

**ADDRESSING NEGATIVE CLASSROOM BEHAVIOUR IN  
SELECTED SCHOOLS IN FRANCISTOWN, BOTSWANA**

by

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**DECLARATION**

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I declare that ADDRESSING NEGATIVE CLASSROOM BEHAVIOUR IN SELECTED SCHOOLS IN FRANCISTOWN, BOTSWANA is my own work and that all the sources that I have used have been indicated and acknowledged by means of complete references.

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Signature

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Date

## **DEDICATION**

This dissertation is dedicated to my husband Andrew who has been so patient with me. I love you my darling. Thank you for encouraging me and for helping me with your amazing computer skills.

## **ACKNOWLEDGEMENT**

I would like to acknowledge and give thanks to Dr V.A. Nkonyane and Professor V.G. Gasa, my supervisors, for their tireless and valuable supervision of my work and for all that they taught me.

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I am grateful to God for giving me life, health, strength and the opportunity to complete this study.

## **ABSTRACT**

This study was undertaken in order to investigate negative classroom behaviour in schools in Botswana. Recommendations based on the findings of the study were made to the participating schools and interested stakeholders.

A qualitative approach was adopted to investigate the research questions in four schools selected for the study. The data collection methods used were observation, document analysis, participant interviews and focus group interviews. Participant and research site confidentiality was ensured and all interviews were transcribed and organised in such a way that the key points pertinent to the study were highlighted. This study provided valuable information for future studies investigating disruptive classroom behaviour and intervention methods.

### **Key Words**

Disruptive behaviour, negative classroom behaviour, substance and drug abuse, family instability, western norms and values

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## CHAPTER ONE

### INTRODUCTION AND BACKGROUND

#### 1.1 INTRODUCTION

Declining school examination results and a burgeoning juvenile crime rate have led to grave concern both within government and the communities of Botswana. Violence and misbehaviour exist in schools within Botswana. The vandalizing of school property is rampant and this has influenced the government to introduce school fees in order to finance the mending of damaged property such as window panes, furniture and walls (Moswela, 2014). Perpetrators as young as 14 years of age are being regularly apprehended for recurrent offences of vandalism and burglary (Francistown Central Police Department, 2014).

Kerr and Nelson (2010) contend that all teachers, regardless of their effectiveness or experience, will have to deal with behaviour problems in the classroom at some stage of their career. Disruptive behaviour in schools has been a source of concern for school systems for many years, and in fact, the single most common request for assistance from teachers is related to behaviour and classroom management (Rose & Gallup, 2005). Research by Kyriacou and Roe (1988) indicate that teachers feel that problems with the classroom behaviour of learners are one of the major obstacles that they have to face on a daily basis.

This study of limited scope explores the behavioural problems experienced in classrooms within schools in Botswana. By identifying these behavioural problems, it is possible to learn more about their causes and assist proactively in addressing this very real and pertinent problem.

#### 1.2 PROBLEM STATEMENT

“The education system in Botswana is in shambles.” These are the words of Kgomotso Jomo Jongman, President of the Botswana Social Workers Association [BOSWA] (2010). Jongman’s sentiment echoes that of many teachers and professionals involved in education within Botswana. Behavioural problems such as vandalism, truancy, bullying and other forms of delinquency have sharply increased both within public schools and private schools. Sibaya (1992:67) argues that “classroom behaviour problems are representative of behaviours which frustrate the teacher’s efforts to teach and thereby interfere with the learning activities...” of the learners. Although the government’s Revised National Policy on Education [RNPE] (Republic of Botswana, 1994) achieved its mandate of introducing a

Back-to-School programme which resulted in an increased percentage of students attending school up to the BGCSE (Botswana General Certificate of Secondary Examinations) examination level, there has been a decline in the overall academic results. In addition, incidences of truancy, rampant ill-discipline and indifference in certain schools are cited as causes of the decrease in learners' performance (Mmegi online, 2008). Teachers are ill-equipped to handle the levels of disruptive classroom behaviour occurring in schools and need to be provided with skills that provide a coping mechanism for them when confronted with learners who display disruptive classroom behaviour (Emmer, Sanford, Evertson, Clements & Martin, 1981).

This complex problem gave rise to this study which explores the following research question and sub-questions:

**Research question:**

- What are the causes of the negative classroom behaviour exhibited by learners in selected schools?

**Sub-questions:**

- How does this negative classroom behaviour affect teaching and learning in these schools?
- What intervention mechanisms can be implemented in order to reduce negative classroom behaviour in these schools?

### **1.3 AIMS AND OBJECTIVES OF THE STUDY**

The aims and objectives of the study are:

1. To identify and discuss the negative behaviours experienced by learners within the selected schools.
2. To describe the impact of negative learner behaviour upon classroom teachers and other learners.
3. To provide intervention mechanisms that can be implemented in order to reduce negative classroom behaviour in these schools.

### **1.4 THE SIGNIFICANCE OF THE STUDY**

The significance of this study is to inform teachers and relevant stakeholders of the types of negative behaviour occurring within the classroom and to show how they impact on both the teachers and learners concerned. This study intends to enable stakeholders to understand why learners behave poorly inside the classroom. It also provides effective recommendations intended to help the learners, school and community at large deal with the problem. The information obtained from this research may also benefit and contribute

towards addressing the problem of learner misbehaviour within other schools in the country. This is achieved by generating suggestions of possible effective intervention strategies.

## **1.5 RESEARCH METHODOLOGY**

The research approach chosen for this study is that of qualitative research as it provides the most suitable research design. Best and Kahn (1998) describe qualitative research as being a phenomenological approach to educational research. It uses a variety of research methodologies as opposed to the scientific experimental methodologies of quantification. In qualitative research, the researcher is the instrument or tool for designing, collecting, and analysing research. Qualitative research, in contrast to quantitative research, generally does not translate aspects of the world into numbers to be analysed mathematically. Instead it analyses the world through the lenses the researcher brings to bear on the data (Knox, 2009). By immersing myself as a researcher in the settings within which negative classroom behaviour occurs, I could better analyse and understand the causes of it. This aspect is discussed in more detail in Chapter Three.

### **1.5.1 Sampling procedure.**

If the goal of a research study is to not generalise to a population but rather to obtain insights into a phenomenon, individuals or events (as is most often the case in interpretivist studies), then the qualitative researcher purposefully selects individuals, groups and settings for this phase that increases the understanding of phenomena (Onwuegbuzie & Leech, 2007). As this study focuses on classroom behaviour within schools in the community, purposeful sampling with its focus on smaller groups and a specific phenomenon is the preferred method to be used.

Purposive sampling has been used in order to represent both the teachers', stakeholders' and learners' interests and concerns. Four schools within the community were approached and agreed to participate in the study. Three teachers were interviewed and focus group discussions were undertaken with sixteen learners and six parents. Purposive sampling allows for the selection of small groups or individuals who are likely to have valuable knowledge and information about the phenomenon of interest (McMillan & Schumacher, 2006).

More detail on the sampling procedures used is presented in Chapter Three.

### **1.5.2 Data collection**

Data collection approaches for qualitative research usually involve direct interactions with individuals on a one-to-one basis, or indirect interaction with individuals in a group setting. As the research sites for this study were schools within the community and were small in size, qualitative data collection methods were deemed most suitable. The benefits of these collection methods are that information is richer and this provides deeper insight into the phenomenon being studied than other methods could. The most common sources of data collection in qualitative research are interviews, observations and reviews of relevant documents (Creswell, 2009; Locke, Silverman & Spirduso, 2010; Marshall & Rossman, 1999). The qualitative phases of data collection and analysis are connected and overlap each other in cycles. They are termed strategies and not procedures. These strategies depend on each prior strategy and the resultant data generated (McMillan & Schumacher, 2006). For the purposes of this study, the following data collection strategies have been used: document analysis, reviews of school documents, observation of participant behaviour, in-depth interviews and focus group discussions. School documents examined include policies and individual records. The observations are undertaken to illuminate the point of view of the participants in the study, and the in-depth interviews and focus group discussions allowed the participants the freedom to express their opinions on disruptive classroom behaviour. A detailed discussion of the data collection is presented in Chapter Three.

### **1.5.3 Data analysis**

Patton (2002) describes data analysis as a craft, an art, or even detective work. The researcher must constantly hunt for concepts and themes that, when combined, provide a clear and accurate explanation of 'what is really going on.' For the purposes of this study, Creswell's (2009) six steps of data analysis were adopted. The data collected (including transcriptions of interviews conducted) was organised and prepared for analysis. Categories based on the ideas of the participants and the information received was determined and the emerging patterns from these categories defined. Collating the themes and patterns obtained from the data analysis enabled the researcher to compile a narrative that allowed the findings to be presented naturally from the participants' responses. The data analysis process is presented in more detail in Chapter Three.

### **1.5.4 Trustworthiness and credibility**

Gauging the trustworthiness of research data is essential to research studies as it validates the interpretation of the information obtained. Determining the trustworthiness of data is usually done during the time spent in the field and in records notated immediately after

leaving the field. Summaries of observations allow the researcher to address the quality of the data and what comes next, as well as self-analysis. In this study, the researcher used triangulation (Lincoln & Guba, 1985), which is the use of a range of data sources in order to confirm emerging findings. A number of member checks were undertaken (Merriam, 2002) and these allowed participant's the opportunity to check the transcript of their interview for content accuracy. Peer review (Prasad, 2005) was obtained by asking colleagues to examine the findings in order to check the accuracy of the analysis as it was completed.

Credibility is defined as the extent to which the results of a study mirror reality and therefore can be assumed to be trustworthy and accurate (McMillan & Schumacher, 2006). In this study, the credibility of the research was ensured by stating the elements of the research clearly and in some detail. This left no room for doubt or confusion and so the study could not be criticised as being biased or containing questions that cannot be fully justified. The complete details on how trustworthiness and credibility were ensured are presented in Chapter Three.

## **1.6 ETHICAL ISSUES**

Qualitative research is by its very nature intrusive. It involves people and so it raises issues about the welfare of both the researcher and participants involved. As such, ethical guidelines regarding confidentiality, anonymity, privacy and caring must be formulated (McMillan & Schumacher, 2006). In this study, informed consent was obtained from the participants, their parents, and the participating schools. The information obtained from the participants was protected by the confidentiality of the data and the privacy of the participants. An outline of the research problem and rationale was provided to the schools, as well as information on which data gathering instruments would be used and what type of data was required for the study. The detailed ethical guidelines adhered to are outlined in Chapter Three.

## **1.7 DEFINITIONS OF CONCEPTS**

### **1.7.1 Disruptive or negative behaviour**

Behavioural problems within the classroom can be defined as behavioural abnormalities that disrupt, unsettle or negate the smooth running of the classroom. Both learners and teachers are adversely affected. Bulotsky-Shearer, Fernandez, Dominguez and Rouse (2011) discovered that problem behaviour in structured learning activities affected the academic performance of learners and their skills of attention, persistence and motivation. Learners displaying behavioural problems may display symptoms such as truancy, bullying, vandalism and destructive tendencies. Bru (2009) found that disruptive learners seemed to show lower

academic outcomes when compared with other learners. Disruptive classroom behaviour has been defined within this study to include: lack of respect towards both the teachers and fellow learners, vandalism (such as the destruction of school property), stealing, truancy and bullying. Disinterest and a non-compliance towards school academic, sport and social norms and rules also constitutes poor classroom behaviour. Disruptive behaviour is not merely a learner being naughty; it goes beyond the normal routine disturbance in a classroom. Sometimes a learner disturbs the whole classroom so much that neither the learner who creates the disruption nor his/her peers can learn. According to Gordon and Browne (2004), disruptive behaviour is behaviour that interferes with the normal teaching and learning process in a classroom. Mabeba and Prinsloo (2000) state that it is a fundamental right of learners to have a safe and respectful learning environment. Consequently, disruptive behaviour in the classroom is a disciplinary problem and it must be dealt with technically. The aims and objectives of this study are to identify and discuss disruptive behaviours experienced by learners within the classroom, to describe the impact of negative learner behaviour upon classroom teachers and other learners, and to provide intervention mechanisms that can be implemented in order to reduce undesirable classroom behaviour in the schools. Understanding what disruptive classroom behaviour is and how it affects the smooth day-to-day running of a classroom is the first step towards providing an answer for this growing problem.

### **1.7.2 Drug abuse**

Drug abuse or chemical abuse is a disorder that is characterised by a destructive pattern of using a substance that leads to significant problems or distress (Dryden-Edwards, 2015). Addiction is a chronic brain disease (which often relapses) that causes compulsive drug seeking behaviour and substance use, despite its harmful consequences to the addicted individual and those around him or her. Although the initial decision to take drugs is voluntary for most people, the brain changes that occur over time challenge an addicted person's self-control and hamper his or her ability to resist intense impulses to take drugs (National Drug Intelligence Centre, 2011). Common categories of drugs include: cigarettes, marijuana, inhalants (e.g. petrol and glue), barbiturates, stimulants (e.g. cocaine), narcotics (e.g. heroin), club drugs (e.g. ecstasy) and anabolic steroids (Stoppler, 2015). Botvin, Griffin, Diaz, Scheier, Williams and Epstein (2000) found that drug abuse is a significant problem that affects school-age learners at earlier ages than in the past. Alao (2007) and Peltzer (2009) found problems such as aggressive behaviour, physical injury, risky sexual behaviours and poor academic performance to be associated with drug abuse in learners. Scientists have long recognised that drug abuse and anti-social behaviour are connected (Reiss & Roth, 1994). In this study the presence of drug abuse within the participating

schools was investigated and the effect of the resultant non-conformist behaviour within the classroom is discussed.

### **1.7.3 Substance abuse**

For the purposes of this study, substance abuse is defined as the excessive use of alcoholic beverages, either on individual occasions (binge drinking) or as a regular practice (CDC, 2013). Gelder, Mayou and Geddes (2005) define substance abuse as a pattern of drinking that results in harm to an individual's health, interpersonal relationships or to their ability to work productively. Carlson and Hath (2010) found that there are two main types of substance abusers: those who display nonconventional behaviour and an addiction towards pleasure seeking tendencies, and those with anxiety problems who are unable to control the impulse to drink too much. Binge drinking is another form of alcohol abuse that is prevalent amongst teenagers (Cradle, 2008). White and Smith (2012) found that young people are more likely to take risks when drinking. These risks include taking alcohol with other drugs, engaging in unsafe sexual practices when they have been drinking, and driving under the influence of alcohol. Research shows that the younger children and adolescents are when they start to drink, the more likely they are to engage in behaviours that harm themselves and others (Grunbaum, Kann, Kinchen, Ross, Hawkins, Lowry, Harris, McManus, Chyen & Collins, 2003). The presence of substance abuse and its effect on classroom behaviour in the participating schools was determined during the course of this study.

### **1.7.4 Western norms and values**

Values and norms are evaluative beliefs that synthesise affective and cognitive elements to orient people to the world in which they live (Alwin, 1984). 'Western norms' is a term broadly used to define the social, ethical, traditional, belief and political systems of Western culture (Zimmerman, 2012). Over time, it has been applied by people of European ethnicity to include countries whose history includes a period of colonialism and European immigration influence (Blainey, 2004). Moss and Susman (1980) found that although norms and values persist through time, and therefore bring about some continuity in a culture, they are also open to change. Marini (1984) defines a 'value' as a belief about the desirability of behaviour and says that a 'norm' is the belief of the acceptability of behaviour. For the purpose of this study, Western norms and values and their effect on the classroom behaviour of learners has been discussed.

## **1.8 DIVISION OF CHAPTERS**

The research study undertaken is structured as follows:

Chapter One has highlighted the key issues that motivated the researcher to undertake the study. The problem of disruptive classroom behaviour has been stated on the basis of the sub questions that the researcher intended to investigate. The key research questions crystallised as the aims of the study. The research methodology adopted for the research study has been highlighted on the basis of the nature of the research problem under investigation. Previous research works from literature were taken into account and a definition of concepts discussed was provided. A summary of why the study was undertaken and what the outcomes aim to achieve was also given.

Chapter Two consists of the literature review. The literature review attempts to look at the conceptual meaning of disruptive classroom behaviour. It also provides an insight into what has already been done in order to address the complexity of disruptive classroom behaviour. The theoretical framework behind disruptive classroom behaviour is discussed as well as causes, effects and possible intervention strategies to lessen this type of undesirable behaviour.

Chapter Three concentrates on the methodology of the study. The research procedure adopted in this study is discussed in greater detail. This chapter also explains the data collection and data analysis procedures, and the measures adopted to ensure trustworthiness and ethical considerations.

Chapter Four comprises the research findings. It presents the actual picture of what transpired during observations and interviews. Research results are interpreted in relation to the aims of Chapter One.

Chapter Five presents the concluding statements that came to light in the data and relates these to the basis of the findings in Chapter Four and the literature review in Chapter Two. Recommendations are made about possible interventions methods that could be employed within the classroom to lessen disruptive classroom behaviour. The limitations of this study are discussed and the chapter concludes with suggestions for further research into disruptive classroom behaviour.



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 INTRODUCTION

Discipline and behaviour problems in schools are serious and pervasive and they compromise the learning of learners. Learners with negative classroom behaviour have excessively high dropout rates, a high level of academic failure and low rates of school graduation (Koyangi & Gaines, 1993). Long term effects include poor social and emotional development and an inability to function effectively in adult society (Dunlap, Strain, Fox, Carta... & Sowell, 2006). Learners' negative classroom behaviour is also sometimes responsible for driving a substantial number of teachers out of the profession (Rizzolo, 2009). Classroom behaviour problems take up teachers' time and disrupt both the classroom and school. In fact, difficulty managing learner behaviour is cited as a key factor associated with teacher burnout and dissatisfaction (McKinney, Campbell-Whatley & Kea, 2005). This chapter discusses the causes of negative classroom behaviour, the effect that this type of behaviour has on both teaching and learning, and intervention strategies to enhance positive classroom behaviour.

#### 2.2 THEORETICAL FRAMEWORK

This study draws on previous research in the field, and in particular on Jessor and Jessor's (1977) *Problem Behaviour Theory*, Merton's (1957) concept of *anomie* and Rotter's (1954) *Social Learning Theory*. Problem behaviour theory allows one to understand how poor behaviour from adolescents and young adults cause behavioural outcomes such as drug and alcohol use, deviancy, truancy and risky sexual behaviour. The concept of anomie and social learning theory determine that behaviour in its various forms evolves from the interaction and structure of the behaviour system, the personality system and the perceived environment.

The behaviour system encompasses both conventionally and socially acceptable behaviour and that which deviates from the norm such as truancy, poor classroom behaviour, drug and alcohol abuse and risky sexual habits. The personality system includes a number of factors such as the value of achievement and independence, how a person relates to society, their personal belief system, and their ability to control undesirable behaviours. The adoption and acceptance of values and belief systems counter to the social norm results in problem behaviour. Low achievement often results in adverse personality patterns and poor self-esteem. The perceived environment system includes the level of an individual's relationship

to their support network. This can be *distal* or *proximal* and it focusses on environmental factors and their relationship with accepted models of behaviour (Jessor, 1998).

Jessor (1987) determined that when the personality system and the perceived environment system clash, behavioural problems become apparent. These negative classroom behaviours can manifest in truancy, deviancy, non-compliance, substance abuse and delinquency. Jessor also suggests that problem behaviour may result from a 'pulling away' from parental and community influence. The affirmation of independence from the support structure sometimes results in undesirable traits occurring, whilst in the conventional and accepted behaviour structures there is a natural affinity towards the traditions of society, such as church attendance and a focus on high academic achievement.

Jessor concludes that peer and adult role models can affect behaviour negatively and encourage deviancy. Exposure to situations that invite problem behaviour can encourage at-risk adolescents to emulate the undesirable trait and this often translates into disruptive behaviour within the classroom.

### **2.3 THE CAUSES OF NEGATIVE CLASSROOM BEHAVIOUR**

Determining the causes of negative classroom behaviour assists teachers in finding effective methods to combat the growing problem. For the purpose of this study, drug and alcohol abuse, modernisation and the increasing acceptance of western norms and values, as well as family and community instability are deemed important factors that may affect classroom behaviour negatively.

#### **2.3.1 Drug and alcohol abuse**

Research shows that there is an increase in the number of young adults and adolescents who abuse alcohol. Some studies show that a significant proportion of college and university learners in some developed and developing countries have become heavy users of alcohol (Aruffo Gottlieb, Webb & Neville, 1994). Bennell, Chilisa, Hyde, Makgothi, Molobe and Mpotokwane (2002) contend that alcohol abuse among youth in Botswana is attributed to the lack of recreational and sporting activities. Alcohol and drug abuse has increased sharply in the last decade. In response to the escalating problem, the government of Botswana has embarked on a strong campaign to limit the amount of liquor stores and bars in the country. This is part of a crackdown on alcohol and is driven by Botswana's President, Ian Khama. It is a position that he set out at his inauguration speech on 1 April 2014 when saying "Abuse of alcohol is one of the ills that we have to address as a nation" (Miller, Gruskin, Subramanian, Rajaraman & Heymann, 2006). Although children are not allowed to legally

buy alcohol, this is not really strongly enforced by shop owners and thus access is relatively easy for children. Classroom behaviour may be affected negatively either by children who are themselves abusing alcohol, or whose parents or caregivers are drinking.

Drugs such as marijuana and more hard-core type drugs such as heroin and cocaine have also made their way into schools. Dealers find it easy to bypass the relatively lax security in schools (Macdonald, 2004). According to Matsoga (2003), violence and misbehaviour (bullying, vandalism, truancy, inability or unwillingness to do homework and deviant behaviour) have become the norm in schools in Botswana. He further alludes to the idea that the embracing and acceptance of western behaviours and norms within a very traditional culture could be a contributing factor towards poor classroom behaviour. He validates this by suggesting that traditional parenting is being undermined by foreign ideas perpetuated primarily through the media which portrays life styles that are in direct contrast to long-adhered to methods of discipline. This results in parenting confusion and ultimately poor behaviour.

The illicit drug trade is gradually emerging as a serious problem in sub-Saharan Africa. More sophisticated and synthetic drugs such as crack, cocaine, opium, and ecstasy are increasingly finding their way into the continent (Parry, 2008). Africa has huge young and vulnerable populations who are becoming the target market for the illicit drug industry. In Cote d'Ivoire more than half of the entire population is under 18 years and there is an alarming growth in the number of 'street children.' In most African countries, the under 18 population is relatively large; this is true of Botswana, Cameroon, Central African Republic, Guinea-Bissau, Egypt, Kenya, Lesotho, Libya, Malawi, Mozambique, Namibia, Nigeria, South Africa, Trinidad and Tobago, Togo, Zambia and Zimbabwe (U.S. Census Bureau, 2000). Drug usage in Africa amongst young people is associated with social and psychological damage produced by social upheavals and civil war (Mazibuko, 2000). In other words, it is associated with the challenging socio-economic material conditions found within most countries on the continent. A survey of young Kenyans suggested that 63% used drugs, including the culturally accepted "*qaat*" (a flowering plant containing amphetamine and chewed socially). In Ethiopia it is reported that 82% of the street children in Addis Ababa use some kind of a drug (James, 1999). Beside the threat of increasing consumption amongst children and young people, Southern Africa is becoming a major trans-shipment point in the international drug trade, as well as a major producer of dagga (Honwana & Lamb, 1998). All these factors are a threat to the stability and sustained socio-economic development initiatives in the Southern Africa region.

Young people use or abuse drugs for a variety of reasons. One cannot generalise the reasons given by young people of Africa for the use of and experimentation with drugs. In South Africa it is estimated that approximately 5.8% of the population over the age of 15 is dependent on alcohol and that there are indications of an increase in the abuse of illicit drugs and other substances (Parry & Bennets, 1998). In South Africa, children and young people are introduced to drugs in a number of ways. The youth, sexually active young girls and street children are some of the most vulnerable and high-risk groups when it comes to drug and substance abuse (Drug Advisory Board, 1997a; South African National Council on Alcoholism and Drug Dependence, 2001; Department of Social Welfare, 1997). Other drugs that are prevalent and readily available to children and young people in South Africa are glue sniffing, dagga, mandrax, cocaine and to some extent ecstasy. Generically high-risk groups include the youth, commercial sex workers and pregnant women (Drug Advisory Board, 1997a). Glue sniffing is popular amongst school going and street children from younger than 10 years of age until about 13 years old. Incidences of children attending schools obviously under the influence of narcotics have increased and this has resulted in poor classroom behaviour. More primary and high school learners know how to buy alcohol, marijuana or prescription drugs than in the past and private schools are no longer immune from drugs on campus (National Centre on Addiction, 2011).

Alcohol is the most heavily used substance in Botswana. A survey (Botswana Youth Risk Survey, 2004) revealed that 'sextasy' (a combination of the drug ecstasy and Viagra) to be the second most abused drug after marijuana by 10-19 year old learners. The first *Botswana Youth Risk Behavioural Surveillance Survey* was conducted in 145 schools by the Ministry of Education and Skills Development regions in 2012 and it showed that the youth got involved with the use of drugs from a young age. It also indicated that from the sampled population of learners, 14.9% reported having used marijuana, 5.7% used sextasy, 5.6% used cocaine and 3.7% used ecstasy (Macdonald, 2004). Tapologo Baakile, the Director of Population and Development in Botswana, remarked at the 45<sup>th</sup> Session of the *Commission on Population and Development* that Botswana is deeply concerned about the incidence of alcohol and substance abuse amongst the country's youth and adolescents (Baakile, 2012).

The Sunday Standard newspaper of Botswana recently cited a growing drug and alcohol dependency amongst the youth. Flagrant disregard for traditional values have resulted in young people openly and in public taking drugs and drinking alcohol. The commentary also mentions the easy availability of drugs and alcohol within school systems (Sunday Standard Commentary, 2012).

### **2.3.2 Modernisation and the influx of western norms and values**

Botswana has very unique cultures and ways of life and these are at high risk from being influenced by western norms. Botswana realises that modernisation and technology are part of its growth as a country and thus it is committed to creating a balance between the old and the new. One of the changes occurring within the country is the introduction of English medium schools deemed necessary in order to keep a pace with world demands in the business sector. The introduction of English medium schools has in part determined a change in classroom behaviour as older traditional ideas are replaced with previously unfamiliar western ideas (Kasongo, 2010).

The development process in Botswana has taken place very quickly and has generated rapid and dislocating changes in family and relationships outside the family. The fact that many men and women, youth and children have not been adequately prepared to understand and cope with tensions arising from intergenerational conflicts and the interaction between Tswana and foreign cultures means they are experiencing role conflicts or debilitating identity crises (Foot & Venne, 2005). As the basic structure of the family disintegrates, violence among family members increases and this domestic violence spills over into the classroom (Lystad, 1985). The disintegration of the family structure is also identified as being a chronic stressor and one of the categories often related to depression and suicidal ideation.

With modernisation, communities and especially the youth are often caught in a conflict between what they observe in the media (satellite television, radio, newspapers and magazines) and traditional values and norms. Increasingly young people are scornful of methods that they see as old and antiquated. "Money has become very important in our lives today, commercialisation compared with our parents' lives that were based on agriculture" (Botswana Youth Portal, 2015). Materialism and the desire to 'possess things' are often at loggerheads with the expected behavioural norms within the classroom.

This dichotomy between the traditional and modern generation has resulted in an increase in problems such as juvenile delinquency. Kayode (2005) and Ntsabane and Ntau (2000) also highlight the burgeoning problem of juvenile delinquency and vandalism within the region.

### **2.3.3 Family and community instability**

According to Wilson (1983:28), whatever form a family takes, it exists within a community. The community has standards of right and wrong that support the values and lifestyles of constituent individuals and families. It is a public space that provides a sense of security for the individuals and families within it. As a social space within which people live, the fabric of the community is a complex system of formal and informal friendship, kinship and acquaintanceship networks. These networks are rooted in family life and ongoing socialisation processes (Abercrombie, Hill and Turner, 2000). A strong community enforces high levels of social control, thereby preventing crime as well as providing a fallback position when a family fails in its function of socialising children. If the community is weak, children are more likely to become criminals. The family and community are therefore highly interdependent (Muncie, 1996). Children spend most of their time at school. If the communities within which schools are found do not function well, these schools are a nightmare (Hellman and Fox, 1984). That is why schools in drug infested areas always suffer from gang violence as they become the turf for the criminals to peddle illicit substances.

A community is strong as long as its constituent individuals and families observe community standards and exercise a sense of responsibility and obligation towards them. These responsibilities and obligations include the application of informal sanctions as well as collective supervision of children in the neighborhood (Wilson, 1983). In his anthropological study of some Tswana tribes during the colonial period, Schapera (1970) indicates that an application of informal social control and collective supervision of young people was the cornerstone of social control in most traditional Tswana communities. It is perhaps on this understanding that the community policing principle and the current expectations and obligations placed on families in Botswana are predicated. From this background, the African communities coined sayings like 'it takes the whole village to raise a child' and 'every child is my child.' Unfortunately these sentiments are based on bygone experiences rather than present realities. The present disparity has been brought about by a breakdown of the extended family, especially in urban areas, and this has in turn contributed to a deterioration of morality in society (Balogi, 2004). The perceived environment system of the problem behaviour theory suggests a relationship between a person and their support network, in this case, the traditional community. When that link is broken, the individual may resort to poor behaviour within the classroom.

As part of the process of rapid demographic and socio-economic change due mainly to urbanisation and modernisation, patterns of family formation and family life are undergoing considerable change and altering the composition and structure of families in Botswana

society (Gaisie, 2000). The traditional family structure under pressure from rapid social change is being eroded and is generally splitting up to such an extent that it is failing to fulfill its primary role of socialisation. Johnson, Johnson, Holubec and Roy (1984) note that community togetherness and family norms that once taught young people about socially acceptable norms and good classroom behaviour are now not regularly practiced.

Urbanisation and modernisation have placed heavy burdens on families who still shoulder the socio-economic responsibilities of the extended family. It is often not possible anymore to provide children with the same amount of care and attention that they automatically received in the extended family set-up of previous decades. Urbanisation and modernisation directly cuts across ancestry-based residence and mutual social, spiritual and economic co-operation (Ibrahim & Ellis, 2004). Learners are often sent to school with little to no support from their families. This results in poor classroom behaviour as they are ill-equipped to cope. When parents and other primary caregivers are involved in learners' education in meaningful ways, there is likely to be a positive influence on academic performance. Learners whose families are actively involved sometimes achieve higher grades, have better attendance, complete more homework, are better motivated, and are less likely to resort to poor classroom behaviour (Henderson, 1994). Learners of involved families are more ready and able to learn and more likely to stay in school and benefit from high quality learning experiences.

The situation is compounded by the fact that in modern times the stability of the family has been seriously threatened. The exclusion of the active involvement of the extended family system has tended to cause marital instability which customary and statutory laws in Botswana are unable to cope with (Badru, 2008). Recently the divorce rate has risen sharply (Seitshiro, 2010) and almost everywhere, the number of single parent families has increased dramatically. Many families are as a result incapacitated to maintain discipline and support for their children. As part of the community, teachers and *parentis in loco* are also affected and are losing the battle to teach learners effectively. Parental involvement and parental attitude influence the child's perception of life and its many facets. Parenting skills in Botswana range from traditional authoritarian discipline measures to allowing the child complete freedom without dealing with behavioural consequences. Gabathuse (2003) criticises the current trend of parents to expect schools to solve all discipline and behaviour problems. Traditionally, Botswana has used a spirit of 'corporate-ness' to discipline or socialise children.

In the past community structure, people diligently carried out tasks such as that of raising a child. “To be human is to belong to the whole” (Mbiti, 1990). Thus the saying’ *mabogo dinku a a thebane*’ (hands like sheep bounce on each other) means that people traditionally help each other in turn. The whole community was charged with the responsibility to socialise any child born among them. The concept of “*botho*” (the common good of society, togetherness and a concern for humanity) and the reality that it is not practiced is of serious concern. Respect for the community members and public servants such as teachers and the police is lacking. It is this fracture in the societal structure that needs to be addressed. For children to have a good grounding in “*botho*,” this has to start in the home with parents demonstrating a good sense of responsibility for both themselves and their children. This helps children to develop an integrated concept of self-worth (Speaker & Peterson, 2000).

The idea that when a child misbehaves he embarrasses not only his family but also the community as a whole is a traditional Batswana teaching. Mbiti (1990:106) notes that “whatever happens to an individual happens to the whole group, and whatever happens to the whole group happens to the individual.” In the past, parents of a wayward child would first engage aunts and uncles to curb the child’s misbehaviour and then consult the community elder. Interestingly, approaches used were developmentally appropriate. In most cases sanctions and/or corporal punishment were for younger children while “serious talk” was employed in chastening youths and young adults (Mbiti, 1990:28).

#### **2.3.4 Interruptions to schooling**

It has been reported that around 92% of children attend primary school, but only 45% proceed to junior secondary school and 20% of these continue into senior secondary school (Botswana Multiple Indicator Survey, 2000). This high drop-out rate is due partly to schooling not being compulsory and largely to poverty. A range of other issues such as teenage pregnancy also impact this (Meekers & Ghyasuddin, 2010). Given the rising number of orphans in Botswana, this drop-out rate is likely to increase due to poverty, especially with the introduction of school fees in secondary schools (BBC World News, 2006). Interruptions in children’s schooling results in increased discipline problems within schools. The problem of poverty and hunger are intensified by the rapid population growth which tends to outstrip the level of food production, employment facilities, and even the availability of social amenities for all segments of the population (Magdoff & Tokar, 2009).

Such stresses have become particularly acute in recent years in countries like Ghana where governments have taken steps to reduce social expenditures as part of their efforts to bring government revenues and expenditures into balance and implement structural adjustment



programmes (Degbey, 2009). While every member of the poor household is adversely affected, children suffer most. Children often have to devote most of their day to helping the family in its income-raising ventures. Even if they manage to attend school regularly, eventually the lack of suitable clothing, footwear, or money to buy the basic school equipment encourages them to drop-out voluntarily. In the higher grades, learners drop-out because their cramped, poorly-lit homes make it virtually impossible for them to keep up with their studies (Cole, 2008).

## **2.4 THE EFFECT OF NEGATIVE CLASSROOM BEHAVIOUR ON TEACHING AND LEARNING**

Learner behaviour plays a major role in academic achievement and social development. A learner's behaviour can affect his/her ability to learn as well as the learning environment of other learners (Thompson & Iwata, 2013). According to Gilbert (2001) the school is the first place where behavioural and emotional problems that require social work intervention begin to be exhibited. Moreover, research has shown that when children with psychosocial problems are acting out their most disturbing emotions, their behaviours confuse and distract parents and teachers who are often "so preoccupied with the surface behaviours that they are unable to address the underlying emotional issues" (Draimin, Hudis, Segura & Shire, 1999:46).

Learners who behave disruptively by bullying other learners, talking during lessons or by requiring the teacher to interrupt lessons to discipline them can have a negative effect on an entire classroom. A 2010 study found that disruptive learners can lower the test scores and academic achievement of an entire classroom (Carrell & Hoekstra, 2010). There are a variety of ways a learner might behave in a disruptive manner. Some are minor and are often easily ignored, but some types of disruptive behaviour go beyond simple rudeness. A learner who monopolises discussions or speaks on particular subjects with no relevance to the current lesson exhibits disruptive behaviour called 'grandstanding' or 'showing off.' Excessive talking with other learners during class or the passing of notes can affect the entire class by making it difficult to hear the teacher or forcing him or her to interrupt the lesson in order to stop the chatter. Another disruptive behaviour occurs when a learner challenges the teacher's authority or knowledge on a subject because of anger over a grade or a general dislike of that particular teacher. This type of behaviour can evolve into verbal or physical threats to the teacher or other learners. Less obvious disruptive behaviours include lateness, sleeping in class and the use of phones or other electronic devices (Carrell & Hoekstra, 2010).

Disruptive learners interfere with the teacher's ability to teach effectively. The behaviours require large amounts of the teacher's time and attention. The teacher must stop the lesson or discussion to address the behaviour and this takes away from the valuable time needed to instruct the rest of the class. If the disruptive behaviour is threatening, it may challenge the teacher's authority and can create tension in the classroom, which pushes learning into the background. Disruptive behaviour by one learner also encourages others to do the same and this compromises the teacher's authority and ability to control the group. Teachers who have disruptive learners in their classroom have to spend additional time on behaviour management, thus reducing the time they spend actually teaching (Carrell & Hoekstra, 2010).

## **2.5 INTERVENTION STRATEGIES TO ENHANCE POSITIVE CLASSROOM BEHAVIOUR**

Taking measures to improve academic performance and outcomes starts with improving the behaviour of learners in the classroom. Teachers play a large role in creating an environment that encourages learning, improves learner behaviour and creates better academic performance at every level of education. Behaviour is learned and serves a specific purpose (Bandura, 1977). Therefore structure and consistency within the classroom play an important part in ensuring positive behaviour. All learners experience frustration, but those with learning challenges do so more than others. The predictability of classroom routines is their 'security blanket.' According to Strain and Hemmeter (1997:4), "A classroom schedule that is well-designed and is implemented consistently may be the single most important factor in preventing challenging behaviours." Teachers who can develop or modify their routines to increase predictability can lessen anxieties (and challenging behaviours) for their learners.

Positive encouragement and a focus on desirable behaviour traits within the classroom foster an atmosphere of productive learning. Ghiora (2010) comments that if learners feel safe within a classroom environment and are able to ask questions freely and easily, their behaviour tends to be more positive. Shores, Gunter and Jack (2005) further suggest that behaviour can be improved by 80% by a teacher just pointing out what one learner is doing correctly. According to Walker (2012) the most effective teachers dedicate more time encouraging good behaviour than focusing on poor behaviour.

The use of praise determined by specific behaviour has been linked to positive learner outcomes, including better academic interaction, class participation and decreased incidences of poor behaviour (Reinke, Lewis-Palmer & Martin, 2007). O'Leary and Becker

(1969) note that a reduction in the praising of learners combined with constant reprimands for misdemeanors results in an increase in poor classroom behaviour. Positive reinforcement and praise results in an increase in the natural motivation and confidence of learners (Cameron & Pierce, 1994). Positive reinforcement has been used successfully to improve academic and social behaviour and reduce poor classroom behaviour (Lo & Cartledge, 2004). Alberto and Troutman (2009) further suggest that teachers should change their behaviour because their reaction determines whether certain behaviour will occur again or not.

In conjunction with positive reinforcement, a token economy programme can be developed within the classroom to foster good classroom behaviour and lessen undesirable traits. Token economies are based on operant learning theory which states that rewards and punishments shape behaviour (Skinner, 1953). A token economy rewards good behaviour with tokens that can be exchanged for something desired. A token can be a chip, coin, star, sticker, or something that can be exchanged for what the learner wants to obtain. Within the classroom environment teachers reward learners with a token when their behaviour matches the desired behaviour. These tokens can then be exchanged for privileges or small items that the learner desires.

The whole school and community approach is based on the systems theory (Bronfenbrenner, 1979). Poor classroom behaviour is only likely to change if the learner has a support system in place that involves not only the immediate family but also the community at large. The core members of the school community are the staff, learners, parents and members of the wider community who all share a common interest and vision. They have a goal that they want to achieve and work together to make the vision a reality and so they act in ways that are consistent with that vision. Whole-school approaches usually start with the school community engaging in a self-analysis to raise awareness, identifying the most urgent needs, creating a shared vision and committing to action. Parents and community stakeholders take part in school visioning, planning and problem solving alongside staff and learners (Hargreaves, 2008). The community development processes that are part of a whole-school approach offer schools a process for working with parents and the community in an active partnership.

Effective learner behaviour management is an intervention strategy that can enhance positive classroom behaviour. Managing learner behaviour is part of the teaching and learning process. Creating a safe and positive learning environment in which learners and staff interact positively with each other is important if classroom behaviour is to improve.

Learners need support and they also need to learn how to accept responsibility for their own behaviour. Schools should provide learners with opportunities to develop appropriate behaviours, self-control and resilience through social interaction with teachers and other staff and through the curriculum. This interaction needs to be positive and pro-active. The headmaster is ultimately responsible for the creation and maintenance of a safe and positive learning environment and the development of processes for the effective management of learner behaviour. Approaches should encourage pro-social behaviour, promote learner well-being and foster the learning of self-discipline. Early intervention and preventative measures must be put in place and procedures for the management of ongoing or serious behavioural problems outlined (Reithaug, 1998).

## **2.6 CONCLUSION**

This chapter focused on the causes of disruptive behaviour among learners in schools. These include drug and alcohol abuse, modernisation and the influence of western norms and values on traditional ones, family and community instability and interruptions in schooling. It described some of the challenges that are faced by the education system as a whole and the difficulties that schools face in trying to provide a holistic education whilst dealing with poor classroom behaviour.

The chapter also uncovered some strategies that can be used to alleviate the problem of disruptive behaviour in schools such as the use of positive reinforcement, token economy programmes, whole school and community approaches and behaviour management policies. Behaviour management is one of the biggest challenges that all teachers face. Understanding that there is more than one way to combat poor classroom behaviour and having knowledge of some of the effective strategies that exist can assist in overcoming teacher stress and apprehension when faced with a difficult classroom situation.

The next chapter forms part of the empirical leg of the study and looks at the research methodology and design used. The chapter will seek to give a detailed account of how the study was carried out on the ground.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 INTRODUCTION**

The main aim of this chapter is to present the research design and the procedures followed when collecting data from the participants. Information about the participants and the social setting in which data for this case study was collected is broadly outlined. Participant observation, interviews, focus group discussions and document analysis were all used as tools to collect the data used in this study.

#### **3.2 RESEARCH METHOD AND DESIGN**

A qualitative research approach was used. Qualitative research is used when data is gathered in face-to-face situations. Researchers interact with selected people in their natural settings. Taylor (1977) describes qualitative research as an inquiry or naturalistic research into daily living whose aim is to understand some aspect of social life. Its methods in general generate words rather than numbers and this is the data that is then analysed. Qualitative research describes and analyses both individual participant's actions and also collective social actions, beliefs, thoughts and perceptions (McMillan & Schumacher, 2006). Qualitative research allows the researcher the opportunity to interact with the participants in their natural settings, thus creating a more intimate and meaningful data base (Taylor, 1977). Understanding social phenomena such as the causes of negative classroom behaviour is achieved by analysing the many contexts of the participants and describing participant's meanings for these situations and events.

##### **3.2.1 Selection criteria and sampling**

Purposive sampling was used in this study because the researcher has a good understanding of both the population and purpose of the study. With purposive sampling, the participants are specifically selected because of some characteristic they encompass (Babbie, 2001). The researcher uses a purposive sample because those being interviewed or studied fit a specific purpose or description. Purposive sampling is one technique in non-probability sampling. The advantage of non-probability sampling is that it is a convenient way for researchers to assemble a sample with little or no cost and it is suitable for those research studies that do not require representativeness of the population (Babbie, 1990). Non-probability sampling focuses on sampling techniques where the units that are investigated are based on the judgement of the researcher. Usually the sample being investigated is quite small, especially when compared with probability sampling techniques (*Types of purposive sampling*, 2009). Qualitative research generally involves a number of

different phases, with each phase building progressively onwards from the original. This being the case, purposive sampling is useful to researchers because they can use a variety of methods available to build and increase their pool of research data. In this study the use of the purposeful sampling strategy allowed the researcher the chance to deliberately select participants who, in the researcher's view, could provide data that helped to explain disruptive behaviour within classrooms.

Purposeful sampling is done to increase the utility of information obtained from small sample groups (Maxwell, 1996:8). In this study, three teachers who have taught for at least eight years were purposely selected; they teach at Schools A, C and D. Sixteen learners were also purposely selected from the four schools in which this study took place. Six parents were included to participate in a focus discussion. The identification of problem behaviour in the schools ensured that the site selection would reveal data that was appropriate and relevant to the research aim. All the schools in the study are independent schools and each has both a primary and secondary campus following separate syllabi and serving different socio-economic sectors of the community. The choice of these sites as being suitable was determined by a certainty that the informative data that would be obtained from them would be useful. The researcher deliberately chose independent schools because public schools within Botswana were going through Administration and Wage disputes and it would have been difficult to obtain reliable and valid data within them. In addition, there are only four independent English medium schools in the area and all were willing to be included in this study.

### **3.2.2 Data collection**

The research method used for this study was qualitative. Most qualitative research depends on the use of multimethod strategies to collect data. Multiple strategies are used to collect and corroborate the data obtained from any single data strategy and also to confirm data within a single strategy. Strategies used by qualitative researchers include participant observation, interviewing, artifact analysis, field observation and supplementary techniques. Because of the descriptive and exploratory nature of the study, the sample size does not have to be large (Patton, 2002). Schools A, B, C and D are local schools found within the community. The researcher sought to describe the negative types of classroom behaviour occurring within these schools and to offer valuable insights into such incidences and possible proactive measures to reduce them. Data collection techniques used in this study included artifact collection and analysis, observations, individual interviews with teachers, and focus group discussions with both learners and parents.

A meeting was held with each of the four headmasters in order to obtain written permission to undertake this study within their school and to inform them of the direction of the study. The investigation itself commenced with a meeting with the participants who indicated their willingness to participate in the process of collecting data. This was to establish rapport, trust and reciprocal relations with the participants. The initial few days in the field also allowed the researcher to adjust her interviewing and recording procedures to the setting in which she found herself. A teacher from each school was asked to assist in the preparation and implementation of the research process. The strategies used to collect data are presented below.

### **3.2.2.1 Observation**

Observations were undertaken in order to obtain and corroborate salient observations of different perspectives. Participant observation is used to develop an understanding of the world from the point of view of the participants in the research. Observation can be overt or covert, that is, either the researcher reveals their identity to the participants (overt) or only partial elements of why they are there (covert) (Blundell, 2014). In this research, an overt role was adopted and the researcher was an observer of all that was going on. Initially, this involved learning, listening and getting a sense of what was going on. Impartial and accurate notes were taken whilst observing the research site and the participants.

The primary advantage of observation techniques is that the researcher does not need to worry about the limitations of self-report, bias, social desirability or a response set. Information is not limited to what can be recalled accurately by the participants. The observation limits are defined in precise terms as observing the problem, recording the variables, defining the behaviour and recoding objectively. Observations capture natural behaviour and are unobtrusive and reliable (Trochim, 2006). This approach allowed the researcher access into the actual school settings and the chance to observe teachers, learners and administration staff in different school venues. According to Bogdan and Biklen (2006:5), action can be better understood when it is observed in the setting in which it occurs.

Six consecutive weeks of observing participants' behaviour (like late coming, the wearing of school uniform, response to the school bell for and after break, bullying and rate of movement during teaching time) allowed the researcher the chance to establish relationships with the participants. The period of six weeks was the time period permitted by the four schools. Spradley (1980), Rubin and Rubin (1995) and Punch (2000) state that the key strategies that an ethnographer uses include expanding energy to get to know the

community and its members, and participate in and observe social, communal and strategic events. Spradley explains that observing participants closely allows the researcher to offer an explanation and description of the meaning of actions and events of people that he or she has learned to understand. In this regard, observing participants embark on their daily life activities allows for further opportunities to discuss perspectives of their school communities, especially around the issue of negative classroom behaviour (Spradley, 1980). Learners were observed in their daily life activities in the school. This was the most easily accessible observation opportunity for the purposes of this study.

### **3.2.2.2 Individual interviews**

Interviews are one of the primary data collection strategies used in qualitative research. Selecting participants for in-depth interviews involves profiling people who would have knowledge of the topic through their experience. Locating possible interviewees for this study involved using an informal network of interested stakeholders. In-depth interviews with three teachers were scheduled. Face-to-face in-depth and semi-structured interviews were used in this study and these allowed the participants the freedom to talk about what was of central significance to them. Open-ended questions were predominantly used and this gave access to the perspective of the person being interviewed (Krueger & Casey, 2002). The purpose of personal interviewing is to enable a researcher to see issues from the participants' perspectives (Krueger & Casey, 2002). The responses given by the participants allowed the researcher the chance to ask follow-up questions that arose from the initial answers offered by the participants. This enabled the researcher to collect rich data sets.

### **3.2.2.3 Focus group interviews or discussions**

A focus group is an organised discussion group that is structured in a flexible way with between 6 and 12 participants (Morgan, 1997). It usually lasts one or two hours and provides the opportunity for all the respondents to participate and give their opinions. Engaging the participants in focus groups encourages them to remind each other about certain issues, particularly where someone wants to refer to a specific incident which he or she has forgotten. Open style sessions also tend to be livelier in nature. The researcher was initially concerned about the weaknesses inherent in focus groups, such as problems that might occur from participants' personalities, worries about confidentiality, and generalisability (Fern, 2001). However, she had prior experience of group interventions and of being a facilitator and so these problems did not become a deterrent. In spite of the weaknesses mentioned, the use of focus groups in research is practical, flexible and deemed a suitable method to gain the desired information. Three focus group discussions were scheduled. The first group consisted of eight learners aged 14-15 years from School B, the second of eight



learners aged 16-17 years from School D and the third of six parents from School D. Using focus groups with different learners and a parent group was beneficial because it revealed a wealth of detailed information and deep insight into types of disruptive classroom behaviour and the causes thereof.

#### **3.2.2.4 Document analysis**

Document analysis is a qualitative research strategy used to obtain data with little reciprocity between the researcher and the participant. It is non-interactive and requires analysis in order to locate relevant data (Robson, 2011). Types of documents and artifacts examined include personal documents, official documents and objects. Personal documents are a narrative written in the first person such as a diary or personal letters or journals. The existence of such documentation can surface during an interview or participant observation. Official documents are usually found in abundance in organisations. Memos, minutes of meetings, policy documents and draft proposals are examples of official documents. Existing official documents can be located during the researcher's time in the field and are usually readily available (Richie & Lewis, 2003). Schools generally keep individual records on each learner and these can be obtained with permission from the headmaster.

Official documents and materials such as school administration files and policy documents were used to support the field notes and transcripts of the interviews. The primary documents that were used included the school record of misdemeanors, the school attendance and drop-out records, cases of suspension and parents' consultations, the school prospectus, school syllabi and the staff manual. These documents provided evidence of the general state of the school in terms of its efficiency and the well-being of both the learners and the staff, especially as far as discipline was concerned. The school prospectus provided information on how closely the school followed the regulations set by the Ministry of Education. The existing school discipline policy documented how learners are expected to behave towards teachers and other learners at school.

#### **3.2.3 DATA ANALYSIS**

Data analysis is a systematic process of coding, categorisation and interpretation of data aimed to understand or provide an explanation as to why phenomena are occurring. The three overlapping phases are data collection, coding and categorising (McMillan & Schumacher, 2006). Data analysis involves finding themes and patterns and recording these patterns using narrative structures and visual representations. It focuses on making sense of data obtained in the field and depends on the researcher's interpretation and attention to detail. Frequent visits back into the field can be required in order to negate inaccuracies and

determine emerging patterns (Miles & Huberman, 1994). Following the first interview, data was analysed and categorised in order to determine emerging patterns and to facilitate subsequent data collection. All four of the participating schools are in close proximity to each other and this allowed the researcher the opportunity to revisit the research field in order to determine patterns of behaviour.

Most qualitative researchers prefer the interpretivist/subjectivist style of analysing data. This is called the crystallisation or immersion style of analysis and involves coding, categorising and pattern seeking into an extensive period of intuitive rich data immersion. Obtaining the maximum personal experiences and identifying patterns of behaviour within the participants provides valuable and meaningful data. Although there is no one right way of analysing the data obtained, methodological knowledge and intellectual competence are necessary attributes (Patton, 1990).

Qualitative researchers are required to organise the data obtained. This can be done by reviewing the research question and foreshadowed problems or sub questions. The interview process can be examined and themes, concepts and categories determined. Researching other studies and the methods used by those researchers can assist in organising data efficiently. Developing a coding system from the data helps to make sense of the patterns and meanings that emerge from the data obtained. Dividing the data into smaller pieces containing descriptive meanings enables the researcher to get a sense of the whole, generate codes and compare these codes (Denzin & Lincoln, 1994).

For the purposes of this study, Cresswell's (2009) six steps of data analysis were followed. The data was organised and prepared for analysis, and interview transcripts were compiled and repeatedly read through in order to harvest meaning from them. Organising the data into categories based on the participant's ideas and information obtained allowed the researcher to determine definite themes and patterns that occurred. Forming categories from the coded topics allows a researcher the chance to think more abstractly. A category is a more general and abstract idea that represents the definition of similar topics. Assumptions made by individuals are often discarded to search for what people really mean. Basic questions such as Who? When? Where? What? How? and Why? are used (Strauss & Corbin, 1997). The next step was to collate the categories with their themes and patterns into a narrative passage so that the findings would occur logically from the participant's responses. The researcher's own experience as a teacher allowed her a better understanding of the participants' stories. To ensure accuracy of interpretation, the researcher focused on what the participants were saying, the conclusions that they drew and their thoughts about future

intervention. The themes that arose from this study had to be balanced between a natural bias and the meaning that participants gave to their own thought processes.

### **3.3 ETHICAL ISSUES**

Sociological research involves an intrusion into people's lives and so it raises issues about the welfare of both the researchers and the participants involved. Punch (2000) notes that qualitative research intrudes into people's lives more than it does with quantitative research. It deals with the most sensitive, intimate and innermost matters in people's lives, and ethical issues inevitably accompany the collection of such information. Bell (1997) stresses that the researcher should maintain strict ethical standards at all times and notes that the researcher may set conditions and guarantees to ensure this. Bell (1997:13) elaborates saying that "all participants would be offered the opportunity to remain anonymous, that all information would be treated with strictest confidentiality [and that] interviewees would also have the opportunity to verify statements when the research is in draft form." Participants in this study were assured that their confidentiality would be protected. They were informed that the intention of the research study is to understand their perspective of negative classroom behaviour within the school system without compromising their right to their privacy.

In this study the problem subject matter is sensitive and thus it was all the more important to show respect towards all the participants who so willingly allowed research into their lives. Blaxter, Huges and Tight (2001) summarise the principles of research ethics by commenting that it is about being honest and forthright about the nature of the agreement that has been entered into with the participants. Some important ethical guidelines are that participants must not be harmed, must give their informed consent, must be assured that their privacy will not be invaded and must be sure that they will not be deceived. Informed consent was obtained from the learners, their parents, and the participating schools. The information obtained from the participants was protected by the confidentiality of the data and the privacy of the participants. Sensitivity both towards cultural differences and the protocol of the country was adhered to. An outline with the research problem and rationale was provided to the schools as well as information about what instruments would be used to gather information and what type of data was required for the study. Participants were given the option to withdraw from the study whenever they wished and all promises were respected. Bogdan and Biklen (2006:53) stress that "subjects should enter research projects voluntarily, understanding the nature of the study and the dangers and obligations that are involved." Fontana and Frey (1994:372) emphasise the essence of having 'informed consent,' that is, consent received from the participant after he or she has been carefully and

truthfully informed about the research. The right to privacy and protection from any harm, be it physical, emotional or otherwise, is also emphasised.

### **3.4 TRUSTWORTHINESS AND CREDIBILITY**

By its very nature, qualitative research entails the researcher taking an active, immersed role in the collection and interpretation of the participants' meanings. The differences in influences within the people present in the setting and the statements made, either vague or specific, need to be analysed thoroughly. Trustworthy evidence for pattern seeking should be obtained through qualitative assessment of solicited data versus unsolicited data. Accuracy of data can be influenced by emotions and by how observant a participant is. It should be noted that obtaining trustworthy data is affected by the researcher's assumptions, perspectives and the effect that the researcher may have on the group at large (McMillan & Schumacher, 2006).

Guba (1981) proposes four criteria that should be considered by qualitative researchers in the pursuit of a trustworthy study. These are credibility (in preference to internal validity), transferability (in preference to external validity), dependability (in preference to reliability) and confirmability (in preference to objectivity). Conostas (1992:260) writes that "questions concerning the credibility and status of qualitative inquiry are related to the privatization of qualitative analysis." Conostas continues saying that researchers should make all aspects of their analysis open to public inspection.

Credibility is defined as the extent to which the results of a study mirror reality and therefore can be assumed to be trustworthy and accurate (McMillan and Schumacher, 2006). In qualitative research, credibility deals with the question of "how close or similar are the findings with reality?" (Merriam, 1998:170). Lincoln and Guba (1985) argue that credibility in qualitative research is one of the most important factors in determining trustworthiness. The elements of the research need to be stated clearly and in detail, leaving no room for confusion or doubt, otherwise the study can be criticised as being biased or containing unjustifiable questions. The above authors helped the researcher to understand that it was essential to be aware of her own bias, assumptions and relationship with the study as these could affect the investigation.

Furthermore, Merriam's (2002) guidelines of reflexivity, engagement and variation were adopted. The researcher examined her own bias and assumptions which could affect the investigation (reflexivity). She allowed sufficient time to collect data from the field in order to allow for saturation and maximum variation (engagement), and she actively sought diversity

(variation) within in the sampling so that the findings would be able to be applied over a greater range. Merriam advises that examining preconceived ideas and opinions and how they impact on the accuracy of the analysis may lessen the chance of misinterpretation of data occurring. Sufficient time was spent within the field to allow for data saturation and the collection of valuable and meaningful data. In order to allow the results to be applied over a greater range thus being of more value to the interested stakeholders, the researcher looked for diversity and variation within the sampling.

Scholars have suggested various methods to ensure the trustworthiness and credibility of a research project. Lincoln and Guba (1985) suggest the use of *triangulation*, that is the inclusion of multiple sources of data to confirm emerging findings. Merriam (2002) suggests *member checks* which require the researcher to provide participants with their interview transcripts so that they can check them for accuracy of content. Prasad (2005) suggests the use of *peer reviews* which require that researchers request colleagues or peers to check through findings as they emerge and make comments where necessary. To ensure the trustworthiness and credibility of the dataset collected for this study, all these aspects were considered.

### **3.5 CONCLUSION**

The aim of this chapter was to present the research design and the procedures followed when collecting data from the participants. The techniques used during data collection and analysis were described. The chapter concluded with a discussion of the strategies adopted to enhance the credibility and trustworthiness of the findings. The ethical guidelines followed during the process of data collection were also highlighted.

## **CHAPTER FOUR**

### **DATA PRESENTATION AND ANALYSIS**

#### **4.1 INTRODUCTION**

The aim and purpose of this research project is to provide empirical evidence as to the reason why classroom behaviour is deteriorating in Botswana and to help educators and interested community leaders to make effective pro-active decisions and recommendations in order to alleviate the problem. This was accomplished by first establishing the types of classroom behaviour problems experienced in the schools and the possible causes of poor behaviour. Curriculum intervention strategies in place within the schools were assessed on site. To understand the problem of poor classroom behaviour in the schools, the perspective and opinions of teachers, learners, non-teaching personal and parents were solicited and examined. Three teachers were interviewed; two are Heads of Department in their respective schools. Two focus group discussions were held with two different groups of eight learners and a focus group discussion was undertaken with six adult parents.

#### **4.2 RESEARCH SITES ANALYSIS**

This study was undertaken in four English medium schools. For this purposes of this discussion they are referred to as School A, B, C and D.

Schools A and B belong to the same governing body, however, they are in themselves, two separate schools. School A is a primary school catering for the needs of the community in educating 4-13 year old learners. School A is a feeder school for the newly formed School B. School B also accepts learners from other schools within the community and the country. It is an independent college which has been running for only five years. School A has 340 learners and 22 teachers and at present School B has 100 learners and 10 teachers. Schools A and B are on different campuses but some lessons for the college are conducted on the primary campus as School B is still under construction. Sports fields and the use of the hall are shared.

School C was established in 1886 as an Anglican Mission school catering for the community. It is a primary school addressing the educational needs of 4-13 year old learners. It was privatised in the mid-20<sup>th</sup> Century and now has a learner body of 398 learners with 25 teachers.

School D is the secondary school attached to School C. It was established in the mid-1990s, and caters for 13-19 year olds. It has 280 learners and 24 teachers. Schools C and D share

the same campus but academic activities take place in separate classrooms. They also share sports fields and the use of the school hall.

The conduct policy of School D was revised in 2008. The school has a good academic and sports reputation and it follows the Cambridge examination system. The school discipline policy states the school mission statement and stresses the need for learners to acknowledge their responsibility to themselves, their fellow learners, their teachers and the school. Conduct rules such as punctuality are noted. Personal appearance, behaviour, the use of school facilities and equipment and outside school behaviour are discussed. In addition, a code for parents is included. It notes such important issues as their responsibility to “inculcate sound values and norms in their child to ensure that every learner at School D contributes to the establishment and maintenance of a stable learning environment” (School D Policy Document, 2008:18).

The policy document in School D is laid out under six headings: the general parameters within which the school's discipline policy functions, general principles of learner behaviour, parent accountability, suspension from school, expulsion from school and the merit and demerit system which recognises and rewards good behaviour whilst punishing reoccurring poor behaviour with appropriate punishments (e.g. detention). This policy document also discusses learner disciplinary committees and the general disciplinary system of the school. General school rules discussed include respect towards others and this separated into subheadings of belongings, feelings, beliefs, thoughts, privacy and individuality. A classroom Code of Conduct including absenteeism, procedures and an extra-mural Code of Conduct is discussed in detail. Discipline guidelines for the teacher are noted under the headings purpose, prevention, principles and punishments. The learner's dress code and uniform regulations (including general information on appearance) is detailed.

The 'discipline in the classroom document' lists the following as being effective measures for discipline in the classroom: being proactive, starting with a good discipline plan, being fair at all times, dealing with disruptions with as little interruption as possible, and avoiding confrontations in the presence of other learners. Stopping disruptions with the use of humour is encouraged. It documents the need to keep high expectations in the class, to 'over plan,' be consistent, make rules understandable, and to start afresh every day. The document also mentions techniques that should be avoided such as yelling, using sarcasm and nagging. The focus on these policy documents is the actual implementation of a workable system. Methods of lowering delinquency are listed and the school has successfully used this system

for a number of years. School D recognises the need to update the policy to keep up with the changing environment.

School D has implemented an incentive/disciplinary system called the 'robot letter system.' Green letters are issued to learners for good academic, sporting or cultural grades, service achievement, public relations and neatness. The learner collects credits per green letter. Yellow letters are given for misdemeanors such as homework not done, lesson disruptions, dishonesty and similar infringements. Red letters are given on the rare occasion that a learner has accumulated 5 yellow letters. After a consultation with parents, counselors and the like, a learner may face suspension or expulsion. All letters are signed by parents, the teacher(s) involved and head teachers.

Both Schools B and D are secondary schools and acknowledge the need for a good working relationship between the two schools. They therefore assist each other whenever a serious problem or dispute occurs. School B, being the newer school, is drafting a discipline policy very similar to the policy document of School D. The emphasis of both schools is to use a proactive, practical approach when dealing with discipline problems within the classroom situation.

#### 4.2.1 Participants

	<b>School A</b>	<b>School B</b>	<b>School C</b>	<b>School D</b>
<b>Type of school (Primary/Sec/Col)</b>	<b>Primary</b>	<b>Secondary</b>	<b>Primary</b>	<b>Secondary</b>
<b>No of teachers interviewed</b>	One		One	One
<b>Type of interview</b>	In-depth / semi-structured		In-depth / semi-structured	
<b>No of learners</b>		Eight		Eight
<b>Type of discussion</b>		Focus group		Focus group
<b>Age of learners</b>		14-15 years		16-17 years
<b>Grades of learners</b>		Form Two		Form Four
<b>No of parents interviewed</b>				Six
<b>Type of discussion</b>				Focus group



### 4.3 FINDINGS AND DISCUSSION

Interview transcripts, observation notes, documentation analyses and data generated from the focus groups were analysed inductively using the grounded theory of Strauss and Corbin (1990). The key techniques employed were collecting, categorising and synthesising information and the interpreting patterns. During this process a number of themes emerged and these are discussed below.

#### 4.3.1 Indicators of unacceptable classroom behaviour

Both the collected data and literature examined agree on the definition of what can be viewed as unacceptable classroom behaviour in schools in Botswana. The first major assertion is that unacceptable classroom behaviour has wider implications than its impact within the school. A classroom is often a microcosm of the world at large. In Chapter Two it was mentioned that in the last decade there has been an alarming increase in vandalism and juvenile crimes in Botswana and the surrounding Southern African region (*Commissioner of Botswana Police Report, 2006*).

Unacceptable classroom behaviour affects not only the academic learning process of the school but also the community at large. One participant acknowledged that there is a problem of poor behaviour by saying: *“It’s the theft in the schools that worries me. It seems only a few years ago, our kids could just leave their stuff anywhere and it would be safe. Nowadays, if they put something down, it’s gone in a matter of minutes.”* A number of participants indicated a sharp increase in classroom behavioural problems over the last decade: *“I don’t want to sound harsh but the idea of children’s rights has warped the whole idea of what is wrong and what is right. We used to have one or two badly behaved children. Now we have half the class or more behaving dismally and nothing is done about it.”* This point is congruent with Jessor’s (1987) conclusion that when the personality system and the perceived environment system clash, behavioural problems become apparent. If learners are not clear about their role within the community structure because their peer and adult role models are not instructing them in accepted social norms, they resort to poor behaviour misdemeanors such as theft and noncompliance.

Discipline records from School D noted that the use of marijuana and alcohol by learners and the resulting behaviour problems such as truancy and belligerence within the classroom had increased with time. Records dating back to the inception of School D in 1997 indicated a sharp increase in behavioural problems such as theft and non-compliance, particularly during the last ten years. This was also pointed out by a participant who commented *“I don’t know how many times I have had to replace items for my child over the last few years. And*

*we always mark his clothes with his name, but they still take it and cross out the name.*” *Botswana National Youth Policy* (2004:9) notes a concern regarding the high involvement of young people in crime. The *Commissioner of Police Report* (1998) points to the rapid economic development and increase in both urbanisation and population numbers as being among the main factors responsible for the rising crime rates. The Police Commissioner goes on to comment that other forms of crime include a changing value system, tendency towards individualism and alcoholism, drug related violence, the use of insulting language, rape and assaults, and jealousy and frustration related misdemeanors.

It should be noted that unacceptable classroom behaviour often results in poor academic results and low employment prospects. The *Botswana National Youth Policy* (2004) states that there is a prominent link between crime, unemployment and a lack of education. It also indicates that young males dominate the crime figures. The data collected from Schools B and D indicates that poor behaviour is more prevalent amongst the males of the school student body. The 2001 Botswana Crime Statistics data records reveal that there are more male juveniles than females involved in crime. This was supported by one participant who said: *“When I was a child in Francistown, we used to walk to the shops and have a milkshake. Nowadays, you will get mugged if you try. Just last week, a child was accosted by a group of male juvenile thugs who stole her school satchel.”*

Parents with children at School A expressed concern about the ‘double-streaming’ of the school which has allowed a greater percentage of the general populace into the school than was allowed before. Some parents felt that this had brought with it an increase in vandalism and theft. This was revealed by one participant when saying: *“The school has had to double-stream for financial reasons and this has resulted in a different caliber of student gaining access to the school. School A always had a reputation of being a school for a better type of student. Nowadays we seem to accept all manner of ‘riff-raff.’ The consequences are the increase in theft and vandalism.”*

#### **4.3.2 The dichotomy between modern technology and traditional cultural norms**

The conflict between modern technology and trends and traditional norms and values appears throughout conflict classroom situations in all of the schools. Several teachers from Schools A, B, C and D disclosed that at parent consultations, parents often bemoaned the fact that their children no longer listened to them and were not interested in going to the traditional cattle posts. (Cattle posts are the communal land belonging to the family and are considered the family heritage and wealth in Botswana.) The parents stated that all their children want to do is watch television and play games on the internet. This was confirmed

by a participant 'learner:' *"It's boring at the cattle post. The old people sit around and drink tea all day. There's nothing to do and there's no internet."*

In an informal talk with six learners at School D about the people that they most admired, no one mentioned any celebrity or prominent person from Botswana or indeed Africa. The learners all talked about American celebrities and their idea of what life is like in America. Their knowledge is gleaned totally from popular media sources. A participant boldly said: *"There's nothing to do in Francistown. I'd rather live in America. Everything happens there. Africa is nothing."*

The learners that I observed complained that they had their own rights and didn't see why they couldn't live their own lives. One participant seemed to question their parents' way of doing things when saying, *"Why must I herd cattle and carry water from the well, this is 2012? My parents must get with the times."*

Differences in discipline measures found within modern western homes and traditional accepted forms of punishment were discussed. One learner participant stated that modern discipline actions such as removing certain privileges from learners had little to no effect in a traditional Motswana home where young people did not enjoy the same level of freedom that the westernised home environment allowed. The learner went on to state that Motswana learners expect to be beaten as a punishment for serious misdemeanors.

Although the learners interviewed acknowledged the use of community service and counselling as deterrents against poor behaviour, some were in favour of more harsh measures such as expulsion from the school. In this, they took more hard-line stance than the teachers.

#### **4.3.3 Drug and alcohol abuse**

Alcohol and drug abuse amongst young people is a cause for concern within the community. One participant confirmed that: *"We all know where the guys selling the drugs are; they deal on the far side of the fence nearest the Science Lab. They're there every day."* Another participant had a similar comment: *"We know where you can buy dagga easily right here in area L, next to the bars. The dealers don't even try and hide it."* Research studies carried out in Botswana also indicate that most youth start experimenting with drugs and alcohol at an early stage of their lives (Republic of Botswana, 2000). Molamu and Manyenyeng (in Republic of Botswana, 2000) comment that the use of alcohol and drugs is of great interest to the youth both in and out of school and the unemployed youth, in particular those coming

from poor socio-economic backgrounds from both rural and urban backgrounds. In their study, Molamu and Manyenyeng (1988) reveal that the youth of Botswana start experimenting with drugs and alcohol at an early age. Furthermore, they point out that many young people are bored with their parents and abuse alcohol. This was also echoed by one participant who is a parent: *“There’s not a lot to do in Francistown and so drugs and alcohol are alluring for young people.”*

Schools A and B are situated adjacent to an area of the community that has many bars and nightclubs. Parents and teachers complain that there is little to no control in these bars over who buys alcohol from them. Proprietors feel that the responsibility for underage drinking is the parents’ problem and that they need to take better care of their children. Participants in all the schools studied expressed concern over the increasing use of alcohol by learners and the resulting truancy and classroom behavioural problems.

#### **4.3.4 Family and community instability**

The problem behaviour theory model of Jessor (1991) examines the idea of protective and risk factors. He suggests a ‘pulling away’ from parental and community influence. This ‘pulling away’ could occur if the learner has adopted and accepted values and a belief system that is counter to the social norms through poor peer and adult role models. When the perceived environment and the personality system clash, behavioural problems become apparent. This was highlighted by one participant who remarked that *“Parents are not ‘parenting’ any more. No one wants to take responsibility. People want children but they are not prepared to ‘put in the work’ it requires to be a good parent.”*

Another participant commented that *“Children with behavioural problems often come from homes where physical violence is the norm.”* Jessor’s perceived environment system of the problem behaviour theory suggests a relationship between a person and their support network. Jessor believes that when the support network is broken, the individual may resort to poor behaviour within the classroom (Jessor, 1977). Within Botswana, the breakdown of the extended family system, particularly within urban areas has contributed towards a deterioration of morality in society (Balogi, 2004). Alcohol abuse, divorce rates and spousal abuse within the home have risen sharply (Seitshiro, 2010). Urbanisation and modernisation have placed heavy burdens on families who still shoulder socio-economic responsibilities of the extended family. These added difficulties have resulted in family and community instability. This instability and inconsistency in child rearing techniques results in poor behaviour within the classroom.

#### 4.3.5 Interruptions to schooling

Most of the participants revealed their concern regarding absenteeism and the resulting behavioural problems. One participant even queried whether parents are actually watching their children any more. She spoke of a certain learner who was regularly seen wandering around the town when he should be in school. She mentioned that *“I don’t get the impression that his parents even care where he is. I heard rumours about him being involved in a drug gang.”* In addition, participants from different schools commented on absentee learners who were regularly away from school, particularly on a Friday or a Monday, taking extended weekends. One participant noted that *“J and his brothers are never here on a Friday and sometimes even a Monday, they miss out on weekly tests and are not very strong academically anyhow. Then when they appear, they are disruptive in the classroom.”* Another participant confirmed this saying *“Yes, we’ve spoken to their parents several times but they just disregard our comments about how concerned we are about their children’s education. They don’t seem to care. And they’re not the only learners who are regularly absent.”*

Learner absenteeism is a strong predictor of undesirable behavioural outcomes in adolescence and it includes academic failure, dropping out of school, substance abuse, gang involvement, and criminal activity (McClusky, Bynum and Patchin, 2004). According to Baker, Sigmon & Nugent (2001), learner absenteeism is increasingly identified as an important ‘early warning sign’ that a learner is at risk for school failure and early dropout. Participants at School A commented that at their weekly Standard Seven class meeting certain learners were regularly offending. The monitors complained that the discipline measures in place were not enough. One participant stated *“They don’t care if they get Friday detention, they either don’t pitch up and their parents send an excuse letter the following Monday or if they do appear, they think that it is funny to be in detention.”*

Jessor’s problem behaviour theory and its three main psycho-social components of the personality system, the perceived environmental system and the behaviour system attempt to explain behavioural outcomes such as drug and alcohol abuse, truancy and other risky behaviours found within the school classroom (Jessor, 1977). The influence of both peer and adult role models upon a learner’s perception of what is socially acceptable and the norm is very profound and if the role model negates the importance of regular school attendance, the learner will act upon this and attend classes only when they want to. Frequent absenteeism results in the learner being unable to cope with the increasing academic demands within the classroom. Poor classroom behaviour results as the learner becomes more and more frustrated and is unable to keep up.

The understanding of what constitutes poor classroom behaviour is obviously dependent on an individual's perspective of patterns of behaviour. What one person sees as playfulness is deemed insolent by another. The common ground is the degree to which poor behaviour affects those around one and the community at large. This includes the wanton destruction of property and belongings. The opinions of all those interviewed were based on their perspective of poor behaviour and possible solutions.

#### **4.3.6 Strategies to address negative classroom behaviour**

Poor classroom behaviour affects not only the learner but all those in contact with the learner such as teachers and other learners. Gilbert (2001) states that by its very nature, the school environment is where behavioural and emotional problems that will require social intervention manifest themselves and begin to be exhibited openly. Taking effective steps to address poor classroom behaviour will result in better social interaction and improved academic performance. It is believed that positive encouragement and the reinforcement of desirable behaviour traits within the classroom environment fosters an atmosphere of productive learning. Strain and Hemmeter (1997:4) emphasise the importance of structure and routine within the classroom. They argue that a consistent classroom schedule may lessen learner anxiety.

Several participants suggested intervention methods that they had found effective. One participant said: *"For those more serious problems, we use detention, community service, counselling, one-on-one investigative interviews and suspension as methods of behaviour modification. Only in those rare cases, will the school resort to expulsion. If all other options have been exhausted and there is a very real threat to the welfare of the school community as a whole, we are obliged to ask the parents to remove the child."* Another one said: *"I work with smaller children and I find having a chart with tokens for desirable behaviour helps to maintain discipline. I also have a 'timeout' corner."*

Skinner's operant learning theory suggests employing a token economy programme where good behaviour is rewarded with tokens such as stickers or stars or certain privileges that foster the desire within the learner to emulate good behaviour (Skinner, 1953). Even when punishment is metered out towards a multiple offender, the punishment should be a modified type of punishment that focuses on the positive aspects of a learner's behaviour rather than constantly dwelling on the negative aspects.

Support strategies that schools and communities can offer were discussed by some participants in this manner: *“Yes, we provide a supervised shelter area where children can spend the afternoon (if they are not involved in afternoon activities) doing their homework, or reading quietly until they are collected by their parents on their way home. Our library and computer room are also open all afternoon. Both facilities are supervised by a teacher.”*

Bronfenbrenner (1979) talks about the whole school and community approach in his systems theory. Providing support and an environment conducive towards studying could lessen the frustration a learner might feel when faced with difficulties such as having no quiet area in which to study and not having enough resource material to consult for assignments. Encouraging parents and community stakeholders to participate in a school visioning, planning and problem solving approach alongside staff and learners can generate a productive and effective drive that results in improved amenities for learners. One participant noted: *“We have a few children with serious discipline problems. These children have family problems and we provide a counsellor for the children should they need the help.”*

Early intervention and preventative measures such as learner counselling can be implemented and procedures for the management of ongoing or serious behavioural problems outlined. Approaches such as life skills classes and study methods and pro-social behaviour classes provide the knowledge and environment that a learner experiencing difficulties needs. One participant stated: *“Our school has an ‘open-door’ policy. We encourage the participation of parents in our many activities. When we are faced with a serious discipline problem, we meet with the parents to discuss the problem. Usually parents are very understanding and if you treat them with respect and understanding, most problems can be solved.”* Another participant said: *“If the child constantly misbehaves, I call the parent in for an interview. Homework books and all assignments must be signed by the parents daily. In this way they can see whether their child is actually working or not.”*

Bronfenbrenner’s systems theory (1977) encompasses the whole school approach and the community approach encourages the community at large to identify the most urgent needs that exist. Through a shared vision combined with planning and the community at large, a learning environment that addresses the needs of the learner can be created. Transparency and openness combined with community development processes are part of the whole-school approach and they offer schools a chance to work with both parents and the community in an active partnership. If the support system for learners involves not only the immediate family but also the community in which the learner lives, poor classroom behaviour is likely to change. A network of support and openness based on a common goal

and a vision provides the stability and consistency that a learner who is experiencing behavioural difficulties requires.

The importance of structure and staff development meetings within schools was discussed with one participant saying: *“Our school has weekly staff development meetings in which a variety of topics are discussed. In addition to these meetings, we encourage our staff to attend seminars and workshops both in the area and further away. We are committed to keeping up with effective and innovative new ideas in education.”* This participant confirms that teachers play one of the most important roles in creating an environment that encourages learning in a positive and creative environment. Bandura’s theory (Bandura, 1977) states that behaviour is learned and serves a specific purpose, therefore structure and consistency combined with effective teaching methods and proactive approaches towards learner behaviour are likely to lessen anxiety and create an effective learning environment. Keeping abreast of changing trends in education ensures that the teacher has the benefit of acquiring knowledge that may better help him to cope with the challenges of the classroom.

#### **4.4 FINDINGS FROM OBSERVATION**

Observations carried out in the schools occurred on afternoons when I was not working. Observations were noted in memo form and included in the data findings. I was able to observe twice a week at each school for a period of an hour during teaching time and in the afternoon. All participant schools are enclosed within walled areas. From observations carried out at School A, I noted the presence of padlocks on the learners’ lockers. From my initial meeting with the headmaster, the introduction of padlocks was a new procedure having only been initiated the previous year following a spate of thefts of learners’ property from their satchels. Teachers and teacher aides were on duty during break time and lunchtime but only School C had teacher aides accompanying learners to and from the toilets. Security guards manned all main school entrances and a Visitors Log was required by all schools. Learners at all participating schools are not allowed to leave the campus unaccompanied during school hours. Concern for the safety of both the learners and control over the possible introduction of drugs onto the campus were reasons given for this rule. This information was obtained from the school policy documents of all the participating schools. Several learners attending all participating schools were observed arriving late. School B had a prefect who waited by the gate and noted down the names of offenders.

Standard Seven learners at School A meet at the beginning of the week for a talk about the monitor duties allocated to them for the forthcoming week. Observing these weekly meetings I noted that problems occurred with the same learners week after week.



Vandalism of school property is of concern. I observed graffiti written in the girls' toilets at School C. Classroom fittings such as fans and lights are being broken or damaged more regularly in Schools A and C. Musical instruments such as marimbas are being more harshly treated, resulting in broken sticks and keys. Both schools advise teachers to lock classrooms at recess time and learners are not allowed into the school halls unless they are supervised by a teacher.

#### **4.5 REFLECTIONS ON INTERVIEWS**

Interpretation of poor classroom behaviour is dependent upon the individual's perception of it. For some interviewees poor classroom behaviour could be as simple as a learner expressing his honest opinion. These participants interpreted this as insolence. More clearly defined behavioural problems such as theft and vandalism occur regularly on all campuses. Detention, community service, counselling, one-on-one investigative interviews and suspension as methods of behaviour modification were mentioned. Regular workshops in which effective discipline methods were shared and agreed upon by most teachers were held as a step forward in the desire to lessen poor classroom behaviour. The desire to be proactive rather than reactive was stressed by several participants. Corporal punishment was frowned upon by most participants as being an antiquated and ineffective means of punishment although cultural practices of beating a learner or administering lashes were discussed.

From the learners who were interviewed and observed I learned that they felt that teachers should listen more and react less forcefully unless it was a valid complaint. The criticism of teachers was that the learners felt that they had no voice at all and that the teacher had already formed their opinion and subsequent method of dealing with the problem before they had actually even heard all sides of the conflict. The learners were harsher than the adults were in their opinions on methods that should be used to punish multiple offenders, often citing suspension or even expulsion as preferable to counselling.

The double streaming within School A concerned a few parents and was cited as a reason for the increase in poor behaviour. They felt that losing the small elite atmosphere of the school invited learners with home or behavioural problems easier access into a stable environment, thus upsetting the balance of good school and community relations. They did however acknowledge that it was a necessary move on the part of the board of governors for financial reasons and to better serve the real needs of the community.

Drug and alcohol abuse was discussed although adults felt this was a personal choice decision rather than something that could be enforced upon a learner. The adults felt that this had little impact on classroom behaviour in general as the incidents were isolated and the offenders were usually removed from the learner body quickly. Learners from School D stated that it was easy to obtain drugs within the school campus.

The problems of truancy and absenteeism were discussed by both teachers and parents. Teachers from School A were concerned that some of their learners were regularly missing school for little reason or with no valid excuse. It appeared that the parents of these learners were not really concerned about their children's education and removed them whenever they felt like it. The loss of essential basic academic learning through disrupted school attendance impacted negatively on their classroom behaviour as these learners were often frustrated in the classroom as they did not understand the work set. As learners, they tended to be disruptive and seldom completed their homework or classroom related tasks.

#### **4.6 CONCLUSION**

The findings in this chapter provide a better understanding of classroom behaviour in four selected schools in Botswana. The complexities of factors that influence classroom behaviour such as community, culture and parenting styles, as well as the abuse of drugs and alcohol provide information as to why classroom behaviour from certain learners is often disruptive and interferes with productive and positive learning. Modernisation and the influx of western ideas have greatly influenced learners within Botswana's schools resulting in an increase in undesirable behaviour. Research undertakings of this kind are always interesting because they reveal popular misconceptions regarding what undesirable behaviour really is and how bad it really is. Participants' perception of the concept of problem behaviour was coloured by their own life challenges and psycho-social needs. Poor parenting and a lack of community support were discussed, as was the resulting undesirable behavioural patterns such as absenteeism, vandalism and non-compliance within the classroom.

## **CHAPTER FIVE**

### **SUMMARY OF THE STUDY AND RECOMMENDATIONS**

#### **5.1 INTRODUCTION**

The purpose of this study was to explore the causes of negative classroom behaviour exposed by learners in selected schools within Francistown. Rising incidences of negative classroom behaviour within schools in the community convinced me that there was a need to undertake the research. By addressing the problem, I hope to be able to offer proactive intervention methods that may lessen the problem of negative classroom behaviour.

The main research question and sub-questions that arose from the problem statement were:

- What are the causes of negative classroom behaviour exhibited by learners in the selected schools?
- How does this negative classroom behaviour affect teaching and learning in these schools?
- What intervention mechanisms can be implemented in order to reduce negative classroom behaviour in these schools?

The aims and objectives of this study were:

1. To identify and discuss negative behaviours experienced by learners within the schools.
2. To describe the impact of negative learner behaviour upon classroom teachers and other learners.
3. To provide intervention mechanisms that can be implemented in order to reduce negative classroom behaviour in these schools.

This chapter summarises the findings, presents conclusions and provides recommendations to address classroom behaviour in selected schools in Francistown, Botswana, based on the analysis of the results of the study. The study investigated the topic theoretically and empirically and also examined possible intervention mechanisms to tackle the problem. The chapter concludes with a few suggestions on how further research can assist to curb the situation in the future.

#### **5.2 SUMMARY OF THE LITERATURE REVIEW**

The literature examined in this study described disruptive classroom behaviour as a serious problem that threatens the smooth running of the classroom. This disruption results in the learning process being compromised and an increased rate of academic failure. In this

study, disruptive classroom behaviour was seen as damaging not only to the learner who was responsible for the negative behaviour, but also to his/her peers and ultimately the community at large. The literature showed that learners who were disruptive suffered high academic failure and dropout rates, and that they often failed to graduate. Perpetrators of disruptive classroom behaviour are significantly affected by their actions but so are their peers who are unable to focus on academic learning. Rizzolo (2009) found that disruptive classroom behaviour also discourages teachers from remaining in the profession.

Jessor's problem behaviour theory provided the theoretical framework for the types of disruptive behaviour identified and the causes of this problem. The literature showed that the environment and how a learner related to his/her support network greatly influenced a learner's behavioural outcome. Jessor (1987) noted that when the personality system and the perceived environment clash, problems such as drug and substance abuse and disruptive behaviour result. Matsoga (2003) discussed the consequences of the acceptance and embracing of western behaviours that tend to be more *laissez faire* in essence than the more conservative and autocratic traditional ways that families within Botswana still function. Parenting and community involvement in the lives of learners has lessened, resulting in more learners being unsupervised for at least part of the day. The lack of structure has resulted in learners experiencing an identity crisis or role conflict (Foot & Venne, 2005). This confusion often manifests itself in undesirable behaviours.

The literature review also discussed the high school dropout rate in Botswana. The reasons given for the dropout rate include poverty, the fact that school attendance is not compulsory and teenage pregnancies (Meekers & Ghyasuddin, 2010). Interruptions to a learner's schooling results in increased discipline problems within schools. The literature findings revealed that disruptive classroom behaviour hampers the effectiveness of the teacher because valuable time is spent modifying the behaviour so that academic learning can take place. Disruptive behaviour by one learner also encourages other learners to misbehave and this further compromises the teacher's authority and ability to control the group.

The literature review concluded with intervention strategies identified to enhance positive classroom behaviour. These included creating a teaching environment where learning is encouraged. Structure and consistency in a classroom play an important part in ensuring positive classroom behaviour. An atmosphere of productive learning is fostered in a classroom where positive encouragement and a focus on desirable behaviour traits is emphasised (Ghiora, 2010). The literature review showed that praise within the classroom resulted in positive learner outcomes and resulted in better academic interaction and

participation and less disruptive classroom behaviour (Reinke et al., 2007). The literature review on disruptive classroom behaviour concluded with the finding that early intervention and proactive approaches by teachers to address the problem result in successful intervention outcomes (Reithaug, 1998).

### **5.3 SUMMARY OF THE RESEARCH FINDINGS**

A qualitative research design was used in this research. A purposeful sampling method was used and the following data collection strategies were employed: observations, review of school documents, interviews and focus group discussions. The participants of the study were composed of three teachers with at least eight years of teaching experience. They were interviewed and types of disruptive classroom behaviour and the factors that contribute towards behavioural problems were discussed. These teachers teach at Schools A, C and D. Two focus group discussions were undertaken; the first group from School B included eight learners aged 13-15 years and the second group eight learners from School D aged 16-17 years. Six parents were also included in a focus group discussion.

The findings from the analysis of the participating schools' documents indicated an awareness of the problems of disruptive classroom behaviour. All schools had discipline policies in place to address various types of discipline problems that may occur within the schools. Dealing with day-to-day minor discipline infractions appeared not to be a problem, however, from the data collected and the analysis that was undertaken, larger more serious offences do seem to be a problem. The fact that these problems are increasing in number and severity was of concern to participants.

From the observations it was found that participating schools have security measures in place that include boundary walls and manned entrances. However, the findings also revealed that in one of the schools, drugs still found their way onto the campus. The problem of learners' lack of attendance or punctuality was noticed by the researcher at all participating school campuses. Several learners were observed coming to school late. According to school authorities, most were regular offenders. Vandalism of school property and the defacement of school buildings with graffiti were observed although the incidents appeared to be relatively isolated.

The study's findings indicated that there was a discrepancy in the meaning of disruptive classroom behaviour between the participants. Some participants indicated that examples given of disruptive behaviour were in fact more a case of learner naughtiness or high spirits, however all participants agreed that when a learner's classroom behaviour affected the

smooth running of the classroom and other learners were hampered from academic learning, this was a genuine example of disruptive classroom behaviour. Vandalism and theft were some of the outcomes described by participants when disruptive behaviour was left unchecked.

Poor parenting was cited as a possible reason for why disruptive behaviour appeared to be on the increase. Participants in the study indicated that parenting has undergone a significant change with parents no longer being willing to take responsibility for the behaviour of their children. This increasingly unsupervised type of upbringing has resulted in an increase in disruptive classroom behaviour as learners have no role models to teach them social norms. School requirements such as homework are not done because many learners have no responsible adult in their lives to teach them responsibility and accountability. This results in the learner falling behind in their academic work and this in turn often results in disruptive classroom behaviour.

Several parents bemoaned the fact that western values and norms now eclipsed the formal, traditional home values of Botswana and said that learners no longer wanted to follow the cultural norms practiced for so long. Participants in the study expressed a concern that their children were opposed to spending time in the traditional family home known as the cattle post. They indicated that their children preferred the influence of western culture and modern technology to the old traditional ways. This manifested itself in belligerent behaviour and non-compliance. The learners expressed their opinion by questioning the demands from adults that they adhere to the old traditional ways. Discipline within the traditional homes tended to be harsher than the more *laissez faire* western type of discipline. Of interest to the researcher was the opinion expressed by some of the learner participants that they felt the punishments given out by teachers for disruptive behaviour were not harsh enough. These participants felt that in some cases expulsion was the correct course of action. This indicated that the learner participants were still strongly influenced by their cultural upbringing despite having access to modern technology and western influences.

The incidences of drug and alcohol abuse experienced at the schools that were examined were of concern with several participants indicating that they even knew that the dealers of drugs were selling to the learners alongside the one school boundary fence. Participants in the study also expressed concern over the double streaming of the school, suggesting that this invited a less desirable type of learner from a lower socioeconomic background into the school. The financial reasons given by the participating schools for the decision to double stream were discussed but parents felt that a lack of screening within the schools allowed

access to learners who may not come from homes where conventional behaviour is the norm. This was echoed in a participant's opinion that often disruptive learners come from homes where domestic violence is prevalent.

Intervention strategies discussed by participants to address disruptive classroom behaviour included detention, community service, counselling, one-on-one investigative interviews and suspension. Participants mentioned that only when all possible proactive interventions have been exhausted should the school resort to asking the parents to remove the offending learner from the school. Token charts and 'timeout corners' to encourage desirable classroom behaviour were mentioned by another participant who said that they were very effective as an intervention strategy with younger learners. Participants mentioned that supervised areas where learners could study in the afternoon such as libraries, computer laboratories and available classrooms would lessen incidences of disruptive behaviour. Reoccurring incidences of disruptive classroom behaviour often occurred when learners were unsupervised or did not have enough to occupy themselves with during the afternoon.

Staff development workshops where teachers were instructed in effective methods that can be used to intervene when a learner is disruptive were mentioned by participants. Methods such as learner counselling and schools having a transparent 'open door' policy so that problems could be addressed as they occurred were also discussed. Some learners complained that teachers did not always listen to them when a problem occurred and thus staff development workshops could be used to address problems such as how to communicate effectively with a learner.

#### **5.4 LIMITATIONS OF THE STUDY**

One of the main limitations of this study is that a limited number of schools were included. The participating schools were all independent schools and therefore the data obtained was not really indicative of classroom behaviour found within all types of schools in Botswana. One of the participants was clearly nervous and reticent about revealing her true opinion. Some of the questions asked were not clear enough in meaning and had to be rephrased in order to be fully understood. In order to obtain a richer amount of data, I would have liked to have had more opportunity to revisit the participating schools and conduct more in-depth observations.

#### **5.5 RECOMMENDATIONS**

The following suggestions are made by the researcher as intervention strategies to help address the problem of disruptive classroom behaviour. Teachers and learners need to

realise that decreasing disruptive classroom behaviour and acquiring the skills needed to socialise successfully with others takes time and patience. It is believed that successful intervention may be achieved through programmes such as team building, co-operative groups, cross curricular activities and games.

Team-building activities can boost a learner's self-confidence and motivate him or her to succeed. Morin (2014) found that learners who struggle with social skills can learn how to practice working and communicating with their peers through team building exercises. They learn cooperation and communication techniques and also how to trust others. Positive interactions during team building activities can boost their self-esteem. Cooperative group learning can help learners help themselves, and learners can learn the appropriate social skills when working in a group over an extended period of time. They learn how to respect one another and generally learn more with the help of their peers. Gough (1987) found that learners tend to work harder in groups so as not to let the other members down, and that they begin to learn the art of compromise, even when it is difficult to do so.

Learners need to be constantly reminded how important good behaviour is in the classroom and how learning time increases as disruptive behaviours decrease. Teachers can also use friendly competitions as a motivational technique and as a way to increase learner performance. They need to continue to motivate learners as individuals and as members of a group. Hall and Hall (2003) suggest using building activities that ensure success for all learners. Teachers should motivate learners at all times to do their best and they also need to practice positive discipline as a basis for dealing with classroom problems.

The interaction between teacher and learner throughout the year is important. When a teacher uses positive discipline to deal with disruptive behaviour in the classroom, the relationship between teacher and learner is strengthened, and the learner feels as if he or she is being treated with respect. Teachers and learners alike benefit from an open, healthy classroom where mutual respect is common practice. Empathy on the part of the teacher results in the learner feeling understood. Bernstein (1996) and Mordock (1991) confirmed that empathetic relationships are especially important for learners who are disruptive and difficult.

Mutual respect can also be gained through increased parental contact. Learners respond well if their teachers contact their parents with regards to how the learner is doing in class. The interaction should be positive and proactive at all times. This positive reinforcement and encouragement promotes a healthy teacher/learner/parent relationship when all are working



together for the good of the learner. Teachers need to continue to invite parents in, inform them of classroom activities, and call them on a regular basis, regardless of how their child has been doing. Knowing what is going on in a home environment allows the teacher to intervene effectively before problems such as drug and alcohol abuse and truancy become serious.

Developing relationships with learners who come from culturally different backgrounds can be challenging and can require specific skills from new and experienced teachers alike. Teachers need to overcome their concerns over unresolved issues regarding cultural differences. To gain multicultural competence, a teacher must first gain a deeper knowledge of him or herself and also acquire knowledge about the culturally different learner. Self-awareness allows a teacher to become aware of how their racial and cultural heritage may impact their classroom situation. Being aware of their own racial and cultural heritage allows a teacher to work through any existing intolerance that they may have for learners from different ethnic, racial, class or religious backgrounds.

Teachers need to learn to control their own emotions, particularly with learners who display disruptive classroom behaviour. For some of these learners, angry, aggressive behaviour is something that they may already be experiencing in their home environment and to experience a teacher flaring up and indulging in his or her own impulses, issues, and negative reactions may alienate an already troubled learner even more. The ability to manage one's own issues as they arise is one of the teacher's most valuable skills. It also marks the difference between an effective and ineffective teacher (Van Wagoner, Gelso, Hayes, & Diemer, 1991).

Teachers need to take responsibility for being positive role models and should model appropriate behaviour at all times. It can be difficult to always be conscious of how one's actions will be seen by others, but that is one of the many things a teacher must consider in their profession. Learners are extremely easily influenced, and often there is no positive role model at home to follow. That is why teachers must always model the behaviour that they wish to see from their learners, even after the intervention is complete. By modeling such behaviour, learners will begin to see how they should act and will begin to understand what is expected of them.

Dealing with learners who display disruptive classroom behaviour is not easy and strategies such as building empathy, modifying negative behaviours and not allowing one's own emotion to take the place of a calm, caring attitude can help in difficult situations. Specific

strategies such as token reward schemes, 'time out' calls, one-on-one counselling, and group activities can help teachers deal with situations that prevent the smooth running of the classroom and undermine the learning environment of other learners. Rogers and Renard (1999) talk about 'amazing things happening' when teachers change their approach and start to embrace a teaching style that is driven by an understanding of human needs and relationships.

### **5.5 SUGGESTIONS FOR FURTHER RESEARCH**

This study is limited because it only examined four independent schools in Botswana and as such, it does not fully represent all schools in the community. A future research topic could include government schools in the study. This would provide a greater wealth of knowledge that could be used to indicate possible trends in the country. The researcher was surprised by the incidences of disruptive classroom behaviour being experienced in primary schools, particularly in the younger classes. Understanding that these are young, immature learners would explain some of the disruptions, but if this is a growing trend, this could provide a foundation for future academic research.

### **5.7 CONCLUSION**

The aim of this research project was to explore the problem of disruptive classroom behaviour in schools in Francistown and to help teachers and interested community leaders adopt effective, pro-active interventions in order to alleviate the problem. The underlying conclusion in the study is that classroom behaviour is affected adversely by the disparity between modern and traditional norms, drug and substance abuse, family instability and interruptions to schooling.

Recommendations invite all community stakeholders to participate in working together to address the causes of disruptive classroom behaviour and to lessen the incidences of this harmful problem occurring both to the learner involved, his peers and the broader school setting. The researcher also recommends that additional research to be undertaken into disruptive classroom behaviour and strategies to address it effectively.

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## **Appendix A: Individual interview questions for teachers**

1. Have you experienced a deterioration in classroom behaviour at your school over the last few years? Could you give some examples of disruptive behaviour that occurs?
2. Do you experience incidences of serious juvenile misdemeanors such as vandalism and theft within your school?
3. Would you say modern parenting skills are adequate or do you feel that there has been a deterioration in parents' ability to instill desirable behaviour characteristics in their children?
4. Within your classroom environment, how do you deal with behavioural problems?
5. What steps do you believe are appropriate when dealing with more serious types of behavioural problems such as theft and vandalism?
6. Have you experienced learner problems such as absenteeism within your school? How does frequent absenteeism affect classroom behaviour?
7. Does your school undertake staff development programmes that provide guidance for the effective handling of disruptive classroom behaviour?
8. Do you feel that the existing school discipline policy addresses the problem of disruptive classroom behaviour effectively? What would you change in your school's discipline policy?
9. Do you have anything further that you would like to add to this interview?

**Appendix B: Focus group interviews for learners**

1. Do you feel that the discipline measures that are in place in your school are fair to you?
2. What types of disruptive behaviour have you seen within your schools and what do you feel could be the possible cause for some of it?
3. Have you experienced an increase in the use of drugs and alcohol by learners at your school? What could be the possible reason for learners wanting to experiment with drugs and alcohol?
4. What discipline measures do you feel are appropriate for learners who display disruptive classroom behaviour? What steps do you think should be taken against repeat offenders?
5. Is there anything else you would like to say?

### **Appendix C: Focus group interviews for parents**

1. As parents of children at these schools, can you comment on behaviour within the schools? What types of behavioural problems have you experienced at your schools?
2. Why do you think the more serious incidences of juvenile crime such as vandalism and theft have increased in your schools?
3. Have you experienced incidences of drug and alcohol misuse on the school campuses that has affected your children in any manner?
4. Why do you think classroom behaviour has deteriorated within schools?
5. What do you think the schools could do to lessen the incidence of poor behaviour?
6. Is there anything else you would like to add?



**Appendix D: The observation schedule**

Vandalism (broken windows and doors)	
Loitering during teaching time	
Noise levels in class	
Late coming after Break / Lunch	
School uniform	
Cleanliness of classes and premises	
Absenteeism	
Teacher learner relationships	
Bullying	

**Appendix E: Letter requesting permission to conduct research in the schools**

To whom it may concern:

I am a student at the University of South Africa. I am completing my Master's degree in Socio-education.

To fulfill the requirements for the degree, I have to do research in certain areas which will require the cooperation of educators and learners in a specific field of study. I would like to conduct my research at your institution. I am required to observe and interview participants. All data pertinent to my studies will be analysed and discussed. I would be prepared to share the requirements for my dissertation with you and, if you would like me to, I will give you feedback on the research that I undertake.

Confidentiality and sensitivity towards the participants will be adhered to and I am happy to observe the required protocol of your school.

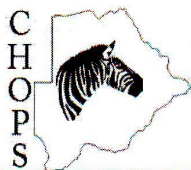
Thank you very much for helping me to reach my goal. It is valuable to me as an educator to be able to take responsibility for my own professional development and to contribute to the development of various aspects of the cognitive life of the learners in schools of Botswana.

You are welcome to contact my supervisor if you would like more information about the goals and outcomes of the Master's degree.

NAME AND SURNAME: \_\_\_\_\_

UNISA STUDENT NUMBER: \_\_\_\_\_

SIGNATURE OF INTERVIEWEE: \_\_\_\_\_

**Appendix F: Letter granting permission to conduct research in the schools****Conference of Heads of Private Primary and  
Secondary Schools of Botswana**

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**Private Bag F48, Francistown, BOTSWANA  
Tel (+267) 241-3979 Fax (+267) 241-6241  
E-mail: head@cliftonschool.net**

3 February 2014

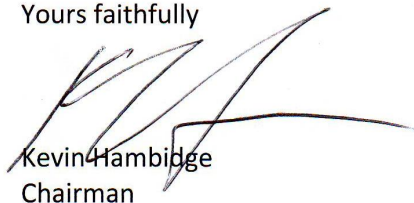
To whom it may concern

AUTHORISATION – FELICITY ANNE JACOBSZ

This letter serves to confirm that the Executive Committee of CHOPS authorized Felicity Jacobsz to study within the auspices of our member schools.

Please do not hesitate to contact me should you require any further information.

Yours faithfully



Kevin Hambidge  
Chairman