

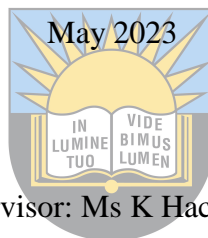
Strategies novice teachers use in managing disruptive behaviour in classrooms

YVONNE ZOLA MAPOSA

Submitted in fulfilment of the requirements for the degree of Master of

Education Faculty of Education

University of Fort Hare



Supervisor: Ms K Hackmack


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DECLARATION

I, Yvonne Zola Maposa, declare that this thesis entitled “**Strategies novice teachers use in managing disruptive behaviour in classrooms**” my original research work. The research reported has not been previously accepted or concurrently submitted to any other university for any degree award or examination purposes.


- 18th June 2023 Yvonne Zola Maposa Date University of
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CERTIFICATION

This thesis, entitled “**Strategies novice teachers use in managing disruptive behaviour in classrooms**”, meets the regulations governing the awarding of the degree of Master of Education at the University of Fort Hare and is approved for its contribution to educational practices and the existing body of knowledge.

..... Ms K. Hackman

(Supervisor) Date



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DEDICATION

This research study is dedicated to my late father, Bandile Bisset Maposa, my mother, Nausica Nolungisa Maposa (nee Ndamase), as well as my daughter, Tulisile, and my son, Nangamso, whom I am grateful to have in my life.

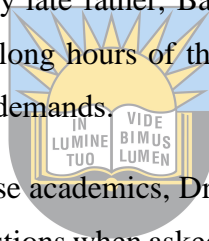


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LIST OF ACRONYMS AND ABBREVIATIONS

BCM Buffalo City Metropolitan

CoC Code of Conduct

CP Corporal punishment

DB Disruptive behaviour

DBE Department of Basic Education

DC Disciplinary Committee

DO District Office

DoE Department of Education

EA Educators Assistance

EC Eastern Cape

EL East London

ELRC Education Labour Relations Council

FET Further Education and Training

GET General Education and Training

HoD Head of Department

IEB Independent Examination Board

NT Novice teacher

PAM Personal Administrative Measures

PBS Positive Behaviour Support

PC Personal computer

RSA Republic of South Africa

SA South Africa

SAAAC South African Academy of Applied Competence

SACE South African Council of Educators SASA

South Africa Schools Act SGB School Governing

Body SMT School Management Team UFH



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ABSTRACT

Classroom disruptions are experienced in many schools and prevent effective teaching and learning. The principal purpose of this study was to review a range of evidence-based strategies used by grade eight novice teachers to deal with disruptive behaviour in the schools in the Buffalo City Metropolitan District. The research questions were intended to discover from the participants their understanding of disruptive behaviour, its prevalence, the strategies and techniques they use to manage learners' disruptive behaviour and, finally, the support structures they receive from the schools that assist them in managing disruptive behaviour. Data were collected using semi-structured interviews and observations. Fifteen (15) participants from 10 schools in the Buffalo City Metropolitan District were selected for this research using the purpose sampling method. All 15 novice teachers responded and were interviewed. The results revealed that all the novice teachers in the BCM district experienced learner disruption in class. The novice teachers' conception of disruptive behaviour was consistent with research but varied in degrees of severity. The range of strategies and techniques used by the novice teachers included verbal reprimands, removal of privileges, reporting the behaviour to the principal and reporting the incident to the learner's parent(s) directly. An area of concern was the participants' feedback that they did not get adequate support from their schools in dealing with these unacceptable behaviours. Consequently, teaching and learning in their classrooms continued to be disrupted, which meant the teaching and learning in the classroom were disrupted. First, it is recommended that the challenge of disruptive behaviour needs more discussion at a national level to assist novice teachers with more effective management techniques. Secondly, universities should help novice teachers with effective management techniques, which must be part of the curriculum for pre-service teachers. Finally, schools should implement a holistic school-based classroom management system to provide novice teachers with more assistance in maintaining order in their classrooms. Teachers' inductions, mentors and assistance from the district offices can also significantly help the NTs.

Key Terms: Classroom, Classroom management, Disruptive Behaviour, Grade Eight, Novice Teacher and Strategies

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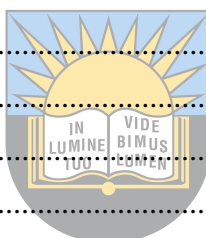
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CHAPTER 1: INTRODUCTION

1.1 INTRODUCTION TO THE STUDY

Learner misbehaviour is one of the main challenges in schools today. Teachers have identified that disruptive behaviour (DB) of learners decreases the effectiveness of learning and teaching and causes disturbance in the classroom, (Farell 2023). Dealing with problematic behaviours in the classroom is highly time-consuming, especially for novice teachers (NTs) (ibid). It has been reported that NTs spend more time on discipline and order in the class than is needed (Menikdiwela, 2020). In schools, learning will not just happen without teaching; for it to occur, good behaviour needs to prevail. It is generally considered an advantage when learners display positive classroom behaviour, resulting in good academic outcomes (Ngoqo, 2016). However, a body of literature points out that learners' DB can potentially jeopardize teaching and learning in South Africa (SA) (Ayre & Krishnamoorthy, 2020; Hamit & Yildirim, 2020; Owens et al., 2018). Rubbi Nunan and Ntombela (2018) concur that learner DB is found in most schools in SA, regardless of where they are located, and these disruptions seriously hamper teaching and learning. Owens et al. (2018) suggest that teachers should have a plan or a strategy to rely on because if DB prevails, education cannot occur successfully. Furthermore, DB discourages NTs and could lead to them leaving the teaching profession (Owens et al., 2018).



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Several authors have defined the term 'novice teacher', each with slightly different interpretations. Woest (2018), Nemaston (2020), Segalo (2021), and Farell (2023) refer to a NT as a newly qualified teacher who has recently graduated from pre-service teacher programmes. On the other hand, Sezer (2018) defines the NT as a new teacher who teaches something new for the first time. Terms such as 'beginning teachers' (Amin and Rahimi, 2018), 'early career teachers' (Saidin et al., 2020), and 'newly qualified teachers' (Sun and Zhang, 2022 and Farell, 2023) have been used interchangeably by these authors. These terms have one thing in common: they refer to teachers who have recently graduated and are new to teaching in a classroom where they are solely responsible for the discipline.

This study investigated the strategies of NTs to manage learners' disruptive classroom behaviour. For this study, NT refers to a teacher with less than three years of teaching experience. In the initial years of their teaching career, the NT has little or no prior teaching experience (Makoa & Segalo, 2021). Gray (2018) asserts that learners' DB and classroom management strategies are NTs' most critical challenges and concerns. Even though NTs have

no experience in these issues, they are expected to perform at the same level as experienced teachers. They are given the same tasks and responsibilities, which may be challenging for them (Sun & Zhang, 2022). These challenges might result from inexperience in managing learner behaviour since they interact with learners independently for the first time.

1.2. BACKGROUND TO THE STUDY

In this section, the international viewpoint of the conceptualization of DB in the following countries will be highlighted and discussed: Australia, Sri Lanka, the United Kingdom (UK), Nigeria, Mauritius, and South Africa. The discussion about these countries will be done in the following manner: First, how DB is conceptualized by Australia, Sri Lanka, and the UK followed by SA, Nigeria and Mauritius will be discussed. Thereafter the effects of DB within these countries will be analysed. The final section will discuss how all these countries deal with DB within the classroom.

1.3 CONCEPTUALIZATION OF DISRUPTIVE BEHAVIOUR

In this section, a brief conceptualization of DB will be provided. A more detailed explanation will be provided in chapter two. Most authors conceptualise DB in the same manner with slight differences. Khasinah (2017) and Chen (2022) argue that there is an expected manner to behave in the classroom. In other words, the reverse of the desired behaviour expected by the teacher and the learners in the classroom can be seen as disruptive, which means DB, in this case, can be seen as a spectrum of negative behaviours.

DB can also be referred to as students' misbehaviour or negative class participation. Wangdi and Namgyel (2021) conceptualise it as an inappropriate behaviour of students in the classroom that disrupts both learning and teachers' instructions. They provide the following common disruptive behaviours seen as DB: inappropriate gestures, talking with classmates, late coming to class, going out without permission, moving up and down, shouting and disrespecting the class rules. Araban, Montazeri, Asghar and Mehrizi (2020) add that DB cannot be accepted in class because it is against the rules. Araban et al. (2020) expand the DB behaviour to include learners not paying attention, making a noise, being out of their seats, changing seats, and maybe even sleeping in class. A learner might want to control power in the class, which is what Glassers' need (Theoretical Framework) outlines. If this need is not given to learners, they will have a way of showing it, and it will be in the form of disruption. Others may come late

consistently, challenge the teacher by trying to establish their authority and ignore the instructions on specific issues (Hamit & Yildirim, 2020).

DB can be described as a behaviour that distracts other learners and prevents the teacher from spending the allocated time teaching in class (Hamit & Yildirim, 2020). DB can generally be summed up as any behaviour preventing learning and teaching. In other words, it is an undesirable act that can cause terrible exhaustion for the teacher (ibid.). Teranda (2021) concurs that if the action (the DB) continues, the learning process could be jeopardized, and the environment may become disorderly and unsafe for other classroom learners. Chen (2022) agrees and describes DB as a single action that intrudes harmonies and a positive learning atmosphere in the classroom. He says it is the reverse of what teachers and learners expect in class. It is believed that the presence of DB or discipline issues in the classroom negatively affects learning and lowers students' academic performance (Wangdi & Namgyel, 2021). Therefore, teaching cannot continue smoothly in such classes, and these DBs take up time and energy that could have been exerted on learning and teaching.



1.3.1. INTERNATIONAL COUNTRIES' PERSPECTIVE ON WHAT CONSTITUTES DISRUPTIVE BEHAVIOUR

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DB is defined as the inappropriate behaviour of students in the classroom that impedes both learning and teachers' instruction in SA (Chen, 2022; Wangdi & Namgyel, 2022). This section will examine the international literature on how the selected countries, Australia, Sri Lanka, and the UK, define DB. In Australia, a learner who intentionally creates a disturbance that directly interferes with the teachers' teaching ability is considered disruptive (Miller & Flint-Stipp, 2019). Likewise, Frau (2018) defined DB as the consistent, voluntary, and repetitive behaviour that stops a class's normal development. It blocks the teaching learning process and harmony in the classroom.

In Australia, classrooms are the most disruptive in the world (Higgins et al., 2021). A study of students who were fifteen years old was conducted, and it was reported that in class, students mostly ignore their teachers. In addition to that, there is excessive noise and disorder in their classes (ibid). Hefferman and Eddie (2022) supported this. They reported that Australia ranked a lowly 70th out of 77 participating nations on the disciplinary climate of schools and that students said that teachers were not listened to when teaching or reprimanding learners. The

study reported that 80% of teachers had been subjected to harassment in the past year (2021), and one in three principals had been exposed to physical violence from students (ibid). As a result, the Federal government has raised the alarm about the violence and distraction in the classroom and is appealing to teachers for ideas to help bring order back to schools. Several initiatives have been implemented to prevent DB in Australia which are establishing norms to prevent DB, to be steady, consistent and firm, and acknowledge the feelings of the learner (Hepburn & Beamish, 2019).

Khasinah (2017) provided examples of DB where NTs expressed that learners were talking to other learners while the teacher was talking, while others were talking out of turn, and some liked to talk over the top of others. Also, he alluded that learners consistently arrive late in class, and the teacher will stop the lesson to accommodate and to converse with the late student. Others will be disruptive by making a noise, which is more common in primary-aged children (ibid).

In Sri Lanka, Menikdiwela (2020, p.103) defines DB as inappropriate behaviour for the setting in which it occurs. The author provides a comprehensive definition of DB, stating that DB includes any learner behaviour interfering with the lesson's smooth running. In addition, he conducted research on secondary school students on DB. He discovered that secondary school students do not respect teachers and show self-centred behaviours. The highly reported school based misbehaviours were disrespecting school authorities, using unnecessary and dangerous drugs, and developing and supporting inappropriate and harmful relationships with each other. The definitions of DB in Australia and Sri Lanka appeared to have several similarities and overlaps. These similarities and overlaps for both Australia and Sri Lanka include: Learners who do not listen to their teachers, Disrespecting their teachers, Making noise, Ignoring their teachers, and use of drugs and physical violence towards their teachers.

According to Wangdi and Namgyel (2022), the DB of learners in the classroom is one of the most widely expressed concerns among teachers and school administrators in Sri Lanka. They believe DB and discipline issues negatively affect learning and teaching, lowering learners' academic performance. Abeygunawardena, Vidanapathirana and Vidynjanlie (2019) attest to this and note that in the study they conducted on the teachers' role to overcome the negative behaviour of learners during Mathematics instruction, learners were found to be disruptive, talking out of turn and hindering other students from learning. As a result, the disruptions hampered the learners' outcomes negatively. They assert that the DB in the class is one of the

factors that adversely shaped the teachers' attitudes about teaching. Thus, other teachers developed a negative attitude towards teaching. Wangdi and Namgyel (2022) also highlighted that some teachers might show less motivation to teach when learners exhibit DB in their class.

Additionally, in the UK, Vongvilay and Raith (2021) defined DB as the action of one or more students threatening to block activities or pull classes into an action programme that threatens group safety or violates norms of appropriate classroom behaviour of students or school staff. They also say any such activity impedes students' learning, other students' learning, and the teacher's ability. These authors are no different in conceptualising DB from those defined in Australia and Sri Lanka. However, in the UK, DB is characterised as low (less severe DB) and high (severe DB) in the UK. Low levels include moving around the classroom without permission and being inattentive, such as checking phones or putting on make-up. High-level disruptions are behaviours designed to undermine a teacher, for example, fighting in class and answering back when the teacher is talking (Shank, 2023).

Granero-Gallegos, Gomez-Lopez and Martinez-Molina (2020) define DB as those that hinder learning and distort individual relationships, the student who provokes them, and other students and the teachers who have to endure the consequences. For Zhao and Zhao (2022), disruptive behaviour disrupts the teaching and learning processes and is typically associated with an unfavourable family environment and a mismatched relationship within the school context. Secondly, they add that a complex home environment can harm the child's intellectual, social, and emotional development. Chen (2022) gave examples of DB, such as the interfering activity of teaching and learning, intruding on the rights of other students, being psychologically and physically unsafe in the classroom and causing a distraction to the property. Dealing with challenging behaviour in the classroom is one of the UK's most challenging aspects of teaching.

The conceptualization of DB in the above countries is no different from how it is conceptualised in SA. Lunga, Koen and Mthiyane (2021) assert that in SA, learner behaviour problems have been a primary concern for teachers for years. More than ever, teachers face critical problems in their classrooms. They are confronted (daily) with challenges such as grandstanding, sleeping in class, and prolonged chatting in unexcused absences from classes (Omodan, 2019). The primary solution to this information of all the similarities of these countries is to see the need of finding the strategies to prevent and manage DB in the classroom. Both international and African countries that are mentioned above are not different with regards to the DB behaviours.

1.3.2. SUB-SAHARAN COUNTRIES AND SOUTH AFRICA'S PERSPECTIVE ON WHAT CONSTITUTES DISRUPTIVE BEHAVIOUR

This section will discuss the DB in sub-Saharan countries, Nigeria, Mauritius, and SA. DB is defined as the inappropriate behaviour of students in the classroom that impedes both learning and teachers' instruction in SA (Chen, 2022; Wangdi & Namgyel, 2022). Several studies in sub-Saharan African countries show that teachers face DB in their schools (Ahmed, Faizi & Akba, 2020; Kizilec, Chen & Ogan, 2021; and (Byansi & Ssewamala, 2022). In Nigeria, Sunday, Ogbeche & Adie (2022) assert that classroom DB has been a significant issue for NTs throughout the decades. They added that learners' achievements have been negatively affected in schools where discipline and behavioural issues are not appropriately handled. They further explained that school discipline issues are increasingly in public focus. Likewise, Adeniyi and Akinola (2020) assert that behavioural problems among secondary school students seem to be a long-standing issue for the school management teams. They echoed that the phenomenon is as old as education itself, and disciplinary problems are ranked as a significant problem among students at secondary schools in Nigeria (Adeniyi & Akinola, 2020 & Sunday et al., 2022). DB varies in type, gravity, and prevalence. Some actions negate the principles of decency and order, including conflicts with societal rules, ranging from misdemeanours to disobedience, lying, stealing, cheating, dishonesty, and disrespect (ibid). The researcher showed that these DBs are no different from all these mentioned Sub-Saharan countries, such that there are similarities where learners are ill-disciplined and they assert behavioural problems.

Mauritius is no exception; its schools are also faced with disciplinary challenges. It is stated that DB is a severe problem in secondary schools among adolescents. It is found that the school environment in state secondary schools in Mauritius is drastically worsening due to the principal's inability to manage learner discipline effectively and the absence of learner discipline in general (Yusuf, et al., 2022). In a unique study by Robarts (2018), the author was both the teacher participant and the researcher who observed children in the classroom setting. She was interested in observing if there were any distractions during the lessons. She found out that the children in the class constantly interrupted the lesson, like those in the mathematics lesson in Nigeria (Abyergenawardena, et al., 2019). She found out that the teaching environment due to the DB was not conducive because learners were shouting, getting up from their seats, and others were walking around the classroom. She alluded that the disorder tested her patience and altered her mood and motivation in class. She felt like giving up on the learners

and walking out of the classroom in frustration. Hepburn and Beamish (2019) support this and say some students' behaviour may be threatening or show some high disrespect, and, consequently, the teacher may ask the student to leave the class. The researcher again further showed a point of view such as learners in these Sub-Saharan countries show high disrespect towards NTs in secondary schools and the environment is not conducive for these NTs because learners are always disrupting the class during learning and teaching.

Nishaat (2018) reports that teachers in boys' schools face more problems, which are pretty different from girls' schools. In one boys' school, students have reported that their friends come to school with knives and cutters, which they will use if ever they have conflicts with their friends or even with the school staff. Some illustrations of the DB are throwing a rubber at the blackboards, abusive language among their classmates, and even teachers who smoke and drink alcohol on the school premises (ibid).

South African schools are as challenged as Nigeria and Mauritius in DB. DB is defined as the inappropriate behaviour of students in the classroom that impedes both learning and teachers' instruction in SA (Chen, 2022; Wangdi & Namgyel, 2022). It disturbs learners and prohibits teachers from dealing with DB, compromising the teaching-learning process (Wolhuter & Van der Walt, 2020). Lunga et al. (2021) studied DB in foundation phase classes. They found that a significant amount of time was spent creating and maintaining a productive classroom culture in a disruptive classroom environment. They believe that DB requires time and emotional energy to establish trusting relationships that would result in effective learning. Student behaviour plays a significant role in the learners' academic achievements in schools in SA (Lunga et al. 2021). Lunga, et al., (2021) add that the increase in learners' misbehaviour at schools is an important area that needs to be addressed in schools. The most-reported problem is disrespectful behaviour towards educators, noise, sleeping and using cell phones in class, which manifest in numerous forms of misconduct. In Sri Lanka, it was also found that secondary school learners do not respect teachers (Menikdiwela, 2020), which is what happens in SA. Likewise, learners lack respect for teachers and do not even greet teachers in class and corridors. Educators in other SA schools report that DB is a much more serious misconduct, including regular absenteeism, vandalism, theft, smoking, dagga, bullying, cheating during examinations, assault, exposure to pornography and gambling (Stadler, 2018).

Gagnon, Sylvester, and Marsh (2021) state that many SA schools remain unsafe for children. Significant school challenges are vandalism, stealing, fighting, and disrespect for the teacher.

They say most DBs are severe and include violence experienced at school and occur in the classroom in the teachers' presence (ibid). All these factors contribute to the fact that the teaching-learning environment is compromised. Similarly, de Witt and Lessing (2013) allude that teachers complain about the increased behavioural problems in SA schools. Based on the NTs' experience, they agree that the behaviour of learners is unbecoming, and those who do not comply with the order in the classroom are significant in number (Rubbi Nunan & Ntombela, 2019).

Summarily the International Countries Perspectives of the DBs in the classroom are no different from the Sub-Saharan Countries perspectives. Reason being that all these learners do have behavioural challenges. NTs face the same challenge of the behavioural problems especially in secondary schools whereby learners' behaviours become disruptive in classrooms.

1.3.3. INTERNATIONAL COUNTRIES' PERSPECTIVE ON THE EFFECTS OF DISRUPTIVE BEHAVIOUR

This section will discuss the selected countries, Australia, Sri Lanka, and the UK, and perspectives on DB's effects. In Australia, Hepburn and Beamish (2019) say that DB affects the entire classroom environment, and Ayre and Krishnamoorthy's (2020) research found that learners' behaviour affects their learning. The converse is also true; learners with underlying learning difficulties could manifest negative behaviour (ibid.). The concept of learner difficulties as the cause of DB was noted by Kessels and Heyder (2020) regarding male students. They found that boys in high school exhibited an adverse reaction and behaviour to schoolwork that they perceived as too complicated, dull, or irrelevant to their lives. The boys in that research were reported to experience much more significant academic difficulties than girls of the same age. They would resort to misbehaviour to compensate for or suppress these difficulties (Ayre & Krishnamoorthy, 2020). In addition, Kessels and Heyder (2020) cite that DB is a regular part of school life, most often shown by male students. They claim it is related to many adverse academic outcomes. They say it ruins the relationship between the NT and learners and often causes stress for the NT.

In Australia in Sri Lanka DBs interferes with teachers' ability to teach effectively (Rowshan, 2020). The learners' behaviours require large amounts of the teachers' time and attention. The teacher must stop the lesson or discussion and address the behaviour, which takes away valuable time that could have been used to advance the lesson. The teacher struggles to

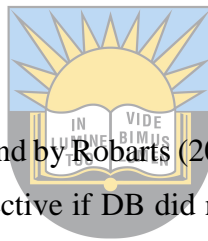
finish the rest of the task on time. He asserts that other students are constrained to wait while the action is addressed or side-tracked by the disruptive students' attempt to be noticed. DB by one learner encourages the others to do the same, which comprises the teachers' authority and the ability to control the group. When some students disrupt the classroom, the teaching and learning process is distracted. Besides, learners will find it challenging to do their tasks in such a classroom environment and resort to daydreaming and inattentiveness (Minikdiwela, 2020). It does not only affect learners, but it can also affect teachers. In a study conducted by (Abeygunawardena et al., 2019), it was found that learners were disrupted during the lesson in a Mathematics class of 330 learners and 25 Mathematics teachers. The disruptions affected the teachers' instructions and the class groups. Teachers felt DB impacted the teachers' instruction to the point where learning and teaching were ineffective.

Learners, teachers, and teaching-learning environments in the UK face similar DB issues as in Australia and Sri Lanka. Sezer (2018) mentions that NTs have difficulty dealing with disruptions, particularly in classroom management. DB interrupts the teaching-learning process and is typically associated with an unfavourable family environment (Herman, et al., 2022). These behaviours may make it difficult to carry out classroom tasks properly and hinder actions performed in the learning context. Because it affects the climate of the school's existence, it can be considered a factor contributing to school failure. Learners may experience low academic performance, resulting in them failing at school. The same low performance in academic outcomes happens in Australia and Sri Lanka. It is the challenge faced by teachers who have DB problems. Research has proven a relationship between academic performance and satisfaction with school, which determines the students' engagement in their schoolwork (Noeth-Abele, 2020).

Granero-Gallegos et al. (2019) state that school satisfaction reduces dropout rates and DBs. It positively influences the students' satisfaction with life, such that they will gain morality and discipline. Furthermore, school dissatisfaction is associated with negative behaviours, such as dropping out of school (ibid). UK schools have been found to have potential teachers who are reluctant to join the profession because they fear becoming victims of disobedient learners. One author (Sezer, 2018) alluded that, sadly, it is the reason that causes anxiety in teachers. It is of great concern that NTs claim that their training did not prepare them to manage pupil behaviour effectively (Herman, et al., 2022).

1.3.4. SUB-SAHARAN COUNTRIES AND SOUTH AFRICA'S PERSPECTIVE ON THE EFFECTS OF DISRUPTIVE BEHAVIOUR

A disruptive classroom environment in Nigeria has been a worrisome problem challenging the school system, especially in high schools (Yusuf, et al., 2022). It is filled with increased incidents of DB ranging from noisemaking to eating, sleeping, inattentiveness and playing. It negatively affects teaching and learning in Nigerian schools (ibid). According to Sunday, et al., (2021), considerable investments in education are not worthwhile without good discipline in schools. DB in the school system has been identified as a challenge hindering a positive school environment (Veradri, 2020). DB in the classroom negatively affects the classroom environment and the educational experience for a student enrolled in the course (ibid). Also, according to Uchecho (2016), pupils' achievement has been affected in schools where discipline and behavioural issues are not appropriately handled. Uchecho (2016) alludes that DB is a source of teacher stress and negatively impacts learning. Teachers tend to spend too much time on order and control.



In Mauritius, the effects of DB, as found by Roberts (2018), were that 77% of the NTs surveyed felt their teaching would be more effective if DB did not take up so much of their time. They believed that too much of their time was spent dealing with disruptive problems. Also, teachers may become discouraged when they find out they are not managing DB in the classroom. In addition, they may lose motivation in teaching and creating engaging lessons because learners will take the opportunity and be uncontrollable. It was also found that learners with behaviour problems would affect their mathematics and reading programmes. Such learners will also show insufficient development in their motivation to learn and the ability to concentrate and show persistence with a task (Dwarkan, 2018).

DB interrupts classroom instruction in Mauritian schools, significantly negatively impacting all students. Students with behavioural problems are found to strain even the most competent classroom teacher (Noeth-Abele, 2020). Children from troubled homes often bring well developed or developed antisocial behaviour patterns to school (ibid). These disruptive, aggressive, and defiant behaviours waste teaching time. They often disrupt the learning process of other students who want to learn. They also threaten the safety of NTs and other learners in

the classroom. NTs new to the profession often feel discouraged and less motivated in their teaching career (ibid).

Likewise, Khan, Kanwal, and Hayat (2021) believe there is a severe concern over DB in SA. They say learners are defiant, aggressive, hostile, disrupt lessons and spoil the teaching and learning time. These misconducts are believed to threaten the teachers' and learners' safety. Their chances of success and being successful become ruined. Although most disruptive classroom behaviours are minor, small disruptions can worsen if not addressed correctly and consistently (Khan et al., 2021). Regardless of the severity of the DB, it negatively impacts teaching and learning. In SA, NTs are not often equipped to deal with some types of extreme DB (ibid).

Learners who engage in DB frequently or consistently experience negative consequences, often leading to falling behind their peers (Lunga, 2020). Sometimes, instructional time will be lost, and up to half of the teaching time is wasted. Misbehaviour requires an amount of the NTs' time and attention, and they strongly condemn these DBs (Wangdi & Namgyel, 2021). For

instance, the teacher will stop the lesson and discussion to address the behaviour and thus take away from the valuable time needed to instruct the rest of the class. Sometimes, DB by one learner encourages others to do the same when the mischief is not addressed. These disruptions waste time and compromise the teachers' authority and class control (Miller & Flint-Stipp, 2019). Sometimes, disruptive learners and their classmates' test scores and academic accomplishments will also be negatively affected, as disruptions affect their learning abilities (ibid).

Lastly, the teacher may suffer from stress and frustration from the whole exercise of repeatedly disciplining learners. Some teachers may leave the profession to start other careers that are not teaching (Scott & Alexander, 2019). Whitaker et al. (2019) emphasised that it is alarming that NTs do not leave the domain because of money but because of school frustration, such as the learners' ill-discipline. It is no surprise that these countries have similar effects on the DB of learners. The literature review in chapter two mentions that DB is a problematic global issue, and the researcher will provide more information. It is evident from this background session that DB remains a global phenomenon, with no country being exempted from DB. All the discussion above paints the picture of the classroom environment that the NTs will enter when they begin their teaching career.

1.3.5. HOW DO NOVICE TEACHERS DEAL WITH DISRUPTIVE BEHAVIOUR IN EACH OF THE COUNTRIES?

This section will discuss how the NTs deal with DB in the selected countries. First, it will be the international countries, Australia, Sri Lanka, and the UK, followed by sub-Saharan countries such as Nigeria, Mauritius, and SA. Every school has issues with DB, so every NT will likely experience DB in the classroom (Whitaker & Kniffin, 2021). In the study conducted in South Australia, NTs reportedly were 'extremely stressed' or 'very stressed' by the challenges of engaging and re-engaging students in the class (Hepburn & Beamish, 2020). Bressman et al. (2018) also support this and allude that NTs face the challenge of classroom management. Furthermore, their inability to deal with the DB influences their commitment to their profession. One NT divulged some of their challenging class moments in that learners do not listen at all. They shout, push, and shove each other across the room. He said he never felt like teaching again (Mathews, 2017).

In a Sri Lankan study, Lakshman (2018) found that NTs used corporal punishment (CP) to deal with misbehaving learners. CP was identified as a quick and effective means of controlling such learners because the other softer means failed. All the teachers in the study sample believed that CP should be used to rectify class misconduct and not injure students. They used it in the past to manage misbehaving learners and thought it worked well for them. Conversely, Menikdiwela (2020) asserts that dealing with DB in the classroom is exceptionally time consuming for teachers. Teachers spend more time on discipline and order in the classroom than is needed.

Shank (2023) found that discipline in the UK is a thorny issue for NTs. Nearly half of the NTs in their study reported that they felt 'not at all prepared' or only somewhat ready to handle the disruptive students. Being unprepared or ready to handle disobedient learners was partly because the average teacher training programme devoted just eight hours to discussing DB in universities (ibid). The NTs use a combination of techniques to bring about a behaviour change. They implement a consistently enforced schoolwide behaviour code, social skills training, appropriately delivered adult praise for positive behaviour, reinforcement contingencies, response costs and time-out (McGarr, 2021). NTs use some of these strategies to deal with the DB. They complained to the parents about the learners' disruptions and reported the learners to the school office. Sometimes, they would send the incident and the learners to the school

disciplinary board. The teacher had to act more sharply and in a manner that settles an issue convincingly or produces a definite result (Sezer, 2018).

According to Sezer (2018), in the UK, the NTs enter the profession with high expectations for themselves and their learners, but they often encounter disappointments with unexpected DB. Also, in Mauritius, Robarts (2018) says learners and teachers tested the teachers' patience and felt demotivated to teach. In another study by Achinstein (2018), the learner DB was shown as the most significant challenge for NTs. He found that in many modern-day schools, numerous learners are psychologically unstable or disturbed and feel discouraged at school. As a result, they display a lack of self-respect and act indifferently towards activities in the classroom.

In Nigeria, research showed that NTs encountered various challenges in their initial years of service (Osakwe, 2014; Bakare, Akambi & Orejoko, 2021). The most prominent challenges are classroom management, inexperience in the classroom climate and the conflict between the pre-service training and the in-service application (Sezer, 2018). Nemaston (2020) feels that if NT cannot sufficiently ensure discipline and manage DB appropriately in the classroom, the job stress affects overall health and emotional state. This prevents NTs from providing quality classroom teaching and often makes them quit their teaching career. The ability of NTs to offer good quality education and improve students' learning cannot be ignored (Sunday et al., 2021 & Uchecho, 2016). After joining the school's personnel, NTs need assistance dealing with DB and academic support from school principals, heads of departments (HoD) and senior teachers. While performing in education institutions as newcomers, they face many challenges, including the non-supportive attitudes of school heads on DB, an unpleasant working environment, emotional exhaustion, and anxiety (Ahmed et al., 2020).

DB in Mauritius is seen as one of the most pervasive challenges widely affecting the experiences of NTs in schools, making their careers very difficult (Wolff et al., 2021). According to Bressman et al. (2018), classroom management is the biggest challenge for NTs in Mauritius. The survey conducted in 2018 found that 85% of teachers believed that NTs are particularly unprepared for dealing with behaviour problems in their classrooms. Another study of 500 teachers found that teachers with three or fewer years on the job were more than twice as likely as teachers with more experience (19 % versus 7%) to say that student behaviour was the biggest challenge in their classrooms (Barrington, (2017).

When interviewed, many NTs say their pre-service programmes did little to prepare them for the realities of classrooms, including dealing with unruly students. Gahungu (2018) asserts that disruptive student behaviour is a significant source of stress for Mauritius teachers. The teachers mentioned this to principals as one of the most common reasons teachers want to leave the profession. To deal with disruptive learners, Mauritius NTs frequently use verbal reprimands and establish class rules and routines with the help of students to deal with DB (Higgins et al., 2021). Barrington (2022) further suggests that experienced teachers should support NTs to overcome the challenge of disruptions in schools. NTs fail to cope with DB; therefore, their job stress increases, and they experience low job satisfaction and high burnout (Üztemur & Dere, 2022).

In SA, NTs are often not equipped to deal with some types of extreme DB, according to Stadler (2018). One technique they use for misbehaving learners is sending them to the HoD and the principal's office. Some are suspended, whilst others get expelled, depending on the nature of the offence (Lunga, 2020). Segalo & Rambuda (2018) believe that in SA, the common law of

'loco parentis' enables teachers to act as guardians of the learners in the school environment, including effecting discipline on misbehaving learners. However, they say given the new legislation that advances the children's rights, they are unsure how far they can go with the 'loco parentis' law. Their study found that teachers are unsure about how to discipline learners. Learners have children's rights outlined in the Constitution of the RSA, Act No 108 of 1996a, SASA Act No 84 of 1996 (RSA, 1996b) and the SACE' Act, Act No 31 of 2000 (RSA, 2000). Makoa & Segalo (2021) says NTs respond differently to DBs. Some react negatively using sarcasm, while others motivate and try to assist the learners.

The literature reviewed in this section reveals that NTs in Sri Lanka and SA have previously used and terminated corporal punishment (CP). It was found that it was inflicting pain more than bringing up corrective measures on the misconduct of learners (Kepe, 2016). On the other hand, techniques and methods NTs use in international countries are like those used in SA and other sub-Saharan countries mentioned above. These techniques and methods include establishment of norms in order to manage the DB in the classrooms, teachers should be calm and steady, be consistent and firm, and lastly acknowledge the feelings of learners.

This study investigated the strategies of NTs to manage learners' disruptive classroom behaviour. For this study, an NT refers to a teacher with less than three years of teaching

experience. In the initial years of their teaching career, the NT has little or no prior teaching experience (Makoa & Segalo, 2021). Gray (2018) asserts that learners' DB and classroom management strategies are NTs' most critical challenges and concerns. Even though NTs have no experience in these issues, they are expected to perform at the same level as experienced teachers. They are given the same tasks and responsibilities, which may be challenging for them (Sun & Zhang, 2022). These challenges might result from inexperience in managing learner behaviour since they interact with learners independently for the first time.

1.4. CHALLENGES FACED BY THE NOVICE TEACHERS

In their first year of teaching, NTs enter classrooms with high academic expectations for themselves and their learners; instead, they often encounter unexpected challenges that they never expected (Sezer, 2018). NTs' challenges are disturbing, including talking and laughing, or what they term "naughty behaviour" by the learner in the classroom. This behaviour is not intended to cause severe harm or damage; however, it still disrupts the classroom (ibid). Kearney and Levine (2020) concur that the NTs' initial years of service are generally considered challenging, with their first year of teaching the most difficult. They also highlight that NTs are confronted with the problem of misbehaviour and managing such behaviours in the classroom.

Similarly, Al-Naimi (2020), in his study, revealed that NTs often describe their first year of teaching after graduation as a 'shocking experience' as they face learners who are disruptive and display inappropriate behaviours. DB is one of the most pervasive challenges affecting NTs' teaching experience. It is one of the areas in which teachers most often request assistance (Kearney & Levine, 2020). It is also a common reason for lack of job satisfaction, teacher turnover, and even teachers exiting the profession altogether (Yokoyama, 2019).

The NTs, furthermore, could find themselves in a precarious position when they start their careers as they have the challenge of adapting from 'student teacher' to 'newly qualified teacher' (Al-Naimi, 2020). The challenge of adapting from being a 'student teacher' to a 'qualified teacher' is not an aspect the NTs would typically cover during their teacher training (ibid.). Woest (2018) states that, in many cases, NTs experience a lack of support from school management and even hostility from management and more experienced colleagues. The reality is that once NTs start teaching, they experience teaching 'from the other side' for the first time. They were probably only exposed to 'real-life' teaching during teaching practice or inservice programmes. These programmes occur in an artificial environment rather than their

school of employment and only prepare them to a limited extent for the situation at school (ibid). Amin and Rahim (2018) allude that NTs do not necessarily realize how complex the teaching profession can be. In their first year, many beginning teachers describe this period as a time for survival.

Many researchers (Muyumbano, 2019; Strand, 2020; Romero, 2020; Makoa and Segalo, 2021; Farrell, 2023) labelled the first year of teaching as a ‘sink or swim’ scenario. During this first year, NTs either learn to manage the class or give up on teaching. It is therefore anticipated that NTs figure out how to survive the classroom challenges and the daily interactions with office personnel, colleagues, and parents. When new teachers arrive in the classroom, a harsh reality occurs because they have unrealistic expectations of the teaching profession before entering the classroom (Makoa & Segalo, 2021).

Gray (2018) suggests that as NTs believe that they are expected to assist the learners in achieving good grades, this puts pressure on them on the first day they enter the class. The pressure comes from the society that we live in that has high regard for the academic excellence of its learners. It also comes from the DoE, whose objective is to have good results at the end of the year. When the NTs fail to achieve these high academic results, they often face harsh criticism, creating self-doubt about their abilities and intelligence (Kearney & Levine, 2020).



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1.5 STATEMENT OF THE PROBLEM

Disruptive learner behaviour is widespread at all levels of education, especially in the GET phase, where the current study has been conducted. Learners are expected to behave well in the classroom so that learning and teaching occur without disruptions. There should be mutual respect; learners should embrace one another, and everyone else should respect others' thoughts and feelings (Adeniyi & Akinola, 2020).

In SA, NTs encounter DB at schools, and they become very discouraged and demotivated. They face learners who disrupt class, display inappropriate behaviour, and make the class not conducive to learning and teaching. DB of learners is viewed as typical developmental behaviour from learners who experience a change as they come to high school for the first time.

Learners in grade eight may grow some ‘naughty’ acts as the year advances (Lunga et al., 2021). For example, they often talk to one another, click their pens, play with their devices, move up and down in the classroom and sometimes sleep during the lesson. These internal disturbances

take time for the teacher to address. Instead of a teacher teaching, he must attend to the learners' behaviours (Kraft & Monti-Nussbaum, 2021).

Dealing with behaviour disruptions in the classroom is a big challenge for NTs. When learners are in class, the teacher must be there. If they are given a task, the teacher should move around and monitor them as they are doing the work. The strategies to assist the NT in handling the DB are discussed comprehensively in chapter two. Corrective measures of behaviours are crucial as they will prevent NTs from resigning from the profession while they are in their first year of teaching because they cannot handle the behaviour of learners (Ayre & Krishnamoorthy, 2020).

Academics suggest that disruptions in class have harmful effects that extend well beyond the time lost to interruptions and time taken to resume the task. The DB often require teachers to spend additional time restating directions and instructions, reviewing earlier content and reenergizing students (Brown, 2019). Thus, disruptions can negatively affect the classroom learning time and the material the teacher can cover (ibid). They can also affect the learners' learning and academic performance (Meador, 2019).

The researcher's experiences of teaching grade eight in a senior secondary school and witnessing the numerous disruptive learner behaviours and strategies used by teachers (effective and ineffective), as well as conducting the literature review, made it imperative that the research be conducted because of its benefits to teachers. The study will assist teachers in improving the effectiveness of classroom learning and teaching and conducting their lessons without disruptions. It can also help find the strategies the teachers can use to handle disruptions in the classroom. It can empower the teachers with professional knowledge and skills that can be used to discipline learners in the classroom. Also, it can equip the teachers with a knowledge base to help them deal with DB. Teachers will also be exposed to the latest strategies for handling DB (Makoa & Segalo, 2021).

The researcher's statement of the problem is that NTs experience challenges in teaching especially in secondary schools in their first year of learning and teaching and also most of them have not received much needed training such as techniques and strategies in managing DB in classrooms so that they can be much prepared. If NTs could get attention from the institutions that trained and also training manuals to refer to when they come across these DBs in classrooms. Also the government should assist them with orientation workshops because

majority of them lack exposure of practice from their previous studies. This could be beneficial for future purposes to handle all these DBs in classrooms.

1.6. RESEARCH QUESTIONS

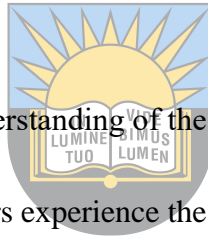
The following questions were guidelines to keep the researcher focused on interrogating the study's purpose.

1.6.1 MAIN RESEARCH QUESTION

What strategies do grade eight novice teachers use to manage disruptive learner behaviour?

1.6.2 SUB-RESEARCH QUESTIONS

The researcher used the following sub-research questions to collect data on the main research question:



- What is the novice teacher's understanding of the term 'disruptive behaviour'?
- How prevalent do novice teachers experience the disruptive behaviour of the learners?
- What strategies do novice teachers use to manage disruptive behaviour?
- What support structures do novice teachers receive to help them manage disruptive behaviour?

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1.7 OBJECTIVES OF THE STUDY

The objectives of the study were:

- To investigate novice teachers' understanding of disruptive behaviour.
- To examine the extent of the prevalence of learner disruptive behaviour.
- To find out the strategies novice teachers use to manage disruptive behaviour.

- To explore the support structures in place for novice teachers.

1.8 PURPOSE OF THE STUDY

The study aimed to find the strategies fifteen grade eight NTs used to determine what they consider DB is. It also sought to find out how to manage classroom disruptive learner behaviour and what support NTs have for dealing with DB.

1.9 DELIMITATION OF THE STUDY

This research was confined to ten schools in the Buffalo City Metropolitan (BCM) district of the Eastern Cape (EC), DBE. DB is a challenge to many other schools in SA that could have also been studied. The population comprised only fifteen participants from ten BCM East London (EL) schools.

1.10 RATIONALE AND MOTIVATION

As an experienced educator, the researcher found that the challenge of DB continues to escalate annually. The cases of DB are not limited to the EC but tend to be a global phenomenon, as social media and the news media attest to. The escalation of DB is a phenomenon affecting not only NT but also more experienced teachers. The view that DB has escalated is particularly true since the abolishment of CP in SA. However, expert teachers have had sufficient time and experience to adapt and find alternative methods, such as giving responsible duties to the naughty learners, asking them to sit in the front and making them group leaders for various tasks. NTs might not be comfortable with bringing the naughty ones close. Therefore, the researcher believes that the experts and NTs face DB behaviours that impact their teaching, consequently demotivating NTs. Furthermore, the researcher wanted to find out what strategies NT use and what they have been taught from college and higher institutions of learning to assist in managing the DB in the classrooms.

1.11 SIGNIFICANCE OF THE STUDY

The study could contribute to assisting the NTs in dealing with unwanted behaviour in the classroom. The study's results and discussions will be shared and available to the teaching fraternity on the DoE website. Ultimately, this may enable NTs, experienced teachers, and

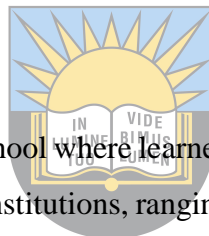
education officials to manage the widespread misbehaviour in the schools. The researcher has realized that since the study was conducted only in semi-urban areas, the findings may not be generalized to NTs in urban and rural areas.

1.12 SYNOPSIS OF THE RESEARCH METHODOLOGY AND PARADIGM

The research methodology constitutes the research approach, paradigm and design used in this study. After that, the sampling techniques, data collecting methods, and data analysis were explained. The researchers' examination of data trustworthiness was also discussed in the chapter. Finally, the researcher addressed the pilot study, ethical considerations, and chapter summary.

1.13 DEFINITION OF KEY CONCEPTS

1.13.1 CLASSROOM

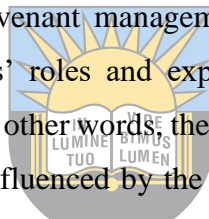


A classroom is a learning space in a school where learners are taught by a teacher (Amali, 2021). Classrooms are found in educational institutions, ranging from preschools to universities (South African Schools Act, 1996). Buffalo City Municipality (BCM) classrooms are set up quite similarly and are relatively standard, especially in senior secondary schools. There are approximately forty learners in a class with one teacher, and lessons are typically forty minutes to an hour, according to the timetable in the General Education and Training (GET) phase (ibid). The GET band includes grades from seven to nine. A classroom is a room in a school where lessons happen. It is a room where teachers mark work, plan lessons, and teach their learners. A classroom is usually filled with several different objects to aid learning and teaching, such as small desks, tables, and learners to sit and learn. It includes a large desk where the teacher will sit and often mark learners' work, a blackboard, whiteboard, or a classroom projector for the teacher to give a lesson, illustrate ideas and explain them. In other schools, the classroom has computers to use the internet for independent research tasks and writing assignments (Ali, 2022).

1.13.2 CLASSROOM MANAGEMENT

Classroom management refers to the variety of skills and techniques teachers use to keep learners organised, orderly, focused, attentive, on task, and academically productive during a lesson. It is the process that teachers and schools use to create a positive classroom space. Classroom management includes teachers and learners participating in actions that support academic and learning among all learners. According to Fitriati, et al., (2020), classroom management focuses on three major components: content management, conduct management, and covenant management. He alludes that content management focuses on instructional management skills, sequencing and integrating additional instructional activities and dealing with instruction-related discipline challenges (Best, 2019). Conduct management is centred on one's beliefs about the nature of people.

Teachers should always know what they want their learners to do and involve them in the respective learning activities under the general conditions of clearly and explicitly stated schoolwide and classroom rules. Covenant management stresses the classroom group as a social system. Teachers and learners' roles and expectations shape the classroom into an environment conducive to learning. In other words, the culture of any given school is unique to that school. However, it is directly influenced by the culture of the larger community whose educational goals are to be met (Amalia, 2021). Effective classroom management can help create an environment and space conducive to learning and teaching (DBE workbook, 2012).



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1.13.3 DISRUPTIVE BEHAVIOUR

According to Retuerto, et al., (2020), DB has been defined in many ways, from merely inappropriate behaviour such as task avoidance, inattentiveness, disruptive noise, or severe shouting out to more severe actions such as being physically aggressive towards each other. For this study, DB is defined as any activity that disturbs the teacher, interrupts the learning process, and interferes with other learners' learning rights (Grenaro-Gallegos, Gomez-Lopez, Baena-Extremera & Martinez-Molina, 2020) and Sezer (2018).

1.13.4 GRADE EIGHT

In SA, education is compulsory for children ages seven to 15, where learners are expected to do grades one to nine (SASA, 1996). Eighth grade is the post-higher primary year of formal education in South African schools and, therefore, the first year of secondary school. According

to the DBE, most grade eight learners are 14 (ibid). Grade eight learners are the youngest group of learners in high school. He says they are the pre-teens who tend to act cocky and loud (Nemaston, 2020).

1.13.5 NOVICE TEACHER

A NT is a teacher who typically has zero to three years of teaching experience and is a newcomer to the profession (Makoa & Segalo, 2021). For this study, a NT is a teacher who recently qualified and has been teaching for less than three years. According to Nemastone (2020) and Bertram (2023) a NT refers to anyone with less than three years of teaching experience and who has just completed pre-service teacher education. They say the first year is the most challenging in an NT's career. Farell (2023) agrees with Nemastone (2020) and Bertram (2023) and displays that a NT, also called a newly qualified teacher, is defined as a teacher who has completed their teacher-education programme and has commenced teaching in an educational institution.

1.13.6 STRATEGIES

Strategies are methods or plans to achieve a desired future, such as completing a goal or solving a problem (Hepburn & Beamish, 2019). It is a careful plan or method for achieving a particular purpose, usually over time (Wolff et al., 2021). For this study, the NTs' strategies are plans or techniques to manage learners DB in the classroom. The teacher uses these strategies to create a disciplined classroom where effective learning and teaching can occur.

1.14 CHAPTER OUTLINE FOR THE STUDY

This study has five chapters:

CHAPTER 1

The chapter has examined the study's introduction and background, exploring the NT's strategies in dealing with the DB of the learners. It also discussed the study's purpose, objectives, research questions, significance, and delimitation. Furthermore, it gave a brief chapter outline of the chapters covered in this study.

CHAPTER 2

This chapter covers the theoretical framework and the literature review, which informs the study. Furthermore, the chapter examines and discusses issues relating to the research questions.

CHAPTER 3

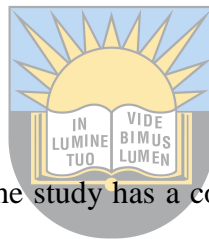
This chapter presents and justifies the research methodology and is designed to answer the research questions. It includes the research paradigm, adopted data collection methods, sample, sample techniques, data collecting instruments and data analysis.

CHAPTER 4

This chapter presents and analyses the data from 15 participants from the 10 schools selected as research sites.

CHAPTER 5

This chapter tables and summarises the study has a conclusion, and makes recommendations based on the findings.



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1.15. CHAPTER SUMMARY

The chapter presented the introduction and the background of the study. Then follows the definition of critical concepts and the challenges faced by NTs. After that, the conceptualization of the DB is addressed. Furthermore, the statement of the problem, research questions, objectives of the study, and purpose of the study were tabled in this chapter. Also, the researcher dealt with the delimitations of the study, rationale and motivation, significance of the study, synopsis of the research methodology and paradigm and the chapter outline of the study. The chapter ends with the chapter summary.

CHAPTER 2: LITERATURE REVIEW

2.1. INTRODUCTION

In chapter one, an NT was defined as a teacher who typically has zero to three years of teaching experience and is a newcomer to the profession. This chapter discusses the theoretical framework followed by the literature review on disruptive behaviour and the novice teachers' conceptualization of disruptive behaviour. This will be followed by various types of disruptive behaviours and the prevalence of learner disobedient behaviour in the novice teachers' classroom. An in-depth study of NTs' strategies to manage the DB is explored, followed by the positive behaviour support analysis. This is followed by examining the application of the Choice Theory in the classroom. The literature on the support structures with which the NT can assist is also reviewed. Examining the literature on NT induction and mentors, the tools commonly used in SA to support the NT are vital. Lastly, there is a chapter summary.

In SA, school discipline and unacceptable behaviour are significant concerns for all teaching professionals. However, the discipline situation seems to have been exacerbated over the last 20 years. This challenge is often associated (as noted in chapter one) with the education systems' numerous changes since 1994, including revising the ways of disciplining children and abolishing CP (de Wit & Lessing, 2013; Wolhuter et al., 2020). Wolhuter and Van der Walt (2020) add that learners' classroom behaviour is becoming increasingly unacceptable, and teachers experience escalating minor to severe misbehaviours in schools. Kropáč et al. (2023) highlighted that NTs are unprepared to deal with discipline-related problems in the classroom despite having comprehensive professional training. The daunting task of discipline in the school has led many NTs to expect assistance and 'manuals' that they can use to address the situations they may face (ibid).

2.2 THEORETICAL FRAMEWORK

William Glasser was a psychiatrist and an educational consultant who, for many years, wrote and spoke extensively on issues related to education and discipline. He was born in 1826 in Cleveland, Ohio. He first studied chemical engineering but later turned to psychology and psychiatry. He achieved national acclaim in psychiatry for his theory, 'Reality Therapy' (Reality Therapy; A New Approach to Psychiatry in 1965). This theory shifted the focus to

treating behavioural problems from past events to present reality. Glasser (1986) later extended reality therapy to the school arena. In 1986, Glasser published 'Control Theory in the Classroom'. This theory gave a new and different emphasis to his contentions concerning discipline, encapsulated in his pronouncement that if students are to continue working and behaving correctly, they must 'believe that if they do some work, they will be able to satisfy their needs enough so that it makes sense to keep working'. In 1996, he changed the name of his approach from Control Theory to 'Choice Theory' and emphasised that all behaviour is based on personal choice. The researcher finds that this theory is also relevant to Grades 1-3.

An explanation of Choice Theory suggests how we choose to live our lives, and once the theory is learned, everyone can use it profitably to live their lives. Glasser (1998, p.122) states, 'Many teachers, having learnt this theory and applied it in their classrooms, report that they are now more successful in other areas of their lives besides their work.' As Houff (2013) explains, Glasser's Choice Theory states that people choose their behaviour based on their drive to satisfy a basic need. Glasser's (1986) research was based extensively on schools, and he was later convinced that teachers could help learners make better choices concerning their behaviour. He believed that for learners to continue working and behaving correctly, they must accept that their needs will be sufficiently satisfied after doing the work in the class (Charles & Senter, 2005). Kurt (2021) asserts that a learner may be distracted in the classroom, which happens to everyone. Learners have other considerations running through their minds, such as their peers, personal lives, friendships, hobbies and physical distractions like hunger and tiredness.

There are many suggestions for teachers to follow to help learners succeed and to have a more disciplined classroom. These suggestions are prudent in ensuring appropriate choices under the teachers' guidance; thus, teachers have the obligation and power to help them achieve better and acceptable alternatives in class (ibid). Therefore, teachers can assist learners in eliminating distractions so that they can focus on the classroom.

According to Zastrow et al. (2019), Glasser's theory states that five fundamental, innate needs drive learners' actions. When one need is satisfied, another need emerges, and one needs to be happy. Glasser proposes that people's actions reflect how well their needs are met (Houff, 2013). This theory gives teachers a reminder and the framework that learners are less likely to perform at their full potential if their basic needs are unmet (Kurt, 2021). The first basic need

is survival, followed by love, belonging, power, freedom, and fun. Figure 2.1 outlines the five needs that Glasser (1986) proposes to drive learners and their DB.

The researcher finds that this theory is conducive and relevant to Foundation Phase because these norms and strategies can be beneficial to these learners when entering in Senior Phase.



Figure 2.1: Glasser's Five Basic Needs, adapted from Houff (2013).

As noted above, proper nutrition is part of survival, and learners should be fed. Furthermore, Houff (2013), Naughton (2019) and Robey (2020) believe there is a link between nutrition and the brain. Learners cannot function in class if they are starving. Therefore, the government in SA intervened with poverty relief funds and programmes for communities seen as poor.

Education and learning in areas identified as poor would have been challenged if the government had not intervened. Due to high unemployment and poverty in rural and semi urban areas in SA, the National government introduced the school nutrition programme in 2001 (DBE, RSA, 2000). This programme is intended to assist many schools countrywide whose children would have otherwise dropped out of school because their survival needs are unmet. BCM is in the EC, one of the poorest provinces in SA (DoE, 2016), and the nutrition programme is paramount and a key input in the learner's survival in BCM classrooms.

Homelessness is also a big challenge that learners face during their school years (Robey, 2020). This can result in aggressive behaviour amongst those affected. Homeless children enter school with physical, psychological, and emotional issues that put them at a considerable disadvantage in experiencing success in the classroom. Signs of emotional and physical change from learners indicate that learners are uncomfortable around the school premises (Levin & Nolan, 2014).

They may experience anxiety and sometimes fear walking to and from school, bathrooms, and changing classrooms. Sometimes, learners may refuse to go to school and lose interest in activities and relationships in the school. Procedures and routines at school offer a way to maintain order and safety in the classroom. For example, when the bell rings, it indicates the end of the period. The development and lesson preparations, classroom rules, pre-planning, and organization are essential in the school to keep order and routine for learners to survive (Kline, 2021).

After meeting survival requirements, **love and belonging** become the priority (Robey, 2020). Love and belonging are the second needs to be fulfilled by educators outside the learners' homes. The learner may develop a sense of belonging at school by joining school debates or choirs, participating in sports, or making other group-centred commitments (Kurt, 2021). Levin and Nolan (2014) assert that a positive classroom climate is where everyone feels he belongs and a place where everyone is acknowledged and valued. In other words, no learner must be favoured more than the others to avoid causing hatred among learners. Favouring some learners over others could result in bullying, making those affected unsafe in the class (ibid). Belonging is demonstrated by showing respect between the teacher, the learner, and the classmates. It may also be when they all participate fully in class issues (Charles & Senter, 2005).

Learners must be treated equally and given the same respect, and teachers deserve respect from learners. When there is mutual respect, smooth learning and teaching will prevail. Besides, conversing as learners cross the classroom threshold, listening to them as they do their work, and expressing themselves freely will inspire a sense of love and belonging. In addition, it is paramount that the classroom climate is caring and supportive. No learners must feel like outsiders to the teacher and their classmates (Charles & Senter, 2005). The schools are a second home for learners, with teachers in 'loco parentis' on the premises. Based on this argument, there must be no criticism, ridicule, blaming or exclusion of any learner by anyone, irrespective of gender, race, and home background (Lovett, 2006). The teacher should treat each learner equally without bias or prejudice (Melekhina & Melva, 2020).

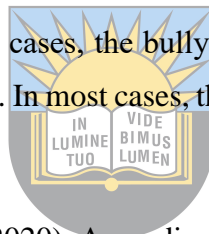
The teacher must know all the learners, their backgrounds, and their educational needs to understand what they bring into the school environment. Knowing them gives positive attention and encouragingly recognizes the learner. The feeling of belonging comes from the teachers' efforts to establish a positive classroom environment. Some learners need a great deal of attention, and it might not matter whether it is negative or positive attention to them; they only want to be acknowledged (Levin & Nolan, 2014). However, scolding and nagging will not deter the learners' disruptive behaviour but somewhat invade their attempts to get attention (Houff, 2013).

The third need is **power**. Houff (2013) and Robey (2020) maintain that the term 'power' indicates authority or the ability to cause an effect. Yet, in some cases, the learner gains power by disturbing the class and seeing no learning and teaching proceed (Houff, 2013). However, Charles and Senter (2005) and Naderi et al. (2015) maintain that learners acquire power when asked to participate in class discussions, study topics, and work procedures. They say, "Power is to have some control over and input into events in which one participates" (Charles & Senter, 2005, p. 6). It also helps to give learners power when the teacher assigns duties to learners, such as asking them to lower the noise level and asking one of them to be in charge. They may also be asked to help monitor attendance daily or carry the teacher's teaching material to class. Cleaning the chalkboard and the duster makes learners feel powerful. However, Naderi et al. (2015) assert that learners feel powerful when they succeed academically.

Getting pleasing results satisfies the learners and motivates them to do more. If they are all encouraged, they can all do well in class. The teacher has the most potent influence on learners' learning capacity (Kropáč et al., 2023). This power is based on the teacher's instructional design and how they interact with learners. The teachers' control or instructional design in class is demonstrated not as an authoritarian who dominates the learners' will but as a facilitator who helps build intrinsic motivation to help them make good choices (Houff, 2013). They feel good when their actions are accepted. In addition, if learners are appreciated through praise for reasonable attempts, that can enhance their ability and potential (ibid). In that way, learners will maintain high expectations, and such an environment supports and motivates them to do well. The learners' success and achievements can be celebrated by displaying their work, sharing ideas, and honouring their individuality.

It can also be added that self-worth is a vital human drive that families, teachers, and communities provide for their children (Levin & Nolan, 2014). Socially acceptable opportunities that allow learners to experience a sense of significance, competence, power, and virtue are likely to express their importance, capacity, and integrity in learners (ibid). It is also believed that the way learners perceive themselves is primarily developed around the teachers' communication effectiveness; hence, teachers' communication can build or destroy their relationships within the classroom (Houff, 2013).

Bullying in the school environment is a widespread, serious problem that negatively impacts the victims and bullies. Because of the fear of bullying, some learners are in constant emotional arousal, making it virtually impossible physiologically and psychologically to expend any mental energy focused on learning. Cyberbullying has become the focus of bullies and bullying in the twenty-first century. Cyberbullying is intentional and repeated verbal slanders or threats through electronic devices such as emails, instant messaging, or personal web pages among learners (Levin & Nolan, 2014). It is when information and pictures are posted on social media without the owners' consent. In some cases, the bully assumes the other person's identity for humiliation or defamation of character. In most cases, those bullied will not want to tell an adult they are being bullied (ibid).



The fourth need is **freedom** (Robey, 2020). According to Naderi et al. (2015), freedom means learners can choose their academic and classroom behaviour. In a properly managed classroom, freedom implies that learners freely accept responsibility for their actions and hold themselves accountable for their learning. It may also be when the teacher allows them to make responsible choices concerning what they will study, how they will do so, and how they demonstrate their accomplishment (Charles & Senter, 2005). For example, freedom might take the form of the learner deciding which three academic assignments to complete first out of the five he is given.

Wubbolding (2007) emphasises that learners' behaviour responds to a basic need. It might be that the other task is much more straightforward than the rest of the other assignments; therefore, he chooses to start with the easy one, or else it might be because it is short.

It is noticeable that if teachers and NTs accept Glasser's theory, they acknowledge that they cannot control learners and must allow them to exercise their freedom. On that note, Glasser recommends that teachers never ask learners, 'Why are you doing that?' 'Why are you talking?' Instead, he says the teacher should ask: 'What are you doing?' He believes that 'why' leads to excuses, and the answer will go on and on (Levin & Nolan, 2014). Furthermore, Glasser asserts

that the misconduct must be identified, and the learner must realize that disruptive behaviour is not helpful. Therefore, the learner will know that the behaviour does not help them reach their goal. They will then develop a plan to change it. Houff (2013, p. 82) supports this idea, “... when a learner has behavioural issues. The teacher should help the learners choose to act wisely. Guide this learner in making the right choices by asking questions that follow him to evaluate the situation and personalize a solution.”

Giving learners freedom in class does not mean a lack of control. Houff (2013, p. 81) puts it clearly and says, “The teacher is paradoxically empowering them and freeing herself.” This author refers to it as ‘controlled freedom’, giving learners a sense of ownership in the classroom and providing a structured environment for freedom. Ultimately, all the teachers’ domination in the classroom includes the learning structure. The most crucial fact is that learners become free to choose, accept responsibility and remain accountable (ibid).

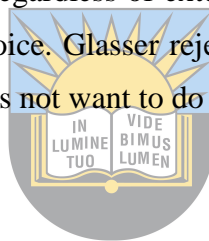
The fifth need is **fun**. Wubbolding (2007) and Robey (2020) suggest that the need for fun is to find pleasure and enjoyment, to play and laugh. Glasser links the need for fun to learning. He posits that the higher animals (dogs, primates, dolphins, and others) learn as they play. Human beings are no different. He says some need fun more than others (ibid). A stressful situation can be eliminated if humour is injected or the case is taken seriously. Reprimands are not always needed, nor are they still the best approach. For example, from the researcher’s experience in teaching, these scenarios do take place:

Bala comes to class with a bad attitude. She does not stand up to greet the teacher when the teacher enters the classroom. A few minutes later, she slams a book on her desk, pulls her chair, and makes a big noise.

Houff (2013) suggests that rather than reprimanding Bala in this scenario, which will provoke her with another opportunity to strike out, the teacher must casually and quietly ask her if she needs help defending herself against a book attack. Surely, Bala will respond politely since she sees the teacher is not entertaining her anger. Glasser (1986) believes that learning is fun, and a little bit of fun helps calm the classroom’s hard work and stressful atmosphere. Fun may be considered an engaging strategy promoting classroom involvement, pleasure, and enjoyment. Classes that are grim and boring are significant failings of our educational systems; laughter and humour help to fulfil our need for pleasure (Houff, 2013). Naderi et al. (2015) also mention that learners will experience fun working and talking with others, engaging in exciting

activities, and sharing their accomplishments. Charles and Senter (2005) emphasize that learners enjoy learning when the environment is fun. Humour directed at the problem rather than the learner can defuse tension in the classroom and redirect learners to appropriate behaviour. Humour tends to depersonalize situations and help establish positive relationships with the learners (Levin & Nolan, 2014).

In conclusion, behaviour is not separate from choice, even if we may not be fully aware. We may choose how to behave at any time and are responsible for our decisions (Houff, 2013 & Naughton, 2019). This is true for both the teacher and the learners. For example, learners will choose their behaviour, and the teachers will choose a discipline to control disturbances in the class. We cannot control anyone's behaviour but our own. The Choice Theory contends that every part of our behaviour - thoughts, feelings, physiology and doing - is a choice. Glasser (1986) argues that we have total agency in our natural behaviour, leading to a more responsible, empowered co-dependency and blame-free life. In his framework, Glasser maintains that all behaviour is driven from the inside, regardless of external influence. We are all in control of our choices, and every action is a choice. Glasser rejects outside influence by saying that no one makes anyone do anything he does not want to do (Charles & Senter, 2005).



2.3. LITERATURE REVIEW

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This section overviews how literature conceives DB within the classroom, including how the NTs conceptualize DB. After that, the researcher outlines the prevalence of the learners' DB in the NTs' classroom, examining the types of DB that the NT may encounter. An in-depth study of the NTs' DB management strategies and other techniques that the NTs can apply are also reviewed. The classroom management skills of the NTs are also addressed. This is followed by unpacking the support structures NTs are exposed to during their first years of teaching, which includes mentoring, inductions, and Positive Behaviour Support. After that, the theoretical framework, the Choice Theory, and its application in the classroom are also examined. The researcher applied the Choice Theory on this study because she believes that all human behaviour is chosen and driven by basic needs such survival, love and belonging, power, freedom and fun. These basic needs blend in together because the NTs in order for them to survive they must be firm and calm, provide a conducive environment for the learners so that learners can feel and be confident about their teacher and classrooms.

NTs must love and give sense of belonging to learners, make learners believe that they can perform much needed tasks such as electing one of them as class representatives, help clean the blackboard, help carry teacher's books. NTs can also help in bringing change in the learners behaviours such as paying attention to their emotions so that learners can feel feel and powerful. NTs must make learning and teaching fun and create freedom so that learners can perform and also this will decrease the DBs in classrooms.

2.4. LITERATURE REVIEW ON DISRUPTIVE BEHAVIOUR

According to Levin and Nolan (2014), teachers who describe disruptive learners as lazy, unmotivated, belligerent, aggressive, angry, or argumentative are imprecise, judgmental, and descriptive of many actions. A learner can be lazy and angry yet not disruptive in class. Naderi et al. (2015) oppose this notion and posit that an undesirable emotion triggers learners' behaviour and will display unwanted behaviour. Naderi et al. (2015) argue that the teacher's role is to convert the learners' situation and change their behaviour by applying emotional intelligence towards learners, provide social skills and to instil the culture of learning. In addition to these DBs in classrooms, it can be said that learners who display DB are constant reminders that the classroom environment is not what they would like it to be. Glasser believes that changing learners' DB can only be accomplished by changing the classroom functions (Charles & Senter, 2005).



2.4.1. NOVICE TEACHERS' CONCEPTUALIZATION OF DISRUPTIVE BEHAVIOUR

This section will outline how NTs describe disruptive behaviour within the classroom, followed by the types of DB that the NTs may encounter in their classrooms. It is commonly believed that being a NT is challenging because there is so much to learn (McGarr, 2021). They are also faced with heavy workloads and coping with learners' disruptive classroom behaviour.

(Ottenheim-Vliegen et al., 2023). To overcome the workload and DB, they need confidence and a plan, a schedule on the board, time, and classroom management strategies to achieve their goal(s) in the classroom. New teachers typically anticipate the first day of school with anxiety and excitement. They are excited because they look forward to imparting the knowledge gained from tertiary institutions. They are anxious about encountering their learners for the first time and do not know how that encounter will be (ibid).

There is a shortage of information in secondary schools in the Eastern Cape province in the BCM District on what NTs say and what they think DB is. A study on NTs' opinions on DB (Sezer, 2018) expressed positive and negative feelings. The positive emotions included paying closer attention to learners and using interesting methods for their lessons. On the other hand, they felt the need for support from experienced teachers. Some felt anxious and stressed to the point of wanting to leave the school.

2.4.1.1 TYPES OF DISRUPTIVE BEHAVIOURS

This section covers some of the DB NTs can encounter in their classrooms. If the NT does not handle these DBs correctly, they will be robbed of their right to offer quality education (Bear, 2020). NTs have the task of understanding the types of DBs, their causes, and classroom management to ensure that teaching will not be derailed. Challenges faced by NTs are neither novel nor confined to a specific context (Woest, 2018). Most commonly, in the classroom, learners may be disruptive by doing the following unacceptable activities:

Talking in class and disruptive noises during class teaching

Talking is the most prevalent type of DB. Talking in class involves learner(s) talking to other learners while the teacher is teaching. For example, learners will be talking to one another and not listening to the teacher. Others like to talk out of turn and disrupt while the teacher is teaching. Talking in class also includes individuals speaking incessantly and uncooperative learners who ask endless unimportant questions and even argue with the teacher (Wolff et al., 2021). Araban, Montazeri and Mehrizi (2020) also found that learners speak while the teacher teaches. When the teacher sees that they are talking, they usually become annoyed and sometimes uncontrollable. The learners dominate the class and disrupt the learning process (Bear, 2020), hindering the class's progress.

Learners talking at inappropriate times is a challenge the NT must deal with; however, a further distraction is excessive noises that distract teachers and learners. Bear (2020) mentions several disruptive noises, which include singing or humming, banging the door for no reason, clapping, tapping a desk, constantly clicking a pen, pulling a desk, and shouting out during the lesson. The disruptive noise could also be due to environmental noise, especially in urban areas, which can be disruptive, especially if the school is close to a busy road (Buchari 7 Matondang, 2017).

Whatever the cause of the disruptive noise, this will affect the classroom and learning. It could impact the learner's ability to be heard in the classroom. The learner cannot attend to the teacher, or the teacher must stop to prevent the learner's disruptive noise from escalating and disrupting the entire class (ibid). The researcher argues that if the department can also provide an Act or a civilised disciplining measures for NTs to use in classrooms, at least there can be a balance between the dominance that the department gives to learners and the dominance given to NTs.

Coming late to class

Late coming is a term used to describe people who fail to show up at the agreed time. In other words, an individual arrives after the proper schedule or the usual time (Maile & Olowoyo, 2017). Late coming in the school context means arriving after the official hour of commencement of the day's learning activities (Wolff et al., 2021). According to the official timetable for the school, a lesson commences at 7:45 am (SASA, 2006). However, in some schools, the assembly is conducted before classes start. Therefore, learners are expected to be at school before 7:45 am to be part of this assembly (ibid).

Emergencies and special occasions may cause late coming, but a learner who consistently arrives late disrupts the whole class. A variety of reasons exist for the late arrival at school. Some learners are entrusted with family responsibilities; for example, the learner will first drop a younger sibling at preschool on her way to school. Another reason may be that learners who are to have their lunch break at their homes tend to arrive late for the first period after break. Therefore, the late coming prevents and delays teaching time and is classified as DB (Wolff et al., 2021).

No matter the reasons for late coming, it is a significant problem that has plagued many schools in SA, and many schools are challenged by learners who come late to school (Maile & Olowoyo, 2017). Teachers report that, as the issue of late coming is endemic to all schools, it is becoming a real challenge in SA schools. Its impact cannot be over emphasised, as it has contributed significantly negatively to learners' academic achievement and school functioning (ibid). This implies that learners missed out on learning while not in class. The teacher must stop the class to discuss or accommodate the latecomers when learners arrive late. Some learners will ask questions as they missed most of the lesson, and the teacher gets delayed and halts the lesson to acknowledge the learners' presence (Bennett, 2021).

Playing on the cell phone in class

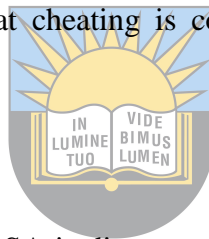
Technology has many benefits; for example, it gave the privileged few access to ongoing education during the Covid-19 lockdown. Learning and teaching can be communicated using WhatsApp groups on their cellphones. Many teachers use it to enhance teaching; however, it can negatively influence a classroom. Research showed that 84% of high school learners carry cell phones or other electronic devices to school (Fernandez, 2018). The presence of cell phones has been much debated, and they cause disruptions in class. The DBE has a national Code of Conduct (CoC) for schools stipulating that cell phones may not be switched on during regular school hours, and the school may not be held responsible for the loss thereof (DoE, 2004). Most schools would have harsh rules, even if the phones were carried in for emergency reasons, to reach out to the parent, as it is still disturbing the teaching and learning process and is sometimes used for other purposes rather than what it was intended to do. Using cell phones outside of the required use for learning and teaching in the class is DB.

One of the most disruptive influences on teaching is when the learner's or the teacher's cell phone rings during class. This results in either the teacher answering their phone and disrupting the lesson flow or the student answering the cell phone and thus not paying attention in the classroom (Maphalala & Muzi, 2014). Learners also receive disruptive SMSs. Sometimes, they listen to music with their iPods and earphones and do not concentrate on the lesson. Therefore, while cell phones can positively impact learning and teaching, they can also be misused and cause disruptions.

Cheating during a test

Cheating is when someone misleads, gets their way by deceit, or intentionally acts dishonestly (Mutongoza & Olawale, 2022). This kind of action is disruptive as the teacher takes away time from other learners to address the behaviour and implement appropriate consequences. Cheating in the form of copying or trying to copy from another learner is another problematic behaviour. A serious issue is that it misleads the teacher into thinking that the learner understands the work when they do not. It is also unethical and disruptive in class (Simmons, 2019). During the test, learners sometimes pass down notes to one another with written answers. Some students even go to the extent of having notes written on their hands or arms to help them cheat.

Studies conducted in the United States show that technology has made cheating in school more accessible, convenient, and harder to catch than ever before (Simmons, 2019). Simmons (2019) adds that in a survey of 70,000 students across the US, 95% of learners admitted to cheating in some capacity. He also contends that cheating is contagious in that once a learner starts cheating, it is not easy for him to stop.



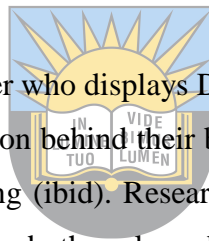
Disrespect towards teachers

One of the DBs new teachers face in SA is disrespect from learners. DB is most common in township schools (DoE, 2004), where the study was undertaken. Discourteous behaviour can include giving rude answers when spoken to, repeatedly ignoring teachers' instructions, being generally uncooperative and flouting classroom rules. It can also involve being non-attentive or daydreaming, learners who refuse to do their work, and even telling the teacher "No" when instructed to do their work (Maarman & Lamont-Mbawuli, 2017). The learner might even tell a joke and start laughing out loud. Researchers have found that female teachers experience this more (Wolff et al., 2021). Therefore, disrespecting teachers is highly unacceptable, as respect and obedience are embedded in the education of students in schools.

2.4.2 THE PREVALENCE OF LEARNER DISRUPTIVE BEHAVIOUR IN THE NOVICE

TEACHER'S CLASSROOM

This section will discuss the literature on the prevalence of NT experiences with DB. The research found that NTs frequently experience DB in their classes (Sezer, 2018). DB is one of the NTs' most significant obstacles in the classroom environment that they must deal with (McGarr, 2021). NTs' means and efforts to maintain order and teach simultaneously are hard to achieve. Class productivity will also be affected. Learners in grade eight like to talk and move around the classroom. They have lots of energy and want to get it out by any means; therefore, their actions are noticeable and visible (Simmons, 2019). Simmons further suggests that NTs should look at what learners do on a typical day. They should look at what they do when they enter the class and what they do before the day ends. Those are the times when the NT can see how prevalent the learners' DB is. The teacher can see who disrupts and how prevalent the DB is (ibid).



Naderi et al. (2015) argue that a learner who displays DB does not only do so just because they want to do so. He claims it is the reason behind their behaviour, or it might be their only way of telling the teacher something wrong (ibid). Researchers have found that the behaviour of violation of rules is commonly seen in both male and female students. Boys and girls suffer academically from disruptive classmates, and boys are particularly prone to misbehave when their classmates are disruptive. There is an increased DB among male students aged 8-16 (Ridanya & Renuchitra, 2022). Simmons (2019) and de Witt and Lessing (2013) recognize that NTs encounter various DBs and face many challenges stemming from problematic learners. Therefore, NTs frequently and continuously deal with the DB in their classrooms. On that note, researchers suggest that the NTs must never show anger when encountering such behaviours in class, even if they have reprimanded learners several times.

2.5 STRATEGIES AND TECHNIQUES NOVICE TEACHERS CAN USE TO MANAGE

DISRUPTIVE BEHAVIOUR

This section's literature relates to what strategies NTs can use to handle DB in the class. NTs need guidance the most, for they lack experience managing disruptions in class. Noeth-Abele (2020) concurs that learners' behavioural difficulties remain paramount in schools.

Glasser's Choice Theory posits that learners must learn to control their behaviour because DB is not allowed in the classroom (Curry & Zavala, 2020). This theory provides useful basic needs such as Survival, Love and Belonging, Power, Freedom and Fun. The researcher found these basic needs relevant and important for the study because all human behaviour is chosen and driven by basic needs such as survival, love and belonging, power, freedom and fun. These basic needs blend in together because the NTs in order for them to survive they must be firm and calm, provide a conducive environment for the learners so that learners can feel and be confident about their teacher and classrooms.

NTs must love and give sense of belonging to learners, make learners believe that they can perform much needed tasks such as electing one of them as class representatives, help clean the blackboard, help carry teacher's books. NTs can also help in bringing change in the learners behaviours such as paying attention to their emotions so that learners can feel and powerful. NTs must make learning and teaching fun and create freedom so that learners can perform and also this will decrease the DBs in classrooms.

Learners can display various examples of behavioural disorders in class. For instance, a learner who cannot express his frustration verbally may throw his pencil across the classroom. A learner who feels socially ostracized (in need of power or being bullied), as mentioned in 2.2 in the theoretical framework above, may respond by pushing a classmate on the playground. The NT must deal with these scenarios by identifying the root cause of these destructive behaviours and setting up a system that promotes greater self-awareness and self-control (Curry & Zavala, 2020). Reflecting on these two scenarios and seeing that DB is rife in our schools, it is essential to research how NTs manage class disruptions.

The strategies can also be developed for the case and situation that prevails, and the method or approach must not be based on generalization and stereotyping because it may worsen the problem (Fakhuddin, 2019). So, each disruption case must be treated differently. NTs need an arsenal of sound strategies to deal with the behaviour, which will help run the classroom more smoothly. The strategy that a NT could employ is dealt with in this section.

2.5.1. CODE OF CONDUCT

Firstly, the NT must be guided by the code of conduct (CoC). The CoC is, in essence, a support structure and a strategy that the NT could use to curb the DB within their classroom. However, it has been placed as it has definite strategies that the NT can implement. The CoC is one way

to guide learners to behave appropriately. A CoC contains SA's South African Schools' Act (SASA) principles, philosophy, and ethos. According to Section 3(n) of the National Education Policy Act, No. 27 of 1996, the Minister of Education determines the National Education Policy for learners' control and discipline at education institutions. The SASA No 84 of 1996, Section 8(1) empowers a school's governing body to maintain discipline (DoE, 2004). The support of the SGBs can also be of great help to NTs in that they can assist in learner readiness for the school, discipline, early coming to the school of learners and the cleanliness of the school. These are also the duties that NTs are directly or indirectly involved with at schools (Galetuke, 2017).

The CoC describes behaviour that respects the rights of learners and educators. According to the SASA, the CoC must focus on positive discipline. It must not be punitive and punishment oriented but facilitate constructive learning. Under the Act, discipline is envisaged not as a negative process but as a learning process that supports learners' underlying values and attitudes, peace, tolerance, respect, dignity, and human rights (DoE, 2004).

Teachers must inform learners about its contents as learners are compelled to comply with the schools' CoC. In favourable circumstances, the CoC must list, in clear terms, the things learners may or may not do, as well as the communication channels, grievance procedures and due processes in conducting a fair hearing. Schools and the NT can design rules and regulations based on the CoC (DoE, 2004). NTs can consult the CoC in times of need, which may assist them in setting up established ways of behaving within the classroom through classroom rules. Furthermore, the CoC will provide ways learners should conduct themselves and guidelines on handling disciplinary issues in their classrooms, such as listening to the teacher and doing the tasks given in class.

The researcher finds that even though NTs are guided by CoC of the school, in some cases it becomes irrelevant to the learners of this generation. Learners are given too much rights by the government or department such that they do not adhere to the rules of the school and of the classroom and do not find NTs as being authoritative enough. Learners who do not adhere to the rules are referred to the Disciplinary Committee (DC) for appropriate remedial actions. DB can be solved, and teaching and learning can continue without distractions if NTs know and apply the practices (Owens et al., 2018).

2.5.2 LISTEN CAREFULLY TO LEARNERS

Communication is one of the means that the NTs have at their disposal. The NT should allow learners to express their ideas and feelings sufficiently (Filippou et al., 2016). If a learner has something to say, the NT is advised to listen to the learner's side. Sometimes, many things lead to disruption that the teacher did not see happening in class. The cause of the interruption may be something that happened outside the classroom (Johnson, 2019). Learners must understand that the teacher is willing to listen to them carefully and that they are expected to do the same. Sometimes, a learner's misconduct may be a cry for help that needs the teacher. Therefore, listening may build trust and provide insight into other things that may be important for learners (Mikami et al., 2019). The Choice Theory appreciates that if teachers trust learners, they will develop a love for them, and the learners will get motivated and strive to work hard not to break the trust between them. The NT may not necessarily agree with them, but he must let them talk and listen to them.

Where it is practical, the NT can allow the learner to finish talking without interruption (Levin & Nolan, 2014). Ultimately, learners will see the teacher as more reasonable and start doing their work quietly without disruptions (ibid). Learners will see the need to commit to their work rather than being disruptive. Alternatively, the NT can speak calmly, respectfully, and non-threateningly with the disrupter. She can tell them to refrain from such behaviour because it impedes the NT's ability to teach and their classmates' ability to learn. In that case, they can be reminded about the class rules (Wolff et al., 2021).

2.5.3 CLASSROOM DESIGN AND LEARNER SEATING ARRANGEMENTS

Classroom design refers to how the desks, chalkboards, teachers' tables and chairs and other aspects are set. Gudio (2021) maintains that classroom design can help create a safe and welcoming learning environment. Researchers believe students should not be allowed to pick their seats without restrictions. Instead, the learning activities that day should dictate the seating arrangement. When students get to choose their seats, some will like those that are better than others, making it more likely that they are comfortable and in a good position. Classroom design should consider the view of the chalkboard and adjust the arrangement according to the number of learners. It must be arranged so learners can pay maximum attention to their lessons.

Curry and Zavala (2020) contend that the learners' seating arrangement is more than a daily routine. It is also possible to organise the physical structures of the classroom to make it less likely for learners to act out. Teranda (2019) believes that when learners choose their seats, they are three times more likely to choose seats close to their friends. If that setting element is permitted, it will contribute to the learners' behaviour problems and must be changed (ibid). The arrangement of class space is crucial when dealing with disruptive learners. The disruptive ones may be moved to sit with the older learners, where they are more likely to keep quiet (Wolff et al., 2021).

Guardino and Fullerton (2010) emphasised that the pathways between learners' and teachers' desks must be evident in the classroom. Also, nothing must be found blocking the passageway between the rows so that the NT can move around and monitor the learners as they do their tasks. By so doing, there will be less disruption encountered. In most BCM schools, the seating arrangement is traditionally rows. Learners face the teacher with their backs to one another. In most cases, this arrangement engages primarily the students in the front rows and those in the back rows are likely to be disruptive and less engaged (Tobia et al., 2022).

2.5.4 FOLLOW UP ON THE BEHAVIOUR

NTs should be encouraged to follow up on negative behaviour. Following up refers to an incident that may have happened in the classroom that has yet to be resolved (Shank, 2023). It is a strategy that the NT can apply by monitoring the learners' behaviour after the disruption has been corrected. This is done to make sure that the incident does not happen again. If the learner has restored their behaviour, the teacher can periodically praise the learner. The teacher must encourage them to keep working hard and not repeat the misconduct. Owens et al. (2018) recommend that teachers recognize slight improvement in learners' behaviour. The parents of the learners should be made aware from time to time of how things are progressing with the learner's conduct. Providing promising updates and feedback can help ensure a good working relationship between the teacher and the learners in the future (ibid).

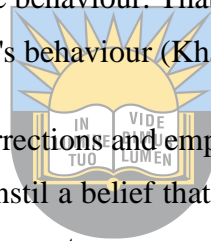
2.5.5 MAKING A REFERRAL TO ASSIST THE LEARNER

According to Owens et al. (2018), a referral is a process or steps a teacher takes to get extra assistance for a mischievous learner. Therefore, the NT may refer the learner to the class teacher (ibid), who may then take the matter to the grade head. Teachers do these referrals when it is necessary for additional intervention. Learners must be accountable for class issues. In fact, in most schools, class representatives, class captains and school prefects affect discipline in the class. Therefore, the NTs will be assisted by learners' leadership because they also help maintain discipline in their classes.

2.5.6 FOCUS ON THE DISRUPTIVE BEHAVIOUR AND NOT THE LEARNER

It is suggested that, as one of the strategies the NTs can use, the focus should be on the DB rather than the learner to avoid inflaming a situation by making it personal. For instance, a learner may disrupt today and behave well tomorrow. Therefore, the NT can be angry at the DB and be pleased with the acceptable behaviour. That shows the teacher is not fighting the learner but aims to remedy the learner's behaviour (Khan, Kanwal & Hayat, 2021).

If the teacher uses brief instruction corrections and employs positive words, it will help achieve positive outcomes. The teacher may instil a belief that they can behave appropriately and then quickly move away, leaving the learner to process the words and decide how to behave independently.



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2.5.7 MODEL A POSITIVE BEHAVIOUR

Teachers often expect students to demonstrate exemplary behaviour. As part of modelling the behaviour, the teacher aspires to give learners clear and specific expectations. It can be verbal, such as teaching them to say, 'thank you' or 'please'. The teacher can demonstrate to them by cleaning the mess on her table and throwing it in the dustbin (Stearns, 2022). Modelling is one of the most important ways to teach the behaviour the NT wants to see. The learner watches, and the clues on how to behave and what the teacher does are more important than what he says. For example, if the NT wants their learners to say, 'I am sorry', they must say it (Kearney & Levine, 2020). The teacher's enthusiasm and smiles when they arrive on a Monday morning set the tone for them. The smile's power is infectious, leading to positive behaviour (Rouse, Nicholas & Gargner, 2023). The researcher believes that it is the teacher's conduct that directly affects the behaviour of the learners. For example, a NT can fake patience when asked the same question nine times.

2.5.8 REMOVE THE LEARNER FROM CLASS

A learner who does not comply with the teachers' instructions in any classroom activity can be removed. The teacher must then wait for him to exit the class (Shank, 2023). Shank (2023) and SACE (2020) agree that the learner should be removed from the class session if he does not comply with the teachers' instructions. The CoC recommends that a learner who has committed a 'grade two offence' can be removed by the teacher from the class to the exclusion room. The aim is to correct the behaviour before suspension and expulsion (Example of a Code of Conduct, p.14, 2008). This must be done clearly and directly (Meinokat & Wagner, 2022). The teacher cannot just say, "I am doing what is acceptable for this class, and it is time for you to leave", or "Get out! Go! Get out of here!" The proper way to ask the learner to leave would be, "Siya, your behaviour has contravened what is expected of you in the class. "Please leave" (Meinokat & Wagner, 2022). As SA has several policies to protect the children's rights to be in class and be taught, it is allowed should they disturb, and they must leave the class if their behaviour is disruptive.

The Children's Act 24 of 2005 states that children in SA should be protected and cared for (the RSA Act of 2005). SASA (1996) says that individuals' human rights should be respected and that any abuse of children and adults is forbidden (Brown, 2019). Removing the learners from a classroom does not infringe on their learning rights. It simply instructs the learner to go out and return when he is ready to learn. If it were to violate the learners, then Shank (2023) and Wolff et al. (2021) would not have mentioned it as one of the strategies that help to manage DB. Removing the learner is only applied when the learner is disruptive and serves as a lesson to teach them that DB has consequences.

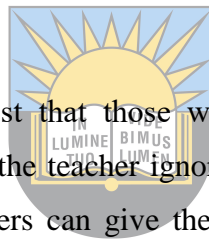
2.5.9 TEACHING RESPECT IN THE CLASSROOM

From the first day of teaching, the NT must never forget that the teacher is an adult, and the learner is a child (Kearney & Levine, 2020). As learners are expected to respect the teachers, they should also respect one another. No learner must feel undermined or bullied by another. They must be taught to respect and love one another (Nye & Williams, 2022). If the learner disrupts class, the teacher does not have to shout at the learner. He should calmly tell him that his behaviour is unacceptable so that he will earn the learner's respect (Wolff et al., 2021). In addition, learners should know that they are recognized and that the teacher is committed to their learning. According to 'Choice Theory', learners must be loved, belong, and feel accepted, recognized, and appreciated by the teacher and classmates.

Their recognition will give them that feeling of being part of the class and, therefore, feel comfortable participating in class activities (Robey, 2020). Shallaway (2021) supports the view of classroom respect and says teachers must treat the learners with dignity and respect, and they will return the favour (ibid).

2.5.10 IGNORING THE DISRUPTIVE LEARNER BEHAVIOUR

Over the years, teachers have emphasised that ignoring the learners is an appropriate method to deal with DB. Therefore, ignoring can be a valuable tool for the NT to reduce disruptive classroom behaviours (Mikami et al., 2019). Busby (2018) agrees that teachers should ignore low-level disruptive behaviour in the classroom to reduce disruptions. Additionally, Gahungu (2018) argues that routines are the superpower of every NT, which means ensuring learners know what they are expected to do in class without thinking. He says routines save learning time, dissuade low-level behaviour, and make teaching easier. If the expectation is 'stay on task', then stay on it is no deviation. The moment anyone goes their way, teachers must quickly address it.



Miller and Flint-Stipp (2019) suggest that those who are 'attention seekers' need to be overlooked every single time. When the teacher ignores them, they seek attention elsewhere and maybe from their peers. The peers can give them the full attention they seek, not the teacher. However, Miller and Flint-Stipp (2019) argue that ignoring must be used when building the learners' behaviour. For example, the learners' misbehaviour can be replaced with appropriate behaviour and reinforced by their peers. Ignoring cannot be applied when the learner is facing danger. It is suggested that a learner can be disregarded only when he is 'seeking attention'.

Houff (2013) and Halimah et al. (2019) agree with this strategy and assert that the teacher may ignore the action when the learner displays disruptive behaviour, such as changing their seating position. According to Halimah et al. (2023), this is a low-level behaviour where, in most cases, no one is not getting hurt, and most of the class pays attention to the teacher. The teacher does not give the learner attention in this instance. The teacher can overlook the disruption and focus on finishing the lesson, hoping the disruptive learner will stop. The teacher may deal with the learner after the lesson ends (ibid).

Another technique available to NTs is redirecting the learners' attention. This can be done by assigning tasks to the learners. Lunga (2020) supports this view that teachers should remember that they can only control themselves and not their learners. As much as they want to control learners, behaviour cannot be controlled because learners have choices. Therefore, teachers must find other ways of handling learners' misbehaviours. The teacher must interrupt the problem behaviour by calling on the learner to answer a question for him to pay attention. Afterwards, he can assign a task or ask the learner to focus (Wolff et al., 2021).

2.5.11 PRAISE AND CLASS ROUTINE FOR ALL LEARNERS

The NT should praise the learners for their achievements to motivate them to improve their behavioural and academic performance. When the learner engages in positive behaviour that the learner has selected to increase, the teacher can praise the learner for the action. Stahnke and Blömeke (2021) acknowledge that this may seem counter-intuitive; however, accepting positive behaviour and ignoring low-level disruptions can be more effective than punishing or disciplining learners. Positive comments like 'great job', 'good', 'excellent work', and 'well done' encourage learners to behave appropriately.

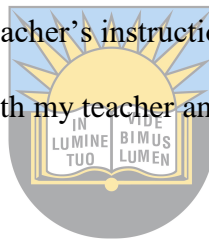
The praise statement should specify the child's conduct, demonstrated by being singled out for praise (Wu et al., 2021). When learners are praised, it is believed by many scholars that they improve their academic and behavioural performance. It is sincere and shows specific examples of effort and accomplishments. Praise can inspire the class, improve learners' self-esteem, and reinforce learners' standard rules and values. The novices can sometimes praise learners for good behaviour, encouraging them to stop engaging in disruptive behaviour. Good work, hard work and effort deserve praise. The learner can be made aware and told that the teacher is proud of him. The other learners will likely copy the good behaviour to get positive attention (Shank, 2023). A class routine can help learners maintain order (Choi et al., 2019). Learners usually become uneasy when they do not know what to expect and what will happen in the classroom. As mentioned above, they like being secure and belonging, as described in this study's theoretical framework discussed above. They want to know what is coming their way. If things change, the teacher should inform them and give them reasons for the change. Surprises should be avoided as they sometimes bring disorder (ibid).

2.5.12 ACTIVELY SUPERVISE LEARNERS

Learners feel that the NTs' presence is crucial in the classroom, whether teaching or not, marking or giving notes. Learners are tempted to disrupt if the teacher sits at their desks and does their work (Lunga, 2020). When learners do their tasks, moving around the room would be advisable to check their progress and/or ask questions. It is not about policing the learners but interacting with and supervising them (Stahnke & Blömeke, 2021). Nothing is more distracting for a NT than a disruptive learner in the classroom (Bettencourt et al., 2023).

Making the learner promise not to misbehave is suitable for grade eight learners as they are still young and full of disruptive energy (Wolff et al., 2021). A learner can be asked to promise that they will not misbehave again. Instead of making rules, the teacher can list their promises on the wall. Among the classroom promises, the following may be included:

- I promise to respect everyone in the class.
- I always promise to follow the teacher's instructions.
- I promise to be always honest with my teacher and my classmates (Ehlers, 2020)



Learners must be reminded about their promises, thus bringing order to the classroom. Reminding them about their promises may be a great idea when the teacher contacts the misbehaving learner after the lesson and informs him that he misbehaved.

Another method the teacher can apply is asking the learner to state an appropriate alternative behaviour that should be followed. Then, the teacher can request the learner to promise, verbally or in writing, that he will not misbehave again. Naderi et al. (2015) suggest that the 'lead teacher' should handle and calm the situation instead of the 'boss teacher', who will be hard on the learner.

2.5.13 NON-VERBAL CUES AND SILENT STARE

Cues are non-verbal directives, like hand signals or sign language (Valente & Lourenço, 2020). These cues include the signs for please, thank you, sit down, quiet, stand up, line up, yes, or no. Cues are helpful ways to encourage learners to follow instructions without being overly controlling or forceful (Stahnke & Blömeke, 2021). Some cues may also be eye contact with the learner, the finger on the lips, facial expressions, body posture, a head shake, a hand signal

to issue a cease and the flicking of lights to signal that it is time to be quiet. Gudio (2021) asserts that actions can complement words. Sometimes, touching the learner on the arm or shoulder helps signal your presence and has a calming effect.

On the contrary, the two scholars Amaila (2021) and Rowshn (2020) suggest that the teacher must never touch a learner when angry. Also, confronting them when the teacher is angry must be avoided as much as possible. Touch in those cases may cause the situation to escalate (Edmund & Everson, 2014).

A silent stare is a straightforward strategy that learners are familiar with. When learners talk and leave their seats, the teacher should stand and gaze at them. It is essential for the NT not to show anger. When there is anger, the DB will intensify and disturb those engaged with their work. They will want to watch how the situation unfolds (Valente & Lourenço, 2020). The teacher can keep staring at them until the misbehaviour has stopped. Afterwards, the teacher can ask them to continue their work when the situation is normal. To put weight and emphasis on this, the teacher may ask if they need an explanation, and they will likely say 'yes', and their attention will be regained (Wolff et al., 2021).

2.5.14 HUMOUR AND DIFFUSE SITUATIONS

Humour can be used in class to ease the classroom environment and tension. The teacher must have a sense of humour. Glasser (1986) suggests that teachers should apply humour in class. Hepburn and Beamish (2019) believe using a sense of humour with the learners is the best way to disarm a bad situation. While humour has a time and a place in deflecting and preventing DB, it should be used in moderation so that the teacher does not become a clown and a pushover (ibid).

2.5.15 GIVE THE LEARNER A CHOICE

One way to avoid oppositional behaviour and help learners control frustrating situations is to give them a choice (Curry & Zavala, 2020). NTs must not be careless and too liberal in accepting the learners' preferences, especially when the learners are still young. Grade eight choices can be more constructive and reasonable compared to grade two. Good choices from the learners can be encouraged. Many researchers have demonstrated that students are more motivated when they have some say about what is going on in what they learn and how they choose to illustrate that learning (Bennett, 2021).

Learners may be told they can make their own choices, and the consequences of bad decisions must be laid out (Lunga, 2020). If the learners continue engaging in problematic behaviour, they must experience its effects. If a learner continues to distract others in front of the teacher, the teacher may tell him, “You may choose to work quietly on your assignment at your seat, or you will have to sit by yourself to do your work”. The purpose of providing a choice is to emphasise that the learners are responsible for their behaviour. Therefore, the learner can see that completing the work is not optional; all he must do is retain the same control over how it gets done. The teacher also clarifies that learners will increase their chances of self-regulating (Edmund & Everson, 2014).

2.5.16 CLASSROOM MANAGEMENT AND CLASS RULES AND REGULATIONS

Classrooms can become a better learning environment when teachers have rules and regulations (Shank, 2023). Rules help create predictable atmospheres that limit classroom disruptions and encourage children to use self-control. It also enables them to know the dos and don'ts in the classroom. Children need to be taught that it is their responsibility to make appropriate choices (right and wrong) and that they will be held accountable for their actions (Davies, 2019).

Classroom rules that learners can understand and respect should be developed as a firm foundation for a managed classroom. Teachers may decide to establish regulations or allow their students to assist in formulating them. Teachers who involve their children in the rule making process contend that students are likelier to follow them (Davies, 2019). He elaborates that one way to include students in forming rules is to have them brainstorm as a class or in small groups and tell the teacher why they come to school; they should not disrupt the class. The teacher can ask them to name regulations to help them achieve their goals and write their ideas on the board (Davies, 2019). The Choice Theory comes in here as the teacher gives them the freedom to participate in formulating the class rules. After rules have been drafted and decided upon, the teacher and learners can agree upon the consequences of breaking them. In addition, Wolff et al. (2021) assert that the value of inappropriate behaviour must focus on helping a child learn from his mistakes.

Learners should know and abide by the rules and regulations that may be communicated verbally and often. These rules and regulations may be on the wall or in their books. Each learner may receive a copy (Wolff et al., 2021). While it may not be fun, they should know that breaking the classroom rules will have concrete yet fair consequences (Gudio, 2021).

There is growing awareness that NTs need support and additional professional learning and development, especially in classroom management (Hirsch, Randall & Loyd, 2021). There is still limited information regarding practical approaches for building NTs' skills in classroom management. NTs are faced with challenges while trying to control the classroom. They cannot conduct the lesson effectively (Melekhina & Ivleva, 2020). These challenges may be the classroom environment and the number of learners, especially in public schools.

NTs can better manage their classroom by exercising planning and interactive aspects (Hamit & Yildirim, 2020). Planning may include organising the classroom space, identifying expectations for learner behaviour, developing incentives to encourage desirable behaviour, discouraging inappropriate behaviour, and managing instructional activities to promote learner involvement and engagement. Glasser (1998) has found that some teachers believe an authoritative classroom management style may be the best. These teachers think being autocratic makes the class highly controllable and offers an involvement technique between the teacher and learners. They say solid expectations and appropriate behaviour characterize it, clearly understanding why specific behaviours are acceptable, and others are not (Gudio, 2021). However, Glasser (1986) believes teachers should be 'ideal' rather than 'autocratic'.

2.5.17 KNOW AND REGULARLY USE LEARNERS' NAMES

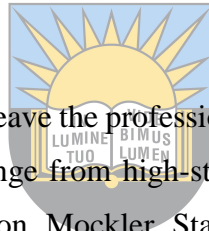
Using names in class is the first step in a powerful and personal student-teacher relationship. It has been promoted as an inclusive classroom practice (Cooper, Haney, Krieg & Brownell, 2017). Glenz (2014) concurs learners' names must be known and used by the teacher often in class. He says calling learners by name also makes handling the class extremely easy. Calling on a student by name gives the impression that the teacher cares about their success, and in return, learners will develop a sense of trust. It also influences student interactions. The Choice Theory of Glasser (1986) believes that when there is trust between the teacher and the learners, learners will feel at home and disrupt less. Knowing the names of peers through their activities in which they learn each other's names or by hearing the teacher address them promotes student interaction and makes them more cooperative in class (Glenz, 2014; Best, 2019).

Cohhnan (2018) states that all teachers want to make students feel appreciated. Remembering their names shows that the NT cares about who they are and what they do. Many times, just knowing a name and calling them by name will help to stop a learner from creating trouble (Hepburn & Beamish, 2019).

Many researchers believe that showing an interest in the students' lives outside the classroom will help the teacher learn about their backgrounds and interests and treat them as individuals (Hamit & Yildirim, 2020).

2.6 SUPPORT STRUCTURES FOR NOVICE TEACHERS

As with beginners in any profession, NTs need time, support, and guidance to improve their skills. Providing the NT with adequate assistance and guidance in their initial years is vital to developing individual teachers and improving teaching as a profession. Abdurrahman (2016) posits that NTs often need helpful feedback from experienced colleagues in their first years of teaching. Teaching is hard, and staying in the domain can sometimes be even more challenging (Milton et al., 2022). Heavy workloads, perceived lack of support, work-life balance and the absence of recognition appear to impact new teachers' decisions to stay or leave the profession. NTs are at the edge of a high dive, filled with enthusiasm and uncertainty. As they enter the profession, they must seek opportunities to help them flourish and positively impact their and their learners' lives (Hopper, 2019).



Approximately 50% of new teachers leave the profession within the first five years of teaching. Why are they going? The reasons range from high-stress levels to heavy workloads or poor working conditions (Creagh, Thompson, Mockler, Stacey & Hogan, 2023). Providing quality support for NTs as they enter the profession has been an ongoing concern of educator preparation programmes (Al-Balushi et al., 2020). On the other hand, parents are often not ready to be told that their children misbehave in school (ibid). It should be a serious concern if the child has been labelled disruptive to a parent. Parents can help to solve their learner's behaviour, which is a challenge at school. Support structures like those mentioned below, induction and mentors, will help ease their burden. NTs also need help approaching new tasks and solving specific problems that crop up during teaching. Good support improves the likelihood that new teachers will stay in the profession (ibid).

2.6.1 NOVICE TEACHER INDUCTION

In SA, induction and mentoring are the most popular support strategies that are in place in schools. Principals, Heads of Departments (HoD) and senior teachers are responsible for supporting NTs in their schools. Curwin et al. (2018) describe induction as a system of support for novices, and even if the best preparation is given to them, the remaining knowledge and skills will be learned on the job. The DBE (2009) describes new teacher induction as an

orientation programme that addresses the critical period of entry into the profession when the new teacher arrives at school, offering grade R to grade 12. Newly appointed teachers, fresh from tertiary institutions, are known to be inexperienced, so they need training and some orientation. Induction is done through information sharing, particularly in school (DBE, 2009). The programmes introduce NTs to the districts' culture and the school they work at by welcoming the teacher into the school community, staff, and curriculum (ibid).

The induction a teacher receives determines whether the teacher moves forward and develops their teaching career or chooses to leave the profession. Therefore, induction programmes are effective strategies for reducing teacher attrition. They are an appropriate mechanism that provides a foundation for professional development and support to prepare beginning teachers who want to enter the profession (ibid). Teaching can feel like a very isolated experience behind classroom doors. Retaining NTs through practical support structures is a goal shared by many researchers, universities, and school districts (Warsame & Valles, 2018). Studies have shown that induction programmes and having a solid mentor they can trust will help new teachers transition from pre-service to teachers with experience (Caspersen & Raaen, 2014).

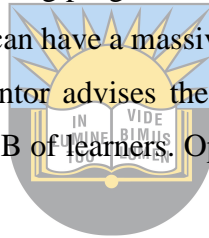
The DBE's (2009) induction manual states that the first year of teaching should be an induction period. As such, the NT is expected to receive as much assistance at school as possible. It is suggested that the District Office and the school implement this orientation programme during the first two weeks when the NT arrives. Dishena and Mokoena (2016) advise that school induction programmes must be organised and facilitated. An induction programme can include mentoring, professional development, support, and formal assessment for NTs during their first year of teaching (Warsame & Valles, 2018). Curwin et al. (2018) say inductions are formal, structured, and planning processes. They integrate multiple elements that promote NT career satisfaction.

2.6.2 MENTORS

Mentors can help NTs in many ways. They are veteran teachers who are both knowledgeable and experienced. Whilst mentoring NTs and assisting them in adapting to the school climate and culture, they also guide the new teachers with curriculum, teaching strategies and communication skills. Having a mentor means there is someone to supervise and provide suggestions to make improvements.

NTs can turn to their mentors for support and advice on disruptive learner behaviour (Milton et al., 2022). It becomes a massive problem for NTs to deal with DB in schools when they are new.

Orland-Barak and Wang (2021) suggest that NTs should schedule a time to observe other teachers in class. A mentor could informally keep track of what is happening and offer specific observations to help the NT. The benefits of mentoring for NTs include increased retention rates, substantial professional development, improved self-reflection, and problem-solving abilities. Therefore, adopting the mentor's instructional strategies and practice will give greater confidence and self-esteem and reduce feelings of isolation. Mentoring can enhance the positive attitude of the NT (Fantili & McDougall, 2009). Teaching, appropriate assignments, curriculum instruction challenges and a non-supportive school culture make the initial years of teaching challenges. In many programmes, mentors are responsible for the assessment of new teachers. Also, successful mentorship programmes guide new teachers in choosing professional development opportunities. The mentoring programme can significantly shape a new teacher's values, beliefs, and teaching skills. It can have a massive influence on their behaviour and their choices later in their career. The mentor advises the NT to improve teaching methods and practices and helps them handle the DB of learners. Open communication between the mentor and the NT is crucial for success.



2.6.3 POSITIVE BEHAVIOUR SUPPORT

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According to Omodan (2019) and Fitriati et al., (2020), Positive Behaviour Support (PBS) is a mechanism that can prevent and address challenging behaviour in the classroom. It reduces stress and clears up much-needed time for teaching. It also improves overall learner behaviour and creates better classroom cultures. PBS is an evidence-based, proactive approach to changing challenging learner behaviour. This approach encourages the teacher to see the behaviour as a form of communication (Omodan, 2020). Fitriati et al. (2020) assert that PBS is grounded in philosophical and scientific foundations of behaviour analysis. It also shares the values and methods of prevention science, implantation science and positive psychology. Kearney and Levine (2020) assert that every behaviour communicates what a learner needs. Kearney and Levine (2020) agree with Houff (2013), who states that learners have needs that must be fulfilled, and their behaviour will be undesirable if they are unfulfilled.

Disruptive learners are one of the teachers' biggest frustrations in the classroom. They make it difficult for both learners and teachers to focus on the business of learning (Lunga, 2020).

Lunga (2020) says teachers wonder how they can make learners start behaving and stop disrupting. This can also be said about the novices beginning their careers. Establishing norms helps prevent DB and allows the teacher to react effectively. These five norms of PBS can be of great assistance to the NT. The first one is Expectations whereby every learner must have acceptable behaviour and be aware of what is expected in class. Secondly, the NT must be a model to the learners, his behaviour, conduct and professionalism. Thirdly, Consistency is whereby if the teacher said the learners will write an assessment task on a certain day, this will make learners prepare and also be consistent as well. Fourthly, NTs must reassure and acknowledge learners of their good behaviour in classrooms. Lastly, NTs should evaluate each PBS so that they can see their success in decreasing the DBs in classrooms. Challenging behaviour needs to be addressed to create a positive classroom learning environment.

2.7 APPLICATION OF THE CHOICE THEORY IN THE CLASSROOM

Glasser is one of the great educational thinkers who significantly contributed to classroom management through his work with Quality Schools. In 1986, he published *Control Theory in the Classroom*, providing new insights into how teachers can influence learners to make more effective behavioural choices. The same year, he changed the name of this approach from 'Control Theory' to 'Choice Theory to emphasize that learners' behaviour is not controlled from the outside. It results from a person's internal choices to satisfy their needs (Charles & Senter, 2005; Gabriel & Mathews, 2011).

Choice Theory suggests that we choose how to live our lives; once the theory is learnt, everyone can use it profitably to live their lives. Through it, teachers can better understand, manage, teach, and counsel more effectively (Glasser, 1986). Learners who like what they do in class want to do more of it and always conduct themselves well. He points out that learners get satisfaction if they work hard and comply with expectations. The motivation comes from inside. It is a fact that threats and punishment do not motivate learners to do well in school. They can be replaced with Choice Theory principles that help learners produce the teacher's desired results. Therefore, teachers will help to allow everyone to be more realistic about human behaviour and do the groundwork so that learning environments lead to success and quality (Gabriel & Mathews, 2011).

2.8 CHAPTER SUMMARY

This chapter presented the introduction and theoretical framework, followed by the literature review on DB. The researcher used Glasser's Choice Theory as the theoretical framework for the study. This theory explains that learners' behaviour results from needs that were not met at earlier stages in their lives. After that, the researcher reviewed existing literature explaining the concepts of NT and DB. The prevalence of DB was also discussed in this chapter. Literature on strategies and techniques to manage disruptions in class was also reviewed, followed by a discussion on classroom management strategies. The induction programme and mentoring were also examined, which are believed to be significant in supporting and developing the NT.



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CHAPTER 3: RESEARCH METHODOLOGY

3.1 INTRODUCTION

The previous chapter discussed the literature pertinent and chosen theoretical framework, Choice Theory to this study. This chapter discusses the research methodology. The research paradigm will be first discussed, followed by the research approach. The methodology section discusses data collection methods, sampling, research sites, and trustworthiness. In addition, the ethical considerations and data analysis approach have also been examined in this chapter. Lastly, the pilot study's dynamics and chapter summary are explained in this study.

3.2 RESEARCH APPROACH

A research approach can be defined as the collection of procedures and plans that decide the overall process of research (Cossman, 2021). It decides the methods for data collection, analysis, and interpretation (Creswell & Creswell, 2018). The selection of the research approach for this study was based on the nature of the research problem or issue that had to be addressed and the study participants. The research approach selected for this study was the qualitative approach.



3.2.1 QUALITATIVE APPROACH

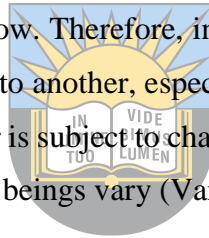
The approach in this research was qualitative research, whereby the researcher established the meaning of a phenomenon from the participants' views. Qualitative research involves a plan and procedure that consists of broad assumptions to the straightforward data collection method, data analysis, and interpretation (Creswell & Creswell, 2018). It leads with 'why' and 'how' rather than 'what' people think. In addition, Creswell and Creswell (2018) assert that qualitative researchers' key idea is to learn about the problem or issue from participants, address the research to obtain that information and help develop ideas. Killam (2013) emphasises that qualitative studies aim to ensure a greater depth of understanding. Crossman (2021) states that this approach tends to be more exploratory, seeking to provide insight into how individuals understand aspects of their worlds by focusing on peoples' experiences.

The research approach seeks to tell the story of a particular group's experiences in their own words. It is designed to reveal the meaning that informs the action or outcomes typically measured by quantitative research (Crossman, 2021). A qualitative approach was deemed suitable for this study because of the nature of the study. The researcher assessed and tried to

find the different methods grade eight NTs use to deal with learner DB in the BCM district. This research approach was suitable for gathering enough information to respond appropriately.

3.3. INTERPRETIVISM

Interpretivism refers to epistemologies or theories regarding gaining knowledge about the world. Understanding the world relies on interpreting or understanding the meaning humans attach to their actions. Thus, interpretivism integrates human interest into a study (Ryan, 2018), and in this study, the NT and the researcher interpret the DB of the learners. Interpretivism in social sciences is used to understand people, not explain them, as in positivism (Cohen et al., 2017). Interpretivism promotes subjectivity; this relates to this study as the data collected from the NTs are based on their experiences. This suggests that interpretivism is a narrative that believes human life can be understood from within instead of being observed externally (Ngoqo, 2016). This is probably promoted because interpretive researchers believe it constitutes ontology, as discussed below. Therefore, interpretivism believes it is inappropriate to generalize findings from one study to another, especially in human behaviour (Ryan, 2018). It must be noted that human behaviour is subject to change depending on various situations and environmental factors because human beings vary (Van der Walt, 2020).



3.3.1. ONTOLOGY

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Ontology helps researchers recognize how certain they can be about the nature and existence of objects they are researching. The ontological position of interpretivism is what we do and how we do it. What we know is subjective, and it differs from person to person. In research, participants may not have the same perceptions. In this study, the researcher sought to determine what each participant knows about DB and what types they will likely encounter in their classrooms.

Ontology is a branch of philosophy or the 'study of being and existing' that refers to what sort of things exist in the social world and assumptions about the form and nature of social reality (Kankam, 2019). The ontology of interpretivism is that what exists for people is their reality.

In other words, it is how people perceive things around them. Interpretivism captures the meaning of human interaction and makes sense of what is perceived as reality. Edisingha (2011) believes that the interpretive researcher enters the field with some prior insight into the

research context but assumes that this is insufficient in developing a fixed research design due to the complex, multiple and unpredictable nature of what is perceived as reality. Therefore, an interpretive researcher believes that humans can adapt and that no one can gain prior knowledge of time and context-bound social facts. It concerns whether social reality or multiple context-specific realities are concerned with what exists in the world (Kankam, 2019).

3.3.2 EPISTEMOLOGY

Epistemology is the study of knowledge, which concerns all aspects of validity and the scope of methods of acquiring knowledge, such as:

- What constitutes a piece of knowledge claim?
- How can knowledge be acquired or produced?
- How can the extent of its transferability be assessed? (Bergin, 2017)

According to Kankam (2019), knowledge and what is possible to know are created.

Epistemology concerns the nature of knowledge and ways of knowing and learning about social reality. It involves questions such as how we know what is true and what distinguished what is true from what is false.

Kivunja & Kuyini (2017) assert that these questions in epistemology are vital because they help researchers position themselves in the research context to discover what is new when given what is known. Therefore, epistemology is internal to the researcher. It is how they see the world around them (Ediringna, 2011). In interpretivism, epistemology acknowledges that there are multiple realities. Some may be specific, whilst others are concrete (ibid). Epistemology is crucial because it influences how researchers frame their attempts to discover knowledge. Positivism and interpretivism are central perspectives for understanding (Bergin, 2017). In this study, the researcher investigated how participants interpret DB and how they view it. The researcher wants to learn how they use it because they are experiencing it. Therefore, teachers had their own reality and idea of DB. The researcher wanted to find out from what the teachers know about DB and how to manage it, also the researcher has knowledge about disruptions that take place in the classrooms.

3.3.3 AXIOLOGY

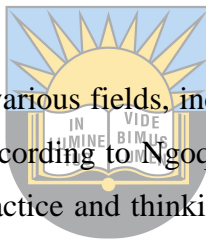
According to De Monticelli (2022), axiology is the branch of philosophy that deals with the nature of value and value types such as morals, aesthetics, religion, and metaphysics.

Specifically, axiology assesses the researchers' worth in all phases of the research process (Killiam, 2013). Axiology is the study of value or, more adequately, theory on the nature of the matter. It focuses on what is valuable in research. This is important because value affects how analysis is carried out and the value in the research results (ibid).

Interpretive axiology states that the researcher is value-bound and that the researcher is part of the research. Therefore, they are not subjective and cannot be separated from what is studied (Kivunja & Kuyini, 2017). The axiology of this study is how NTs will use strategies to manage DB.

3.4 RESEARCH PARADIGM

Scholars and researchers working in various fields, including teachers, have proposed several definitions of research paradigms. According to Ngoqo (2016), a research paradigm is an all encompassing system of interrelated practice and thinking that defines the nature of a research process. He said, "The term paradigm can refer to a research culture with a set of beliefs, agreements, and values that a community of researchers has in common regarding the nature and conduct of research" (Ngoqo, 2016, p. 98). Simply, it explains how problems should be understood and addressed. Kivunja and Kyini (2017) agree with this view, and they explain that in education research, the term 'paradigm' is used to describe a researcher's worldview (a lens through which the researcher looks at the world). This means that a paradigm is a mental map that details a pattern of thinking that allows the researcher to decide how the research phenomenon is studied. The interpretivism research paradigm was the most relevant to this study since this study investigated strategies used by NTs to handle disruptive learner behaviour in the classroom.



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3.5 RESEARCH DESIGN

The research design is a type of inquiry within which qualitative, quantitative, and mixed approaches provide specific direction for procedures in the research study (Creswell & Creswell, 2018). It is a framework for answering the research questions using empirical data.

In this study, the research design was to unearth the views of the NTs concerning the DB in the ten BCM schools. The case study was the research design for this study.

3.5.1. CASE STUDY

A case study is a detailed study of a specific subject, such as a person, group, place, event, organisation, or phenomenon, to investigate many variables in a topic (McCombes, 2019). It seeks to understand individuals' perceptions of events. Based on this argument, Bhatia (2018) postulates that a case study is an empirical inquiry into a contemporary phenomenon in a life context.

A case study appears to be a suitable means of achieving the purpose and aim of the study, Olufowote (2017), like the one under this study. That is a strategy used by the NTs to manage DB in their classrooms. Given this, the case would enable the researcher to closely examine data within the sample identified. It should also be understood that a case study, as a model of the social phenomenon, is a detailed analysis of a person or a group to generalize a larger group or society. The case study has been a better choice for this study because it has allowed the researcher to enquire and observe the strategies NTs use to manage the DB. The data collecting instruments used were semi-structured questionnaires and observation schedules.

This is an Intrinsic case study whereby the subject is of particular interest rather than being selected for relevance to a broader theory or phenomenon (McCombes, 2019). The researcher wanted to have deeper understanding from these fifteen participants so as to have an outcome of the strategies on how to manage these DBs in classrooms.

The following section will include the sampling techniques used in the study to sample the schools and the participants.

3.6 SAMPLING TECHNIQUES

Martinez-Mesa et al. (2016) define sampling as the process in which individuals and sampling units are assigned from a broader population frame. The process of selecting a sample is known as sampling. The sample is a subset of the population. The sampled and determined individuals will participate in the research (Creswell & Creswell, 2018). The number of elements in the sample is the sample size.

The sampling techniques are grouped into probability and non-probability sampling. The nonprobability sample constitutes convenient, purposive and snowball sampling (ibid). The researcher chose purposive sampling because only teachers with less than three years of experience in a classroom were selected for this study. They are believed to have a gap in handling DB because they are new to teaching.

3.6.1 PURPOSIVE SAMPLING

The main purpose for the researcher to conduct this study is because it has become a common issue around the schools in BCM District. Also it has created a huge trend on social media due to lack of discipline in learners hence there are disruptions in classrooms. Reason being that some of the learners come from different backgrounds which constitute them in being disruptive in classrooms. It is a common issue that learners in BCM are often under the influence of drugs and they cause disruption and chaos in the classroom, they become loud and restless. The purposive of the researcher to conduct this study is because of these main issues so as to find an outcome of how to manage these DBs in the classrooms.

The researcher sought permission from the DoE first, then went to the DO and was given the list of all the NTs that teach Grade 8 in senior secondary schools. Upon receiving the list, researcher went to these schools mentioned on the list around the BCM District with a given list of schools that have NTs who are teaching Grade 8, with the aim of contacting fifteen participants, as advised by the Supervisor. The permission was freely given to the researcher by the principals. The participants were excited and wanted to partake on this study. The researcher had to make copies of the interview schedules and observation guide. The researcher and the participant met at their convenient time, and observations were conducted at their schools and classrooms respectively.

Purposive sampling is a form of non-probability sampling. It is used to maximize specific data relative to the context in which it was collected. Purposive sampling considers the sample subjects' characteristics directly related to the research questions. Burke and Soffa (2018) maintain that purposive sampling is widely used in qualitative research to identify and select the information. Sample members represent the researcher's critical criteria (Norwell et al., 2017). This involves identifying and selecting credible and knowledgeable individuals who have experienced a phenomenon of interest. This technique enables the researcher to rely on judgment when choosing members of the relevant population to participate in the study (Ngoqo, 2016). Purposive sampling is also called judgment sampling (Cohen et al., 2017). The purposive sampling method is straightforward (Martinez-Mesa et al., 2016). When selecting the sample, the researcher rejects individuals who do not fit a particular profile.

3.6.2 SAMPLING OF RESEARCH SITES

The researcher scrutinized the list and selected schools with NTs teaching grade eight. From the list, the researcher identified ten schools, fifteen teachers who participated were amongst the NTs that appeared on the list that was given at the district office. Some of these participants could not participate for observations on the study because they were busy preparing for the June examinations, hence the researcher continued with 10 as some of them were unavailable. Of the ten schools, 15 teachers agreed to participate in the semi-structured interviews, and 10 to participate in observations. The schools were situated in semi-urban areas (township with industrial facilities) and one in EL. Two schools were in Ziphunzana Township, close to the informal settlement area. Five were in Mdantsane, one at the beginning of the township and the others situated in the deep regions of Mdantsane in different units. The table below shows how the schools were situated:

Table 3.1: Location of the schools and number of participants

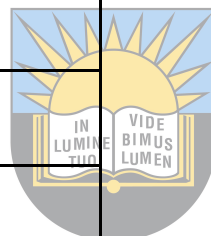
	Mdantsane	Ziphunzana	Informal Settlements	Metropolitan area	Vergenoeg
Schools	5	2	1	1	1
Participants	9	3	1	1	1

There was one school at Vergenoeg area and one in the EL metropolitan area. The tenth school was on the other side of the EL Township. The researcher felt it advantageous to use purposive sampling because it represented the diverse demographics of learners. Their communities might or might not influence the learners' behaviour.

The selected schools were approached, and the teachers who met the prerequisite criteria were purposefully chosen as they are NTs and they are teaching Grade 8. They were asked to participate in the research. The researcher had an overwhelming response from NTs in one school, where all the NTs wanted to participate. They were keen to tell their stories about the DB they experienced while teaching grade eight. All participants had less than three years of teaching experience from ten schools named Schools A, B, C ... to J. The fifteen participants were coded as P1, P2 up to P15.

Table 3.2: Pseudonyms for the schools and participants

SCHOOL	NOVICE TEACHER
A-Vergeenoeg	P1
B-Mdantsane	P2, P7 & P9
C- Metropolitan area.	P4
D-Mdantsane	P3
E-Ziphunzana	P5 & P8
F-Ziphunzana	P6
G-Mdantsane	P10 & P11
H-Mdantsane	P12 & P15
I- Mdantsane	P13
J- Informal settlement.	P14



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The following section will outline the data collection instruments used in the study.

3.7 DATA COLLECTING METHODS

Data collection is collecting, measuring, and analysing different types of information using a standard validated technique (Bacon-Shone, 2022). Cohen et al. (2017) confirm that data collection is the systematic approach to gathering and measuring information from various sources to capture an area of interest accurately. Furthermore, it enables a person or organisation to answer relevant questions, evaluate outcomes and perfect future probabilities and outcomes (Bacon-Shone, 2022).

The data collection instruments are the devices or tools used to collect data, such as interviews, focus groups, paper questionnaires, observations, surveys, and documents (Cohen et al., 2017). The researcher chose semi-structured interviews; 15 participants were interviewed, and ten were observed during lesson presentations. The participants' responses were audio-recorded. The observations were conducted using the observation guidelines for observing the learners' actions and the teachers' reactions or strategies to manage disruptive behaviour. These observations were conducted on different days.



3.7.1 SEMI-STRUCTURED INTERVIEWS

The researcher sent questions to the interviewee so as for them to prepare of what the study is all about, meaning that the researcher is making the interviewee aware that the study. By these questions, the researcher is collecting data for her study at the University of Fort Hare. See Appendix A, pg130.

Cohen et al. (2017) describe an interview as a verbal exchange in which the interviewer attempts to acquire information and understand another person, the interviewee. Interviewing is one of the most common methods of collecting information from individuals and is often used in qualitative analysis.

The most suitable type of interview for this study was the semi-structured interview. For this study, interviews for the 15 participants were done individually. It allows a bit more leeway for the researcher to examine the subject matter (Creswell & Creswell, 2018).The

semistructured interview enables the expansion of answers and the opportunity to request more information (Forero, Nahidi & Aboage-Sarfo, 2018). An audio recorder was used to help the researcher record participants' data (Cohen et al., 2017). The audio recorder assisted in data collection, which was later transcribed for analysis.

Several vital questions which covered the scope of the areas to be explored were asked. The researcher prepared a semi-structured interview schedule where the NTs were asked to give data based on the research questions. The four research questions were:

- What is the novice teachers' understanding of the term 'disruptive behaviour'?
- How prevalent do novice teachers experience the disruptive behaviour of the learners?
- What strategies do novice teachers use to manage disruptive behaviour?
- What are the support structures that novice teachers get to manage disruptive behaviour?



Please see Appendix A for the interview schedule that outlines the researcher's questions to elicit the participants' responses. However, as it was a semi-structured interview, she had leeway to probe deeper for answers and to ask interviewees to explain their answers. Appendix B is the observation guide which was used to observe participants learning and teaching in the classroom.

3.7.2 OBSERVATION SCHEDULE

The second method of data collection was the use of observations. Observation is a data collection technique by monitoring or viewing the subject (Groenland & Dana, 2020). According to Cohen et al. (2017), observation includes observing the surroundings around the subject and recording the findings. In addition, direct observation is a discreet and straightforward way of collecting data. Observations allow the researcher to gather first-hand information in the field and provide a holistic perspective that helps understand the context in which the subject is studied (Bacon-Shone, 2022). The type of data that is collected from first hand experience is known as primary data. Primary data is the one that has not been published yet and is believed to be more reliable, authentic, and objective (Zhang et al., 2019).

Observation is an effective method because it is straightforward and efficient. It does not typically require extensive training on the part of the data collector, and it is generally dependent on the participants (Creswell & Creswell, 2018).

Direct observations were done in the participants' usual environment without altering the setting. The researcher focused on the participants' strategies and techniques to manage DB. The learners' behaviour was also observed and recorded within that period. The researcher wanted to observe the DB activities that occurred during the period. See Appendix B. There was one observation guide per teacher in the classroom. The teacher was observed once for 45 minutes during their lesson presentation in Grade 8 learners. The DBs and the strategies that NTs applied to manage them were observed from 10 teachers. Reason being is the study is about the strategies used by the NTs to manage DBs in the classroom.

3.8 DATA ANALYSIS APPROACH

Bhatia (2018) defines data analysis as cleaning, transforming, and modelling data to facilitate helpful decision-making. The researcher obtained meaningful insights from the mass of data collected. One way to report results or findings from narrative data is to organise them around the major themes and patterns (Bui, 2009). After the significant pieces or practices are identified, each represents a separate heading and section and gives a picture of the findings by providing a detailed and thick description. The data will be very dense with information and ideas in qualitative research.

Qualitative researchers typically work inductively, building patterns, categories, and themes from the bottom by organising the data into increasingly more abstract information units. That is how the researcher interpreted the data for this study. This inductive approach illustrates working back and forth between those themes and the data (Creswell & Creswell, 2018). In addition, the researchers look back at their data from the themes to determine if the evidence supports each theme or if they need to gather additional information.

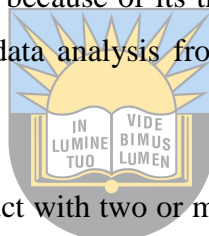
The process of analysing qualitative data predominantly involves coding or categorising the data. It consists of making sense of vast amounts of data by reducing the volume of raw information, identifying significant patterns, drawing meaning from data, and building a logical chain of evidence (Lester, Cho & Lochmiller, 2020). Coding or categorising the data is the most crucial stage in qualitative data analysis. Coding involves subdividing a massive amount of raw

information or data and assigning them into categories. Codes are tags or tables for allocating identified themes or topics from the data compiled in the study (ibid).

The researcher followed a descriptive analysis to analyse the data. The data were analysed in detail, meanings were identified patterns, and the most relevant parts to the research questions were.

3.8.1 THEMATIC ANALYSIS

According to Nowell et al. (2017), thematic analysis is famous for analysing qualitative data in many disciplines and fields. It can be applied in many ways to many data sets. It can also be used to address a lot of additional questions. The data analysis used in this study was thematic analysis, where patterns of meanings in a data set were examined (Warren, 2020). The thematic analysis takes a body of data and groups it according to themes. These themes help us make sense of the content and derive meaning from it (ibid). The researcher analysed the data using the thematic approach. It was chosen because of its trustworthiness and insightfulness in the findings (Nowell et al., 2017). The data analysis from the tools used for data collection is discussed in the next section.



Deductive argument is a logic construct with two or more premises and a conclusion where if the premises are true then the conclusion must also be true, (Lupita.E; Benjamin.S; Dennis. E; Markus. K, 2023).

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According to the researcher, this is a Deductive argument for the study because it shows that there is evidence for the truth of its conclusion. The study is true, has sound and is valid. All NTs have not much experience in teaching, thus there is disruptive behaviours in classrooms.

3.8.2 DATA ANALYSIS OF INTERVIEWS

The researcher analysed the data from participants so as to give evidence for the study. Furthermore codes were given from the interviewees research questions. The analytic framework of the study mentioned above which is a Deductive reasoning, Lupita.E et al (2023) was selected because the researcher thought it best suits this study and also the research questions given to the interviewees. This is to make the study valid and have a solid conclusion and also to be able to analyse these interview clearly. The patterns were identified according to the research questions and the researcher was able to code the response of the interviewees for an example participant 1 is coded as “P1” and for all the 15 participants. No interviewee had

knowledge about linking the Choice Theory into their teacher-training, hence the researcher had to link the Choice Theory into this study so as to make it valid. The participants did not even mention the Choice Theory to help them manage with the DBs in the classrooms.

With the participants' permission, interviews were audio-recorded. All the participants had the opportunity to engage with the researcher during the data collection process. They received the material package comprising background information about the investigation, consent forms and interview questions. The researcher took them through each section of the interview questions. They were able to enhance their familiarity with the research. Data from the interviews were analysed using thematic analysis. Responses from similar and familiar participants were grouped, and those that were different were analysed separately.

3.8.3 DATA ANALYSIS OF OBSERVATIONS

The observation guide was used to collect data which pertains to classrooms disruptions and strategies used by the researcher. The observation guide was structured in a manner that the teacher will observe the disruptions that are taking place in the classroom as the teacher is busy with the lesson. Also the strategies that the NT used to manage or to deal with DBs, as learning and teaching was in progress. The researcher wrote the observations of the teachers' strategies to manage disruptive learners on an observation schedule. Also on the guide were the learners' behaviours during the instructional period of the NT. The researcher observed the 45-minute duration of the lesson. Themes and codes were used to analyse the data from the participants' responses. Tables were drawn on the observation guideline for the researcher to clearly indicate and be specific when writing her responses. Notes and observations helped the researcher for data collection.

3.8 DATA TRUSTWORTHINESS

Data trustworthiness in qualitative research measures the quality of the study or the extent to which the data and data analysis are believable and trustworthy. It assesses the accuracy of the research studies, data collection and findings. Ngoqo (2016) asserts that the trustworthiness of a research study is essential to evaluating its worth. Data represent the participants and their responses and must be trustworthy. Cloutier and Ravasi (2020) suggested that trustworthiness can be established through credibility, transferability, dependability, and confirmability.

3.8.1 CREDIBILITY

Roller and Lavrakas (2015) say credibility is the extent to which the findings of a qualitative research study are internally valid. Kyngas, Kaarianen and Elo (2019) define credibility as confidence in the ‘truth’ of the results. They maintain that credibility is established through prolonged engagement, persistent observation, triangulation, peer debriefings, negative case analysis, referential adequacy, and member checks. Credibility is a criterion for judging whether the results of a study are plausible and believable from the participants’ perspective and if the findings can be applied to other settings (Leedy & Omrod, 2019). Burke and Soffa (2018) refer to credibility as internal validity concerning the agreement of the findings. According to Cope (2014), piloting, triangulation, and member checking help contribute to the study’s trustworthiness. The researcher ensured that the investigation was credible using the abovementioned three methods. Feedback was given on the data analysis and interpretations to verify accuracy.

3.8.2 TRANSFERABILITY

Kynagas et al. (2019) define transferability as when findings are applicable in other contexts, while dependability indicates that the results are consistent and can be replicated. Transferability refers to the applicability of the research design and the study findings to other researchers in different research contexts, other participants, places, and times (Burke & Soffa, 2018). Transferability is how the qualitative researcher demonstrates that the researchers’ findings can be applied to different contexts (ibid).

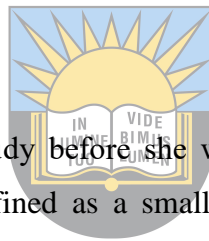
3.8.3 DEPENDABILITY

Dependability is the degree to which an independent “auditor” can look at the qualitative research process and determine its accessibility and, in so doing, create an audit trail of the process (Roller & Lavrakas, 2015). Data validity is assessed using data audits. Data can be collected if the data set is rich-thick so that an auditor can determine if the research situation applies to their circumstances. For this to be done, sufficient details and contextual information are necessary (Burke & Soffa, 2018). Dependability, which Kynagas et al. (2019) refer to as reliability, is the degree to which a study can be replicated. When there is more than one observer, members of the research team agree about what they see and hear (ibid). The researcher ensured the study's dependability by ensuring all the instruments, participants, and analyses were correct, reliable, robust, and safe. The data was kept as secure as possible.

3.8.4 CONFIRMABILITY

Kyngas et al. (2019) describe the degree of neutrality or, in other words, the extent to which the findings of a study reflect the respondents' opinions and experiences rather than the researchers' biases, motivations or interests. He says it is the degree to which other researchers could confirm the study's findings. He believes confirmability is when qualitative research is conducted to replicate earlier work. When that is the goal, the data categories must be internally consistent. Nyirenda, Kumar, Theobald, Saker, Simwinga, Kumwenda, & Taegtmeier (2020) refer to confirmability as objective. The researcher must remain neutral in interpreting findings, and the conclusions must be free from bias, including social desirability bias. The researcher made sure that there was confirmability in the investigation. The researcher did not interfere with the participant's responses. The responses were those of NTs in their own words, based on their responses. Because they were audio-recorded, there were no doubts about the responses. Other researchers could confirm these results if they undertake a similar study.

3.9 PILOT STUDY



The researcher conducted a pilot study before she went to the field to ensure the study's credibility. A pilot study can be defined as a small study to test research protocols, data collection instruments, sample recruitment strategies and other research techniques in preparation for a more extensive study. It aims to investigate whether crucial components of the primary research, usually a randomized controlled trial, will be feasible (Cadete, 2017).⁶⁷ The researcher started with an interview that sought to investigate the research questions. The first research questions were:

- What is the novice teachers' conceptualization of the term 'disruptive behaviour'?
- How prevalent do novice teachers experience the disruptive behaviour of the learners?
- What strategies do novice teachers use to manage disruptive behaviour?
- What are the support structures that novice teachers get to manage disruptive behaviour?

An observation schedule was introduced, allowing the researcher to observe the teacher and learners in the classroom. A forty-five-minute slot was allocated to the researcher, which

allowed the researcher to jot down their observations on learner DB and the teachers' strategies to manage the misbehaviours. It is always challenging for grade eight learners to have their needs fulfilled, as articulated in Glasser's Choice Theory. It is due to their unfulfilled needs that disruptions occur. As mentioned in the theoretical framework, their needs vary, ranging from survival, belonging, love, power, and fun. The needs described in Glasser's theory must be fulfilled if the intention is to improve learners' behaviour in the classroom. It has been noted that the learners' needs subside as they become more independent and mature with age; thus, classroom disruptions and upheavals will be reduced.

3.10 ETHICAL CONSIDERATIONS

Research ethics are the set of ethics that govern how scientific and other research is performed at research institutions and how it is disseminated. Sharing the same views, Cohen et al. (2017) refer to research ethics as the moral principles or norms used to guide ethical behaviour choices and relationships with others. In this way, research is conducted in a responsible and defensible manner.

Creswell & Creswell (2018) state that researchers need to develop trust with the research participants; it can promote the researcher's integrity. Ethical conduct can also help the researcher to guard against misconduct that might reflect on their organisations or institutions and cope with new, challenging problems. The following section outlines the various ethical considerations that the researcher used when conducting this research.

3.10.1 SEEKING PERMISSION

Permission to conduct the research study at the ten identified schools was sought from the head office of the DoE and the University of Fort Hare (UFH), EL branch. The researcher also requested permission from her principal to collect data at the sites during the afternoons. After receiving permission from the DoE and the researcher's principal, the researcher asked for the list of schools from DO. Prior approval was sought from the principal of the sample schools. Schools were visited to meet with the participants. On arrival at the schools, all the COVID-19 protocols were observed. Time was allocated for the researcher to meet with the participants. The researcher explained the purpose of the visit and made them aware that their participation was voluntary. In school B, there were five NTs, all willing to participate, and only three were

chosen. The interviews were tape-recorded to ensure the validity of the responses to the research questions.

3.10.2 ANONYMITY OF PARTICIPANTS

Olufowote (2017) defines anonymity as collecting data without revealing the participants' personal and identifying information. When the researcher reported on the data from the semistructured interviews and observations, the ethical consideration of anonymity was used to protect the participants' identities. The anonymity of participants was ensured through proper data management and security. The researcher ensured the participants' transparency about why the data was collected and how it would be used. No personal details were asked from the participants. Pseudo-names for the participants and the school names were used.

3.10.3 CONFIDENTIALITY OF DATA

Data confidentiality protects against unintentional, unlawful, or unauthorized access, disclosure, or theft. Furthermore, confidentiality has to do with the privacy of information, including authorization to view or share it (Fraser, 2017). Regarding data security, the researcher followed all security measures the institution required, such as locking the data in a safe place, destroying the data after three years after the research was completed, and not telling anyone about the participants' responses. Confidentiality relates to protecting the data collected by the researcher from the participants. The researcher has protected the information from unauthorised access, use, disclosure, modification, loss, and theft (Singh & Walwyn, 2018). The data were collected through semistructured interviews and observations; no other person outside the study except the researcher and the supervisor had access to the information. The data were stored in the researcher's personal computer (PC), and the PC was kept in a locked cabinet.

3.10.4 VOLUNTARY PARTICIPATION

According to Creswell and Creswell (2018), voluntary participation is exercising free will in declining or participating in research activity. The researcher informed the participants of their right to refuse to participate or withdraw from the research. Informed concern is vital in research. Participants must choose whether to volunteer to participate or to refuse at all. There was no coercion or undue influence on research participants to participate in the study. They

made an informed decision about becoming involved. The participants voluntarily agreed to participate in both recorded audio interviews and observations. Fifteen were to be interviewed, and ten were to be observed. The time and the date of interviews and observations were decided upon between the NTs and the researcher. The researcher was transparent about the reasons for the study and how the observations would contribute to the findings.

3.11 CHAPTER SUMMARY

The researcher dealt with this chapter's research designs, paradigm, and approach. After that, the research methods and data collection methods were discussed. Finally, the researcher dealt with the ethical considerations and issues related to the qualitative elements of the research.



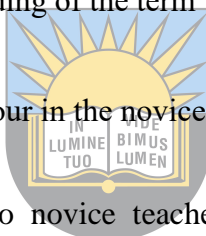
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CHAPTER 4: DATA FINDINGS AND DISCUSSION

4.1 INTRODUCTION

This chapter presents the data collected based on the interviews and observations from 15 participants in BCM District schools. For qualitative studies, Creswell & Creswell (2018) suggested that the findings should be structured according to the research questions, subresearch questions and objectives. This research, therefore, is presented based on the research questions. Data analysis and discussion will be dealt with in the later phase of the chapter to justify the validity of the factual contributions leading to qualifying the assertions in alignment with the study objectives. The main research question enquired about the methods and techniques that the grade eight NT uses to manage learner DB in the classrooms, and the sub-research questions were as follows:

- a) What is novice teachers' understanding of the term 'disruptive behaviour'?
- b) How prevalent is disruptive behaviour in the novice teachers' classroom?
- c) What strategies and techniques do novice teachers apply to handle disruptive learner behaviours?
- d) What support structures are there for novice teacher in managing disruptions?



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Several similarities emerged from the responses of the NTs during the data collection process. Sites were visited to administer questionnaires for semi-structured interviews and observations. Data were collected using both instruments, and after that, it was sorted into themes. Themes were derived from the participants' responses and then subdivided into sub-themes. The data will be reported through descriptive analysis to interpret the results.

4.2 DATA PRESENTATION

4.2.1. BIOGRAPHICAL INFORMATION

The biographical data on the participants who participated in the semi-structured interviews are listed below in Table 4.1.

Table 4.1: Biographical information on the participants

School	NT	Gender	Age	Years as a teacher	Highest academic qualification	Professional qualification	Subjects taught	Subjects taught in Grade 8
A	P1	Male	40yrs	3yrs	Diploma in Information Technology & Bachelor of Theology	Not Applicable	Technology, Computer Application in Technology & Information Technology	30 per class
B	P2	Male	27rs	2yrs	Bachelor of Arts, Honours in English	Post Graduate Certificate in Education	English First Additional Language	74 & 79 per class
C	P3	Female	31yrs	3yrs	Bachelor of Commerce, Honours in Accounting	Post Graduate Certificate in Education	Economics, Economic Management Sciences, Accounting and Life Orientation	50 per class
D	P4	Male	35yrs	3yrs	Bachelor of Commerce, Honours in Economics	Post Graduate Certificate in Education	Economics	40 per class
E	P5	Male	26yrs	3yrs	Bachelor of Education in Science	Bachelor of Education	Mathematics	90 per class
F	P6	Male	29yrs	3yrs	National Diploma, Information Technology	Post Graduate Certificate in Education	Mathematics and Mathematical Literacy	82 per class
B	P7	Male	31yrs	3yrs	Bachelor of Education	Bachelor of Education	Xhosa and History	68 per class

E	P8	Male	28yrs	3yrs	Bachelor of Science	Post Graduate Certificate in Education	Technology, Natural Sciences and Physical Sciences	52 & 53 per class
B	P9	Female	23yrs	1yr	Bachelor of Education	Bachelor of Education	Accounting, Economics and Management Sciences	74 and 79 per class
G	P10	Male	27yrs	2yrs	Bachelor of Education	Bachelor of Education	Mathematics, Mathematical Literacy, Natural Sciences & Life Orientation	36 per class
G	P11	Male	25yrs	8 mnths	Bachelor of Education	Bachelor of Education	Accounting & Economics	36 per class
H	P12	Female	24yrs	1yr	Bachelor of Education	Bachelor of Education	Geography	180 in the hall
I	P13	Female	30yrs	2yrs	Diploma in Analytic Chemistry	Post Graduate Certificate in Education	Natural Sciences, Life Orientation, Physical Sciences & Mathematical Literacy	54 & 53 per class
J	P14	Female	34yrs	1yr	Post Graduate Certificate in Education	Post Graduate Certificate in Education	Mathematics, Physical & Natural Sciences	70 per class



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H	P15	Female	26yrs	2yrs	Bachelor of Education	Bachelor of Education	Mathematics	105 in the hall
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4.2.2 PARTICIPANTS' AGE, GENDER, AND TEACHING EXPERIENCE

The above table presents the 15 NTs coded in this study as P1 to P15 who participated and were interviewed. The ten research sites used in the study are coded as schools A to J. In school B, there were three participants (P2, P7 and P9); in school E, there were two (P5 and P8); two in school H (P12 and P15) and two in school G (P10 and P11). All the other schools, A, C, D, F, I and J, had one participant each. Eight participants participated in the observations; these teachers were P2, P4, P6, P7, P8, P9, 11, and P14. The participants constituted nine male and six female teachers. The youngest participant was 23 years old, and the oldest was 40. The participants in this study had less than three years of teaching experience in their schools and, therefore, qualified to be regarded as NTs. See Table 4.1.

4.2.3 PARTICIPANTS' QUALIFICATIONS

The biographical data in Table 4.1 indicates that 13 participants possess degrees except for P6 and P13, who both have diplomas with a further Post Graduate Certificate in Education. While having a degree, one participant (P1) had no teaching qualification. P1 would not have been exposed to his teaching subjects' content and pedagogical content knowledge. Therefore, he would not have received any initial training on classroom management and managing DB. All the participants are qualified to teach in high school, generally and in grade eight. P2, P3 and P4 have senior degrees in English First Additional Language, Accounting and Economics, respectively.

4.2.4 SUBJECTS TAUGHT BY THE PARTICIPANTS AND CLASS SIZE

The participants teach more than one subject since the DoE has more than thirty official subjects in the mainstream, and schools do not always have a dedicated teacher for each subject. The researcher focused only on the subjects the participants taught in grade eight. Table 4.1 illustrates the five participants (P5, P6, P10, P14 and P15) who taught Mathematics and Mathematical Literacy. P8 and P14 taught Physical Sciences, P12 taught Geography, and P3, P4, P9 and P11 taught Economics, Economic and Management Sciences and Accounting. The most dominant subjects taught by the participants are Mathematics, Physical Science and

Mathematical literacy. The class sizes ranged from 30 to 180 learners in one class (including a hall). The smallest class size consisted of 30 learners. P12 had the largest class size, and she said:

Learners are not manageable at all. They are a large number and a significant number to manage. For instance, I understand that according to the Curriculum Assessment Policy Statements, the ratio is supposed to be 1:35 or so, and my grade eight's ratio is 1:180; as a result, I teach them in the hall. There is a shortage of classrooms, so I combine grades 8A, 8B and 8C in the hall.

The teacher cannot spend the same amount of time with each learner (individual attention) when the class has 180 learners. The teacher may not notice a learner struggling during the lesson due to the large class size. Consequently, she may not even have the time to help them, even if she notices that some are left behind because of the large number of learners (Stahnke & Blömeke, 2021). It is stipulated that the teacher-learner ratio in primary schools in SA should be 40:1 and in secondary schools 35:1 (Education Labour Relations Council (ELRC) 4 of 1995, SASA, 1996). P12 has 180 learners in her class, and there are 105 learners in P15's class. It is an issue of great concern that one teacher was expected to teach 105 mathematics learners, as Mathematics is one of the compulsory subjects that learners must pass to pass the grade. Providing such a large class with individualized attention will be physically impossible. During the observation visit in school B, the researcher observed that P9 had 79 learners in class. The class was overcrowded, exacerbated by the lack of desks for all the learners. Discipline problems accompanied the large class size. Whilst in one class area, the teacher was busy with some learners during the lesson; others seated on the far left were making a noise. They were tapping their rulers on the desks, and others were throwing pieces of paper to hit other learners. Having many learners in a class intensifies discipline issues that NTs must deal with. Meier and West (2020) showed that the more learners there are, the more difficult it is to manage the classroom. They maintain that the class sizes should be kept at 15-20 learners in an ideal world. Learners 76 in an overcrowded classroom have the potential for more frequent disruptions, where the NT constantly must deal with such challenges (ibid).

The researcher observed that in P14's classroom, there were several disruptions, with noise being the most prevalent disruption. The teacher spent a lot of time trying to control the noise level. Stahnke and Blömeke (2021) mentioned that when learners make a noise in an

overcrowded class, it is like a ‘domino effect’. When one learner starts talking, the next one will also speak. It is like a wave; it takes over the entire classroom.

4.3 DATA PRESENTATION OF INTERVIEWS AND OBSERVATIONS

This analysis will first address the data from the interviews and then discuss the data from the observations. Furthermore, as stated above, the data were analysed descriptively using themes, sub-themes, and codes following the research questions.

4.3.1 NOVICE TEACHERS’ UNDERSTANDING OF DISRUPTIVE BEHAVIOUR

As chapter two outlines, DB is when a learner is uncooperative and prevents themselves and the other learners in the class from working. For example, the learner will engage in activities not in line with what the teacher wants or expects from learners (Khasinah, 2017). This section will outline how the NTs who participated in this study perceived DB. The responses from the interviews will be discussed in this section.

4.3.1.1 INAPPROPRIATE/DISRUPTIVE BEHAVIOUR BY LEARNERS

Khasinah (2017) defines DB as any action or activity teachers perceive as disruptive to the learning environment. For example, if the learner is paging through his textbook to find the lesson's topic while the teacher is teaching, this might cause a disruption. Others may still search for their books from their bags instead of focusing on the teacher. These actions distract the teacher and disrupt other learners. When responding to the first interview research question regarding their understanding of DB, P10 noted that it is when learners do inappropriate things, such as talking, chewing gum, grandstanding, or even coming late to class. He added,

Behaving in a disorderly manner and displaying disruptive conduct interferes with the activities of others.

P2 mentioned that it is hostile behaviour that learners display in class. He added,

*It is not welcomed, where learners act differently from what is expected”. He said,
“Teachers’ teaching time is being wasted here.*

It seems that disruptions by learners within the classroom provide them with power. They will feel powerful and significant that they can control the class. They also think they have the teacher's and classmates' attention (Charles & Senter, 2005). It was discussed in chapter two, where the researcher outlined five needs by Glasser that drive learners to misbehave in class. These are the need for love and belonging, survival, power, fun and freedom. P5 also views it as inappropriate behaviour, distracting the lesson or whatever happens in class. All the participants responded to the question similarly when explaining their understanding of DB. P1 perceived DB as a disturbance in teaching and learning. In summary, all the participants agreed that DB was a disruption displayed in the classroom. P4, in his description of DB, stated that “it is when someone disrupts those who want to learn and doing some other activities that are not part of the learning activity”. He further explained that DB is when learners are continuously misbehaving in class. P4 and P2 both believed that DB does not create an atmosphere conducive for other learners to learn and, in the process, disrupts teaching and learning. The participants also stated that DB is when learners ignore the lesson and deliberately disturb the class. P3 said that DB is when learners are not listening in class and are busy doing things that disrupt teaching. The same sentiments were shared by participants P5, P6, P7 and P8. P8 said learners do “funny things” that disturb the other learners and the teachers. P7 noted,

The DB causes the class not to be conducive to learning and teaching, and it is unfair to those who behave well; hence it must be dealt with immediately.

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P7 seems to suggest that DB by learners needs to be dealt with immediately and that the teacher needs to take control of the classroom and show authority. However, P9 brings to the fore that the lack of emotional power of the learners, which reveals the teacher's ability to assist the learners with their emotional needs, is crucial. P9 gave a specific response that suggests that the behaviour is due to the lack of self-control of the learners. He noted,

It is the behaviour that occurs when a learner or a child has difficulty controlling their action; this may be in class or a school environment.

This perception of DB implies that the participants deal with learners who cannot self-regulate their emotions or teenagers who have not developed sufficient self-control. P9 further alluded to one student who lacked self-control in the classroom and had additional psychological needs that required special attention.

He noted that

he [the student] is uncontrollable in class, and intensive involvement is required. The child needs help.


4.3.1.2 DISRUPTIVE NOISE AND DOING HOMEWORK DURING CLASS

The participants mentioned that the most prevalent DB was excessive classroom noise. P9, P7, P14 and P10 noted that they constantly face learners who make a noise during the lesson. Participant 2 had learners talking and laughing in class. (P3, P8, P4, P5, and P6).

P5 said,

Learners often talk to one another in class, and when you ask them what they are saying, they won't give straight answers about what they are talking about.

Learners sometimes want to be free, have fun, and share conversations in class. Glasser (1986) agrees with this assessment that learners sometimes need to have fun in class and can be allowed to fulfil their needs. However, this needs to be facilitated and controlled by the teacher, who can use humour and make their lessons fun and interactive. P3 said, *they like to talk, and some talk too much and out of turn.*



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This action can be associated with the learner wanting to show the teacher that the learner has power. The learner knows very well that the teacher has authority but chooses to challenge that and show his power (Charles & Senter, 2005).

Learners do their homework at school and not at home, which is another DB that was mentioned. When P3 was asked what she understands of the concept DB, she said:

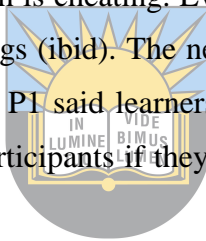
During my lesson, learners like to hide behind others and write the homework during my period, and I do not like that because they are not attentive, and I refer to it as DB". It is when learners are doing the homework of the other teacher and not mine.

P4 mentioned that the DB they experience is that some learners do not focus on the lesson taught and do schoolwork for the other subjects. He commented:

You'll find a learner busy with another subject while I teach. As an Economics educator, you'll find a learner engaged at the back, asking questions about English subjects or Mathematics. You know, it disrupts the whole purpose of me being here. The other learners will pay attention to this learner, meaning I will start losing learners to disruption by those specific learners in the class.

4.3.1.3 USING CELL PHONES AND SLEEPING IN CLASS

Due to technology becoming cheaper, more and more students are bringing cell phones to class, which is believed to be a headache for teachers (Moorleghe et al., 2019). It is thought that there are pros and cons to students having cell phones in class. Barlie (2022) suggests that, if used effectively, it can be a helpful learning tool. However, some students can use them to access information while writing a test, which is cheating. Even learners in primary school have cell phones in their pockets and school bags (ibid). The need for fun is fulfilled, it seems, among those who have cell phones. P11 and P1 said learners like to be on their cell phones during teaching. The researcher asked the participants if they had any class rules for cell phones. P1 said:



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Yes, we do; cellphones cannot be used in the school building, and if the learner urgently needs to use a cellphone, he should get permission from the teacher and failing to do that, the cell phone gets confiscated. The deputy principal will then keep it and contact the child's parents. The parent will then have to come and be the one to release that cell phone.

During the observation visit, a cell phone rang in class. The learner immediately passed the cell phone to another learner to hide it from the teacher. When P9 approached the learner, he denied ever having the cell phone, let alone hearing it ringing. The learner quickly showed the calculator to the teacher. Eventually, the other learner picked it up because it slipped and made a considerable noise on the floor. The teacher confiscated it. That incident was not ignored. The participant addressed it immediately, and he was firm about it. He said:

I am reminding you again that cell phones are prohibited during my lesson. It must be off if you have it for emergency cases. Failure to do that you will face the consequences because you know how it disturbs the class.

The whole time, learners were laughing and making a noise. It all wasted the teaching time. Learners were entertained and had fun and were not bothered at all. Levin and Nolan (2014) also highlighted that noise and cell phones are the most common disruptions among learners. P1 and P2 made mention of learners sleeping in class.

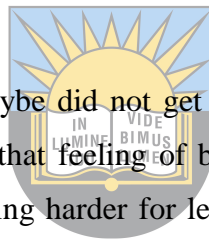
P2 said,

You'd find learners sleeping in the class, whereas teaching and learning are continuing.

P1 admitted that learners do sleep during his lesson, and he explained:

Okay, they like to sleep while the lesson continues. Sometimes, I must attend to the learner who is sleeping. So, while the child who is not sleeping is not disrupting the class flow per se, the fact that the learner is asleep during the class will disturb the class in that I will pay attention to the sleeping learner to wake him up so that he does not miss the lesson. That is disrupting the lesson.

The DB suggests that the learner maybe did not get enough sleep at home and is therefore deprived of his need to survive and that feeling of being homely. According to Yokoyama (2019), lack of sleep can make learning harder for learners. He said it becomes difficult for learners to settle down and pay attention in class without enough sleep.



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4.3.1.4 LEAVING THE CLASS WITHOUT PERMISSION

P15 stated that leaving the classroom without permission is an everyday distraction among grade eight learners. She said learners might leave the class for various reasons. Sometimes, the learner may be sick and want to leave immediately without the teacher's permission. P11 and P12 assert that learners are playful and very energetic.

They said,

They just do unacceptable things. They leave the classroom even if the teacher is there.
P2 and P3 also mentioned that learners leave their classrooms without permission P14

said:

Learners leave the classroom when they feel like it without asking permission from the teacher. They either go to the toilet or fetch some water. The minute they get up from their seats, learners' attention goes to them, and everyone in the class gets interrupted.

4.3.1.5 SUBSTANCE ABUSE CAUSES DISRUPTIVE BEHAVIOUR

According to Mokwena and Setshego (2021), SA has the highest rate of substance abuse among young people. It is rife in the school environment and academic context. It has been associated with challenges of school discipline, aggression, and other classroom management issues. P11, P12, P7, and P2 mentioned substance abuse as a DB challenge in their classes. P2 said:

The challenge I usually encounter is when learners smoke illegal substances on the school premises and come to attend my class afterwards. I view that as DB because they will not be in their senses in class when they smoke marijuana, so I would view that as DB.

P7 added that it is a serious concern that some learners return high on drugs after break time. P7 stated,

They smoke during break time. This action is done in groups on the school premises.

P11 also noticed that substance abuse plays a part in these disruptions. It seems that this is an act of experiencing fun, talking, laughing, being happy with others and engaging in exciting activities; meanwhile, those actions are not welcome in class. P12 made mention of learners threatening and being violent to one another in the class in the presence of the teacher. She said:

This is unacceptable, and teachers extremely rebuke it. In most instances, those threats regularly come from those who smoke at school. They tend to be violent to others and engage in fights.

The teacher is responsible for protecting learners from harm, danger, threats, and violence in the class (Segalo & Rambuda, 2018). These authors view threats made by one learner to another as unacceptable in the classroom, which is acting against Glasser's sentiments that learners should feel at home in class, feel safe, belong, and be free from violence. Glasser (1986) posits

that misbehaviour results from bad choices by students. Learners should choose not to smoke so they can behave well. Once they smoke, they will disturb the class. On the other hand, good behaviour originates from good decisions, so making good choices is crucial.

4.3.1.7 AGE OF THE LEARNER, OVERCROWDING AND MOVING AROUND IN THE CLASSROOM

The school organization policy used in SA classifies students in the same academic year based on their date of birth as in the same grade (Kritzinger, 2017). Grade eight learners are between 13 and 14 when they enter secondary school in public schools (SASA ACT, 1996). However, it is common to find several older students in the classroom in SA. Four participants (P1, P2, P13, and P14) also cited that they have over-aged learners in their classes. The age of the learners, especially those over seventeen years and older in grade eight, appeared to be an issue related to DB. P14 cited that:



Some learners are way older than their classmates, and the young ones get bullied by the old ones. It is common for the old ones to bully the young learners.

The participant said she mediates immediately when these fights occur in class and does that without taking sides. On the contrary, P13 said in her class,

They are kids, young, naughty, and excited to see their friends, so their actions are out of excitement and not disrupting intentionally.

Interestingly, P13 acknowledges the reason for DB in this manner. Her response indicates that she has an affinity for these learners because of their age. She said,

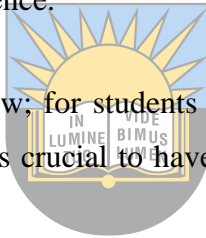
They express their love for one another and each other's company. As a result, their disruptions are minor, and they discontinue if asked to do so.

P5 also expressed that learners get excited to be around their peers. They want to have fun and enjoy the moment.

The age of the learners was also noted by P1, who said,

It is just children being childish. Some come from dysfunctional homes, have challenges, want to vent, and choose to disrupt the class.

Glasser mentions that children do not enjoy being in stressful situations. They will learn much better when the class is less anxious and more fun. Parker and Bickmore (2020) note that teachers should avoid the traditional “I talk, you listen” approach. He notes that some learners are hyperactive and energetic; therefore, they should be catered for in class. The researcher observed in school B that learners were immature and childish. They asked for permission from the participant to go out as if they were taking turns; as soon as one was back, the other would want to go. They wanted to go and play outside where it was relaxed and did not want to be in class. P9 and P11 also expressed that learners at that age undergo puberty and have peer pressure; hence, their actions are lively and unstable in class. Glasser (1986) insisted that students are in control of their behaviour, that no unseen factors are forcing them to do this and that they choose to behave as they do. This suggests they all need the freedom to have fun with their friends despite the teacher's presence.



Mikami et al. (2019) support this view; for students to learn, they need to be able to move around. However, to stay on task, it is crucial to have a plan for managing movement in the classroom. P2 said:

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So, when they are coming from primary school, they don't yet understand the culture of sitting in class and listening to the teacher for an hour. They move up and down and change seats randomly.

In school J, the researcher observed that most of the learners sitting at the back were older than the ones in the front rows. There were deep voices that were coming from the back rows. The young ones were energized and changing seats in the front rows. Participants gave various inputs and delineations of their understanding of DB. P12 stated that she is faced with significant numbers (180) in her class where learners tend to hide behind others at the back and cause disruptions. Because of the large number of learners in one class and the many disorders in her class, it is challenging to handle them. In P15s' there are 105. The learners cannot sit and work comfortably at their desks because of inadequate furniture. P7 and P9 also said many learners struggle to focus because classes are not conducive to teaching and learning because of overcrowding. P5 had 90 learners, and P6 taught 82 learners in one class. In P7's class, there were 68, P9 has 79, whereas P7 teaches 70 learners.

4.3.1.8 LEARNERS' FAMILY SITUATIONS

Poverty in township communities will likely introduce adversity into family life, leading to parental stress and poor parenting behaviours. Poverty will impact the children's social adjustment and academic performance (Semke et al., 2010). Children's behaviour at school is affected by the socioeconomic status of their families. Blakesley (2017) suggests that school personnel should deal with each student individually to determine what factors influence their DB. Learners may have a challenge that will trigger mischief. He claims that children must survive in class and cooperate reasonably without being bothered by family situations.

P4, P7, P8, P9 and P1 have the same sentiments about the challenge of the learners' background, society, and surroundings. They said learners have challenges that are caused by their family issues. P8 said:

Learners lack discipline; maybe they have family issues, and the environment they grew up in contributes to their lack of respect. Also, they don't value time, and they don't appreciate that there is time for everything.

The DB mentioned above aligns with what Naderi et al. (2015) refer to: children need love. Behind those family issues, there may be a lack of love for the learner from home. Naderi et al. (2015) state that such kids need love because of the stressful situation surrounding them at home. They will learn much better when the classroom is less anxious and has a bit of humour and love between the lessons. Some participants (P12 and P8) voiced that disruptions are caused by learners seeking attention based on personal and family issues. They believe that their background plays a role in their behaviours. P14 and P11 believe that learners lack discipline because of the family and the environment in which they grew up. If learners are not given love and care at home, they will look for it in other places when given a chance. So, the need for love, as articulated in Glasser's Choice Theory, must be fulfilled (Houff, 2013).

P1 said,

Some learners come from communities with low socioeconomic status. They live with grandparents, single parents, and some in child-headed homes". Therefore, they are examples of Glasser's view that the five needs cannot be fulfilled in homes without true parental love.

4.3.1.9 SUMMARY OF THE DESCRIPTION OF THE TERM 'DISRUPTIVE BEHAVIOUR'

The participants' responses indicated that their perception of DB was in line with Hollard's (2019) definition that DB is negative behaviour that prevents optimal teaching and learning in the classroom. In comparison, all the participants gave similar explanations of DB, but their perceived negative behaviour differed. All the participants can tell when learners are being disruptive in class. Participants' perceptions were summarized as the disruptive noise that learners engage in. This includes talking randomly and out of turn. Some said learners like using their cell phones, while others sleep during class.

Whilst some learners disturb the class by doing other work and do not listen to the teacher, others will leave the class without permission. The participants said DB prevails when classes are full and overcrowded. Substance abuse is also very problematic among teenagers across the schools in the BCM district. Some participants expressed that DB is when learners move around the class; some are still immature and childish. Lastly, they said their background and family situations impact their behaviour.

According to Naderi et al. (2015), the Choice Theory is used as a basis for classroom management. According to what the participants said, describing the DB of their learners emanates from the lack of the five needs that Glasser mentions in the Choice Theory. The five needs are survival, belonging, power, fun and freedom. If these needs are not fulfilled, learners become disruptive. Children with DBs are at risk of adverse outcomes, so teachers must attend to these needs that were not fulfilled at home (Semke et al., 2010).

4.3.2 PREVALENCE OF DISRUPTIVE BEHAVIOUR (PDB)

The previous section outlined what participants conceptualized as DB. The following data from interviews and observations elicited their views on DB's prevalence in the classrooms. Glasser (1986) points out the futility of forcing students to behave against their will. He made an example of a learner who would disrupt a class because the lesson was boring, and the teacher pushing the learner to pay attention was pointless. On the contrary, when the lesson is exciting, learners pay attention naturally and give maximum attention and cooperation. DB affects the

climate of the class and the aspirations of both the teacher and the learner. Below are the responses given by the participants when asked about the prevalence of DB.

4.3.2.1 FREQUENT, MINIMUM AND RARE DISRUPTIONS

When asked how often the NT experiences DB, eight out of 15 participants said they encounter challenging behaviours frequently. For example, P1, P5, P8, P10, P11, P12, P14, and P15 said they experience it most often, and P8, P10, P11 and P14 said they experience it daily. They stated that they experience the same learners distracting the teaching and learning process whenever they are in class. P1 said:

It is often; it is very often. I've realized that there is always an incident every day; they might not be punishable incidents as it were, but they do take on teaching time, for you must attend to disruptive learners.

P12 gave a picture that implied disruptions prevail in her classroom. She teaches 180 learners; as noted above, they fill a hall, and learners do not have enough desks and furniture. She said noise is her most significant challenge in the grade eight classes. P12 said she spends most of the time trying to control the noise level during teaching, and a lot of valuable time is lost.

Stahnke and Blömeke's (2021) view is that if the challenge of disruptions is left unresolved, it can cause stress and frustration for the teacher and those who want to be taught.

She said she spends much time getting learners to keep quiet before starting a lesson. She told the researcher:

Learners are yelling when maybe I am writing on the chalkboard, even if I am trying to start a topic. When I face the board writing, learners at the back start yelling or calling out at each other, threatening violence.

P12 noted that the situation improved when an educator's assistant (EA) assisted the teacher.

She mentioned,

So, when I go to class, I am accompanied by an EA, and the situation becomes conducive for teaching and learning.

She is convinced that she will overcome this attitude of learners as she develops confidence and experience over the years in her teaching career. During the visit for observation in school J, learners were disrupting the lesson. The classroom was not in good condition. There were no windowpanes in some windows and no dustbin. The chalkboard was not firm on the wall and could fall off anytime. One learner wrote a note and passed it to another; the learner replied. They answered the question randomly without raising their hands or waiting their turn to answer. When P14 was written on the chalkboard, they moved seats to the front seats so they could see clearly.

The same scenario of recurrent and repeated annoyances occurred in school B. The researcher visited the school for observations, where P9 had 79 learners. The class did not have enough furniture, and learners sat close to the chalkboard. DB was very evident. The DB included learners talking, and the teacher tried to keep them quiet. She raised her voice to get their attention, and the learners continued talking. The learners at the back of the classroom ignored the lesson as they were preoccupied with other things. There was not enough space for the teacher to move around and between desks to control the noise level and teach effectively. This clearly showed that the lack of space and furniture exacerbated the DB situation in this classroom.

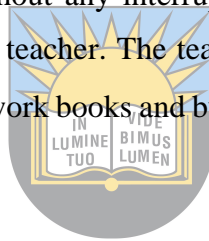
These three classes mentioned above do not meet the need for survival and belonging, as Glasser (1986) explained. The class environment must provide shelter, safety, and comfort and be suitable for learners to learn and be accommodated. He stated that learners could not learn well in an overcrowded class without furniture and essential resources.

P2, P4, P6, P7 and P13 stated that their experience with mischievous behaviour is minimal, and their learners are not at extremes. Stahnke and Blömeke (2019) recommend that teachers consistently apply classroom rules. He suggests that teachers must not single out students when they face disruptions. Instead, they must focus on the behaviour and not on the student.

P4 believed that the teacher moving around the classroom and monitoring the learners' work was a means of managing DB. He mentioned that when he was moving around, he found students busy with English during his period. He confiscated their books. However, he noted

that this was one of only a few incidents in his classroom. P2 also experienced very few incidents of DB in his teaching classes. The researcher observed the disruptions and teachers' strategies in P2's class. Two learners came from another class, sent by the teacher to make an announcement. While they were still speaking to the teacher, there was a massive noise from those in class, cheering and making jokes. All the attention was drawn to them and not to the teacher. Naderi et al. (2015) highlight that behaviour is caused by an intrinsic need that has to be fulfilled. The action might be unacceptable, but it is also difficult to control. P4 said they behave well when seeing the teacher in her class, so she has fewer disruptions. P6 believes that the teacher is responsible for managing his class and seeing that there is order. He said the teacher must assert his authority and maintain order and discipline in his class.

P9 spoke about learners who behaved appropriately in class; therefore, the teacher had no problem instilling discipline. DB rarely prevails in his classes. The researcher observed P6's classroom and noted that P6 had a loud voice and was audible enough, and the learners were focused. The lesson was smooth without any interruptions, except for one learner who left secretly without being noticed by the teacher. The teacher continued the lesson, and learners were engaged, working on their classwork books and busy on their calculators. No disturbances occurred throughout the lesson.



4.3.1.2 DISRUPTIONS DEPEND ON CERTAIN CLASSES

P3 stated that she could not say accurately how prevalent the disruptions are. It depends on which class she is in, and the classroom atmosphere in all her classes is different.

She said,

Some classes are not as naughty as others.

Li et al. (2020) said learners' behaviours differ and depend on their level of development and growth as they move from one stage to another. So, it could be that the more disruptive classes were the learners at different developmental levels.

4.3.2.3 SUMMARY OF PREVALENCE OF DISRUPTIVE BEHAVIOUR

The researcher asked the NTs how often learners exhibit DB in class. Ten participants out of fifteen alluded that they experience disruptions often. The participants who said they experienced so many disorders in their classes were the ones whose classes were overcrowded. They teach more than 60 learners in one class. Some said they encounter it every day in grade eight classes. The NTs attributed the learners' disorders to immaturity, being naughty, classroom temperature on hot days, and overcrowding, especially in classrooms with more than a hundred learners in one room.

Five participants said the disruptions are not so prevalent in their classes. One teacher said learners behave when the teacher is in class, and another voiced that he seldom encounters disturbances because his learners know and abide by the rules.

4.3.3 STRATEGIES AND TECHNIQUES TO MANAGE DISRUPTIVE BEHAVIOUR IN THE CLASSROOM.

According to Naderi et al. (2015), learners are disruptive and impossible to control because the action comes from inside; it is intrinsic. They argue that disruption is the behaviour learners display if one of the five needs is unmet. NTs experience DB in their first years of teaching (Hepburn & Beamish, 2019), and, as Stahnke and Blömeke (2021) noted, classroom management is still an issue that NTs have had to deal with for decades. Therefore, this research aimed to discover NT participants' strategies, techniques, and methods to manage class disruptions.

Glasser (1986) stressed that teachers should encourage their learners to display positive behaviour. If the climate is positive in class, with no criticism, mockery, or exclusion of any student, learners feel loved and belong and work better than in a hostile situation (Levin & Nolan, 2014). The strategies, methods, and techniques that participants apply are discussed below.

4.3.3.1 LACK OF MANAGEMENT SKILLS FOR NOVICE TEACHERS

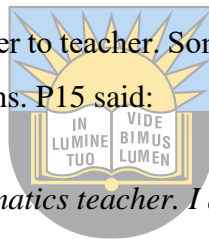
Nearly half of the NTs in this study (eight participants) reported they felt “not at all prepared” or “somewhat prepared” to handle disruptive students. One participant (P15) said:

Yoh, I don't cope; every time I go to class, I must take a grandpa (headache tablets) before and after the class, you know, so that I do not have a headache when I return to my table.

This statement explains how inadequately the NTs feel regarding handling learner disruptions. Despite that, they use strategies to manage the DB, which will be discussed below. Alber (2015) asserts that many NTs learned to manage classrooms during their first years of teaching by doing classroom management. They were not well-empowered and adequately capacitated when they were at university. She said they would learn to manage their classes through challenges or difficulty.

4.3.3.2 THE TEACHER USES A TIMES TABLE FOR LEARNERS TO FOCUS

The teachers' techniques differ from teacher to teacher. Some are to prepare learners and make sure they are ready before they start their lessons. P15 said:



But I have a technique as a mathematics teacher. I asked them to do a times table. By so doing, I am trying to attract their attention to the lesson. After that, I randomly pick anyone to rehearse it alone.

Sometimes, these times table rehearsals might put learners at ease and make them feel comfortable when they know the times table. Glasser's theory of love and belonging would not be feasible because of the number of learners P12, P15, and P9 have. The teacher cannot reach out to all of them. However, they could feel loved when they have mastered their times table by heart. The teacher will not chase them out of the classroom if they do not know their times table. It can perhaps bring good conduct and positive outcomes when they know it.

4.3.3.3 MODEL THE APPROPRIATE BEHAVIOUR AND KNOW THE LEARNERS BACKGROUND

P1 added that the teacher should show misbehaving learners how to behave appropriately.

He said,

All this must be done with love and not break down the child or shout at the child.

He said teachers should be positive role models to their learners, which aligns with Glasser's need for love. Glasser (1986) explains that learners need love from the teacher. The researcher believes that P1 loves his learners; even when he reprimands them and corrects their conduct, there is no sarcasm, criticism, or exclusion. Sometimes, teachers are sarcastic and do not mean what they say to learners. Learners will feel unloved and sometimes do not belong to the class. (Pexman, 2020).

In his Choice Theory, Glasser emphasises that teachers should know their students' background and educational needs to understand what they bring to the classroom. P1 said the primary strategy he applies is understanding where the learners come from and their backgrounds. P1 said:



Some of them come from homes where there are both parents, whilst others are staying and raised by their grandmothers. Some come from homes with single parents, and with others, there is no parent. So therefore, learners have different upbringings, resulting in different actions. Some of them struggle financially, whilst others are average; those financial challenges also contribute to learners' performance. Knowing learners' parents helps me to understand and manage them better.

He said he is passionate about his learners; he does not want to 'break them' as he knows them and their backgrounds. This understanding of the learners' background could assist the NT in understanding the learners and having a positive classroom atmosphere.

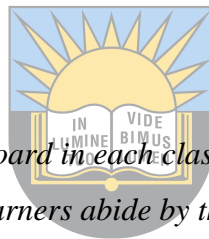
Keller-Bell and Short (2019) and Simmons (2019) agree that the teacher can overcome disruptions when he knows his students. He said the teacher is central to maintaining a classroom environment that enables learning and teaching. Instead of punishing the child, the teacher can talk to the students or point them toward helping more if he knows the background. During the observation visits, the researcher noticed that P11, P8, P6, and P4 called their learners by name because they knew them. They also called them by their names when reprimanded them for misbehaving, drawing their attention back to the lesson.

4.3.3.4 CLASSROOM RULES

To have classroom rules in a government school is the culture and the norm. Each school, whether under the South African Comprehensive Assessment Institute (SACAI) for homeschooling, the Independent Education Board (IEB) for private schools, or the DoE for government schools, has class and school rules for better school discipline. The classroom rules for government schools are adopted from the Schools Act of 1996. But they can be designed by the class and learners as well. For example, Du Plessis (2020) suggests that when writing classroom rules, the teacher should start with all that is essential and then discuss with the learners to develop more rules.

The rules may work positively if they are made known and clear to everyone, particularly those new to the school (SASA 84 of 1996). P2 and P6 said learners must be aware that there are rules in the classroom.

P2 said,



Learners have theirs on the noticeboard in each class, and the challenge is that not all the learners abide by them.

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In the event of a disruption by learners, P6 and P7 believed that they must remind learners about the classroom rules. Khasinah (2017) proposes that when a student exhibits behaviour that goes against classroom rules, he should face the consequences immediately to stop the mischief.

4.3.3.5 MOTIVATION AND REINFORCING POSITIVE BEHAVIOUR

Wilcox et al. (2021) argue that a lack of motivation leads to most disruptions. Learners become more active and engaged when they are extrinsically or intrinsically motivated. Getting them involved in the lesson and persuading and encouraging them to learn leads to intrinsic motivation. Intrinsic motivation is more encouraged than extrinsic motivation (Baglio, 2022). According to Glasser's Choice Theory, motivation is an appropriate DB method that works well in the classroom and meets the needs of the learners (Naderi et al., 2015).

Motivation was one of the techniques the participants said they used in this study to deal with DB. P3, P11, P12, P13, and P14 stated that learners sometimes need motivational talks from

the teacher. These talks form a part of caring for and motivating learners. This shows that even though teachers are not aware of Glasser's theory of the needs of learners, they are subconsciously aware that learners have requirements that must be fulfilled; hence, they talk positively to them.

P4 said,

I talk to them during break and encourage them to be responsible and positive, no matter what they are going through.

The researcher can attest that many teachers would motivate learners and become their role models. In school B, when the researcher was there for observations, the participant gave a lot of advice to learners, asking them to be passionate about their subject and encouraging them to put more effort into their studies.

P13 said she ensures she rewards them by inspiring them during her lessons in the science laboratory. As they get along with experiments, she does fun activities with rewards for each correct answer.



As a result, she said,

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These little grade eights look forward to my lessons and are doing well in the subject.

P13 fulfils the fifth need for fun with her learners; hence, they behave well in the laboratory lessons and look forward to the next lesson. P15 said she always starts her lesson by giving a small talk to motivate them, so they do not disrupt the lesson.

At site F, learners behaved well in class, where the researcher observed a lesson conducted by P6. He also mentioned during the interview that he seldom experiences disruptions in his grade eight class. As mentioned above, he stated that he, the teacher, must manage his class. P6 had an audible voice, and learners were attentive. After every response from the learner, the participant would praise and say, 'Thank you', 'Well done', or 'Correct'. Sometimes, he would ask those who worked out the answer correctly on the board to be given a round of applause in

the class. Learners were motivated and worked on their classwork books using their calculators. Learners were freely engaged in the lesson.

McGarr (2021) believes that when a learner behaves well or completes good work, the teacher must tell him and the other learners. In doing so, other learners are likelier to act positively to get a similar reaction. Whitaker et al. (2019) support this opinion and say students should be praised for their specific actions, habits and skills demonstrating positive behaviour. In addition, Keller-Bell and Short (2019) propose that good behaviour should not go unnoticed. A rewards system should encourage positive behaviour and incentivize students who exceed the expectations set out in such a rewards system.

4.3.3.6 PUNISHMENT, DETENTION AND FORFEITING SCHOOL ACTIVITIES

CP is illegal in South African schools (Kepe, 2016). This author explains that there are other forms of classroom management that the teacher can apply that he refers to as ‘alternatives to corporal punishment’. For example, learners can be asked to stay behind in class, have detention, be given more work, and write and rewrite the work several times. In 1997, the Abolition of Corporal Punishment Act, which ended CP in schools (SASA, 1996, section 10), was passed. In 2000, the abolishment was confirmed in the Christian Education case, that no learner must be punished utilizing CP (Maphosa & Shumba, 2010). In addition, the South African Council of Educators (SACE) has a code of conduct for teachers. The CoC states that hitting a learner is a serious offence (SACE, Act 31 of 2000).

Teachers have other means to punish learners besides CP.

P4 said,

I discipline my learners by making them forfeit break periods. I would instruct them not to sit with the other learners during break time or to remain in the classroom.

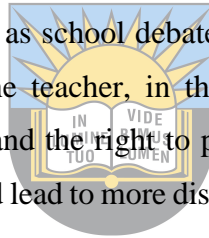
Glasser (1986) is against this form of punishment and sees it as depriving the learners of the time to have fun with their friends. Below are some examples of disciplines that also form part of the strategies applied to handle learner DB.

Detention as a method of punishing children in SA schools has been mandated by the postapartheid legislative abolition of CP (Mayisela, 2021). Boillat (2018) suggests that detention does not work. He means it would work better if learners were to have a lunch workshop instead of lunch detention and receive counselling during that time. He suggests that the school must workshop and counsel all misbehaving learners. P4 punishes misbehaving students in this class with this kind of punishment: detaining learners.

P4 said,

I do not allow my learners to participate in debates. I make them forfeit their lunchtime with peers, or sometimes I send them to detention after school.

Glasser (1996) disagrees with this form of punishment and says learners cannot be denied an opportunity to participate in school activities. In this form of punishment, learners are deprived of their right to participate in school activities. They feel they belong, love, and have fun when participating in school activities such as school debates and sports. Boillat (2018) insists that detention does not work. He said the teacher, in this case, is correcting misbehaviour by depriving the learners of the chance and the right to participate in school activities. It can be said that this form of punishment could lead to more discipline problems if exercised repeatedly.



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Using exercises such as running or push-ups to respond to a child's behavioural problems is another form of punishment. It pushes the child to exhaustion, hoping that the child will remember not to misbehave again (Wolfenden & Grace, 2012). P9 opts for instructing them to do exercises in class; he also teaches Life Orientation and is familiar with physical education exercises.

P10 said,

I would ask them to run around the school building and come back within the blink of an eye.

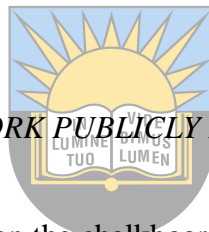
It is suggested that these activities will divert learners' attention from disruptions and inspire proper behaviour. Being physically active promotes acceptable behaviour and tends to lead to better grades, school attendance, cognitive performance (memory) and class behaviours (on task behaviour) (Singh et al., 2019).

4.3.3.7 PHYSICAL EXERCISE

Using exercises such as running or push-ups to respond to a child's behavioural problems is another form of punishment. It pushes the child to exhaustion, hoping that the child will remember not to misbehave again (Wolfenden & Grace, 2012). P9 opts for instructing them to do exercises in class; he also teaches Life Orientation and is familiar with physical education exercises. P10 said,

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4.3.3.8 MAKING LEARNERS DO WORK PUBLICLY IN THE CLASSROOM

P14 likes to make her learners work on the chalkboard. She does not like it when learners are tired and naughty in class. She said,

As a Mathematics teacher, I put a problem on the board, and whoever is seen talking would be asked to solve the problem on the board and explain all the steps leading to the solution. I know some fear doing calculations on the board, and thereafter I do corrections myself.

She said that's how she draws learners' attention. She said,

In future, they will keep quiet because they don't want to embarrass themselves in front of their peers.

Making learners do work in front of other learners might harm them, especially those who are shy. Embarrassing or humiliating students may interfere with learning and lead to long-term

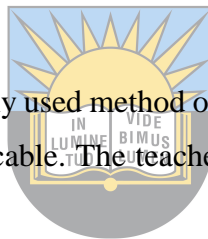
resentment. Teachers should treat students respectfully and be mindful of their feelings (Curwin, 2015). P12 tried a similar method to P14, but it did not work in P12's class:

That is a challenging question, ma'am (deep sigh); I will tell them that if I catch anyone making noise, I will ask them to come forward and work out the calculations on the chalkboard. They will continue talking, and when asked to come forward, they go and are not scared. They come forward and work on the board while making fun of the whole issue. They will be entertained and try to make others laugh, and there won't be any progress.

In P12's class, the strategy was ineffective and caused more learner disruptions. Kaput et al. (2020) state that working on the board encourages students to work and think. They are more likely to be engaged and display less of the helplessness they sometimes show when sitting alone at their desks. This statement conflicts with what happened in P12's class.

4.3.3.9 VERBAL REPRIMANDS

Verbal reprimand is the most frequently used method of classroom discipline (Dee et al., 2021). It is commonly used and easily applicable. The teacher uses it immediately when he is faced with DB. P10 said:



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I apply this method to stop learners DB and reprimand them verbally, and if they continue, I punish them. Short verbal reprimands are more effective when learners take time to work on the task given by the participant.

P1 said,

I speak to them softly when reprimanding them because I know their backgrounds.

He stated that many learners come from dysfunctional families where they may be screamed at regularly, so he is not too harsh to them.

P13 also said,

I reprimand them politely and befriend them so they can open up to me about anything they are unhappy about instead of disrupting the class.

It is believed that the teacher must assert his authority and power to deal with disruptive behaviour successfully.

In this study, the researcher observed that reprimands had to be issued approximately every ten minutes in various classes of different schools because the learners were disrespectful towards their teachers. P7 reprimanded learners who were making a noise at the back. He would call a learner by name and not shout but ask calmly, maintaining direct eye contact with the learner to behave appropriately. P7 applied immediate reprimands, which were more effective than reprimands delayed by ten minutes. The delayed reprimands escalate the wrongdoing and do not result in longterm positive behaviour change (Caldarella et al., 2020). This suggests that if reprimands are delayed, the learners will continue with the wrongdoing. It is best to stop the learner instantly.

4.3.3.10 DIVERT THEIR ATTENTION FROM DISRUPTIONS

P4 mentioned that disruptions are ongoing, so mechanisms and techniques to decrease them should be continuous.



P9 said,

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I give them some class activities, and if I find them talking without finishing the task, I ask them questions to take their minds off their conversation.

During observation, P11 was busy teaching in class, and two other boys were talking and not listening to the participant.

He said,

So, Siya read to us the last sentence". The learner was shocked and did not even know the page they were on. Asking questions can also let them pay attention to the lesson. This technique also promotes on-task behaviour in learners to draw their attention to the task. P4 said I like to keep them focused on the lesson by asking questions while moving along.

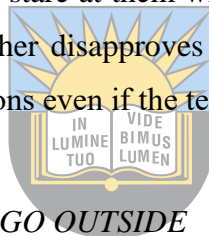
4.3.3.11 TEACHER'S BODY LANGUAGE

Fletcher (2021) asserts that if learners are talking too much, off-task and others are out of their seats, just standing in front of the class and staring at them will work. Within a few minutes, they will quiet down.

P3 mentioned that she uses the technique, and when a learner is continuously disturbed, she said,

I just stop the lesson and keep quiet for a while.

She also tells them to look at her. After that, she stares at the learners, and instantly, the learners start working on their tasks. P8 was observed using a similar technique. He would stare at those disturbing and engaging in DB. The researcher noticed that the learners' eyes would meet the firm stare of P8, which communicates that their behaviour is not going unnoticed. It advantaged P8, as this technique did not break the instruction flow in class. Wolff et al. (2021) explain that they would stand before the class and stare at them while teaching. They maintain that if you stare at them, it signals that the teacher disapproves of what the learners are doing. It also signifies that they must stop their actions even if the teacher did not say 'stop' (ibid).



4.3.3.12 INSTRUCT LEARNERS TO GO OUTSIDE

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Best (2019) suggests that students can be asked to leave the class if their behaviour reaches peak intensity. It means the teacher sends the learner outside to go and have fresh air and returns after two minutes when he is ready to focus. This technique is controversial; on the one hand, it can be effective, but it can deprive the learner of their right to an education. While he is outside, he misses part of the lesson (Whaling, 2020). P3, P10, P12 and P13 used the 'go outside' technique in their classrooms, which they iterated during the interviews. During the interview, P13 said,

They cannot be in class and simultaneously disrupt the lesson.

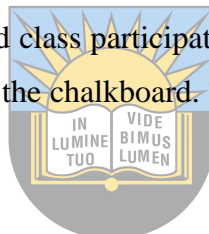
This suggests that P13 wants to continue with the lesson without being disturbed. P12 also used this technique. She stated that learners are scared to go outside because other teachers will see them, which is not allowed during teaching and learning time. Any learner seen outside the classroom during teaching periods will likely be called to the office. So, they resort to good behaviour in class to avoid being called to the office. P12 uses the technique to impart fear to

the learners. This contradicts Glasser's theory that there should be no threats in the classes to accommodate the survival needs of the learners.

P14 tweaked the strategy she used during observation at site G and applied a different one. The researcher and the P14 noticed that the 'go outside' strategy was ineffective and caused more DB. It was extremely hot on that day. Learners kept laughing in the classroom, and it seemed they wanted to go outside, where it was more relaxed. P14 caught two learners laughing and asked them to leave the class. Four boys at the back mimicked animal sounds with their hands covering their mouths. P14 instructed all of them to leave the classroom. He later changed the method because learners kept disturbing the class as they wanted to go outside.

4.3.3.13 CHANGING THE SEATING ARRANGEMENT IN THE CLASSROOM

The rearrangement of learners' seating is another technique teachers use to maintain discipline. Spencer (2018) adds that how and where students are seated can positively impact students' behaviour, academic performance, and class participation. P13 also asks learners to come and sit in front of their classmates next to the chalkboard. They should not sit with their friends to avoid disruptions.



During an observation visit, the researcher observed a male teacher in site F, P6, ask learners to go to the chalkboard to work out a class exercise. It was not a punishment but a plan to teach and have learners participate in the lesson. As a result, learners were actively involved, working on their calculators to assist their classmates working on the board. Glasser (1986) says if students are to continue working and behaving correctly, they must work hard, and their authority needs will be fulfilled.

4.3.3.14 INVOLVES THE SCHOOL AUTHORITY

NTs can maintain DB by involving the school authorities. This is in line with the SACE, CoC and SASA. The CoC for learners is a form of subordinate legislation that reflects the democratic principles of the Constitution (Republic of South Africa, (RSA) 1996b). It supports the values of human dignity, equality, and freedom. It spells out rules regarding learner behaviour and describes the disciplinary process to be implemented concerning transgression by learners (DoE, 2008, p. 1).

This research found that most participants said they report DB to their seniors and follow the chain of command set at their schools. P1, P2, P3, P4, P5, P8 and P13 report to their HoDs, whereas P9, P12 and P14 report DB to the principal. P2 explained that having reported to the head of the department (HoD), he took the matter to the deputy principal. They will inform the principal if a serious offence warrants punishment. P6 mentioned that he applies what the CoC instructs him to do to deal with DB. Schools' CoCs differ, but all are adapted from the one developed by the DoE (SASA 84 of 1996).

Involving the school authorities can help the teacher to solve the discipline problem. It was discussed extensively in chapter two that NTs can feel very isolated if the school authority does not step in to assist them.

4.3.3.15 SUMMARY OF MANAGING DISRUPTIVE BEHAVIOURS

The participants elaborated on various strategies and techniques in the above discussions. Some said there is no way the lesson can be conducted without first motivating the learners. They say learners' attention must first be attracted by asking them to do a times table. Some said they reward them and work because they excel in the subject.

Participants also apply the method of talking to and addressing learners, knowing their background, and reinforcing positive behaviour. These methods build trust, love, and affection between the teacher and the learner. Participants complained that it takes learners almost five minutes to settle down and pay attention. They also used methods such as asking learners to 'go outside', involving the school authorities and punishing or detaining them. It can be said that not all learners' needs were met, according to Glasser. Glasser (1986) is convinced that teachers could help students make better choices concerning how they behave in school.

4.3.4 SUPPORT STRUCTURES FOR NOVICE TEACHERS

Milton et al. (2021) maintain that teaching is complex, and staying in the profession is even more challenging. He says other early-career professionals, such as doctors, are provided with structured support to transition into their careers. Still, teachers are often not provided with the necessary assistance in education. Research has shown that NTs usually leave the teaching profession due to the numerous challenges but mainly because of DB (Kelly, Cespedes, Clara & Danaher, 2019). They mention that it is surprising that teachers do not resign because of low

salaries but because of learners' unruly behaviours. It is believed that the school management must capacitate NTs until they can stand independently.

As stated in the first chapter, when NTs start their teaching career, they feel like resigning because they are unprepared for what they encounter in the classroom. The support structures are the most crucial tools in the first three years of a teacher's professional life who is fresh from the tertiary institution (Wilichowski & Popova, 2021). This section will examine the data collected from the interviews and the researcher's observations regarding the support NTs receive to manage the DB in their classrooms. The discussions will relate to the fourth research question, which seeks to examine the help the NTs receive to handle classroom disruptions. The support systems from the NTs' responses are discussed below,

4.3.4.1 SCHOOL-BASED SUPPORT

Whitaker et al. (2019) assume that all teachers choose education because they want to impact young lives positively. Therefore, the principals and whoever is responsible should ensure that NTs are off to a strong start by supporting them. The following section will discuss the support NTs have at their schools. Eleven participants voiced out that they get support from their schools' SMT. The support that they receive will be addressed below.

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4.3.4.2 PRINCIPAL AND HEAD OF DEPARTMENT SUPPORT

When asked whether they get any support to manage classroom disruptions, three out of 15 said they get help from the principal, eight got it from their HoDs, and four participants said they do not get any assistance from their schools. In school C which is in the Metropolitan area, P3 said,

I get help from the office.

In school D which is Mdantsane, P4 said,

The principal only instructs the learners to refrain from bad behaviour during learning and teaching.

P9 said,

The principal assists as much as possible to the extent that he regularly checks disruptions every Fridays, from class to class.

In school B which is in Mdantsane, P2 responded that the

Principal makes casual class visits to enforce the rules.

P5 responded,

The principal asks the teacher to take the incredible disruptive learners to his office.

She cited an incident that she experienced in class. Learners were fighting at the back of the classroom. When asked what the fight was about, it turned out that the main instigator had taken another learner's pen. This incident resulted in the two learners becoming involved in a verbal argument. The incident escalated, and they started fighting physically. The HoD and principal came to class to mediate and resolve the issue. P3 noted that the intervention of the HoD and the principal had a positive effect as the learners' behaviour generally improved. The learners' parents were made aware of the incident in the classroom. Parental support was also a positive measure in assisting the DB in the classroom. P13 insisted that in her school, HoDs encourage them to report all the incidents they encounter in their classes. P14 had a similar experience.

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P14 said,

At my site, our HoD shows support and always tells us that whenever we feel disruptions are too much, we must hesitate to come to the office and tell us what you are dealing with in the classroom.

However, P11 (who had only been in the classroom for eight months at the research time) said they did not receive any support from the HoD at his school. This was concerning for P11 because he cited that he experiences daily disruptions.

Some schools have senior teachers who guide and assist new teachers. They help them until they can stand independently (ELRC, 1994). There is not much that the district office does, although they have the personnel to assist schools with learner challenges. NTs do not get

formal orientation, induction, or professional seminars when they join the teaching industry unless the principal asks for it from the BCM district office (DO).

Whitaker et al. (2019) maintain that the principal must support the NTs, and by doing that, there will be less stress on the teacher from being new to the profession, in the school and among colleagues. Principals are all heads of their schools and are accountable to learners and teachers (Roberts & Venkat, 2016). Regarding disciplinary issues, class teachers report to the principal or deputy principal.

Mthiyane, Naido and Bertram (2019) maintain that the Personnel Administrative Measures (PAM) document issued by the DBE stipulates that one of the official roles of the HoD pertains to capacitating each teacher in the department. However, HoDs are also class teachers and have several administrative duties they need to attend to and do not always have the time or capacity to assist NTs.

4.3.4.3 KEEPING A RECORD OF DISRUPTING LEARNERS

Record keeping of those who disrupt can also help and be used to discipline learners. They must know they are in trouble as soon as their incidents are recorded and kept as evidence (Simmons, 2019). P3 explained that in her school, they record misbehaving learners in the ‘occurrence book’. Names of the disrupters, offence date, nature of the incident, who was involved or witnessed the incident, when and how it happened, and the learner's signature are written in the ‘occurrence book’. After the fifth appearance, the learner faces the consequences of disturbing.

During an interview, P3 said, “This method worked for me because when the other learners saw some learners’ names appear on the occurrence book, they started to behave well, as they did not want their names on the book”. This participant keeps the names of the disruptive learners in the occurrence books at the principal’s office.

P4 explained that they have strict policies in their schools. They have ‘demerit books’ and files where they record the names of all the offenders inside and outside the classroom. If the offences continue, they suspend the learners. They do so if it warrants a suspension and follows due process. This participant keeps the demerit books with the names of the disruptive learners in his locked cabinet.

4.3.4.4 REFER THE MATTER TO THE DISCIPLINARY COMMITTEE (DC)

In SA, all government schools have a DC. According to Mathebula, Runhare & Marshane (2021), a DC at a school level is a committee that consists of appropriate school personnel who meet to decide on student disciplinary action with the recommendations made by the principal. The DC comprises the principal as an ex-officio member, the deputy principal, and the school governing body's teacher component (SASA, 84 of 1996). The schools' DCs keep a minute book. This committee is formed to review and discuss students' behavioural issues. It is also concerned with revising the disciplinary procedures and actions following the school behaviour management regulations (Mathebula et al., 2021).

Only two participants, P2 and P7, reported the incidents to the DC at their school. In school A, P1 stated that DC gave them maximum support. In schools B, P2 said:

I get the support; teachers in our school must follow the chain of command when these disruptions happen. I first try to deal with it myself. Suppose the offence is too severe, like an issue of learners found with drugs in the classroom. I will refer the matter to the disciplinary committee.



4.3.4.5 PARENTAL INVOLVEMENT

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Parents are integral to their children's lives and can be contacted for input or a solution regarding DB. According to Hill, Castello & Petit (2009), the higher the parental academic involvement is, the fewer the behavioural problems in schools. In this regard, parents must assist with their children's conduct. It is believed that parents typically fear a call from the teacher, as it rarely signals good news (Keller-Bell & Short, 2019).

P1 voiced,

I contact the disruptive learners' parents; I know all the learners, and I have their parents' contact numbers.

Also, when the teacher knows their parents, learners tend to be more responsible in their studies, and they will enjoy freedom in class and display good behaviour. P6 and P8 explained that they reach the parents of the learners as soon as a learner misbehaves in the classroom.

4.3.4.6 SUMMARY OF SUPPORT STRUCTURES

Popova and Ikonnikova (2020) highlight that teachers need effective professional development as a form of school support. He said it could be in any form and is for the school's benefit and welfare. Glasser (1986) also emphasised the schools' role in meeting basic needs as the primary means of encouraging participation and desirable behaviour.

Participants mentioned the forms of support they get from the school. Some 11 participants said the principal and their HoDs supported them at their schools. P3 raised an important point about having an 'occurrence book' at her school where they record all learners who misbehave, and P4 have demerit books for misbehaving learners. Four participants said they do not get any support from their school.

4.4 CHAPTER SUMMARY

The researcher gave biographical data of participants and summaries of the participants' responses, which were organised into themes. Research questions were answered through the responses of the participants. Data responses were grouped according to the research questions and were analysed in this chapter. New strategies and techniques to manage the DB were found from the data collected. The next chapter will cover the study's discussions, summary, conclusion, and recommendations.



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CHAPTER 5: CONCLUSION AND RECOMMENDATIONS

5.1. INTRODUCTION

The previous chapter represented the data collection results and discussions. The limitations and delimitations of the study are discussed to remind the reader of the research questions stated below. The chapter will also conclude the study by offering a summary, conclusions and recommendations based on the results and findings of the previous chapter. Furthermore, this chapter recommends future research areas regarding the study topic.

The main research question of this study was:

What strategies do grade eight novice teachers use to manage disruptive behaviour?

The following sub-research questions informed this study:

1. What are novice teachers' understandings of the term 'disruptive behaviour'?
2. How prevalent is disruptive behaviour in novice teachers' classrooms?
3. What strategies and techniques do novice teachers apply to handle disruptive behaviour?
4. What support structures do novice teachers have to manage classroom disruptions?

These questions influenced the structure of the study. This study was divided into five chapters, and the main ideas derived from each chapter are discussed in this section. The discussion shows how different parts of the research were linked to assist in answering the research questions and thus meeting the research objectives.

Below is a summary of the findings according to the above objectives, which link with the research questions.

5.2. SUMMARY OF THE STUDY

The study was structured and divided into five chapters. The main ideas derived from each chapter are discussed in this section. The discussion shows how different parts of the research were linked to assist in answering the research questions and, thus, responding to the objectives. Chapter one provided the introduction and background to the study, stating the problem statement that guided the formulation of research questions and objectives. It also focused on the purpose of the study, delimitation, rationale and motivation, significance of the study, chapter outline and, lastly, chapter summary.

This was followed by chapter two, which discussed the reviewed literature. Glasser's Choice Theory, the theoretical framework used in the study, was discussed. It explains the five needs teachers should ensure that learners have met for them to behave well and respectfully. Glasser (1996) alludes that if these needs are not fulfilled, learners will have disciplinary challenges in the classroom and beyond. The NTs' conceptualization of the term 'disruptive behaviour' and the prevalence thereof was dealt with in this chapter. Various types of DB were discussed, followed by different strategies that the NTs can use to manage DB in their classrooms. Lastly, the support strategies that the NT received were also outlined.

Chapter three focused on describing the research methodology that was followed. First was the study's introduction, followed by the research paradigm and approach. Secondly, the research methodology was outlined to address the ethical considerations, how the data were analysed, and the pilot study. Lastly, the chapter outlined the chapter summary.

Chapter four comprised data presentation and analysis following the methods defined under the research methodology chapter. The data and the findings were coded and categorised into themes. The descriptive analysis was used to analyse the data.

Chapter five gives a summary of the study. The potential contribution of the study, limitations and delimitations were dealt with. The conclusion and the recommendations are presented as well.

5.3. CONTRIBUTION OF THE STUDY

The contribution of this study is the generation of knowledge of NT around the term ‘disruptive behaviour’ and what strategies they use to deal with DB in their classrooms. Furthermore, the study highlights the DB as a vast and prevailing challenge among grade eight learners. This contributed to the researcher being able to come up with strategies in order to manage these vast challenges of DBs in the classrooms. The strategies that all the respondents use to handle disruptive behaviours are applicable after the act of misconduct has occurred. As a result, reprimanding and reminding learners about the rules wastes time. This study will contribute to learners who have morals and values if they have less distractions, more focused and principled.

5.4. LIMITATIONS AND DELIMITATIONS

5.4.1. LIMITATIONS OF THE STUDY

Limitations are potential weaknesses outside the researcher’s control (Creswell & Creswell, 2018). The researcher found that it took her a long time to get ethical clearance, and when it came, the number of participants had to be added. It took a long time to find some more participants as there were no others on the list that the DO gave. The researcher then found out from the school principal the names of the potential participants in their schools. Another was that the researcher could not find the participants on the agreed appointment. They were either engaged in other matters or unavailable; therefore, the arrangements were postponed several times. Although all the participants participated in the study, it was conducted after much patience and persuasion.

5.4.2. DELIMITATIONS OF THE STUDY

Delimitations to the study are the factors and variables that were not included. For example, they are not as much as ‘why I did this’ but rather ‘why I did not do it like this’ (Theofanidis & Fountouki, 2018). In a school setting, some teachers can assist the NTs even though they are not in the SMT because of their expertise. Another challenge was that this study focused only on grade eight NTs and only teachers teaching in a particular socio-economic (semi-urban) area.

Lastly, there was no gender balance in the sample size. There were six female and nine male teachers. This could be because females opt for professions other than teaching.

5.5. CONCLUSION

Recommendations that are highlighted above pave the way for future research work. There are gaps that the study has unlocked. For instance, another study can investigate the DB's impact on learners' academic performance at the end of the academic year. From the researcher's observations, the NTs were unaware of Glasser's Choice Theory. They do not apply their strategies intuitively. Glasser's Choice Theory was not part of their education theory at their teacher in-service training. NTs cannot be expected to be ready to face the challenges of school behaviours like the expert teachers do. They still have no experience doing such, so they need help and support. As soon as they gain experience, they will handle those challenges much better. The overcrowded classes do not allow a sense of belonging and the feeling of survival if the learner does not even own a desk.

The researcher strongly believes that the learners' backgrounds affected the disruptions. If the communities that the learners are surrounded with have no respect for adults and low morals and learners are not exposed to positive family values, that will lead to children being brought up with similar behaviours as their communities (Gamage, Dehideniya & Ekanayake, 2021). Therefore, parents, adults, teachers, and members of the communities must assist in moulding the youth and school-going children into responsible learners. Discipline comes from home and goes a long way; therefore, it must be enforced early in life. Also, rapid technological changes play a significant role in young children, who are exposed to violence, crime and various viewpoints, thoughts and beliefs that can negatively impact their upbringing.

The researcher also observed that Glasser says that to manage the class, the teacher should give the five needs a chance and be fulfilled. Most NTs did not provide their learners freedom, choice, and love during their lessons. They teach and expect learners to do their tasks and finish them. This research shows that these strategies to manage the DB discovered from the NTs and found in the literature do not correlate to Glasser's need theory; learners write and rush up to finish the task.

5.6. RECOMMENDATIONS

Based on the study's results, there are several recommendations for future research:

- The study revealed that respondents face disciplinary problems and behavioural challenges in their classrooms; therefore, strategies to handle these are needed from the DoE. DoE must make sure that each district has the strategies so that it can be available for NTs at their schools.
- The new technological era has heralded several DB issues, such as the use of cell phones. Learners are addicted to technology and their phones, so a more productive method needs to be introduced such as taking their cellphones in the presence of their parents so that such technologies do not impede teaching and learning. Specific in-service teacher training is required to assist learners, particularly NTs, in dealing with these issues.
- The issue of substance abuse needs to be addressed with a whole school and community response. The school community needs to be involved, and challenging issues must be addressed and strategies to assist teenage learners susceptible to peer pressure and substance abuse. This is not an issue that can be left unaddressed.
- The fact that some NTs did not get support from their schools to help manage the DB is concerning. It is highly recommended that the NT must get support from their schools. The schools are supposed to have orientation programmes or induction for NTs as some may not have strategies to manage these DBs in the classrooms. Some schools have senior teachers whose role is assist NTs. In schools where there are none, the HODs can assist NTs.
- It could also be suggested that NTs within a particular district/area meet and share their frustrations, successes, and techniques to assist one another.
- The DB challenge is recommended to have more national discussions to assist NTs with more effective management techniques.
- Universities should also help teachers with in-service training with more effective management techniques.

- Schools are also urged to implement a holistic classroom management system to provide NTs with more assistance in maintaining order in their classrooms.
- It is the opinion of the researcher that Glasser's Choice Theory is a very Eurocentric framework. For future research, a more Afrocentric framework should be established to talk to the learners in the African context of the study.
- More assistance is recommended for NT teachers, like in any other department where there are novices from college. Teachers' induction, mentors and assistance from DO can also significantly help.
- Further research should be conducted in rural schools whose discipline issues might differ from those in the study.
- Discipline issues are intensifying in schools, and more research studies are needed to determine how to solve these disruptions.



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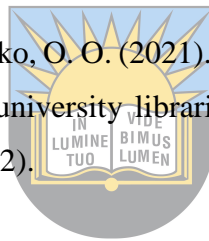
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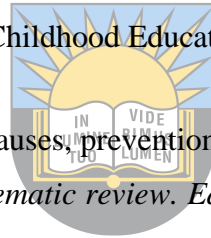
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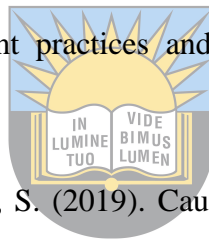
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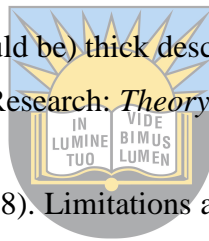
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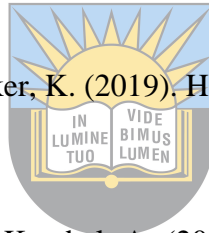
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APPENDIX A: INTERVIEW SCHEDULE

QUESTIONS FOR INTERVIEW

Even though an open-ended interview will be used, these are the questions that will assist in guiding the interview.

General introductory questions

1. Tell me a bit about yourself
2. Where did you do your teacher training?
3. How many years have you been teaching?
4. What do you find most challenging about being a new teacher?

What is novice teachers' understanding of disruptive behaviour?

5. What do you understand by the term 'disruptive behaviour'?
6. What kind of disruptive behaviours do you have in your class? Can you give me some examples?
7. Why do you think these disruptive behaviours occur?

What support structures are in place for NTs?

8. Does your school/head of department/grade head support you in any way with dealing with disruptive behaviour?
9. Can you describe any assistance you had?

How do teachers cope with the learners' disruptive behaviour?

10. How do you cope with disruptive behaviour in the classroom?
11. Can you give me some examples?

will assist APPENDIX A2: RESPONSES FROM INTERVIEW QUESTIONS

APPENDIX B: OBSERVATION SCHEDULE

OBSERVATION GUIDELINES

SCHOOLP.....

<u>The layout of the classroom</u>	<u>Demographics of the classroom:</u> <u>Boys/Girls and number of learners</u>

What kind of disruptive behaviour has occurred in the class? (What was the learner doing? How many learners were involved? etc.) There will probably be more than one incident. What did the teacher do to solve the disruptions?

Incident 1

<u>What was the DB? Overall brief description</u>

<u>Learner(s)' actions</u>	<u>Teachers' actions/reactions</u>
<u>What did the teacher say?</u>	<u>Reaction in the class after the teacher intervened or did not intervene</u>

Incident 2

<u>What was the DB? Overall brief description</u>	
<u>Learner(s)' actions</u>	<u>Teachers' actions/reactions</u>

<u>What did the teacher say?</u>	<u>Reaction in the class after the teacher intervened or did not intervene</u>

APPENDIX C: CONSENT FORMS



University of Fort Hare
Together in Excellence

INDIVIDUAL INFORMATION SHEET AND INFORMED CONSENT FORM¹

Title of Study: *Strategies novice teachers use in managing disruptive behaviour in the classrooms*

Dear participant

My name is Yvonne Zola Maposa, and I am studying at the University of Fort Hare.

I am conducting research for my Masters in Education

Purpose of the study

The study intends to determine the strategies used by Grade 8 novice teachers in managing learner disruptive behaviour in the classrooms.

Study procedure

I will collect data using the following methods: interview schedule, observations and analysis of documents such as classroom rules and the Schools Act of South Africa.

Interview schedule

¹ Approved by UREC (13 November 2019)

I will visit schools to deliver interview schedules to participants to populate. Later, I will make a follow-up collection of the interview schedules to get feedback. The participants (novice teachers) will be asked to answer the following research questions.

- What types of disruptive behaviour do you experience in your class(es)?
- How often do disruptive behaviours/incidents occur in your classroom?
- How do you manage the disruptive behaviour, including strategies you use to deal with disruptive behaviour?
- What support structures are you provided with as a new teacher?

Interview and observe novice teachers

Some questions may be of a personal and/or sensitive nature. I will ask some questions you may not have considered before. We know that you cannot be sure about the answers to these questions, but we ask that you try to think about these questions. There are no right and wrong answers when it comes to answering questions.

Observation

The observation will be undertaken in one of the eight schools from ten participants. I will arrange the observation with the participants. At the same time, I will collect the information and write it in the observation guide.

Please understand that **your participation is voluntary**, and you are not forced to participate in this study. The choice of whether to participate or not is yours. However, we would appreciate it if you share your thoughts with us. If you choose not to take part, you will not be affected in any way whatsoever. If you agree to participate, you may stop me anytime and tell me you don't want to go on with the interview. If you do this, there will also be no penalties, and you will NOT be prejudiced in ANY way.

The information will remain confidential. This means that your name and address will not be linked in any way to the answers you give. We study and report on the answers given by all the people we interview and not on an individual basis. The research data will be anonymous – with all personal respondent information removed and will be archived at the University.

At the present time, we do not see any risks in your participation. The risks associated with participation in this study are no greater than those encountered daily.

There are no immediate benefits to you from participating in this study. However, this study will help find out the **managing strategies of novice teachers towards the disruptive behaviour of learners in the classrooms.**

Risk-benefit ratio (benefits hoped for from this study and the risks involved for the participant). There are no immediate benefits to you from participating in this study. However, this study will help find out the **managing strategies of novice teachers towards the disruptive behaviour of learners in the classrooms.**

Who to contact if you have been harmed or have any concerns

This research has been approved by the Inter-Faculties Research Ethics Committee (IFREC) as per delegated authority of the University Research Ethics Committee (UREC). If you have any complaints about the ethical aspects of the research or feel that you have been harmed in any way by participating in this study, please call the IFREC Administrator, []

Reporting and complaints

If you have questions about this study, or if you have concerns/questions, you may contact the researcher/project leader whose contact information is provided on the first page. If you have questions regarding your rights as a research participant, or if problems arise which you do not feel you can discuss with the researcher/project leader, please contact the IFREC Chairperson, Prof. Pumla Gqola on [pgqola@ufh.ac.za or 043704700] or the UREC Chairperson, Prof. Renuka Vithal on 043 704700 or at rvithal@ufh.ac.za .

If you have concerns or questions about this study, please feel free to contact the project coordinators: **Researcher/Project Leader:**

Name: Yvonne Zola Maposa

Department: Education

Address: P.O Box 2537 Beacon Bay East London

Phone: 072 – 040 - 4069

Email: yzmaposa@yahoo.com

INFORMED CONSENT FORM

(Edit as required)

I *(name of participant)*
have been informed about the study by Ms Y.Z. Maposa

I understand the purpose, procedures, and risk-benefit ratio of the study.

I have been allowed to ask questions about the study and have had answers to my satisfaction.

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any procedures I would usually be entitled to.

I have been informed about any available compensation or medical treatment if injury occurs to me due to study-related procedures.

I understand that I will be given a copy of this informed consent.

I understand that if I have any questions or complaints about my rights as a study participant, or if I may have concerns about any aspect of the study or the researcher/s, then I may contact the Chairperson of the Inter-Faculty Research Ethics Committee, Prof. Pumla Gqola or Chairperson of University Research Ethics Committee, Prof Renuka Vithal (details available from the Researcher or by contacting the University of Fort Hare or Website www.ufh.ac.za)

Participant signature:

Consenting for Audio Recording – when necessary

YES / OR

Participant signature:

Witness signature:

(to be altered according to the study)

Data curation – I understand that the information I provide will be stored electronically and used for research purposes now or later (to be altered according to the study).

Participant signature:

Date:

APPENDIX D: PERMISSION LETTERS



CORPORATE PLANNING MONITORING POLICY AND RESEARCH COORDINATION
Steve Yakoje Tshwete Complex • Zone 6 • Zwelitsha • Eastern Cape
Private Bag X0032 • Bhebe • 5605 • REPUBLIC OF SOUTH AFRICA
Tel: +27 (0)40 606 4537/4773 • Fax: +27 (0)86 742 4942 • Website: www.ecde.gov.za

Enquiries: B Panfa

Email: bubalea.panfa@ecde.gov.za

Date: 14 September 2020

Ms. Yvonne Zola Maposa

23 Pell Street

Beacon Bay

5241

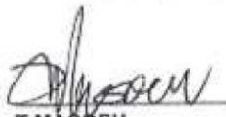
Dear Ms. Maposa

**PERMISSION TO UNDERTAKE A MASTERS RESEARCH: STRATEGIES NOVICE TEACHERS
USE IN MANAGING DISRUPTIVE BEHAVIOUR IN THE CLASSROOMS – A CASE STUDY OF
THREE BUFFALO CITY SCHOOLS**

1. Your application to conduct the above-mentioned research involving three (3) schools under the jurisdiction of Buffalo City District of the Eastern Cape Department of Education (ECDoE) is hereby approved based on the following conditions:
 - a. there will be no financial implications for the Department;
 - b. institutions and respondents must not be identifiable in any way from the results of the investigation;
 - c. no minors will participate;
 - d. it is not going to interrupt educators' time and task;
 - e. the research may not be conducted during official contact time;
 - f. no physical contact with educators and learners, only virtual means of communication should be used and that should be arranged and agreed upon in writing with the Principal and the affected teacher/s;
 - g. you present a copy of the written approval letter of the Eastern Cape Department of Education (ECDoE) to the Cluster and District Directors before any research is undertaken at any institutions within that particular district;



- h. you will make all the arrangements concerning your research;
 - i. should you wish to extend the period of research after approval has been granted, an application to do this must be directed to Chief Director: Corporate Strategy Management;
 - j. you present the Department with a copy of your final paper/report/dissertation/thesis free of charge in hard copy and electronic format. This must be accompanied by a separate synopsis (maximum 2 – 3 typed pages) of the most important findings and recommendations if it does not already contain a synopsis;
 - k. you present the findings to the Research Committee and/or Senior Management of the Department when and/or where necessary;
 - l. you are requested to provide the above to the Chief Director: Corporate Strategy Management upon completion of your research;
 - m. you comply with all the requirements as completed in the Terms and Conditions to conduct Research in the ECDoE document duly completed by you;
 - n. you comply with your ethical undertaking (commitment form);
 - o. You submit on a six-monthly basis, from the date of permission of the research, concise reports to the Chief Director: Corporate Strategy Management.
2. The Department reserves a right to withdraw the permission should there be non-compliance to the approval letter and contract signed in the Terms and Conditions to conduct Research in the ECDoE and/or legal requirements to do so.
 3. The Department will publish the completed Research on its website.
 4. The Department wishes you well in your undertaking. You can contact the Mrs. B Pamla on the numbers indicated in the letterhead or email babalwa.pamla@ecdoe.gov.za should you need any assistance.



T MASOEU
CHIEF DIRECTOR: CORPORATE STRATEGY MANAGEMENT
FOR SUPERINTENDENT-GENERAL: EDUCATION



APPENDIX E: ETHICAL CLEARANCE



University of Fort Hare
Together in Excellence

ETHICS CLEARANCE **REC-270710-028-RA Level 01**

Project Number:	HAC021SMAP01
Project title:	Strategies novice teachers use in managing disruptive behaviour in the classrooms: a case study in the Buffalo City Metropolitan schools.
Qualification:	Master of Education
Student name:	Yvonne Zola Maposa
Registration number	201916830
Supervisor:	Mrs K Hackmack
Department:	Education
Co-supervisor:	N/A

On behalf of the University of Fort Hare's Research Ethics Committee (UREC) I hereby grant ethics approval for HAC021SMAP01. This approval is valid for 12 months from the date of approval. Renewal of approval must be applied for BEFORE termination of this approval period. Renewal is subject to receipt of a satisfactory progress report. The approval covers the undertakings contained in the above-mentioned project and research instrument(s). The research may commence as from the 01/05/22, using the reference number indicated above.

Note that should any other instruments be required or amendments become necessary, these require separate authorisation.

Please note that UREC must be informed immediately of

- Any material changes in the conditions or undertakings mentioned in the document;
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research.

The student must report to the UREC in the prescribed format, where applicable, annually, and at the end of the project, in respect of ethical compliance.

UREC retains the right to

- Withdraw or amend this approval if
 - Any unethical principal or practices are revealed or suspected;
 - Relevant information has been withheld or misrepresented;
 - Regulatory changes of whatsoever nature so require;
 - The conditions contained in the Certificate have not been adhered to.
- Request access to any information or data at any time during the course or after completion of the project.

Your compliance with Department of Health 2015 guidelines and any other applicable regulatory instruments and with UREC ethics requirements as contained in UREC policies and standard operating procedures, is implied.

UREC wishes you well in your research.

Yours sincerely



Dr N Tsole-Mjimba
Chairperson: University Research Ethics Committee
21 April 2022

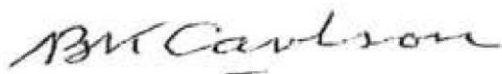
APPENDIX F: LANGUAGE EDITOR'S LETTER

8 Nahoon Valley Place
Nahoon Valley
East London
5241
25 September 2023

TO WHOM IT MAY CONCERN

I hereby confirm that I have proofread and edited the following thesis using the Windows 'Tracking' system to reflect my comments and suggested considerable corrections for the student to action and produce a clean copy:

Strategies novice teachers use in managing disruptive behaviour in classrooms by YVONNE ZOLA MAPOSA, a thesis submitted in fulfilment of the requirements for the degree of Master of Education in the Faculty of Education at the University of Fort Hare.



Brian Carlson (B.A., M.Ed.)

Professional Editor

Email: bcarlson521@gmail.com

Cell: 0834596647

Disclaimer: Although I have made comments and suggested corrections, the responsibility for the quality of the final document lies with the **student** in the first instance and not with myself as the editor.