching them.
- Principals should make sure that all class teachers who manage classrooms on a daily basis have a clear understand of the code of conduct and how to correct ill-discipline of learners following agreed procedures as per school agreements.



- Principals should make sure that the disciplinary committee for the school is effective and works with the learners' representative council all the time and further involves parents in the committee.

#### **6.4.2 Recommendations for teachers**

- They should attend trainings at school and cluster levels. Teachers should have contact with parents and communicate with them regularly about their learners' discipline so that they have common understand in dealing with learners. There should be a continuous interaction with parents and teachers where they discuss about learner conduct before they commit serious misdemeanours.
- Every teacher should remind learners about rules and regulations of the school weekly and make sure that they understand them before they are implemented.

#### **6.4.3 Recommendations to parents**

- It is recommended that parents help the school with discipline by reprimanding misbehaving learners.
- Parents should volunteer to serve on disciplinary committees and contribute positively to ensuring that their children's schools are kept in good order at all times.
- Parents should be involved in the development of school policies and student conduct codes. Parents should attend schools to teach their children about good behaviour during assemblies.
- Parents must be encouraged to help their children with their homework and writing assignments at parent-teacher meetings to ensure that their children attend school on a regular basis. Parents should also sign their children's attendance books.
- Parents should sign agreements with school when they apply for the space for their children in advance. Agreement should enforce compulsory co-operation with the school in enforcing good behaviour for their learners.

#### **6.4.4 Recommendations to community**

- Organise parent patrols to monitor the routes learners take to and from school.
- Counselling and extended learning programmes after school activities and other crime prevention programmes can be provided by community-based organisations such as churches and other service organisations.
- Local governments should create model school safety plans and support schools in putting them into action to cope with ill-discipline in the classroom.
- An approach should be made that attempts to minimise conducive environments for students to commit crimes such as carrying hazardous weapons, selling narcotics, and using them on school grounds by both community people in and around schools is recommended.

#### **6.4.5 Recommendations for the Department of Education**

- DoE should conduct trainings of principals, HODs, teachers and school governing bodies about alternative strategies to discipline learners in a more intensive and effective manner.
- The DoE should compile policy that is clear, simple and straight forward about different alternative measures to discipline learners. It is also recommended that policy makers consult schools in a form of research in order to amend their policy to fit to current challenges faced by schools in dealing with learners' ill-discipline.
- The DoE should conduct random school visits by departmental officials regularly to get updates on daily problems faced by schools in order to provide relevant support to all school stakeholders.
- The DoE should conduct formal training at district and provincial level for parents, teachers and principals which should be compulsory in each and every year especially for novice or newly employed teachers. These training should assist in dealing with learners' discipline in secondary schools.
- The DoE should consider adopting the recommended model on the effectiveness of alternative strategies as suggested by the researcher in the previous chapter: "Learner discipline model".

#### **6.4.6 Recommendations for future research**

This study focused on the effectiveness of alternative strategies to discipline learners at secondary schools. However, the researcher could not cover all the key aspects related to alternative strategies used in schools. In this regard, the following issues are recommended for further research:

- To investigate the experiences of teachers in alternative methods to discipline learners.
- To eliminate the problem of learner discipline, a study should be undertaken on the various variables that contribute to learner misbehaviour, as well as feasible solutions that teachers might design and implement in regulating learner behaviour in their schools.

#### **6.5 LIMITATIONS OF THE STUDY**

The study was limited to five secondary schools in one district in the province of KwaZulu-Natal, which differed from all other secondary schools in the province and in other provinces. Because I sought to evaluate secondary schools in a certain geographic area, I excluded other secondary schools and all primary schools from the study. The survey was also limited to secondary schools only, so it did not include any primary schools. Because the study was short, I feel the findings of data acquired through semi-structured interviews, document analysis, and observations of five secondary schools in one district were impacted. Because the study was done in a small-scale environment within the province, the findings of the study cannot be extended across the country. As a result, the study's findings are confined to the five secondary schools that took part in the study and the district in which they were conducted. It's possible that my presence influenced some participants' responses because I'm a researcher/teacher in the same district. To ensure integrity, I stated my role in the study to avoid bias.

## **6.6 CONCLUSION**

The study revealed that all stakeholders (principals, HODs, teachers, and learners) in secondary schools struggle in implementing alternative measures to discipline learners effectively. This study further showed that formal and informal trainings are required for all school stakeholders in the understanding and implementation of these alternative measures, especially the how and when part of it. The study also found that parents and the school communities fail to assist schools in reducing learners' ill-discipline. Instead, they participate in promoting crime in both schools and the community. The study further showed the perceptions of teachers and learners towards alternative measures to discipline learners. The challenges faced by schools in dealing with learners' ill-discipline were revealed. Some of the alternative measures to discipline learners were regarded as useful by participants in the research findings. Lastly, the research study revealed that there is still a need for improvements in many aspects of learner discipline issues such as lack of understanding from teachers, learners, parents and their principals who are failing to implement alternatives effectively.

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## APPENDICES

### APPENDIX A: ETHICAL CLEARANCE CERTIFICATE



#### UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2021/06/09

Ref: **2021/06/09/56817096/24/AM**

Dear Mr T Rubela

Name: Mr T Rubela

Student No.: 56817096

**Decision:** Ethics Approval from  
2021/06/09 to 2026/06/09

**Researcher(s):** Name: Mr T Rubela  
E-mail address: 56817096@mylife.unisa.ac.za  
Telephone: 0734289734

**Supervisor(s):** Name: Dr N. Ndou  
E-mail address: ndoun@unisa.ac.za  
Telephone: 0124294468

**Title of research:**

**Exploring the effectiveness of alternative strategies to learner discipline in secondary schools of Kokstad, KwaZulu-Natal**

**Qualification:** PhD Education Management

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2021/06/09 to 2026/06/09.

*The **medium risk** application was reviewed by the Ethics Review Committee on 2021/06/09 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:

1. The researcher will ensure that the research project adheres to the relevant guidelines set out in the Unisa Covid-19 position statement on research ethics attached.
2. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.



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## APPENDIX B: REQUEST FOR PERMISSION TO CONDUCT RESEARCH FROM KZN DOE



### APPENDIX B: REQUESTING PERMISSION TO CONDUCT RESEARCH AT FIVE SECONDARY SCHOOLS IN THE KOKSTAD CIRCUIT

Thanduxolo Rubela  
Private Bag X 509  
Kokstad  
4700  
17 May 2021

The Office of the HOD  
KwaZulu-Natal Department of Education  
Private Bag X9137  
Pietermaritzburg  
3200

Dear Dr Nzama

#### RE: Request for permission to conduct research at five secondary schools in the Kokstad Circuit

I am Thanduxolo Rubela doing research with Dr N. Ndou, in the Department of Early Childhood Education, towards a PhD in education (Education Management) Degree at the University of South Africa (UNISA). He may be contacted at these contact details: Telephone number: +27 124294468, and e-mail address: ndoun@unisa.ac.za. Should you have any questions, my contact number is 0734289734, and my e-mail address is rubelat@hotmail.com.

We are inviting you to participate in a research study, titled 'EXPLORING THE EFFECTIVENESS OF ALTERNATIVE STRATEGIES TO LEARNER DISCIPLINE IN SECONDARY SCHOOLS OF KOKSTAD, KWAZULU-NATAL'.

The aim of the study is to assess the effectiveness of alternative strategies to learner discipline in secondary schools of Kokstad, KwaZulu-Natal. 20 participants from five secondary schools will take part in the study: Five principal, five HODs, five teachers, and five learners. The study will assist them to understand the effectivity of alternative ways towards disciplining learners in their schools. Your circuit have been selected to take part in this study, whereby the 20 participants from five secondary schools will be required to take part in the interviews, since they are meeting the standards set for the study. Your schools will provide the researcher with useful information in addressing the research questions as I believe that participants are more relevant and comply with assured aims of the features in mind.



University of South Africa  
Pretorius Street, Muckleneuk Ridge, City of Tshwane  
PO Box 392 UNISA 0008 South Africa  
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150  
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The study will be conducted through semi-structured interviews of five selected individual principals, HODs, teachers, and learners in each of your five selected schools. Participant observation will also be included as a form of collecting data by the researcher. Analysis of school documents will also form part of the study. The aim of the study is not to generalise, but the findings will be useful and help teachers and the management in your schools, and also assist department officials such as policy makers. The study will help the schools to improve discipline in secondary schools.

No predictable harm/danger is related to the semi-structured interviews, observations, and document analyses which are for research purposes only. Ethical approval to undertake this study will be issued. Ethical clearance will be issued by Research Ethics Committee of the College of Education (UNISA). The study will ensure that there is no violation of individual rights to confidentiality. Participation in this study is completely voluntary. Participants are free to withdraw at any time without any consequences or penalty. The researcher ensures the principal that the research will be strictly confidential, and in no circumstances will participants' and schools' names or identifying characteristics be included in the findings. Feedback procedures will entail debriefing the research findings and sharing the researcher's interpretations with the various participants to avoid researcher bias and ensure the soundness of the research.

I would be very grateful to you if you would grant me permission to conduct this research at your schools and involve your teachers in this study. I would like to assure you that in no circumstances will my study infringe onto the normal duties of participants involved (your principals, HODs, teachers, and learners). Your permission to secure data for this study at your schools will be sincerely valued. Thank you in advance for your consideration.

Yours sincerely

Thanduxolo Rubela  
PhD student

Dr N. Ndou  
Supervisor



## APPENDIX C: APPROVAL LETTER FROM KZN DOE



**KWAZULU-NATAL PROVINCE**  
EDUCATION  
REPUBLIC OF SOUTH AFRICA

OFFICE OF THE HEAD OF DEPARTMENT

Private Bag X9137, PIETERMARITZBURG, 3200  
Anton Lembede Building, 247 Burger Street, Pietermaritzburg, 3201  
Tel: 033 392 1051

Email: buyi.ntuli@kzndoe.gov.za

Enquiries: Buyi Ntuli

Ref.:2/4/8/7124

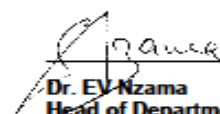
Mr Thanduxolo Rubela  
258 Gcadinja Road  
Bhongweni Location  
**KOKSTAD**  
4700

Dear Mr Rubela

### PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: "**EXPLORING THE EFFECTIVENESS OF ALTERNATIVE STRATEGIES TO LEARNER DISCIPLINE IN SECONDARY SCHOOLS OF KOKSTAD**", in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 28 June 2021 to 31 August 2023.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers above.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

  
\_\_\_\_\_  
Dr. EY Nzama  
Head of Department: Education  
Date: 28 June 2021

GROWING KWAZULU-NATAL TOGETHER

## APPENDIX D: REQUEST FOR PERMISSION TO CONDUCT RESEARCH FROM PRINCIPALS



### APPENDIX C: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT A SPECIFIC SCHOOL

Thanduxolo Rubela  
Private Bag X 509  
Kokstad  
4700  
17 May 2021

To: The Principal

Dear Sir/Madam

#### Request for permission to conduct research at your school

I am Thanduxolo Rubela doing research with Dr N. Ndou, in the Department of Early Childhood Education, towards a PhD in education (Education Management) Degree at the University of South Africa (UNISA). He may be contacted at these contact details: Telephone number: +27 124294468, and e-mail address: ndoun@unisa.ac.za. Should you have any questions, my contact number is 0734289734, and my e-mail address is rubelat@hotmail.com.

We are inviting you to participate in a research study, titled 'EXPLORING THE EFFECTIVENESS OF ALTERNATIVE STRATEGIES TO LEARNER DISCIPLINE IN SECONDARY SCHOOLS OF KOKSTAD, KWAZULU-NATAL'.

The aim of the study is to assess the effectiveness of alternative strategies to learner discipline in secondary schools of Kokstad, KwaZulu-Natal. 20 participants from five secondary schools will take part in the study: Five principal, five HODs, five teachers, and five learners. The study will assist them to understand the effectivity of alternative ways towards disciplining learners in their schools. Your circuit have been selected to take part in this study, whereby the 20 participants from five secondary schools will be required to take part in the interviews, since they are meeting the standards set for the study. Your schools will provide the researcher with useful information in addressing the research questions as I believe that participants are more relevant and comply with assured aims of the features in mind.

The study will be conducted through semi-structured interviews of five selected individual principals, HODs, teachers, and learners in each of your five selected schools. Participant observation will also be included as a form of collecting data by the researcher. Analysis of school documents will also form part of the study. The aim of the study is not to generalise, but the findings will be useful and help teachers and the management in your schools, and also assist department officials such as policy makers. The study will help the schools to improve discipline in secondary schools.



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Pretter Street, Muckleneuk Ridge, City of Tshwane  
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www.unisa.ac.za

No predictable harm/danger is related to the semi-structured interviews, observations, and document analyses which are for research purposes only. Ethical approval to undertake this study will be issued by Research Ethics Committee of the College of Education (UNISA). The study will ensure that there is no violation of individual rights to confidentiality. Participation in this study is completely voluntary. Participants are free to withdraw at any time without any consequences or penalty. The researcher ensures the principal that the research will be strictly confidential, and in no circumstances will participants' and schools' names or identifying characteristics be included in the findings. Feedback procedures will entail debriefing the research findings and sharing the researcher's interpretations with the various participants to avoid researcher bias and ensure the soundness of the research.

I would be very grateful to you if you would grant me permission to conduct this research at your schools and involve your teachers in this study. I would like to assure you that in no circumstances will my study infringe onto the normal duties of participants involved (your principals, HODs, teachers, and learners). Your permission to secure data for this study at your schools will be sincerely valued. Thank you in advance for your consideration.

Yours sincerely

Thanduxolo Rubela  
PhD student

Dr N. Ndou  
Supervisor





## APPENDIX E: INVITATION TO PRINCIPALS TO PARTICIPATE IN AN INTERVIEW

### INVITATION TO PARTICIPATE IN AN INTERVIEW

Thanduxolo Rubela  
Private Bag X 509  
Kokstad  
4700  
17 May 2021

**To: The Principal**

Dear Sir/Madam

I am Thanduxolo Rubela doing research with Dr N. Ndou, in the Department of Early Childhood Education, towards a PhD in education (Education Management) Degree at the University of South Africa (UNISA). He may be contacted at these contact details: Telephone number: +27 124294468, and e-mail address: ndoun@unisa.ac.za. Should you have any questions, my contact number is 0734289734, and my e-mail address is rubelat@hotmail.com.

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The aim of the study is to assess the effectiveness of alternative strategies to learner discipline in secondary schools of Kokstad, KwaZulu-Natal. 20 participants from five secondary schools will take part in the study: Five principal, five HODs, five teachers, and five learners. The study will assist them to understand the effectivity of alternative ways towards disciplining learners in their schools. Your circuit have been selected to take part in this study, whereby the 20 participants from five secondary schools will be required to take part in the interviews, since they are meeting the standards set for the study. Your schools will provide the researcher with useful information in addressing the research questions as I believe that participants are more relevant and comply with assured aims of the features in mind.

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Yours sincerely

Thanduxolo Rubela  
PhD student

Dr N. Ndou  
Supervisor

## APPENDIX F: INVITATION TO HODS TO PARTICIPATE IN AN INTERVIEW

### INVITATION TO PARTICIPATE IN AN INTERVIEW

Thanduxolo Rubela  
Private Bag X 509  
Kokstad  
4700  
17 May 2021

**To: The HOD**

Dear Sir/Madam

I am Thanduxolo Rubela doing research with Dr N. Ndou, in the Department of Early Childhood Education, towards a PhD in education (Education Management) Degree at the University of South Africa (UNISA). He may be contacted at these contact details: Telephone number: +27 124294468, and e-mail address: ndoun@unisa.ac.za. Should you have any questions, my contact number is 0734289734, and my e-mail address is rubelat@hotmail.com.

We are inviting you to participate in a research study, titled 'EXPLORING THE EFFECTIVENESS OF ALTERNATIVE STRATEGIES TO LEARNER DISCIPLINE IN SECONDARY SCHOOLS OF KOKSTAD, KWAZULU-NATAL'.

The aim of the study is to assess the effectiveness of alternative strategies to learner discipline in secondary schools of Kokstad, KwaZulu-Natal. 20 participants from five secondary schools will take part in the study: Five principal, five HODs, five teachers, and five learners. The study will assist them to understand the effectivity of alternative ways towards disciplining learners in their schools. Your circuit have been selected to take part in this study, whereby the 20 participants from five secondary schools will be required to take part in the interviews, since they are meeting the standards set for the study. Your schools will provide the researcher with useful information in addressing the research questions as I believe that participants are more relevant and comply with assured aims of the features in mind.

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I would be very grateful to you if you would grant me permission to conduct this research at your schools and involve your teachers in this study. I would like to assure you that in no circumstances will my study infringe onto the normal duties of participants involved (your principals, HODs, teachers, and learners). Your permission to secure data for this study at your schools will be sincerely valued. Thank you in advance for your consideration.

Yours sincerely

Thanduxolo Rubela  
PhD student

Dr N. Ndou  
Supervisor

## APPENDIX G: INVITATION TO TEACHERS TO PARTICIPATE IN AN INTERVIEW

### INVITATION TO PARTICIPATE IN AN INTERVIEW

Thanduxolo Rubela  
Private Bag X 509  
Kokstad  
4700  
17 May 2021

**To: The Teacher**

Dear Sir/Madam

I am Thanduxolo Rubela doing research with Dr N. Ndou, in the Department of Early Childhood Education, towards a PhD in education (Education Management) Degree at the University of South Africa (UNISA). He may be contacted at these contact details: Telephone number: +27 124294468, and e-mail address: ndoun@unisa.ac.za. Should you have any questions, my contact number is 0734289734, and my e-mail address is rubelat@hotmail.com.

We are inviting you to participate in a research study, titled 'EXPLORING THE EFFECTIVENESS OF ALTERNATIVE STRATEGIES TO LEARNER DISCIPLINE IN SECONDARY SCHOOLS OF KOKSTAD, KWAZULU-NATAL'.

The aim of the study is to assess the effectiveness of alternative strategies to learner discipline in secondary schools of Kokstad, KwaZulu-Natal. 20 participants from five secondary schools will take part in the study: Five principal, five HODs, five teachers, and five learners. The study will assist them to understand the effectivity of alternative ways towards disciplining learners in their schools. Your circuit have been selected to take part in this study, whereby the 20 participants from five secondary schools will be required to take part in the interviews, since they are meeting the standards set for the study. Your schools will provide the researcher with useful information in addressing the research questions as I believe that participants are more relevant and comply with assured aims of the features in mind.

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confidential, and in no circumstances will participants' and schools' names or identifying characteristics be included in the findings. Feedback procedures will entail debriefing the research findings and sharing the researcher's interpretations with the various participants to avoid researcher bias and ensure the soundness of the research.

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Yours sincerely

Thanduxolo Rubela  
PhD student

Dr N. Ndou  
Supervisor

## APPENDIX H: INVITATION TO LEARNERS TO PARTICIPATE IN AN INTERVIEW

### INVITATION TO PARTICIPATE IN AN INTERVIEW

Thanduxolo Rubela  
Private Bag X 509  
Kokstad  
4700

17 May 2021

**To: The Learner**

Dear Sir/Madam

I am Thanduxolo Rubela doing research with Dr N. Ndou, in the Department of Early Childhood Education, towards a PhD in education (Education Management) Degree at the University of South Africa (UNISA). He may be contacted at these contact details: Telephone number: +27 124294468, and e-mail address: ndoun@unisa.ac.za. Should you have any questions, my contact number is 0734289734, and my e-mail address is rubelat@hotmail.com.

We are inviting you to participate in a research study, titled 'EXPLORING THE EFFECTIVENESS OF ALTERNATIVE STRATEGIES TO LEARNER DISCIPLINE IN SECONDARY SCHOOLS OF KOKSTAD, KWAZULU-NATAL'.

The aim of the study is to assess the effectiveness of alternative strategies to learner discipline in secondary schools of Kokstad, KwaZulu-Natal. 20 participants from five secondary schools will take part in the study: Five principal, five HODs, five teachers, and five learners. The study will assist them to understand the effectivity of alternative ways towards disciplining learners in their schools. Your circuit have been selected to take part in this study, whereby the 20 participants from five secondary schools will be required to take part in the interviews, since they are meeting the standards set for the study. Your schools will provide the researcher with useful information in addressing the research questions as I believe that participants are more relevant and comply with assured aims of the features in mind.

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I would be very grateful to you if you would grant me permission to conduct this research at your schools and involve your teachers in this study. I would like to assure you that in no circumstances will my study infringe onto the normal duties of participants involved (your principals, HODs, teachers, and learners). Your permission to secure data for this study at your schools will be sincerely valued. Thank you in advance for your consideration.

Yours sincerely

Thanduxolo Rubela  
PhD student

Dr N. Ndou  
Supervisor



## APPENDIX I: INFORMED CONSENT LETTER

### INFORMED CONSENT LETTER

**Title: Exploring the effectiveness of alternative strategies to learner discipline in Secondary Schools of Kokstad, Kwazulu-Natal.**

Dear prospective participant

My name is Thanduxolo Rubela and I am doing research with Dr N. Ndou in the Department of Early Childhood Education, towards a PhD degree in Education Management at the University of South Africa (Unisa). His contact details are: Telephone number: +27124294468; e-mail: ndoun@unisa.ac.za, should you have any questions. My contacts details are: Cell phone number: +27734289734; e-mail: rubelat@hotmail.com. We are inviting you to participate in the study, titled 'The effectivity of alternative ways towards learner discipline at secondary schools in the Kokstad Circuit, KwaZulu-Natal'.

#### **What is the purpose of the study?**

The purpose of the study will be to assess the effectiveness of alternative strategies to learner discipline in secondary schools of Kokstad, KwaZulu-Natal. The researcher accepts to share the result of the study with your school. It is envisioned that the findings of the study might support in the effective improvement of learner discipline in schools and classrooms in the future.

#### **Why are you invited to participate?**

You are selected to be part of this study because the researcher believes that you meet the standards set for the study, that you could provide more relevant information in addressing the research questions, and because of your cherished experience and knowledge related to my research question.

#### **What is the nature of your participation in this study?**

This study consists of semi-structured individual interviews, participant observations, and document analyses. You are friendly requested to participate in the interviews – using an interview schedule comprising of 15 questions, which should be answered by you, as fairly and freely as possible and according to your own views, knowledge, and experience. Interviews will be recorded by means of an audio-recording device, with your permission.

The estimated time of this interview will be between 30 and 45 minutes. Interviews will take place in a mutually agreed upon location at a time appropriate to you.

#### **Can you withdraw from this study after having agreed to participate?**

The researcher would like to assure you that as a participant in this study, you have all your rights such as not to forcefully participate but participate voluntary and you are under no obligation to consent to your participation. If you agree to be part of the study, you will be provided with the information sheet to keep and be asked to sign a written consent form. You are free to withdraw from this study at any time with no harm.

**What are the potential benefits of taking part in this study?**

In this study, the researcher agrees to share the findings of the study with your school. The findings of the study will benefit your school and also improve your knowledge as well. The results of this study will be sent to your school and it is envisioned that the findings of this study might support in the effective improvement of learner discipline in schools for future generations.

**Are there any negative consequences for you if you participate in the research project?**

In this study, there are no anticipated risks to you as participant and no predictable risks/harm are related with the interviews which is for research purpose only.

**Will the information that you convey to the researcher and your identity be kept confidential?**

It is your right to maintain that your name should not be mentioned in any way, and that only the researcher will know about your participation in this study. Your name and your schools' name will not be written anywhere in the report and no one will be in a position to identify you through the responses that you provided. Your anonymity will therefore be ensured. On the other hand, clues of your age, gender, and experience will add to a more broad scrutiny. In this study, information about participants will be considered confidential and only the researcher will have access to names and information. No names of any participants will ever be revealed. The names of participants and of the schools will be replaced with pseudonyms. In this research, the reporting of the findings will be consolidated into one report, and not individual outcomes. All the information obtained from the interviews will be used for research purposes only and will remain confidential.

**How will the researcher(s) protect the security of data?**

In this study, printed data will be stored by the researcher for a period of five years in a safe locked cupboard in his house for future research or academic purposes, while electronic information (software data) will be stored on his computer in a protected file. After five years, all stored information will be destroyed. In this regard hard copies will be shredded, and electronic copies will be permanently deleted from the hard drive of the computer through the use of a relevant software program.

**Will you receive payment or any incentives for participating in this research?**

In this study, there will be no form of payments or any incentives for participating. Your voluntary participation will just help the researcher in this study. You will get a copy of the final results/findings of my study. Thank you in advance for your willingness to assist me in this research. If you accept my invitation to participate, we request you to sign the consent form to participate in this study (Return slip) on the next page.

**Has the study received ethics approval?**

This study has received written approval from the research ethics review committee of the College of Education at Unisa. A copy of the ethical clearance letter is attached.

**How will you be informed of the findings/results of the research?**

If you would like to be informed of the findings, please contact Thanduxolo Rubela at 0734289734 or e-mail rubelat@hotmail.com. The findings are accessible for three months.

Should you require any further information or want to contact the researcher about any aspect of these studies, please feel free to do so.

Should you have concerns about the way in which the research has been conducted, you may contact the supervisor, Dr Ndou, at +27124294468, or e-mail ndoun@unisa.ac.za. Alternatively, contact the research ethics chairperson of the College of Education research ethics review committee on the website [www.unisa.ac.za/cedu](http://www.unisa.ac.za/cedu).

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

Yours sincerely

Thanduxolo Rubela

**Consent form to participate in this study (return slip)**

I ..... confirm that the researcher asking my consent to take part in this research has told me about the nature, procedure, potential benefits, and anticipated inconvenience of participation.

I have read (or he has explained to me) and understand the study as explained in the information sheet (informed consent letter). I understand that the researcher will attempt to assess the effectiveness of alternative strategies to learner discipline in secondary schools of Kokstad, KwaZulu-Natal. I had sufficient opportunity to ask questions and I am prepared to participate in the study. I understand that my participation is voluntary and that I am free to withdraw at any time without penalty or negative consequences. I am aware that the findings of this study will be processed in a research thesis, and that my participation will be kept confidential unless otherwise specified. I agree to give my consent in giving information by means of a semi-structured interview, recorded by audio-recorder, which will be stored in a safe locked cabinet for the period of five (5) years. I confirm that I was informed that if I have any question about my rights as a study participant or am dissatisfied at any time with any aspect of the study, I may contact Mr Thanduxolo Rubela (researcher) at +27734289734. I have received a signed copy of the informed consent agreement.

With full knowledge of all foregoing, I agree of my free will to participate in this study.

Participant's name and surname .....

Participant's signature ..... Date .....

Researcher's name and surname THANDUXOLO RUBELA

Researcher's signature ..... Date .....

## APPENDIX J: REQUEST ASSENT FROM LEARNERS IN A SECONDARY SCHOOL TO PARTICIPATE IN A RESEARCH PROJECT

### REQUEST ASSENT FROM LEARNERS IN A SECONDARY SCHOOL TO PARTICIPATE IN A RESEARCH PROJECT

Title of your research: 'Exploring the effectiveness of alternative strategies to learner discipline in secondary schools of kokstad, KwaZulu-Natal'.

Dear Sir/Madam

Date \_\_\_\_\_

I am doing a research project as part of my studies at the University of South Africa (Unisa). Your principal has given me permission to do this study in your school. I would like to invite you to be a very special part of my study. I am doing this study so that I can find ways that your teachers can use to improve alternative ways to discipline learners better. This may help you and many other learners of your age in different schools.

This letter is to explain to you what I would like you to do. There may be some words that you do not understand in this letter. You may ask me or any other adult to explain any of these words that you do not know or understand. You may take a copy of this letter home to think about my invitation and talk to your parents about this before you decide if you want to be in this study.

I would like to ask you questions about alternative ways towards disciplining learners in your school. Your participation will be in the form of semi-structured interviews individually. The duration of an interview will be 30 to 45 minutes. Interviews will be recorded by the researcher, using an audio-recorder.

I will write a report on the study, but I will not use your name in the report or say anything that will let other people know who you are. Participation is voluntary and you do not have to be part of this study if you don't want to take part. If you choose to be in the study, you may stop being part of it at any time without penalty. You may tell me if you do not wish to answer any of my questions. No one will blame or criticise you. When I am finished with my study, I will return to your school to give a short talk about some of the helpful and interesting things that I found out in my study. I will invite you to come and listen to my talk.

The benefits of this study will provide teachers with more effective alternative ways to discipline learners. Learners will assist me to find effective ways to discipline that will help you and learners of your age in future. This study will also help your teachers in your school and teachers from other schools to improve learners' discipline. Lastly, this study will help you to gain more knowledge about the research topic.

In this study, there are no anticipated risks to you as participant and no predictable risks/harm are related with the interviews which are done for research purposes only. You will not be reimbursed or receive any incentives for your participation in the research.

If you decide to be part of my study, you will be asked to sign the form on the next page. If you have any other questions about this study, you can talk to me or you can have your parent/s or another

adult call me at 0734289734. Do not sign the form until you have all your questions answered and understand what I would like you to do.

Researcher: Thanduxolo Rubela

Phone number: 0734289734

Do not sign the written assent form if you have any questions. Ask your questions first and ensure that someone answers those questions.

**WRITTEN ASSENT**

I have read this letter which requests me to become part of a research study at my school. I understand the information about my part and I know what I will be asked to do. I am willing to be in the study.

\_\_\_\_\_  
Learner's name (print)      Learner's signature      Date

\_\_\_\_\_  
Witness's name (print)      Witness's signature      Date

(The witness is over 18 years old and present when signed.)

\_\_\_\_\_  
Parent/guardian's name (print)      Parent/guardian's signature      Date

Thanduxolo Rubela      \_\_\_\_\_      17/05/2021  
Researcher's name (print)      Researcher's signature      Date

## APPENDIX K: SEMI-STRUCTURED INTERVIEW FOR PRINCIPALS

### SEMI-STRUCTURED INTERVIEW SCHEDULE FOR PRINCIPALS

**Research title: Exploring the effectiveness of alternative strategies to learner discipline in Secondary Schools of Kokstad, Kwazulu-Natal.**

1. How long have you been the principal in this school?
2. How many years of experience as a principal do you have?
3. How many years of experience as a teacher do you have?
4. What do you understand about the alternative ways to discipline learners?
5. What alternative discipline measures do you use to discipline learners in the school?
6. Give examples of alternative measures that are more useful in your school according to your experience?
7. Why do you use particular disciplinary measures in your school?
8. What is your experience regarding the alternative measures in managing discipline by your school?
9. How do you perceive the alternatives towards discipline in your school?
10. In your experience, how do alternative measures used contribute to learner discipline at your school?
11. What are the factors contributing to learners' ill-discipline in secondary schools?
12. To what extent are you able to manage learner discipline at your school?
13. Which strategies do you develop and use regularly in managing learner discipline at your school?
14. What challenges do you face in the implementation of alternative discipline practices in this secondary school?
15. Is there anything you would like to add regarding alternative ways used to discipline learner at your school?

**Thank you for your support, cooperation and valuable time!**

## APPENDIX L: SEMI-STRUCTURED INTERVIEW FOR HOD'S

### SEMI-STRUCTURED INTERVIEW SCHEDULE FOR HODs

Research title: **Exploring the effectiveness of alternative strategies to learner discipline in Secondary Schools of Kokstad, KwaZulu-Natal.**

1. How long have you been an HOD in this school?
2. How many years of experience as an HOD do you have?
3. How many years of experience as a teacher do you have?
4. What do you understand about the alternative ways to discipline learners?
5. What alternative discipline measures are you using to discipline learners in the school?
6. Give examples of alternative measures that are more useful in your school according to your experience?
7. Why do you use particular disciplinary measures in your school?
8. What is your experience regarding the alternative measures in managing discipline by your school?
9. How do you perceive the alternatives towards discipline in your school?
10. In your experience, how do alternative measures used contribute to learner discipline at your school?
11. What are the factors contributing to learners' ill-discipline in secondary schools?
12. To what extent are you able to manage learner discipline at your school?
13. Which strategies do you develop and use often in managing learner discipline at your school?
14. What challenges do you face in the implementation of alternative discipline practices in this secondary school?
15. Is there anything you would like to add regarding alternative ways used to discipline learner at your school?

**Thank you for your support, cooperation and valuable time!**

## **APPENDIX M: SEMI-STRUCTURED INTERVIEW FOR TEACHER**

### **SEMI-STRUCTURED INTERVIEW SCHEDULE FOR TEACHERS**

**Research title: Exploring the effectiveness of alternative strategies to learner discipline in Secondary Schools of Kokstad, KwaZulu-Natal.**

1. How long have you been a teacher in this school?
2. How many years of experience as a teacher do you have?
3. What do you understand about the alternative ways to discipline learners?
4. What alternative discipline measures do you use to discipline learners in the school?
5. Give examples of alternative measures that are more useful in your school according to your experience?
6. Why do use particular disciplinary measures in your school?
7. What is your experience regarding the alternative measures in managing discipline by your school?
8. How do you perceive the alternatives towards discipline in your school?
9. In your experience, how do alternative measures used contribute to learner discipline at your school?
10. What are the factors contributing to learners' ill-discipline in secondary schools?
11. To what extent are you able to manage learner discipline at your school?
12. Which strategies do you develop and use often in managing learner discipline at your school?
13. What challenges do you face in the implementation of alternative discipline practices in this secondary school?
14. Is there anything you would like to add regarding alternative ways used to discipline learner at your school?

**Thank you for your support, cooperation and valuable time!**



## APPENDIX N: SEMI-STRUCTURED INTERVIEW FOR LEARNERS

### SEMI-STRUCTURED INTERVIEW SCHEDULE FOR LEARNERS

Research title: Exploring the effectiveness of alternative strategies to learner discipline in Secondary Schools of Kokstad, KwaZulu-Natal.

1. What do you understand about the alternative ways to discipline learners?
2. What alternative discipline measures are used to discipline learners in your school?
3. Give examples of alternative measures that are more useful in your school according to your experience?
4. What is your experience regarding the alternative measures in managing discipline by your school?
5. How do you perceive the alternatives towards discipline in the school?
6. In your experience, how do alternative measures used contribute to learner discipline at your school?
7. What are the factors contributing to learners' ill-discipline in secondary schools?
8. To what extent do your teachers manage learner discipline at your school?
9. Which strategies do they develop and use repeatedly in managing learner discipline at your school?
10. What are the challenges faced by your teachers in the implementation of alternative discipline practices in this secondary school?
11. Is there anything you would like to add regarding alternative ways used to discipline learner at your school?

**Thank you for your support, cooperation and valuable time!**

## APPENDIX O: OBSERVATION SCHEDULE FOR SCHOOLS

### OBSERVATION SCHEDULE IN SCHOOLS

DATE:	Form of offence committed by learner/s
-------	--

Prompts and comments:
-----------------------

Purpose/objective of the discipline	Person responsible for disciplining learners
Challenges facing principals/teachers in the implementation of alternative discipline	
Additional information, if any	

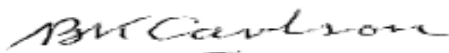
## APPENDIX P: PROOF OF PROFESSIONAL OF EDITING

8 Nahoon Valley Place  
Nahoon Valley  
East London  
5241  
19 November 2022

### TO WHOM IT MAY CONCERN

I hereby confirm that I have proofread and edited the following thesis using the Windows 'Tracking' system to reflect my comments and suggested changes for the student to action and produce a final correctly written document. Considerable corrections are still required to be undertaken by the student.

*Exploring the effectiveness of alternative strategies to learner discipline in secondary schools of Kokstad, KwaZulu-Natal* by THANDUXOLO RUBELA, a thesis submitted in fulfilment of the requirements for the degree of DOCTOR OF PHILOSOPHY IN EDUCATION in EDUCATION MANAGEMENT and LEADERSHIP at the UNIVERSITY OF SOUTH AFRICA.



Brian Carlson (B.A., M.Ed.)  
Professional Editor

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Cell: 0834596647

## APPENDIX Q: PROOF OF PROFESSIONAL FORMATTING

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28th November 2022

### TO WHOM IT MAY CONCERN

I hereby confirm that I have done the technical editing of the doctoral thesis titled:  
**EXPLORING THE EFFECTIVENESS OF ALTERNATIVE STRATEGIES TO LEARNER DISCIPLINE IN SECONDARY SCHOOLS OF KOKSTAD, KWAZULU-NATAL** by Thanduxolo Rubela, submitted in accordance with the requirements for **DOCTOR OF PHILOSOPHY IN EDUCATION** in the subject **EDUCATION MANAGEMENT** at the University of South Africa.

A handwritten signature in black ink, appearing to read 'S. Baxter'.

**Sharon Baxter**

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