

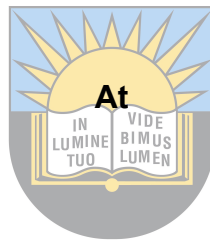
**IMPLEMENTATION OF POSITIVE DISCIPLINE IN SELECTED SECONDARY
SCHOOLS IN LIMPOPO PROVINCE, SOUTH AFRICA**

By

Thanyani Ntsieni

Sn [201714438]

**A Thesis Submitted in Fulfilment of the Requirements for the Degree of Doctor
of Philosophy in Education**



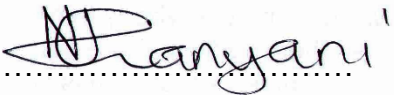
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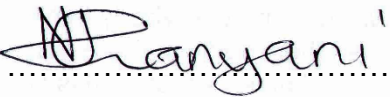
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DECLARATION

I, THANYANI NTSIENI, hereby declare that “The implementation of positive disciplinary measures in selected secondary schools in the Vhembe West District of the Limpopo Province, South Africa” is my own original work and that all sources that I have used or quoted have been indicated and acknowledged by means of complete references. This thesis has not previously been submitted to, and will not be presented at, any other University for an equivalent or any other Degree Award.

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DEDICATION

The current thesis is dedicated to my parents, the late Pastor R.H Thanyani and Mrs M.S Thanyani who motivated me to undertake it and my beloved husband, Mr A.W Matamela, for his moral support and assistance throughout the academic journey. Behind every successful woman, there is a man.



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ACKNOWLEDGEMENTS

First and foremost, I would like to thank the Almighty God for His grace and wisdom throughout this study, without Him this study could not become a reality. I could feel His presence as He frequently assisted me with the determination and courage to carry on. My sincere gratitude and appreciation go to the following people and institutions who made the completion of this study possible:

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- My dear parents, my late father Radzilani Harrison Thanyani and my mother Masindi Sophia Thanyani who gave me the foundation to be able to actualize my potential. They have been my pillars of strength and inspiration.
- My husband, Aifheli Walter Matamela for supporting, encouraging and giving me the opportunity to continue with my studies during my marriage.
- My children, Vhonani, Athembeaho and Mukundi Matamela for their patience and understanding during the course of my studies. They constantly assisted me with my typing and the use of the computer. They have been the source of inspiration. Their continued assistance in mailing my documents to my supervisor really helped me a lot.
- The Department of Basic Education in Limpopo for granting me permission to conduct this study in secondary schools in the Vhembe West District in the Limpopo Province.
- The school principals who allowed me to conduct this study in their schools and who also participated in the study and made it a success, not forgetting the educators, learners and school governing body chairpersons who also participated in the study and their remarkable contribution.
- My brothers and sisters, Phillip, Jimmy, Khodani, Nkhangweleni and Tshilidzi Thanyani for their outstanding assistance, guidance and support as well as their patience throughout my studies.
- My brother-in-law Bale Matamela for his continued support and motivation.

ABSTRACT

The study assessed the implementation of positive disciplinary measures in selected secondary schools in the Vhembe West District of the Limpopo Province, South Africa. The study was premised on the fact that the implementation of positive disciplinary measures remains an elusive process in the Vhembe West District. The study was located in the interpretive paradigm, and it used a qualitative approach and a case study design to examine the issues under review. Purposive sampling technique was used to select participants who were rich informants, and these included 10 secondary school principals, 10 teachers, 20 learners from grades 10-12, and school governing body chairpersons from each selected school. Data was solicited through semi-structured one-on-one interviews, focus group interviews, and documentary data. The data were categorised into themes, analysed, and discussed accordingly. The study established that Vhembe West District 's schools use positive discipline to deal with learner indiscipline in schools. Teachers use different positive disciplinary measures that comprise referral to the code of conduct, detention, manual work, positive reinforcement, demerit system, suspension, etc, in varied ways, and they also lack the necessary skills to fully implement such different positive disciplinary measures. The study revealed challenges such as a lack of training on how to implement positive disciplinary measures. For example, there were no qualified guidance and counselling teachers. The study revealed that teachers were not trained to implement positive disciplinary measures in schools. This failure has resulted in teachers applying common sense when implementing disciplinary measures. The study recommended that the Department of Basic Education should organise workshops for teachers, learners, and parents on the implementation of positive disciplinary measures because some of them do not understand the issue of positive discipline, so they need more training on disciplinary techniques. The Department of Basic Education should also appoint professionals such as school counsellors, psychologists, social workers and security guards to all schools to assist teachers with the problem of learner indiscipline. In-service training is also recommended to enable principals and teachers to know about the current trends in the implementation of positive discipline in schools.

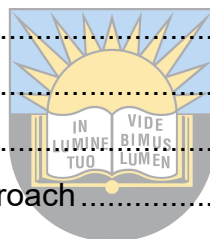
KEYWORDS: Positive disciplinary measures, Positive discipline, Secondary Schools, Teachers, Learners

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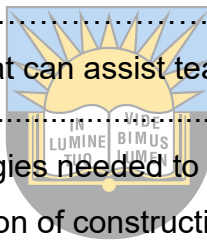
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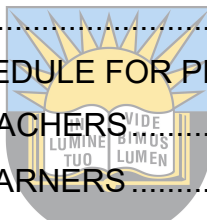
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LIST OF ACRONYMS AND ABBREVIATIONS

ACE	Advanced Certificate in Education
ATCP	Alternatives to Corporal Punishment
BA	Bachelor of Arts
BA (Hons):	BA (Hons): Bachelor of Arts and Honours
BAED	Bachelor of Arts in Education
BED	Bachelor of Education
BSC	Bachelor of Science
DBE	Departmental of Basic Education
DoE	Departmental of Education
FGL	Focus Group Learner
HOD	Head of Department
IIP	Individual Interview Principal
IISGB	Individual Interview School Governing Body
ILFC	Inclusive Learning-Friendly Classroom
LAC	Latin America and Caribbean
MEC	Members of the Executive council
MED	Master of Education
MSTP	Management Systems and Training Programs
NEPA	National Education Policy Act
NGO	Non – Governmental Organisation
NSNP	National School Nutrition Programme
PBIS	Positive Behaviour Interventions and Support
PBS	Positive Behaviour Support
PDOE	Provincial Departmental of Education
PGDE	Post Graduate Diploma in Education
PTD	Primary Teacher Diploma
RCL	Representative Council of Learner
RSA	Republic of South Africa
SA	South Africa
SAPS	South African Police Service
SASA	South African Schools Act

SDG	Sustainable Development Goals
SGB	School Governing Body
SMS	Short Message Service
SMT	School Management Team
STD	Secondary Teachers' Diploma
TLC	Teacher Liaison Officer
UCT	University of Cape Town
UED	University Education Diploma
UNESCO	United Nations Educational, Scientific and Cultural Organizations
UNICEF	United Nations International Children's Emergency Fund
UREC	University of the Fort Hare's Research Ethics committee



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CHAPTER ONE: ORIENTATION TO THE STUDY

1.1 INTRODUCTION

This study evaluates the use of positive disciplinary techniques in a subset of South African secondary schools located in the Vhembe District in the Limpopo province. South Africa's education policy places a strong focus on the value of humanely-based discipline in schools. The way students, parents, teachers, and the community behave has a big impact on the school atmosphere. The smooth operation of the teaching and learning process is hampered by misbehaving students, and the rise in student indiscipline in schools suggests that teachers have not been successful in bringing students into compliance (Sibanda & Mpofu, 2017).

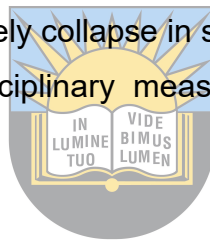
Mahlangu, Chirwa, Machisa, Sikweyiya, Shai, and Jewkes (2021) explained that discipline issues in South African schools are a disproportionately difficult aspect of teaching for all teachers. Learner indiscipline is on the rise in South African schools, according to recent studies such as *Learner Discipline in South African Public Schools*, *Positive Discipline in the Schools* (UNESCO, 2015), and *Disciplinary Practices in Schools and Principles of Alternatives to Corporal Punishment Strategies* (Mahlangu, et al., 2021). This study was conducted because the problem of indiscipline in schools, particularly in the Vhembe District, had become problematic among the concerned community members.

An overview of the use of positive disciplinary methods in secondary schools is what this chapter aims to deliver. This chapter also provides an overview of the issues raised by the primary research topic as well as any related sub-questions. The study's goals, justification, and motivation are also presented in this chapter. The study's relevance has also been explained by the researcher. The study's delimitations and limitations are outlined. In addition, chapter summaries and definitions for major ideas are provided.

1.2 BACKGROUND TO THE STUDY

In certain schools, maintaining discipline is crucial to fostering a secure learning environment. Thus, school discipline can either be positive or negative and has consequences (Mendenhall, Cha, Falk, & Bergin, 2021). Maintaining discipline in schools should be a holistic approach that involves parents, educators, learners and communities. Tschannen-Moran and Christopher (2015) observed that when teachers, principals, students and parents trust and work cooperatively with each other, success is likely to prevail. Strict discipline in schools results in improved results, as was the case in East Asia and South Korea (Baumann & Krskova, 2016).

Although there have been many discussions and opinions about how to properly implement school discipline, there are still issues with how it is implemented in the educational system. Misbehaviour by children is a common occurrence in schools and, teachers and administrators hardly manage it. However, there is a chance that teaching and learning will completely collapse in situations where there is inadequate administration and a lack of disciplinary measures to control deviant behaviour (Mendenhall et al., 2021).



1.2.1 The international context

In Latin America and the Caribbean (LAC), they were faced with a high level of ill-discipline at schools rooted in inequality and social exclusion across the region. The problem was solved by implementing programmes such as Positive Referral Intervention and Anger Management or Conflict Resolution (Save the Children International, 2016). Positive Referral Intervention and Anger Management refer to a scenario where misbehaving learners are referred to a standing committee at school for positive disciplinary measures or to Psychologists for anger management therapy. However, in South and Central Asia, they implemented Sustainable Development Goals (SDG), which abolish all forms of punishment at schools and replace them with Positive Alternative Discipline (PAD) (Save the Children International, 2020). PAD refers to alternative forms of discipline that are not harmful to learners. These are learner friendly alternative forms of discipline such as asking misbehaving learners to sweep the classroom or collect waste papers around the school at break time.

To safeguard children's human rights in schools, Human Rights Watch and the American Civil Liberties Union urge states and the federal government to switch from corporal punishment to efficient, positive discipline programs. This means that every student in the US can reach their full academic potential. In this instance, positive discipline techniques such as ten minute detention in class after school, picking up waste papers around school, and asking learners to do corrections during break time promote healthy school cultures and enable them to flourish have been used by educators and administrators countrywide more and more (Human Rights Watch, 2020). A 2000 Harvard University study noted that schools can put in place a variety of programs to create positive discipline models, such as peer courts, conflict resolution programs, and character education programs that teach students and teachers how to handle and resolve conflict and foster a cooperative, respectful school environment.

In order to improve academic and behavioural outcomes for all students, the Kentucky Centre for Instructional Discipline has been working with school districts and schools to implement Positive Behavioural Interventions and Supports (PBIS), a decision-making framework that directs the selection, integration, and implementation of the best evidence-based academic and behavioural practices (Kentucky Youth Advocates, 2018). High schools have witnessed a decrease in dropout rates, and middle and high schools have seen a decrease in major disciplinary infractions and suspensions as a result of implementing PBIS (Kentucky Centre for Instructional Discipline, 2020). Following these modifications, the Department of Education forbade the use of corporal punishment in any public school and encouraged the adoption of efficient substitute forms of discipline (Department of Education in Kentucky, 2020).

Research on the application of positive discipline strategies, including Shealton (2018) and Cherry (2020), among others, has demonstrated that these strategies do yield notable outcomes because academic outcomes are not successful in schools with high suspension rates. Over a four-year period, a study examining the implementation of classroom meetings in lower-income elementary schools in Sacramento, CA, revealed a decrease in suspensions (from 64 per year to 4 per year), a decrease in vandalism (from 24 episodes to 2), and an improvement in teachers' reports of

classroom climate, behaviour, attitudes, and academic performance (UNESCO, 2020).

In Iraq, they formulated an inclusive document known as Positive Discipline for a Promising Generation. The document promotes positive discipline across the gender and base lines in Iraq (UNICEF, 2020). In addition to increasing academic achievement, positive discipline in the classroom has several other advantages, such as improved attendance, respect for teachers from the students, and a reduction in the need for harsh punishment (Kyle, 2016). Additionally, the advantages go beyond the classroom and into the student's social life, sports, and home life.

1.2.2 African context

Physical punishment was outlawed in Uganda in favour of positive discipline techniques like rewarding good behaviour, giving privileges and rewards, encouraging good behaviour, and praising bad behaviour while weaning it off of it, among other things (Republic of Uganda Ministry of Education and Sports, 2017). Among the positive disciplinary measures used in this nation are the requirements placed on teachers to establish goals at the beginning of class and to establish the rules for the classroom at the beginning of each school year (Kyle, 2016). In Uganda, the educational system is thought of as the guardian of young people's dreams and goals. In addition to refraining from using physical punishment and upholding a child's fundamental rights, positive discipline entails the provision of a teaching toolkit with the goal of enhancing the learners' academic achievements through positive discipline use. Kyle (2016) said that penalties within a positive discipline approach, which are most often used in Uganda such as having a private talk with the student, making the student take a break in order to reflect on his/her disruptive behaviour or sitting a student alone a secluded corner helps overcome many challenges in the classroom. Khatun and Siddiqui (2018) are of the view that using an effective positive disciplinary measure ensures the successful curtailment of bad behaviour among learners at school, with benefits such as improvement of academic achievement.

Kenya's Ministry of Education has published guidelines regarding school safety. Due to its protective approach, the use of guidance and counselling in the management of student discipline in schools was acknowledged in the task force report on student

discipline and unrest (Republic of Kenya, 2018). Roy-Campbell (2022) observed that secondary school students in Kenya's Kusumu District hardly ever received guidance or counselling to help them be disciplined. Marima, Kamau-Kang'ethe, and Runo (2016) claimed that if students were given the right guidance, many of the secondary school discipline issues might not arise. Manual labour and parent invitations are two other popular positive disciplinary strategies in Kenyan secondary schools.

The Save the Children organization in Egypt recently started a successful project that was piloted in four public schools. The project aimed to train teachers in alternative forms of discipline, such as giving students time out for good behaviour and deducting points for misbehaviour, and to activate the role of social workers in schools (UNICEF, 2018). Teachers must take on the duty of changing students' behaviour because social workers are not present in schools (Lawrenz & Tee-Melegnito, 2022; Khatun & Siddiqui, 2018).

1.2.3 South African context

In South Africa, corporal punishment was outlawed in 1994 in accordance with the new constitution (Department of Basic Education, 2018). The Department of Education explains the rationale behind this in the sections that follow (2002:5).

Section 12 of the South African Constitution guarantees that "no one shall be treated or punished in a cruel, inhuman, or degrading manner." Additionally, the National Education Policy Act of 1996 stipulates that "no one shall administer corporal punishment or subject any educational institution to psychological or physical abuse." The South African Schools Act (1996) states that: 1. No one may give a student corporal punishment in a school; 2. Anyone found guilty of violating subsection (1) faces an offense and, if found guilty, a sentence that could be imposed for assault.

Alternatives to Corporal Punishment (ATCP), a discipline technique, has taken the place of corporal punishment. In order to maintain discipline in the classroom, teachers were urged to implement preventative, supportive, and progressive discipline techniques (DBE, 2018). The goal of the substitute for physical punishment was to uphold the rights of children as stated in the Bill of Rights, specifically Section 28(d).



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A seven-step program to transition schools from corporal punishment to positive discipline was developed by the University of Cape Town's (UCT) Department of Education's Management Systems and Training Programs (MSTP) in the Eastern Cape Province of South Africa (Sonke Gender Justice, 2018). They carried out a case study at the academically failing Kubusie Combined School. Students were bringing dangerous weapons into schools and abusing drugs. Many students consistently arrived late. With the help of MSTP, teachers were able to collaborate more successfully, and students behaved better. In addition, Kubusie Combined School stopped employing corporal punishment and experienced a decline in drug and weapon usage. Students showed up to class and focused more intently on their assignments. As per Oxley and Holden (2021), this approach entails teachers and students coming to collective decisions in class or at school via discussion and the creation of school policies.

Even though maintaining and enforcing school discipline has always been a crucial aspect of the educational process, the means of doing so have evolved. This is significant and ought to be taken into account when creating and assessing policies for school discipline. In this way, we can stop misbehaviour, which will increase compliance, help our students become autonomous, and help them become responsible citizens. This study investigated the use of positive disciplinary measures in a subset of secondary schools in the Vhembe District of the Province of Limpopo, South Africa. The issue is that positive disciplinary measures have so far failed to yield intended results largely because learners seem to enjoy those forms of punishment alluded to above. That is, after serving the positive disciplinary punishment, learners have been seen to repeat the same offences for which they were earlier punished for.

1.3 STATEMENT OF THE PROBLEM

Discipline in South African schools has collapsed since corporal punishment was outlawed (CTI Tool, 2021). Since corporal punishment is now illegal, teaching has become more difficult and demanding, which has left teachers demoralized, helpless, and unable to deal with the learners' lack of discipline (Rumfola, 2017). That is to say, educators endure verbal abuse and torture on a daily basis as a result of the learners' flagrant disrespect and lack of self-control. Given the misbehaviour of South African

learners, implementing positive disciplinary measures in schools can be difficult (Sege & Siege, 2018). It can be difficult due to the fact that learners seem to enjoy doing the positive disciplinary task given to them. That is so judging by the cases of repeat offenders after doing positive disciplinary tasks. This finding begs the question of how successful non-physical punishment alternatives are in upholding discipline in educational settings (Mahlangu, et al., 2021). Despite the introduction of positive disciplinary measures as alternative measures in schools by the Department of Education, learner indiscipline seems to be on the rise in South Africa. In the Vhembe District, implementing positive disciplinary measures in schools continues to be a challenge that must be addressed by all significant stakeholders. The failure to address ill-discipline among learners leads to rogue learners, chronic disruptions of the teaching and learning system, poses danger to both teachers and learners, culminates in drug and substance abuse by learners, legitimises bullying and ultimately leads to bullied learners dropping out of school or committing suicide, and generally creates a dangerous and chaotic school environment that is not conducive to effective delivery of lessons. The failure to address ill-discipline in schools also leads to learners becoming rowdy, uncontrollable, and gangsters. Gangsterism in schools is a manifestation of lawlessness and a failed society. Conversely, bringing law and order in schools reverses the potential of the above scenario becoming real in our schools. The approach puts the burden on the shoulders of learners, parents, educators, and principals to manage and implement positive discipline. However, the implementation of positive disciplinary measures remains an elusive process, hence this study.

1.4 MAIN RESEARCH QUESTION

This study addressed the main research question below:

- How do teachers implement positive disciplinary measures in selected secondary schools in the Vhembe District of Limpopo Province, South Africa?

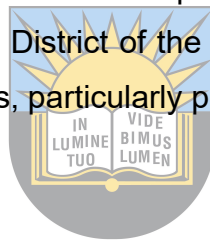
1.5 SUBSIDIARY QUESTIONS

To fully answer the above question, the following subsidiary questions were also addressed.

- What are the constructive disciplinary strategies teachers use to address student misbehaviour in the classroom?
- How do the implemented positive disciplinary measures help to address learner misconduct in the classroom?
- How are teachers supported and observed when implementing positive discipline strategies?
- What difficulties do teachers face when implementing positive discipline techniques?
- What tactics might be recommended to support teachers in implementing constructive disciplinary actions?

1.6 THE STUDY'S PURPOSE

This research aimed to evaluate how all-important stakeholders in a subset of secondary schools in the Vhembe District of the Province of Limpopo, South Africa, implemented disciplinary measures, particularly positive disciplinary measures.



1.7 OBJECTIVES OF THE RESEARCH

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The study's main goal was to find out how teachers in a few chosen secondary schools in the Vhembe District of the province of Limpopo, South Africa, were implementing positive discipline techniques. The particular goals were to:

- Identify the constructive disciplinary strategies teachers use to address student misbehaviour in the classroom.
- Evaluate the effectiveness of positive disciplinary strategies used to address learner misconduct in classrooms.
- Evaluate the support and oversight systems in place to help teachers implement positive discipline in classrooms.
- Identify the difficulties teachers have when implementing positive discipline techniques.
- Make recommendations for potential tactics that might help teachers implement positive disciplinary actions in classrooms.

1.8 IMPORTANCE OF THE RESEARCH

Given the apparent pervasiveness of learner misbehaviour and the apparent inability to address the issue, it is critical to propose potential solutions that could support educators in implementing positive discipline policies in classrooms. -This study may offer methods or tactics to help teachers apply these kinds of interventions. In order to ensure effectiveness, such possible strategies might address areas of concern, such as policy and practice on positive disciplinary measures in secondary schools and build on the existing strength of other forms of disciplinary measures in the education system. Ultimately, the evidence generated from the study might be used to make policy recommendations relating to the implementation of positive disciplinary measures as an alternative mode of instilling discipline in schools, based on empirically generated evidence. Lastly, the strategies might assist the DBE in formulating programmes and various initiatives across Limpopo Province to address the indiscipline of learners in various schools.

1.9 RATIONALE AND MOTIVATION OF THE STUDY

Morin (2017) reasoned that many learners are often expelled from school due to ill-discipline, while teachers across the country are affected by the behaviour of learners' ill-discipline. This study was triggered by the need to provide teachers with adequate positive disciplinary measures they could implement in their classes in order to reduce cases of ill-discipline among learners in the Vhembe District Municipality. The researcher is one of the school leaders in the district and has more often observed cases of learner indiscipline associated with the teachers' failure or their inability to implement positive disciplinary measures after outlawing corporal punishment (DBE, 2018). Most teachers in the Vhembe District Municipality are generally helpless when it comes to the mechanisms required to implement positive discipline in class and at school. Furthermore, the researcher observed that in most cases, teachers seemed unsure of the dynamics around positive discipline, which entails the context of behaviour guidance vis-à-vis unlawful punishment (emotional and physical) (Alsedrani, 2017). This study would also help to empower teachers at school in general and in class in particular with skills to positively discipline learners in order to produce responsible citizens and future leaders (Uddin, Hena & Shail, 2017). This study, therefore, was borne out of the need to provide guidelines on how to implement and

practice methods of positive discipline to assist in lowering instances of indiscipline in schools. Last but not least, this study was conducted in order to help the DBE authorities and powers realise and appreciate the problems teachers face in class and at school due to its failure to rollout nation-wide workshops on positive discipline, its implementation, and monitoring.

1.10 DELIMITATION AND LIMITATION OF THE STUDY

Delimitations are those features that establish the parameters and restrict the study's scope. Thus, the goals, the research questions, and the population sample served as study-limiting factors. The researcher's motivation for doing this study stems from the high rate of student indiscipline at secondary schools in the Vhembe District. The discipline issues that South African schools currently face are numerous. The study mostly concentrated on a few chosen secondary schools in the province of Limpopo's Vhembe District. The application of positive disciplinary measures in secondary schools was the topic of the research, which was scheduled to take place over a full year. Participants in the study were limited to learners, parents, teachers, and chairpersons of the school governing body (SGB).

Potential flaws in a study that are primarily beyond the researcher's control are known as limitations. Only secondary schools in the Vhembe District are included in the research study. Participants in the study were restricted to learners, principals, SGB, and teachers in the chosen schools who agreed to be interviewed. It was not possible to interview those who had declined to be part of the study. The above participants had knowledge of the implementation of positive disciplinary measures in their schools. The researcher established a rapport with the participants and assured them that the information gathered would only be utilized for the study.

1.11 DEFINITION OF TERMS

This section discusses the key concepts underpinning the study. The concepts are clarified conceptually and how they are applied in this study:

1.11.1 Discipline:

Sibanda and Mpofu (2017) define discipline as the process through which educators teach students to abide by policies or a code of conduct for the school. The ultimate purpose of discipline is to help kids become responsible learners and to understand their own behaviour. In this study, discipline refers to a set of measures used to address student behaviour that is deemed inappropriate (Uddin et al., 2017). These measures are decided by the Department of Education in collaboration with the province, district, and SGB.

1.11.2 Positive Discipline:

Lustick (2017) claimed that positive discipline involves guiding the learners' behaviour by being mindful of their psychological and emotional requirements. It seeks to assist kids in accepting accountability for wise choices they make and comprehending why those choices served their best interests (Alsedrani, 2017). Children can learn self-discipline without fear when they receive positive discipline. It entails outlining for kids exactly what behaviour is appropriate and then supporting them while they figure out how to follow these rules. In this study, "positive discipline" refers to a non-violent, continuous education process that replaces corporal punishment and emphasises positive behaviour in children (Uddin et al., 2017). It is utilised in both parenting and schools to promote self-development, self-control, confidence, and respect for others.

1.11.3 School Management Team

Is defined by the Department of Basic Education (2020) as a group of employees designated to oversee and instruct in schools. Teams led by a principal, deputy principal, and head of department (HOD) oversee schools.

1.11.4 Corporal punishment

Refers to any form of discipline that involves the direct infliction of pain on the body. Corporal punishment includes physical, emotional, and psychological harm (Lustick, 2017; Sibanda & Mpofu 2017). In this study, corporal punishment means punishment that causes physical pain on individuals (sometimes referred to as physical punishment).

1.11.5 School corporal punishment:

According to Mendenhall, Cha, Falk, and Bergin (2021), school corporal punishment inflicts pain to learners as punishment for an offense committed. In this study, when

educators intentionally inflict pain or discomfort on students as a reaction to their unwanted behaviour in the classroom, this is known as school corporal punishment.

1.11.6 School discipline:

In this study, the term "school discipline" describes programs, guidelines, directives, or procedures designed to control student conduct in the classroom and throughout the school (Mendenhall et al., 2021).

1.11.7 School discipline policy:

In this study, school discipline policy refers to a set of rules and regulations of a particular school applicable to it (Mendenhall et al., 2021). In many cases, such rules and regulation may be applied off school grounds and after hours if there is a definite link between student behaviour and the school.

1.12 SUMMARY OF THE RESEARCH

The study is divided into the following six chapters:

- The study is introduced, and its background is covered in Chapter 1. In addition, the chapter includes the problem statement, research questions, objectives, significance, delimitation, and limitations of the study, as well as chapter summaries and definitions of important terms.
- The second chapter delves into the theoretical framework and a review of relevant literature to determine the opinions of scholars and other researchers regarding the problem under investigation.
- The third chapter covers research methodology, including the methods used for data collection and analysis, as well as the research paradigm, approach, and design.
- The data gathered for the study, their interpretation, and their analysis are presented in Chapter 4.
- The study's results are examined in Chapter 5.
- The findings, conclusions, and recommendations for further research are outlined in Chapter 6, along with the new knowledge the study added and the new model's design.

1.13 CHAPTER SUMMARY

The study's background, the problem statement, the primary research question, and all subsidiary questions were all presented in this chapter. The study's goals were also presented by the researcher. This chapter also presented the study's significance. In addition, the study's limitations and boundaries were outlined, along with definitions for the major terms. The researcher gave a summary of the study's chapters and described the contents of each chapter. The theoretical framework and literature review are covered in the upcoming chapter.



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CHAPTER TWO: REVIEW OF LITERATURE AND THEORETICAL FRAMEWORK

2.1 INTRODUCTION

The study's background, problem statement, research questions, objectives, and purpose were all provided in the previous chapter's introduction. The theoretical framework for this study is discussed under the theoretical framework section. The literature that guided the study is reviewed in this chapter. A comprehensive analysis of the pertinent literature is among the most crucial elements of any research project. In addition to providing the study with direction and focus, it enables the researcher to become familiar with prior research in the area of interest.

2.2 THEORETICAL FRAMEWORK

Theoretical framework, according to Ngwenya (2017), is a framework that uses a formal theory to direct research. It can uphold or bolster a research study's theory. Xue (2019) asserts that theories are developed using the schema to interpret, forecast, and explain phenomena. They are also frequently used to expand and question the body of current knowledge while staying within the bounds of critically binding presumptions. Finding the research problem within a body of theory is a requirement for researchers. It is also possible to think of the theoretical framework as a compilation of the results and recommendations. It helps the researcher interpret data correctly.

A theoretical framework presents the research problem under investigation and explains its existence. Theoretical development (schema) can be divided into four areas: situation relating (which predicts the relationships between/among the phenomena); factor relating (which describes the phenomena); factor producing (which controls the relationships and the phenomena) (Xue, 2019).

Over the years, much has been written about the implementation of positive disciplinary measures at school. As such, there are theories and models that inform the application of the measures for positive discipline. Here, Adler's Positive Discipline Parenting is analysed to ascertain its suitability and applicability herein. Thereafter, Dreikur's Model on positive discipline is assessed to determine its applicability in this

study. Also verified is how these two, corroboratively, could best facilitate the putting of positive discipline into practice in schools. The study would have incorporated the behavioural theories but it was deep appropriate to only use Adler and Dreikurs frameworks. Given that positive discipline, as a behavioural change modifier, could be enforced from different perspectives, it is worthwhile then to discuss Adler's theory.

2.2.1 Adler's positive discipline parenting theory

According to Adler's (1938) theory, it is important to comprehend the motivations behind a person's maladaptive behaviour. When this is the case, it is simpler to assist misbehaving students, modify their behaviour in the classroom, and simultaneously find ways to meet their needs (Guevara, Francisco, Leon, Alberto, Diaz, Akas, & Luy-Montego, 2020). Adler emphasized that adopting this strategy typically has a positive impact on a person's attitudes, self-control, and self-concept. In the process, a wayward learner's behaviour is positively shaped (Morin, 2017). Since the focus of this study is on how teachers implement positive disciplinary measures in the classroom, it is critical to determine how this process influences or modifies the behaviour of the students at particular schools in the Vhembe District. Noteworthy is the fact that Adler was not just concerned with maintaining order in the classroom.

According to Adler, positive parenting empowers kids to become the strong, capable adults that parents want them to be while also holding them to reasonable expectations. Adler (1938) emphasised that learners ought to be treated with respect and decency. However, Adler counselled parents against coddling and spoiling their kids because, among other things, these parenting techniques just serve to exacerbate emotional behavioural problems, feelings of entitlement, self-centeredness, and a lack of empathy. Parents ought to be firm but also compassionate. In other words, a child's two basic needs—to belong and to feel important—come first after he or she has been clothed, fed, and housed. It is thought that emotionally connected kids who know they belong at home are well-behaved because they do not feel the need to rebel. Adler (1938) stated that misbehaviour is just a learner's attempt to fit in and feel important. The sense of being needed and capable is significant (Sibanda & Mpofo, 2017). Because of this, if children are unable to use their free will in constructive ways, they will resort to negative means—such as talking back or acting against their better judgment—in order to obtain the control they so desperately desire. Adler (1938) added that once we realize that bad behaviours

are symptoms rather than the real issue, we can deal with the underlying cause in ways that produce outcomes.

This leads directly to the social practices of behaviour modification that are linked to the learners' academic and social learning. As such, this study argued that punishment is used to modify or alter the learners' behaviour (Sibanda & Mporu, 2017) but it is a negative form of discipline, which unfortunately has been condemned by modern society as barbaric and abusive (Morin, 2017). Through Adler's theory, the study worked towards establishing how certain social practices could be utilised to reinforce positive behaviour among learners at school.

2.2.2 Dreikurs' Model on Positive Discipline

The study turned the above Adler's theory's weaknesses into strengths by aiding it with Dreikurs' (1964) model. In this case, the said model is the subject of the following discussion. Dreikurs provided a model for positive discipline. The model sheds light on certain aspects of discipline and procedures for managing school discipline (Kassiem, 2015). Dreikurs' model seems applicable to this study in view of wayward behaviour in South African schools. Teachers, parents, school authorities, and community members are expected to prepare and guide learners so that schools can attain the highest level of discipline (Kassiem, 2015). The ability to do so produces a disciplined learner. Though this model is applicable, it has some limitations, which are of no consequence to this study. Reinforcement, praise, and punishment are not methods that Dreikurs supports. Rather, he thinks that the best methods for avoiding discipline-related issues are the process of encouragement and natural or logical consequences. Dreikurs (1964) asserts that the most crucial element of parenting is encouragement, because a disobedient child is one who is discouraged. Learners who put in a lot of effort in school but are not successful are given positive feedback when they are encouraged to focus on effort rather than achievement (Lustick, 2017). Based on his views, the model is Eurocentric, as it was crafted in Europe based on European children's behaviours. Thus, its application here is done through modification and adaptation.

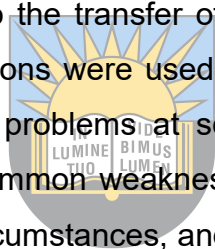
Given the two frameworks above, one can argue that there is little difference between the two. That is, there is little difference between rewards and encouragement. The argument is that if we reward a learner for doing good deeds or to do well, we are

more or less encouraging them to keep up the good deed done. Furthermore, it should be noted that punishment is a natural and logical sequence of wrong doing. Thus, these two theories fitted in well with the issues raised in this study. The following section reviews literature.

2.3 LITERATURE REVIEW

2.3.1 Positive disciplinary measures

The concept of discipline is relative in its application and use. That is, some view punishment as part of discipline, while others see it as a phrase that is impartial and might not include punishment (Sibanda & Mpofu, 2017). Actually, in terms of both purpose and outcomes, discipline differs from punishment (Morin, 2017). However, discipline is typically associated with control and punishment. Discipline must be taught since it frequently refers to the transfer of knowledge, skills, and instruction (Kassiem, 2015). The said definitions were used to determine and measure issues that were said to form the core problems at schools in the case district. These definitions, however, have one common weakness that they were articulated in the context of Western culture and circumstances, and hence, they were cautiously used here, lest they misdirected this study contextually.



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Lustick (2017) noted that discipline is a pattern of behaviour with links to a particular social behaviour inherited from home or community, or the upkeep of a well-organized system that fosters learning and makes it possible to accomplish the goals and objectives of the school. Students display this behaviour to showcase their individual characteristics (UNICEF, 2018). Learners exhibit specific behaviours when they are in school, and these behaviours frequently help the school achieve its objectives. Students who are disciplined shouldn't experience an oppressive environment where they end up acting out of fear of breaking the rules of behaviour. Instead, the disciplinary process should teach learners both the social and academic disciplines. Lustick's (2017) work is relevant in this study in that it portrays the forms of indiscipline that happen in schools. This is vital to this study as it deals with disciplinary issues that take place in schools. The weakness of Lustick's work is that it does not specify the aspects of indiscipline that have plagued schools in this district. The reason is that

they are more Eurocentric. The ultimate purpose of discipline is to help learners become self-aware, take initiative, accept responsibility for their actions, and respect other people and themselves. The goals of discipline should be to correct and educate, to instil responsibility and self-control, and to uphold the dignity of both educators and learners at all times.

2.3.2 Differences between correction and guidance

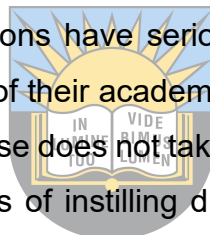
Discipline is not punishment as most often assumed. Others believe these two are different. Some say they go together. Discipline and punishment, according to CTI Tool (2021), are often separated thus, among other issues.

Table 2.1: The illustration of the differences between discipline and punishment by CTI Tool (2021).

Discipline	Punishment
Gives children positive alternatives	Tells them what not to do without explaining why
A regular, continuous, consistent and determined process. It should be instruction-oriented	Happens only when a child is caught making a mistake or having a problem. It is a premeditated action that aims at making children ashamed or humiliated
Acknowledges and rewards effort and good behaviour	Only reacts harshly to misbehaviour
Takes the child's view into account, children follow rules because they are discussed and agreed upon	Never or rarely listen to children; children follow rules because they are threatened or bribed
Consistent, firm guidance	Controlling, shaming, ridiculing
Positive, respects the child	Negative and disrespectful of the child
Physically and verbally non-violent	Physically and verbally violent and aggressive

Logical consequences that are directly related to and in proportion to the misbehaviour	Consequences that are unrelated
Teaches children to understand the reason for rules and discipline so that they internalise them and follows them subconsciously.	Teaches the child to passively follow the rules for fear of being punished; there is no real understanding of why one behaviour is permitted and another is not

The above outline is necessary here in that it makes this study aware of the differences between discipline and punishment. The study used such awareness to determine whether schools were perpetuating punishment or discipline in their endeavours to instil good behaviour among learners. In addition, this study approached the issue of discipline carefully in order not to confuse it with punishment. Also noted here was the fact that these concepts' applications have serious consequences for the learners' wellbeing at school in the context of their academic achievements. The problem here was the fact that these concepts' use does not take cognisance of the fact that African societies had their traditional ways of instilling discipline among their children. This anomaly was the gap in literature that this study sought to plug.



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2.3.3 Positive discipline

Discipline that works is constructive and positive. It entails establishing learning objectives and coming up with practical answers to difficult problems (Save the Children, 2016). Teaching nonviolent behaviour, empathy, self-respect, human rights, and respect is all part of positive discipline. The idea is to find long-term solutions that support students in becoming more self-disciplined, to communicate clearly and consistently, and to consistently reinforce expectations (CTI Tool, 2021). Positive discipline is not permissiveness, which is letting students do as they please without any boundaries, expectations, or rules. It also doesn't involve short-term consequences or punishments other than slapping, hitting, and shaming. In order to be inclusive of the needs of the learners, positive discipline encompasses, among other things, reciprocal respect, identifying the causes of particular behaviours (positive discipline), and determining why the students behave in particular ways (UNICEF, 2018).

The goal of positive discipline is to empower kids to take ownership of their decision-making and to comprehend why choices they make are in their best interests. It requires positive teaching methods and aids learners in learning self-discipline without fear. According to Oxley and Holden's (2021) theory, teachers can support self-regulating concepts in their autonomous learners by implementing a variety of activities and instructional strategies. Teachers' varying use of resources has resulted in the disciplined behaviours of their learners (Mendenhall et al., 2021). Thus, knowledge, aptitude, skill, experimental, and academic qualities should all be present in teachers.

2.4 CHARACTERISTICS OF POSITIVE DISCIPLINE

Several educational tenets form the foundation of the positive discipline approach, some of which are:

1. The positive discipline method is all-encompassing

According to Thakur (2017), a holistic approach to education acknowledges the interconnectedness of all facets of a child's learning and development. For instance, we should comprehend the reasons behind our children's behaviour at various ages in order to comprehend how their thinking develops. This strategy enables us to deal with issues relating to discipline positively and to foster a positive learning environment, which stops the majority of discipline issues in their tracks. Understanding the connections among individual growth, learning, behaviour and academic success, family relationships, and community health forms the foundation of the positive discipline approach (Centre for Justice and Crime Prevention and the Department of Basic Education, 2018).

2. The strength-based approach of positive discipline

Positive discipline emphasizes improving skills, efforts, and advancements while acknowledging that every child has strengths, talents, and competencies. This method views mistakes as chances to grow rather than as failures and acquire new abilities.

Errors, obstacles, and difficulties are viewed as opportunities for growth rather than as indicators of failure (Thakur, 2017).

3. The positive discipline method is beneficial

Children get more motivated and think they are more capable when their strengths are acknowledged. According to the Centre for Justice and Crime Prevention and DBE, (2018), positive discipline emphasizes the importance of educators in helping students develop their sense of self-efficacy, independence, and self-esteem. By explaining, modelling, and exhibiting the ideas and behaviours that students are expected to learn, the teacher serves as a coach who assists students in their learning in the positive discipline method. Teachers try to understand their students' behaviour and then provide positive guidance instead of attempting to control it (Thakur, 2017).

4. The positive discipline approach is all encompassing

Respecting children's individual differences and equal rights is the foundation of positive discipline (Save the Children, 2016). Every child has the right to an education of the same calibre and is involved in the educational process. In an integrated classroom, teaching children's unique needs, strengths, social skills, and learning styles is the main focus of positive discipline (Thakur, 2017).

5. The proactive nature of the positive discipline approach

When educators make plans to support students' long-term success rather than responding hastily to immediate problems, they are far more effective (Thakur, 2017). According to Save the Children (2016), proactive education entails recognizing and addressing the underlying causes of behavioural and academic challenges, as well as developing and putting into practice successful and conflict-avoidance strategies. It also entails avoiding long-term reactions.

6. The participative nature of the positive discipline approach

Students are more likely to learn when they feel involved in the process (Center for Justice and Crime Prevention and DBE, 2018). Students' perspectives are involved in positive discipline. As per Thakur (2017), this approach involves students in creating the classroom environment and seeks their opinions and perspectives instead of focusing on coercion and control.

2.5 REASONS TO USE POSITIVE DISCIPLINE

It is imperative to implement a positive discipline approach for multiple reasons. The foundation of South Africa's post-apartheid state is respect for human rights and dignity. Every South African has inherent dignity, the right to have that dignity upheld and preserved, the right to a basic education, the right to freedom, and the right to security, according to the Constitution's Bill of Rights (Centre for Justice and Crime Prevention and the Department of Basic Education, 2018). The importance of building safe schools that promote respect for human rights is emphasized in South African education. The Department's School Safety Policy's main goal is to create and maintain a safe, friendly, and violence-free school environment.

By using a positive discipline strategy, schools may be able to contribute significantly to the development of a society that is more equitable and humane. Youngsters look to adults to set an example of appropriate behaviour for them. They are more likely to use violence against others after learning that it is acceptable when they witness adults using physical or psychological abuse. Learners learn to respect others' rights when positive models of behaviour are provided and positive approaches to discipline are used instead of negative ones (Centre for Justice and Crime Prevention and the Department of Basic Education, 2018). Learners who receive positive discipline are better able to exercise self-control, learn responsibility, and make thoughtful decisions. Educators have a responsibility to set a good example for their students by always upholding the rights and dignity of both adults and minors (Thakur, 2017). When significant adults in their lives show them respect, learners are more likely to do the same. Long-term teaching is also made easier by positive discipline methods. Positive discipline techniques help learners moderate their own behaviour by teaching them self-control, helping them understand what is expected of them, and giving them the

necessary skills. In other words, teachers won't have to spend as much time or energy disciplining misbehaving learners (Centre for Justice and Crime Prevention and Department of Basic Education, 2018).

2.6 PRAISE VERSUS ENCOURAGEMENT

The distinction between encouragement and praise is significant. Acknowledgment centres on successful behaviour in action. Encouragement takes into account students' learning endeavours. Encouragement is emphasized in the positive discipline approach as a means of fostering a desire for and enjoyment of learning. On the other hand, praise is more conditional, outcome-driven, and reward-focused. Encouragement fosters long-term self-esteem and empowerment by recognizing efforts and progress rather than just success. The Centre for Justice and Crime Prevention and the Department of Basic Education (2018) state that the following are the main distinctions between encouragement and praise:

Table 1.2: An example of the distinction between punishment and discipline from the Centre for Justice and Crime Prevention and the Department of Basic Education (2018).

PRAISE	ENCOURAGEMENT
Praise focuses only on those learners who achieve success. It usually occurs after something has happened or been achieved.	Encourages learners' efforts, progress and contribution provided before and during any action, not only when they have been successful, but also when they experience difficulties.
Only a few learners and a few behaviours are praised, such as a small number of excellent learners who get top marks.	Any learner can receive encouragement. With proper encouragement, learners may make a praise-worthy achievement.
Focuses on what educators and adults consider satisfactory, rather than whether learners are satisfied.	Learners help to decide whether or not they are satisfied with their achievements. They set their own standards with

	participation from their education or other adults.
Tend to rely on ranking measures; learners are considered successful, for example, when they get full marks.	Measures success against each learner's personal improvements rather than against the achievements of others.

2.7 POSITIVE DISCIPLINARY MEASURES

Following the official outlawing of physical punishment in South African schools, the government proposed a number of substitute techniques.

2.7.1 Proposed methods for dealing with offenses.

2.7.1.1 Code of conduct as a constructive reprimand tool

The DBE (2000) recommended replacing corporal punishment in schools with a code of conduct. A written declaration of guidelines and norms pertaining to school discipline is known as a code of conduct, as stated in Section 8(1) of the South African Schools Act of 1996. It describes the conduct that educators anticipate from students. In a 2000 statement, the Department of Education emphasized that the conduct codes developed by individual schools could not conflict with the Provincial or National Code of Conduct, which upholds the principles found in the nation's constitution and the Schools' Act.

The South African Schools Act of 1996 mandates that positive discipline be the primary emphasis of the code of conduct. It should encourage positive learning rather than being punitive or punishment-focused. The implementation of this policy also heavily depends on teachers' dedication to the challenges of discipline as a constructive learning process and, consequently, the underlying values and attitudes of peace, tolerance, respect, dignity, and human rights. The need for disciplinary measures can be significantly reduced by fostering a positive learning environment through the creation of an incentive-based system that recognizes and rewards good behaviour and promotes self-discipline (Department of Education, 2018). The code of conduct, which was created by the school governing body following an open and democratic process of consultation with teachers, students, and parents, must outline

the disciplinary procedures that the school follows. Every student is expected to be aware of and abide by the school's code of conduct.

Maintaining an orderly and intentional school environment should be the goal of the code of conduct. According to the Department of Education (2018), the code of conduct ought to be founded on an ethos that aligns with the South African Constitution, pertinent laws, and the school's vision and mission. Therefore, it should also be based on mutual respect and tolerance, reflect the rights and responsibilities of students, teachers, and parents, set moral standards and conduct guidelines, encourage self-discipline and constructive learning, and provide students with clear guidelines on what to do and don't as well as communication channels and due process to follow in the event of misconduct. Take a disciplinary hearing, for instance. To make sure that it accurately reflects problems and developments in the educational setting, the code of conduct should be evaluated and revised on a regular basis. Positive discipline in schools may be enhanced by a code of conduct that is effectively implemented or enforced.



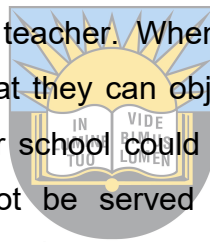
2.7.1.2 Detention as positive disciplinary measure

Shealton (2018) asserted that detention may include isolating a learner in class, during breaks, or after school. She argues that detention can change the learner's behaviour as it is not always positively perceived by learners. Contrastingly, Alsedrani (2017) argued that in order to ensure that students do not miss class instructions, many US schools employ before-school, after-hours, lunch, and Saturday detention periods. Additionally, he contends that because students must serve them on their own schedule and are unable to evade their academic obligations by misbehaving, detentions may be a more effective deterrent of misbehaviour. Positive detention occurs when students make good use of their time while confined to the classroom; that is, they are unable to leave or engage in extracurricular activities. Because their perception of or receptiveness to being kept in isolation, confinement, or custody as a result of their actions can never be the same, learners are typically afraid of punishment (Courtney & Ackerman, 2018). According to this method, students who exhibit disruptive behaviour should be taken out of the classroom and asked to complete their assignments or classwork in separate classrooms or hallways.

Furthermore, detentions might give students the chance to make up lost time and improve their academic performance.

Alsedrani (2017) contends that many schools in the USA have benefited from detention practices without necessarily making learners miss out on instruction via adaptable and imaginative programming. Furthermore, by doing this, they have established detentions as useful and constructive substitutes for penalties that involve removing kids from the classroom or school. Detentions in offices are offered for 45 minutes after school, whereas lunch detentions last for 30 minutes during a break. Teachers monitor these detentions on a rotating basis. During these detentions, students are expected to complete schoolwork or read (Alsedrani, 2017).

A child being detained after school can lead to a number of issues. Depending on the school's policy, parents may be informed if a child is placed in detention while classes are in session by the principal or a teacher. When a child is going to be detained, the parents should be informed so that they can object and demand that their child be released. Arresting someone after school could be considered false imprisonment. Detentions also frequently cannot be served during or right after an ongoing disciplinary issue, which is a drawback.



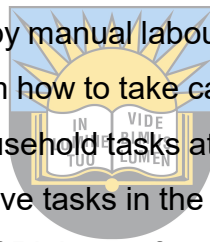
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2.7.1.3 Manual work as positive disciplinary measure

Another common measure which is used in schools is manual work. In contrast to work done by machines, manual labour is physical labour performed by humans using their hands. If a learner is not following the rules and regulations of the school, they can be assigned manual labour tasks, like tending to a school garden, which will help to suppress their unwanted behaviour. Manual labour varies and includes tasks like sanitizing classrooms, painting bulletin boards, and setting up new athletic fields. It involves physical labour, like watching kids mow the lawn or tidy the school grounds in a specific area. Under the theory that if learners are made to suffer for their actions, they will not repeat them, undisciplined students may be assigned some manual labour to complete. Teachers in South Africa use non-pain inflicting or emotional traumatic forms of punishments such as picking papers as alternative to corporal punishment (Courtney & Ackerman, 2018). Teachers in public secondary schools often use manual labour as a means of enforcing discipline because it does not violate the rights

of the youth. Interventions that fail to modify the behaviour of the students—for instance, a learner who finds physical labour enjoyable—are ineffective and non-normative. Courtney and Ackerman (2018) explained that a normative approach highlights the need to observe changes in behaviour such as the development of self-regulation, intrinsic control, and moral commitment. In the absence of other students, unpaid tasks like cleaning schools and desks after hours are less humiliating (UNICEF, 2018). Contrastingly, menial tasks like "tidying up the classroom" are acceptable, according to a Department of Education (Department of Education, 2020) publication from the National Department of Education discussing alternatives to corporal punishment.

Teachers would need to supervise the manual work used to discipline misbehaving students. Teachers were reluctant to provide this kind of supervision. Rather, they view it as occurring outside of their regular working hours. Some learners may experience difficulties if they were disciplined by manual labour because overly protective parents raised them and did not teach them how to take care of themselves. If certain kids are incapable of performing simple household tasks at home, it could lead to issues if they are made to perform labour-intensive tasks in the garden, like excavating a pit. These might be regarded under the Bill of Rights as forced labour.



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2.7.1.4 Positive reinforcement as positive disciplinary measure

The application of rewards and privileges for good behaviour in the classroom is an additional substitute for positive discipline and punishment. One possible solution is to implement a reward system for students who behave well, such as offering assistance to fellow students or raising their hands when they don't know the answer. Conversely, a system that employs privileges—like the ability to attend class unaccompanied by an adult—focuses on consistent good behaviour over time and accruing points toward specific privileges. The foundation of positive discipline is the idea that behaviour that is rewarded is likely to be repeated (UNESCO, 2018). Additionally, the most important aspect of positive discipline is teaching learners how to behave in a way that fulfils our (adult) expectations, fosters healthy social interactions, and helps them build self-discipline, which boosts self-esteem.

Behavioural strategies emphasise the importance of the reinforcement of positive behaviour. When students behave as expected, positive consequences are applied. When students behave well, they receive positive reinforcement, which motivates them to continue acting in that way. Praising positive behaviour in the classroom helps students behave appropriately and lessens disruptive behaviour. The CTI Tool (2021) states that teachers should encourage appropriate behaviour by rewarding or recognizing it, such as with praise. Adverse conduct is stopped. The teacher watches the learner's inappropriate behaviour and recognizes triggers in order to find ways to deflect it before it solidifies (Department of Education, 2018). When rewards are linked to positive behaviour, the aforementioned may work best. In other words, reward schemes could involve things like scratch-and-sniff stickers, star charts, badges, and classroom awards.

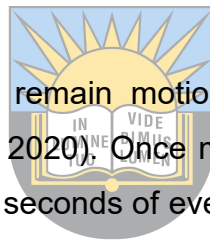
Establishing a clear framework of guidelines, limits, expectations, positive reinforcement for good behaviour, and punitive measures is essential to good behaviour. When those in charge of promoting good behaviour at school provide guidance in this regard, learners typically behave appropriately (Sibanda & Mpofu, 2017). Schools have an obligation to make sure that teachers use positive discipline strategies that align with social justice ideals (Oxley & Holden, 2021). That is, students ought to receive incentives for their good behaviour, such as free gym time, lunch with a friend, homework passes, or time spent reading outside. When they receive praise, learners perform well. Lawrenz and Tee-Melegrito (2022) reasoned that giving learners praise frequently helps them realize their strengths. Contributions from students should be appreciated, particularly when they have aided in the advancement of the entire class. Positive public relations as part of social justice principles, could be produced by telling the child's parents a few things that go well (Oxley & Holden, 2021). UNESCO (2018) believes that teachers could employ the following techniques to assist their students in learning positive behaviour:

- Make affirmative remarks.
- Note how many of your responses were correct. Next time, let's aim to correct even more of them.
- Pay close attention to what they say and teach them to communicate their emotions with words rather than hurtful deeds.

- Give students the chance to make decisions and assist them in learning to consider the possible outcomes of their decisions.
- Encourage new, positive behaviours by praising them often and overlooking small transgressions.

2.7.1.5 Time-out as positive disciplinary measure

One of the most common—and contentious—disciplinary techniques is the time-out. In-class time-outs, Courtney and Ackerman (2018) reasoned that they are a useful substitute strategy that tries to temporarily remove students from the classroom so they can gather their thoughts and correct their mistakes. Imposing a time-out, according to the CTI Tool (2021), entails asking learners to either leave the classroom or take a seat in a quiet area for a few minutes to consider their actions. They must explain what went wrong and how they plan to not make the same mistake again before they can be freed.



During a time-out, learners may remain motionless and refrain from playing or interacting with others (UNESCO, 2020). Once more, there's nothing to amuse you except to watch the clock until the seconds of every minute have elapsed. Time outs should be administered firmly but not in a way that degrades the child. For a student who is endangering themselves or another learner, a time-out may be the last resort rather than the first option. Before leaving this area and informing the teacher that they would like to resume participating in class activities, the learner is frequently expected to meet specific requirements (Department of Education, 2018).

If a learner uses a time-out infrequently and for a short while, it can help them relax and regain control after an upsetting circumstance. In addition to being ineffectual, time-outs may also be harmful to students, for example, by fuelling hostility and aggression instead of reducing it or, if used frequently or improperly, as a form of physical punishment that causes psychological or emotional harm (UNESCO, 2020). The ideal duration of a time-out is still up for debate. While some experts advise no more than two to three minutes, others advise one minute for every child's age, up to a maximum of twelve. Prior to a student being placed in a time-out, UNESCO (2020) recommended the following

- A learner shouldn't experience fear or intimidation during a time-out. A designated time-out chair or area should not exist since this could lead to unnecessary anxiety and reinforce the notion that the time-out is a punishment.
- It is not appropriate to leave the students alone unless they request it. Adult support is necessary for learners to process their emotions. Learners are more likely to respect others' feelings if their teachers demonstrate to them that feelings matter.
- A time-out ought not to extend beyond the duration required for a learner to exhibit appropriate and inappropriate behaviour. If the learner doesn't understand why they were disciplined by the teacher, they are more likely to repeat the inappropriate behaviour.

2.7.1.6 Daily reports as positive disciplinary measure

The Department of Education (2018) states that the daily report system allows students to consider their negative behavioural patterns. Parents of the learner may receive a daily report to help them address their child's misbehaviour and to stay informed about the student's areas of weakness (Courtney & Ackerman, 2018). After that, parents sign the report. The process is started by the learner the next day (Department of Education, 2018). After the child has a clear sheet for three days in a row, the system is terminated. *Together in Excellence*

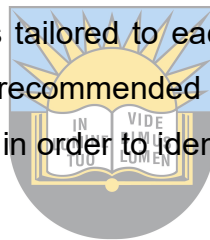
2.7.1.7 Withdrawal of privileges as positive disciplinary measure

Withholding of privileges, as defined by the Department of Education (2018), refers to activities that a learner regularly participates in when they behave well and that are taken away when they engage in behavioural problems. Courtney and Ackerman (2018) postulated that it is simple to apply or enforce the withdrawal of privileges. Additionally, they back the idea that the student should be disciplined by denying him or her access to any school activities or breaks. Furthermore, Courtney and Ackerman (2018) contended that learners may not always value the same things that teachers do. As a result, rather than experiencing punishment, learners might find the action (privilege withdrawal) enjoyable.

2.7.1.8 Daily report cards and ignoring bad behaviour

Khatun and Siddiqui (2018) are of the view that daily report card helps to relay information to parents regarding specific target behaviours that a learner should improve, or to involve parents in their children's academic lives as well as to involve them as much as possible in the tasks the student needs to complete. A parent may decide to step in at home if their child receives a low grade on a certain section of the report card. There are several names for daily report cards: home-school notes, home-notes, home-based reinforcement, and daily behaviour report cards (Rumfola, 2017).

Uddin et al. (2017) state that choosing and deciding on consequences is one of the most important steps in using daily report cards. Child by child, the effectiveness of the reinforcement items varies (Rumfola, 2017). Moreover, these sanctions may be applied on a daily, weekly, or after the desired number of points is reached basis. Uddin et al. (2017) pointed out that parents and teachers should work together to develop a delivery strategy that is tailored to each child's specific needs. Alsedrani (2017) assumed that it is highly recommended that educators understand how to conduct a preference assessment in order to identify the kinds of items that could be used as rewards.



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Unwanted behaviour should not be ignored (Morin, 2017) as this would not cause it to "extinction." If no one notices anti-social behaviour, it is not likely to happen again. Rewarding positive behaviour is usually as simple as ignoring negative behaviour. However, there are some challenges in ignoring students who are behaving freely in front of the class. A teacher may verbally commend a student for their good behaviour, but they will also ignore the student who is disrupting the class and should be ignored at the same time.

2.7.1.9 Parental involvement as positive disciplinary measure

Lustick (2017) asserted that everyone is accountable for maintaining school discipline, not just teachers. Getting parents as involved in their children's education as possible should be a top priority for schools. In order to fortify improved ties between schools and communities, parents should collaborate with teachers to enhance school discipline. Sibanda and Mpofo (2017) reiterated that when parents and teachers

collaborate, they can influence learners' behaviour more successfully than when one party tries to solve the issue on its own.

Programs for pastoral support must be established by schools, particularly for students who have already been identified as challenging to manage. It is evident that parents play a major role in establishing and maintaining school discipline. As such, parents should establish the fundamentals of discipline in their child's upbringing as vital collaborators with teachers (Sibanda & Mpofu, 2017). Parents and teachers must collaborate to develop strategies that clearly outline expectations for students in order for them to exhibit appropriate behaviour. This home-schooling strategy can produce positive results. The behavioural patterns of their children should always be communicated to parents. Moreover, since parenting is not educators' main goal, parents must accept accountability for their children's behaviour.

The classroom and school codes of conduct should be discussed by parents with their kids, and copies of the codes should be signed and returned. In addition, parents ought to become acquainted with the teacher of their child. Teachers must demonstrate to parents how to assist their children with their homework. When calling or writing to parents to inform them of their child's accomplishments or growth, educators should try to limit their communication to positive updates. They can arrange follow-up meetings to assess progress and have regular parent-teacher meetings where they get to know parents and talk about the learners' accomplishments, progress, and any problems they may be having. However, less restrictive sanctions in conjunction with parent meetings can help foster a positive working relationship for a number of reasons (Mendenhall et al., 2021). In order to stop repeating behaviours, the school may involve parents in cases of hitting other students, causing property damage, fighting, or causing general disorder in the classroom.

2.7.1.10 Demerits as positive disciplinary measure

Demerits refer to when a learner loses credits that have already been gained (Department of Education, 2018). The goal of the merit system is to help learners make wise decisions. Creating well-behaved, disciplined learners who are also good citizens is the ultimate goal. The purpose of the demerits is to record and keep track of recurrent minor disciplinary violations. Learners who consistently disrupt the

classroom may eventually accrue demerits that lead to administrative discipline. Merits may be awarded for a variety of infractions, including one demerit offense, which includes using improper language, breaking the dress code, and acting in an unruly manner; three demerit offenses, which include lying, including forging, vulgar or profane language, stealing, and missing class; and five demerit offenses, which include bullying, vandalism, missing class, and failing to appear for detention. Xue (2019) explained that the demerit system appears to be reactive if a mark is taken away or awarded to students for poor performance or behaviour that warrants criticism or offense. Removing a mark after an offense indicates, in the opinion of Sibanda and Mpofu (2017), that a demerit is merely a means of monitoring and disciplining learners for transgressions.

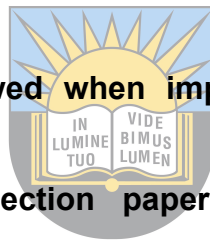
To evaluate learners fairly and freely, each learner's evaluation card should have a clearly stated system for earning and losing points based on how they behave in class, obey teachers, respect their peers, participate actively in class, arrive on time, and adhere to school policy as opposed to acting violently, acting aggressively, disrupting the classroom, or disobeying teachers (Uddin et al., 2017). Furthermore, there needs to be a well-defined set of guidelines that are communicated to learners and their guardians concerning the school's policy on awarding extra credit instead of deducting it as a form of discipline. Instead of only keeping a high score without making any noticeable progress, the entire reward system ought to be dependent on the learner's progress in earning points. Morin (2017) argued that because scores are cumulative, students have a legitimate incentive to maintain their progress and cut down on misconduct in order to accrue as many points as they can. On the other hand, deducting points from learners or preventing them from taking part in school-sponsored events or trips would serve as a non-violent form of discipline and deter students from misbehaving in class.

Morin (2017) also emphasised that the demerit system emphasizes what a child shouldn't do. When demerits aren't applied consistently, learners sometimes perceive them as absurd. Xue (2019) does not discount the demerit system; rather, she refers to it as the "system because of the belief that demerits are punitive because they are only applied when learners behave in an unacceptable manner and no rewards are

offered for acceptable and improved behaviour because the emphasis is on punishing rather than helping a learner become a responsible member of society".

2.7.1.11 Cool down options as positive disciplinary measures

Learners can be removed from class for a few minutes due to disciplinary infractions. These short removals are not considered suspensions. Alsedrani's (2017) point is that in order to minimize the amount of instructional time lost and give students a chance to collect themselves and address the disciplinary issues at hand, many US schools make good use of these short removal periods. Furthermore, they stress the importance of giving learners who are struggling a chance to calm down or take a quick break when they feel totally overwhelmed, either by letting them ask for a chill pass or by letting them rest their head on their desks for a short while. Mendenhall and colleagues (2021) suggest implementing a cooling-off period in situations where students' emotions become unmanageable, such as when they get involved in a fight.



2.7.2 Processes to be followed when implementing positive disciplinary measures

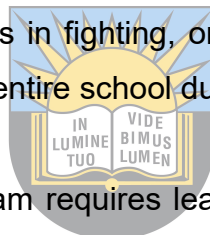
2.7.2.1 Writing letters, reflection papers, and exercising responsible thought in the classroom

Upon referral, the learner fills out a reflection form, and the principal discusses the form and the learner's behaviour with her or him in the office. The staff's completion and discussion of the form demonstrate their belief that making bad decisions should be seen as teaching moments (Rumfola, 2017).

Learners' accountability is huge in the classroom, which is why they should write apology letters when their choices have negatively impacted another person in the classroom. Learners should apologise when they have made a mistake or wronged a peer. This is a critical piece of character education and social skills. Letter writing involves asking students to compose a letter or essay explaining why they acted in a particular manner and outlining what they would do to make sure they don't make the same mistakes again (Guevara et al., 2020). If necessary, an apology should be included in the letter. Learners should apologize in writing for their unruly behaviour in class. The Centre for Justice and Crime Prevention and the Department of Basic Education (2018) suggested that this approach might compel students to write essays,

apologize, or complete chores in class—any activity that causes them to pause, reflect, and show that they intend to behave differently going forward. A learner has the option to write a letter to the class explaining his actions and the impact they believe they are having on the group.

Every school should draft learners who find it difficult to write appropriate apologies or who won't verbally apologize to others can benefit from using this apology letter template. A letter of apology template is a template that teaches learners to make meaningful apologies. This template is intended to help learners write a meaningful apology and verbalize their actions. This tool may help learners communicate their emotions and thoughts. The learners may learn how to apologise in a constructive way that brings them a sense of responsibility and an opportunity to change. Asking learners to apologize orally entails having them apologize to the person they offended and then beg for forgiveness (Guevara et al., 2020). If the learner hits another learner, bullies a younger learner, engages in fighting, or otherwise disrupts the classroom, they may apologize in front of the entire school during the assembly.



A crucial component of the program requires learners to create a personal mission statement. When a learner disrupts class or behaves in another way, the instructor meets with the learner to talk about how their actions fit into their mission statement. If the learner's behaviour deviates from the plan, the instructor will also go over how they can handle the situation differently the next time (Mendenhall et al., 2021). In addition, students usually assess and revise their mission statement. Once changed, it is always open to review and update. Positive discipline does not, in fact, encourage bad behaviour in learners. By acknowledging their mistakes and realizing how appropriate behaviour can lead to opportunities and positive experiences, it gives learners the chance to develop personally.

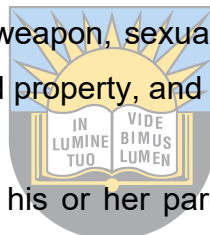
2.7.2.2 Suspension and expulsion

A learner placed on suspension is taken out of the classroom for a set amount of time, usually ranging from one day to several weeks, depending on the nature of the offense (Mendenhall et al., 2021). Expulsion is the process of taking a learner out of the classroom permanently, usually for a semester or longer, depending on how serious

their behaviour was. Following a just disciplinary hearing, the learner's attendance may be suspended by the school governing body for a maximum of one week, or the student may be suspended while the department head decides whether to expel the student (Department of Education, 2018).

A learner suspected of serious misconduct may be suspended from school by the governing body for reasonable reasons and as a preventative measure, but the suspension may only be implemented after the learner has been given a fair chance to present their case (Centre for Justice and Crime Prevention, and the Department of Basic Education, 2020). Furthermore, after receiving a recommendation of this kind, a department head has 14 days to determine whether to expel a learner or not.

In addition to the above, only the Head of Department (HOD), and only in cases of serious misconduct after a fair hearing, may expel a learner from a public school. For example, attempting to cause serious bodily harm to another individual (assault), purposefully brandishing a lethal weapon, sexual assault and harassment, robbery, significant theft, breaching secured property, and homicide.



The learner at a public school or his or her parent may file an appeal against the expulsion with the Provincial MEC for Education, per the Department of Education (2020). Additionally, the HOD needs to find the learner a new school if they are expelled. The effectiveness of pulling a student out of school as a form of discipline is seriously questioned. Sibanda and Mpfu (2017) expressed concern about the effectiveness of learner suspension and expulsion policies in terms of reducing learner indiscipline. Numerous studies demonstrate that expulsion of students for disciplinary issues is frequently ineffectual, if not counter-productive (Lustick, 2017). Furthermore, the overreliance on suspensions is a factor in low academic performance, high dropout rates, and the startling achievement disparity between minority learners from lower-income families and their wealthier peers (Sege & Seige, 2018). School separation is a bad approach because learners who misbehave are typically struggling academically, and being taken out of the classroom almost always makes their issues worse.

Sege and Siege (2018) argued that suspensions may raise the likelihood of juvenile delinquency by failing to supervise learners while they are at home or on the streets

and by encouraging the use of harsher penalties for offenses that were previously dealt with in school. There is scant proof that keeping misbehaving learners home from school, works to enforce rules or foster a supportive learning environment.

2.7.2.3 Professional support (Referral to counsellors/social workers/ Psychologists / guidance and counselling educators)

The phrase "guidance and counselling" refers to a process of interaction that involves the vulnerable counselee and the trained and educated counsellor, whose joint goal is to help the counselee learn how to deal with himself and the realities of his surroundings more skilfully (Shealton, 2018). In all societies, even the most archaic, the need to direct people's behaviour patterns in the service of a group led to the development of guidance and counselling services as crucial components of people management and discipline. As was previously mentioned, if people are to cooperate peacefully toward the accomplishment of a common goal, guidance and counselling to encourage discipline should be regularly used. The following are examples of infractions that call for guidance and counselling: causing minor harm to another person; gambling; causing extreme disruptions in the classroom; forging documents or signatures with minimal repercussions; engaging in racist, sexist, or other discriminatory behaviour; distributing or owning pornographic, racist, or sexist materials; owning dangerous weapons; stealing; vandalism; and cheating on exams. When learners commit any of the afore-mentioned offences, they might be referred to a social worker or psychologist. The departmental publication on positive discipline notes that teachers should ask their peers for assistance when dealing with students who exhibit specific challenges in the classroom. If needed, they should also consider seeking professional assistance from psychologists, counsellors, or social workers (Department of Education, 2020).

2.8 ROLES AND RESPONSIBILITIES IN IMPLEMENTING POSITIVE DISCIPLINE

2.8.1 Roles and responsibilities of SGB

The Centre for Justice and Crime Prevention and the Department of Basic Education (2020) state that the SGB is essential in creating and revising the school's code of

conduct in order to promote positive discipline in classrooms. It has the authority to form a disciplinary committee, hold a fair hearing, and emphasize positive intervention as a restorative measure. The complete minutes of disciplinary hearings are retained by the SGB. It also plays a significant oversight role, especially in making sure that the school's disciplinary procedures adhere to the South African Schools Act and the South African Constitution. Additionally, the SGB is crucial in encouraging parents to use positive discipline. Meetings with parents can be held there to discuss disciplinary matters.

2.8.2 Roles and responsibilities of principals and school management teams

The management team of the school must take the lead in implementing positive discipline. The Centre for Justice and Crime Prevention and the Department of Basic Education (2020) stressed that the school management teams are responsible for establishing and advancing the concept, ensuring that policies are followed, and treating students fairly and consistently. In that light, they must supervise and support staff members' participation in the process and make sure they receive the assistance they require in order to implement the positive discipline method. It is imperative that the policies pertaining to positive learner behaviour be communicated to all staff members, parents, and learners. They must make sure that records of student behaviour are maintained and that regular discussions about student behaviour and issues are held.

2.8.3 Roles and responsibilities of educators

Teachers must establish a learner-centred classroom environment where students are free to discuss. To ensure that their lessons go smoothly and that they can enforce discipline more readily, they must prepare thoroughly. Teachers must make sure that discipline is always in accordance with the school's code, according to the Centre for Justice and Crime Prevention and the Department of Basic Education (2020).

2.8.4 Roles and responsibilities of parents

In order to maintain consistency between the home and the school, parents must assist the school. They must be aware of the school's code of conduct and urge students to follow it. By being the ones in charge of their kids' discipline, they need to reinforce the code of conduct. Teachers are required to ensure that discipline is applied consistently in line with the school code, as stipulated by the Centre for Justice

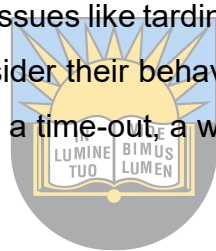
and Crime Prevention and the Department of Basic Education (2020). A happy child with a strong sense of security is another benefit of a positive parent-teacher relationship. Children should be encouraged by their parents to participate in community activities. The Department of Education (2018) advanced the notion that the finest tools for constructing meaningful relationships are love, compassion, sensitivity, encouragement, understanding, and communication, as well as attention, appreciation, and acceptance.

2.9 THE TYPES OF DISCIPLINE RESPONSES THAT ARE POSITIVE

Responses to positive discipline fall into four categories. They are reflection, penalty, reparation, and last resort. They are discussed below.

2.9.1 Reflection

When it comes to small, everyday issues like tardiness or disruptions in the classroom, teachers can ask students to consider their behaviour through the application of one of the following strategies: enforce a time-out, a written apology, or an oral one (Xue, 2019).



2.9.2 Penalty

Xue (2019) noted that a teacher should apply the proper discipline for minor infractions that are bothersome to everyone involved and persistent, like consistently arriving late without providing a sufficient explanation, skipping class without providing a sufficient explanation, or making fun of other learners. In a positive discipline approach, penalties can take the form of physical labour, the revocation of privileges (such as allowing learners to stay inside during recess), or extra time spent in class (such as allowing kids to stay after school for 30 minutes to discuss their mistakes).

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2.9.3 Reparation

When a learner commits an offense that harms a third party, like hitting other learners, bullying younger learners, destroying property, fighting, or causing general disruption in the classroom, a teacher has the right to demand that the learner makes public amends. This could take the form of the learner apologizing to the entire school during assembly, receiving a written notice that will be recorded in their disciplinary file, and

promising to change. In fact, the school can involve parents in helping to prevent the behaviour from happening again (Xue, 2019).

2.9.4 Last resort

Xue (2019) hypothesised that as a last resort, the head teacher may call parents to discuss potential next steps for persistent and serious offenses like abusing other children or seriously damaging school property or reputation. She may also impose a one-week time limit on the learner's suspension, along with a written warning and referral to the counsellor or probation officer. Refer the case, with a special recommendation for expulsion from school to the Director of Education as a last resort. Include a plan of action for the child's next steps and the involvement of a probation officer.

2.10 IMPLEMENTING POSITIVE DISCIPLINE IN CLASS

Focusing on the positives, setting a good example, listening before passing judgment, being consistent, separating the behaviour from the learner, and fostering mutual respect for rights are just a few of the strategies that could assist educators in implementing positive discipline in the classroom, given the views of the Centre for Justice and Crime Prevention and the Department of Basic Education (2020).

2.11 ESTABLISHING A CLASSROOM CLIMATE THAT ENCOURAGES POSITIVE DISCIPLINE

Teachers can take various measures to ensure proper classroom management.

2.11.1 Making ground rules

The educator should engage learners in creating ground rules for learning in the classroom together at the beginning of the year and explain to them their involvement. The rules should be publicly displayed in the classroom.

2.11.2 Consistent implementation of rules

The educators should be fair and apply the rules fairly to each student in the class in order to foster a trusting relationship between them and the learners. Teachers should also carry out any disciplinary action firmly and consistently.

2.11.3 Relationship building

In order to get to know each learner, the teacher should create an opportunity to talk and listen to that learner. The teachers should cultivate a relationship where learners feel valued, understood, and accepted for who they are.

2.11.4 Professionalism

The teacher should always be punctual and show up for class ten minutes early to give yourself enough time to make sure everything is how you want it. The teacher should also prepare thoroughly and honour classes regularly. He or she should be self-critical and also anticipate that some learners will finish before others and have something for them to do.



2.11.5 Inclusiveness

The educator should talk to and involve every child. He or she should also use materials that are inclusive of the class interests, such as pictures, posters, magazines, language, and music, so that no one feels left out. It is important to teach students to respect and listen to the opinions of others. The teacher should talk about, respect, and acknowledge the variations in the language, gender, age, culture, and religion of the learners.

2.11.6 Learner responsibility

All learners should be involved, and when they are involved in making the rules, they are more likely to follow them and take responsibility for their actions. The teacher should make a learner's responsibility charts and make each learner responsible for something. In this way, learners would develop their sense of self-worth as well as their ability to take responsibility for themselves and their communities.

2.11.7 Learning material and approach

The instructor must ensure that the material is appropriate for the learners and incorporate in his or her teaching materials skills such as problem-solving, tolerance,

and conflict resolution. It is important to create a cooperative learning environment where students can practice teamwork.

2.11.8 Learners' opportunities to succeed

Learners who have self-confidence and believe they can succeed are more likely to learn and behave well. Teachers should not only recognize learners who receive exceptionally high grades because this will demotivate less successful students who put in equal effort but fall short of the top scores. Rewarding learners for their hard work is a better approach for teachers than concentrating on how successful they are in comparison to other learners.

2.11.9 Sources of professional assistance

The educator should locate resources for knowledge and assistance, talk with colleagues about issues, concepts, and tactics, and exchange anecdotes. They ought to speak with counsellors, psychologists, and social workers, among other experts who might be able to assist. Parents who use positive discipline actively teach their kids how to handle situations in a better way while still being kind, patient, and respectful of the learners (Cherry, 2020). Positive discipline also encourages learners to make good decisions, instils expectations in them at a young age, and rewards good behaviour. In addition to helping learners learn and make better decisions in the future, positive discipline helps teachers overcome a variety of obstacles in the classroom (Kyle, 2016). Furthermore, positive discipline provides other benefits, including attendance improvement, academic achievement improvement, fewer suspensions and expulsions, fewer disciplinary referrals, fewer absenteeism, learners being less often late, more concentration on schoolwork, learners getting along with each other, respecting teachers, and having well-managed classrooms, being on task and engaged, and seeing rules as fair.

2.12 THE IMPACT OF EMPLOYING POSITIVE DISCIPLINARY MEASURES IN DEALING WITH LEARNER INDISCIPLINE AT SCHOOL

2.12.1 Suspension and exclusion

The currently available data are to the effect that learners who are expelled or suspended from school for disciplinary reasons are most likely to fail in their education (Shealton, 2018). Additionally, expulsions from school raise the risk of juvenile delinquency because they force learners to remain unsupervised at home or on the streets and because they result in a reliance on expulsions as a means of punishment for offenses that were previously handled in school (Sibanda & Mpofu, 2017).

There is not much evidence to support the claim that keeping misbehaving learners home from school works to enforce rules or foster a supportive learning environment (Courtney & Ackerman, 2018). Sibanda and Mpofu (2017) claimed that exclusionary punishments increase disengagement and eventually dropout rates because learners who already have strained relationships with their schools may interpret being excluded as a sign of rejection or that they do not belong there. If a school uses exclusionary punishment too frequently, it can damage learner-teacher relationships and erode kids' faith in the importance of education.

Regarding both instances of violence in schools and learners who might physically attack teachers, suspension seems to be a reasonable and effective tactic. Lastly, suspensions do not teach learners the social skills necessary for success in the classroom and in life (CTI Tool, 2021), which is particularly critical for young learners. After being suspended, learners ought to get the assistance they need to resume their studies with the least possible impact on their academic and social development.

2.12.2 Manual work

Oxley and Holden (2021) pointed out that manual labour is one type of infraction correction that is utilized in many schools. They do point out that it takes a lot of time, for both the teacher and the learners. Another drawback is that it can lead the victim to associate manual labour with unpleasant or punishing subjects like agriculture, which require hands-on training.

2.12.3 Time-out

Brief removal periods are a useful tool used by many schools to minimize lost instructional time while giving learners a chance to cool down and resolve disciplinary issues (CTI Tool, 2021). On the other hand, for some learners, time-out is a pleasant

and fulfilling period during which they are removed from the classroom. As mentioned earlier, learners may purposefully act out in order to be removed from the classroom.

2.12.4 Positive reinforcement

Cherry (2020); Courtney and Ackerman (2018) state that specific types of external motivation are frequently employed, such as getting free refreshments at the school canteen, discount coupons from specific stores, or free periods of the school day. They also contend that it might improve learners' behaviour, though the educational justification for these approaches is hotly contested.

2.12.5 Professional support (Referral to counsellors | social workers | Psychologists | guidance and counselling educators

The presence of school counsellors in schools has many advantages. The main advantage of having a school counsellor is that it helps learners get ready for challenges in the classroom, workplace, and social arenas by connecting curriculum to future success. It helps learners become motivated learners and make career exploration easier. In addition to serving as a resource for parents with inquiries regarding issues pertaining to their children, school counsellors also educate parents and guardians. They make certain that parents are aware of the services available to learners with special needs or abilities from other staff members, including nurses, psychologists, resource teachers, and social workers (UNICEF, 2018).

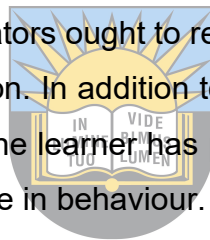
Counsellors at schools also assist with administration. School counsellors are an essential component of the administrative duties that oversee every aspect of the school. They also create a program management system and assist the administration in making effective use of counsellors to enhance learner growth and learning (UNICEF, 2018). Through program evaluation, they can keep an eye on data to make necessary improvements and align the program's objectives with their own responsibilities. Furthermore, they offer helpful program data for grant and funding applications.

2.12.6 Detention

Most people imagine detention to be keeping students after school under staff supervision. Although this approach has certain advantages for the school, it also has

some disadvantages. Learners frequently have to take buses home from school, especially in low-income districts. They will probably miss the bus if they are placed in detention, so they will need to find another way to get around. Detentions are arranged by some schools so that learners can catch a late bus. However, there might be a practical issue with its use if that is unavailable and the parents are unable to drive to the school to pick up the student after detention is over.

If a learner is placed in detention on a regular basis and their problem behaviour does not improve, they should receive alternate punishment. Learners serving detention during lunch is one suggested substitute for after-school detention (CTI Tool, 2021). It also might be necessary for learners incarcerated for lunch to eat in the cafeteria. For certain learners, particularly those who are not likely to violate school policies frequently, detentions can be beneficial. For learners who are consistently referred to the office, detention is probably not going to be beneficial. Khatun and Siddiqui (2018) noted that teachers and administrators ought to review the learner's prior behavioural history prior to imposing a detention. In addition to the above, they advise schools to seriously explore other options if the learner has previously been placed in detention but has not demonstrated a change in behaviour.



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2.12.7 Withdrawal of privileges

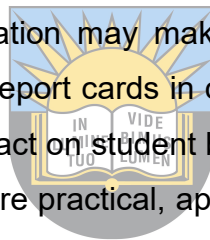
When the learner misbehaves, taking away privileges can be one of the most effective forms of discipline. Whether or not a teacher chooses to remove a fun activity, there are some tactics that will help privilege removal serve as a useful consequence that will motivate the learner to make better decisions going forward. It is important to instil in learners the idea that privileges are earned. The teacher should carefully consider which privilege to take away from a student who disobeys the rules. The privilege that means the most to the student should be carefully considered by the teacher. It's critical to address issues that a learner will find truly troubling. Losing privilege can occasionally make sense as a result. Learners who lose their privileges are likely to behave differently.

2.12.8 Daily Report Cards

A daily report card is an effective method of changing academic behaviour. One benefit of utilizing a daily report card is that it doesn't require a lot of time or money for

the teacher to prepare the note—it typically takes less than a minute (Oxley & Holden, 2021). Again, many parents openly discuss the benefit of regular updates on the learner's progress sent home. Daily report card procedures have been shown to result in significant increases in the quantity and quality of completed work as well as sharp drops in the number of rule violations (Oxley & Holden, 2021). Furthermore, it has been discovered that parent involvement in behavioural interventions is beneficial for a range of target behaviours.

Daily report cards can be used to give feedback on three aspects of student performance, as said by Oxley and Holden (2021): homework, classroom behaviour, and schoolwork. Once more, they demonstrate how daily report cards can be applied at various degrees of complexity, from straightforward rating scales to detailed behavioural definitions. Lawrenz and Tee-Melegrito (2022) posit that the flexibility of the program and its dual purpose of monitoring and serving as an intervention to increase home-school communication may make daily report cards an appealing feature. It seems that using daily report cards in conjunction with other management strategies can have a positive impact on student behaviour in the classroom (Sege & Siegel, 2018). Daily report cards are practical, appropriate, and useful for generating good behaviour.



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Mendenhall et al. (2021) state that the daily report card serves as a communication tool between teachers and parents. Once more, because it is a home-based reinforcement system, it is very practical for classroom teachers to use and requires little time or effort to explain to parents. The teacher won't need to give out rewards to every learner, which could get expensive - if they use the daily report card system for all of their students (Cherry, 2020).

There are other drawbacks to the daily report cards. The daily report card system depends on parental participation to start. A parent may decline to assist the teacher if they do not want to be involved in their children's education. Another drawback is that, even with excellent parents, a learner might not bring home a subpar report card. Teachers might want to have a parent sign the daily report card, but doing so might encourage learners to forge documents (Mendenhall et al., 2021). Teachers should also inform parents that a report card will be sent each day when the daily report card

program is first implemented. More privileges would be lost for not bringing the report card home on a given day than would be the case for merely bringing home a subpar report card (Shealton, 2018).

2.12.9 Ignoring bad behaviour

Ignoring can be a very effective discipline tactic, but it must be applied correctly and consistently to avoid reinforcing the very behaviours the teacher is trying to stop. The best situations for ignoring a learner are those in which his or her main goal is attention for themselves, even if that means engaging in disruptive, obnoxious, or other negative behaviour. In such a case, the educator is obliged to ignore the concerned learner. An ignored learner would then understand that his behaviour is not worth it, given that nobody seems to care about it. This would make them change their behaviour for the better to be on the educator's good terms.

Since it is not a natural skill, ignoring is one that can be very challenging to practice. Teachers resist their impulse to react when they are ignored. It is beneficial to have one conversation with the student explaining what he or she is doing and why when the teacher first introduces ignoring. Once they start ignoring, continue to do so each time they exhibit that behaviour. But keep in mind to provide appropriate, encouraging attention to the learner once they begin acting appropriately.

2.13 ASSISTANCE AND MONITORING

Other parties involved, including the Department of Education, view discipline problems in schools as one of the factors that get worse, and at some schools they are completely out of hand. Pupils' misbehaviour and rudeness is at the heart of the challenge (Oxley & Holden, 2021). Teachers in different schools frequently resign as a result of these difficulties. The Department of Education frequently misunderstands the necessity of preserving safety in order to foster self-discipline in the classroom. Teachers are supported and closely watched over in schools and other institutions that successfully create and uphold safety and order (Cherry 2020). In order to achieve long-term objectives, monitoring and support for educators and students should be

systematic rather than one-time events. This is demonstrated by the fact that the main methods for controlling behaviour in schools that frequently yield high-quality results are adult supervision, systematic rewards, explicit rules and expectations, and consequences for misbehaviour.

Xue (2019) asserts that educators lack the necessary training to effectively manage students when implementing positive discipline strategies in the classroom. Furthermore, the Department of Education used to distribute manuals and expected teachers to read and follow them when they implemented new positive discipline techniques. He goes on to say that teacher preparation programs pay little attention to what goes on in multicultural classrooms. Rather than being theoretical, classroom management should be taught. It is unsafe for teachers to be in their classrooms. It demonstrates that they were never helped or kept an eye on when enforcing constructive disciplinary actions.

2.14 BENEFITS/RESULTS OF POSITIVE DISCIPLINE

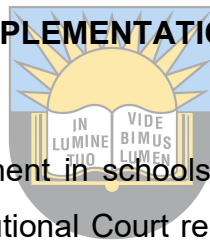
Positive discipline is when we acknowledge and appreciate good behaviour in children. Positive discipline is always better than reprimanding, using penalties or grounding children. It is a discipline that focuses on positive aspects of behaviour. Learners who experience positive discipline grow up to be responsible, polite members of their communities. It does this without resorting to physical or psychological abuse and instead, teaches learners to comprehend and abide by social norms, both inside and outside of the classroom.

Positive discipline experiences engender a desire to possess and exhibit self-discipline. People who learn through positive discipline exhibit its positive effects in their personalities, claims Morin (2017). This means they have specific objectives, have confidence in themselves, are self-driven, are prepared to put in a lot of effort to achieve their goals, have faith in their own judgment, are creative in finding solutions to problems, and are tenacious. Because their self-discipline comes from within, they also feel good about themselves and the people around them. They assert that they value who they are. They say they value themselves and acknowledge that everyone can contribute significantly to the advancement of our group. They understand that

their choices and deeds determine their chances of success. They also learn to take ownership of their destiny.

By offering a methodical approach to overcoming these obstacles, communities can collaborate to create environments where learners can flourish. This is what positive school discipline is all about. In addition to increasing academic achievement in the classroom, positive discipline assists teachers in overcoming the many obstacles they face in the classroom. A learner learns right from wrong and how to treat others through positive discipline, which prevents physical and psychological harm from cannibalism, mockery, or shame. It is indisputable that this approach prioritizes teaching learners right from wrong over punishing them for doing wrong. Apart from fostering a positive school environment, positive discipline also teaches learners how to resolve conflicts and behave appropriately.

2.15 CHALLENGES ON THE IMPLEMENTATION PROCESS



A law outlawing physical punishment in schools was passed by the South African government in 1996. The Constitutional Court recently heard an appeal challenging this prohibition, but the case was dismissed. To replace corporal punishment, the government implemented Alternatives to Corporal Punishment. As a result, it is the duty of schools to determine and put into place substitute disciplinary policies and procedures (Department of Education, 2020). Supervisors are dispatched by the ministry to confer on choices and ensure that educators are aware of them. However, according to Xue (2019), teachers lack sufficient training in alternate methods of discipline. After corporal punishment was outlawed in 1996, the Department of Education did not immediately offer the teachers advice or an alternative method to handle disciplinary issues. In South Africa, the Alternative to Corporal Punishment (ATCP) was only implemented in 2000 (Sibanda & Mpofu, 2017). Moreover, these mention that educators and even parents were left on their own to discipline kids in ways other than using physical force.

About five years after corporal punishment was outlawed, the department released its first written document, Alternatives to Corporal Punishment, 2001. Because of this, a

lot of teachers discovered that they had no idea what to do when physical punishment was not an option (Department of Education, 2018). Moreover, a lot of teachers deal with discipline problems on a daily basis in the classroom. Even teachers who are dedicated to this shift occasionally run into challenging circumstances.

Since corporal punishment was outlawed, there has been a noticeable increase in student indiscipline in South African schools. Cherry (2020) claim that the rise in learner indiscipline cases in schools indicates that parents and instructors failed to implement suitable substitute disciplinary measures following the outlawing of corporal punishment. Enforcing school rules and regulations presents a significant challenge in ensuring that the goals of preventing misbehaviour and fostering self-discipline are met. One of the most contentious issues in education is the use of corporal punishment in schools, which presents significant difficulties.

Positive discipline measures are considered to be different from punishment, both in their intent and consequences. Positive discipline measures guide and teach learners, while punishment controls by fear, power, and coercion (Kassiem, 2015). The use of punitive versus supportive disciplinary practices is at the core of this problem. Teachers should have a deeper understanding of the dynamics, implementation challenges, and outcomes of the alternatives to corporal punishment because they are the ones implementing these measures, as indicated by Sege and Siegel (2018). Additionally, they ought to be able to contribute to educating policy makers about the approaches that are effective in their schools as well as the difficulties and misconceptions surrounding them. Sibanda and Mpofo (2017) claim that while consultation is a principle that needs to be taken into account whenever matters pertaining to the public interest are handled, this appears to be lacking in schools. Furthermore, Sege and Siegel (2018) discovered that when new strategies are implemented, teachers are rarely consulted about their opinions. This may have a role in the ongoing application of physical punishment as well as the partial or complete lack of use of alternatives to corporal punishment. They further contend that disagreements between school administrators, instructors, and students may arise from this failure to consult as well as from teachers' resistance or reluctance to use the alternatives to corporal punishment.

Because they are not taught any other methods during their time in college or later in the school system, teachers have historically used corporal punishment as the most popular method of classroom management (CTI Tool, 2021). Khatun and Siddiqui (2018) asserted that teachers lack the necessary training to discipline students in any way other than physical punishment. Moreover, insufficient efforts were made to provide teachers with alternative methods or discipline. Furthermore, the training provided does not correspond with what is taught in schools. Little emphasis is placed on what goes on in multicultural classrooms during teacher preparation. A lack of awareness regarding substitute techniques for discipline led to certain schools persisting in their use of physical punishment.

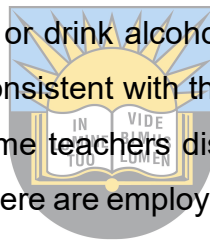
While parents are crucial to the implementation of this school policy, Oxley and Holden (2021) pointed out that there is no formal channel for informing them or any communication between the school and parents regarding the new discipline policy. As a result, the absence of adequate implementation may be linked to the failure to inform parents and kids about this policy, as they serve as a crucial tool in enforcing it by reporting infractions unless they give their consent. Lawrenz and Tee-Melegrito (2022) claim that intrusion by overly protective parents would result in a breakdown in communication within the school because the administration would find such parents annoying while the concerned students would believe they have permission to misbehave. The study also reveals that the main obstacle is the absence of support from some parents who fail to keep an eye on their kids at home so that they follow the positive behaviour expectations set by the school.

UNICEFF (2020) stated that parents, staff members, and community members can present difficulties when implementing positive discipline techniques. One of the difficulties in implementing positive discipline techniques in secondary schools is that some parents fail to set a good example for their kids in behaviour. When selling beer at home, some parents ask their children to serve customers, and parents who abuse drugs or alcohol may give their kids drugs to sell to other students at school. Oxley and Holden (2021) stressed that some parents receive stolen goods from their kids, while others take their children shopping for cigarettes and alcoholic beverages, which puts them in danger of consuming them. The study's conclusions also show that some community members don't set a good example for students because students pay

them to come to class and pretend to be their parents or guardians in the event that a student has a disciplinary case.

Xue (2019) indicated that schools struggle to meet the various social, emotional, and behavioural needs of students because there are few opportunities for teachers to advance their careers. Lawrenz and Tee-Melegrito (2022) said that individuals within the school community who handle behaviour modification procedures ought to be granted permission only after it has been noted that they are a significant contributor to the ineffective implementation of positive discipline strategies in educational institutions.

Some employees don't provide a good example of behaviour for students. Sibanda and Mpofu (2017) pointed out that certain employees do not make excellent role models for others. The results showed that while students were watching, some staff members would smoke cigarettes or drink alcohol at the bottle shops nearby during lunch. Their study's findings are consistent with those of Sibanda and Mpofu's (2020) investigation, which found that some teachers disregarded school policies by giving students alcohol and cigarettes. There are employees who don't follow the dress code.



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In addition, Shealton (2018) noted that teachers often lack confidence in their capacity to uphold order in classrooms when physical punishment is not used. Because they understand that no amount of discipline will ever be as painful as physical punishment, learners behave as they please and no longer fear or respect their teachers. This is consistent with Shealton's (2018) findings, which state that learners are thought to have lost all self-control to the point where they openly question the authority of their teachers because they know they won't face consequences. Less serious forms of behaviour that teachers deal with on a daily basis in the classroom include disobedience, tardiness, loudness, unfinished homework, and a refusal to remain silent when teachers want to speak.

Numerous distinct impediments have been identified by research studies that have a detrimental impact on schools' use of positive discipline techniques. The main contributing factors are staff members' differing views on behaviour management, miscommunication, ignorance, and false impressions about how to handle students

who have behaved in an unworthy manner (Guevara et al., 2020). It has been noted that some educators may be hesitant to give students credit for taking on responsibility, instead choosing to rely on more reactive techniques (Morin, 2017).

It is clearly stated in the Schools Act of 1996 that dangerous items and drugs are not permitted on school property. It also lays out the regulations for safety measures at schools. Nonetheless, learners still carry weapons onto school grounds, and they occasionally turn them against their teachers and fellow learners. There are many news stories about learners' lack of discipline leading to fatalities in classrooms. In South African schools, there are an increasing number of reports of learners and teachers being killed or seriously injured inside the school. This is consistent with Shealton's (2018) observation that learners are currently involved in criminal activities in schools that harm teachers and other learners as well as interfere with academic pursuits. He also mentions that learners in South Africa are accused of openly challenging teachers, killing people on school grounds, and having an "I don't care attitude towards their work." When teachers use positive disciplinary actions to keep the peace in the classroom, murder cases like these occur. The number of documented cases of learner indiscipline, as acknowledged by Sibanda and Mpofo (2017), justifies the application of various punishment-based disciplinary measures. However, it is still unclear if these measures will be effective in deterring future instances of indiscipline or in aiding the offenders.

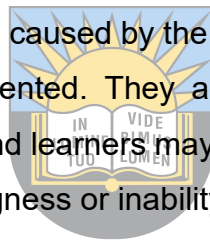
There is proof that positive discipline tactics are not used in some schools and are applied incorrectly in others, which prevents the desired outcome from occurring (Mahlangu et al., 2021). This supports the findings of Roy-Campbell (2022) that there is limited information available regarding the effectiveness of these additional positive discipline techniques in encouraging desired behavioural changes. Furthermore, many educators have turned to the forbidden practice of physical punishment as a last resort in an attempt to keep learners under control.

Critics of education have observed that despite the government's 2001 publication of the ATCP document, indiscipline in schools is still rising (Shealton, 2018). The issue with these positive methods, according to Mahlangu et al. (2021), is that they are applied in punitive ways that ultimately take on traits and outcomes resembling those

that result from physical punishment. Cherry (2020) reported similar results, indicating that educators felt that alternatives to physical punishment were not very effective in reducing student indiscipline in the classroom.

Roy-Campbell (2022) acknowledged that schools that fail to adhere to the policy may continue to employ corporal punishment in addition to not using the ATCP, or they may use it in part or incorrectly. UNICEF (2018) found that teachers, who still believe that physical punishment is the best way to address learners' misbehaviour, rarely use the alternatives to physical punishment that are available to them when disciplining students. Nonetheless, Lawrenz and Tee-Melegrito (2022) contend that eliminating techniques that improve self-discipline may fail to impart in students the knowledge and abilities necessary to promote appropriate and self-guided behaviour.

Guevara et al. (2020) hinted that the ongoing use of corporal punishment and the partial or non-use of ATCP may be caused by the fact that teachers are not consulted when new strategies are implemented. They added that disagreements between school administrators, teachers, and learners may result from this failure to consult as well as from the teachers' unwillingness or inability to apply the ATCP.



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Khatun and Siddiqui's (2018) mentioned that schools occasionally place more emphasis on rewarding academic performance and ignore the issue of positive behaviour. This is one of the factors that suppresses the use of positive behaviour reinforcement. Also, it becomes clear that rewarding behaviour may not always last because it has been shown that learners who grow overly reliant on rewards may revert to their previous behaviours if those rewards are taken away. Most of the time, schools ignore behavioural improvement in favour of rewarding learners who perform well in academic subjects. The primary issue is that negative behaviour can occasionally reappear in students if they are not receiving positive reinforcement (Shealton, 2018). The result validates Khatun and Siddiqui's (2018) claim that a learner may not be able to function individually if the external rewards are later removed. It is also consistent with Xue's (2019) finding that schools still face challenging behaviour situations despite their unparalleled efforts to develop shared techniques that promote positive behaviour. Some parents do not give their kids

rewards because they do not recognize the behaviour change that their child may have displayed.

One major factor that has been identified as contributing to the ineffective use of positive discipline practices in schools is the absence of parental guidance among learners (UNICEF, 2020). Xue (2019) claims that because parents return home from work stressed, they do not spend quality time with their children, nurturing and training them in manners, morals, and respect for people and property. Many teachers lack training in child development, conflict resolution, or classroom management, claims Thakur (2017). Because of this, they frequently look to their own early school experiences or regional notions of effective instruction for guidance.

Sibanda and Mpofo (2017) acknowledged that insufficient training for both parents and staff is a significant obstacle to the successful implementation of positive disciplinary measures in secondary schools. Insufficient funding restricts the number of training workshops for parents and teachers as well as the number of facilitator invitations. Lack of funding is the biggest obstacle schools face when implementing positive discipline techniques. Inadequate funding also made it difficult to hold staff development programs and workshops that would have taught parents and employees how to use positive discipline techniques. This is consistent with UNICEF's (2018) study, which found that funding constraints make it difficult to implement intervention programs in schools. This has proven to be difficult, particularly when it comes to training parents, the majority of whom have demonstrated a lack of understanding about the proper application of positive discipline techniques. Guevara et al. (2020) stated that parents truly need to be trained because some of them do not comprehend the concept of positive discipline and still hold the view that hitting children is the best form of discipline.

Lastly, UNICEF (2018) affirms that the impact of socio-political issues, a lack of funding, a lack of time with learners, a lack of resources, and pressure from different stakeholders can all impede the implementation of positive behaviour interventions in schools. Oxley and Holden (2021) indicated that some parents acted violently and aggressively toward school personnel, which has a detrimental effect on learners' behaviour.

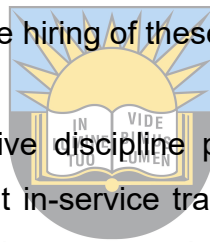
2.16 STRATEGIES TO ASSIST TEACHERS TO USE POSITIVE DISCIPLINARY MEASURES

The only way to end disciplinary issues is to take a proactive approach, i.e., intentionally train learners to become responsible, adult learners (CTI Tool, 2021). Through classroom instruction and learning, a learner should also be guided and helped to acquire the skills necessary for a responsible and mature life. Teachers ought to present their learners with admirable role models that they can follow (CTI Tool, 2021). It is hard for teachers to expect their learners to behave differently if they themselves act badly—for example, by being tardy, disobedient, or ill-prepared for work.

The best strategy, as provided by the CTI Tool (2021), is to take a more positive approach that calls for better preparation for classes, stronger relationships with learners, and the enhancement of values rather than adding more rules. Effective lesson planning, overseen by department heads or senior teachers, can significantly improve the discipline situation, particularly when it comes to inexperienced and underqualified teachers. Teachers need more training on disciplinary techniques. Other strategies that could assist teachers in the use of positive disciplinary measures, according to CTI Tool (2021), workshop for teachers, principals, and eventually parents should incorporate activities that would help ensure learners develop respect, pride, a quest for excellence, self-discipline, and a future-oriented life approach in order to inform, motivate, and occasionally educate them. Learners' obligations and responsibilities should be prioritized over individual rights in order to create a well-balanced and disciplined school community. In order to help teachers, manage their classrooms in a way that best suits their particular circumstances, alternatives should be implemented. To guarantee that learners develop self-discipline, parents and educators should work closely together. Parents should work with schools to help their children change their behaviour. In order to fortify improved ties between schools and communities, parents should collaborate with educators to enhance school discipline.

To support schools, there should be more professional support provided by psychologists and educational counsellors. To help educators deal with the issue of

learner indiscipline in schools, the Department of Education should assign experts like school counsellors and psychologists to every school. Social workers' responsibilities in schools must be aligned with those outlined in their job descriptions. As per Oxley and Holden's (2021) assertion, a social worker functions as a mediator or facilitator between educators and learners, monitoring their relationship, upholding policy enforcement, reporting policy violations, and looking into and resolving students' behavioural and learning issues. The ministry should give social workers authority, and experts from non-governmental organizations that focus on education and learning processes should provide them with professional training. Assigning the social worker's role in this way would free up the teacher to focus solely on instructing and informing the principal of the learners' progress rather than intervening to correct disruptive or violent behaviour on the part of the learners. Social workers ought to be more active in organizing these kinds of events and in reforming learners. In order to prevent schools from depending on donations and outside funding, the government should also set aside money for the hiring of these experts.



Teachers should receive alternative discipline patterns as part of their in-service training. Holden (2021) assert that in-service training would be more beneficial if it were delivered by teachers rather than non-teachers. Workshops with educators from other schools could also be beneficial in order to exchange ideas and talk about issues that teachers run into and how to fix them. Teachers are not assisted in using positive disciplinary measures by the training they receive at universities or colleges. Thus, in order to give teachers, the support they need, it might be necessary to re-evaluate teaching methods and classroom management lessons. In addition, the department might provide training to teachers on how to apply positive discipline techniques and host parent-learner workshops on child rights. Mahlangu et al. (2021) reiterated that the ATCP strategy should prioritize creating appropriate schools across the globe that go beyond instrumentalities in order to inculcate discipline. In order to fortify improved ties between schools and communities, parents should collaborate with teachers to enhance school discipline. Every school should encourage cooperation or teamwork in enforcing the rules and codes of conduct.

Counsellors with training should be assigned by the ministry of education to oversee the guidance and counselling departments in schools. The guidance and counselling

departments at the ministry's national, provincial, and district offices ought to be strengthened. Teachers should receive in-service training on the use of guidance and counselling to handle learner behaviour in schools (UNICEF, 2018). The ministry should also provide the government's policy and legal framework for offering advice and counsel regarding the management and administration of learner discipline in schools. In addition, the ministry ought to offer counselling resources for discipline management, such as books, audio, and videotapes on guidance and counselling. Educational institutions ought to raise awareness among learners regarding the significance of guidance and counselling in overseeing learner behaviour. Counsellors with training should be in charge of guidance and counselling in every school, (UNICEF, 2018).

Teachers should receive staff development on the application of cooperative and supportive disciplinary approaches, claims Holden (2021). Moreover, this would equip them with the abilities needed to maintain discipline constantly without using physical punishment. Since some parents and teachers are unaware of the concept of positive discipline, it is imperative that they receive training on how to apply it in schools.



2.17 CHAPTER SUMMARY *University of Fort Hare* *Together in Excellence*

The literature on the use of positive disciplinary measures in schools that examined local, continental, and international studies was reviewed in this chapter. The chapter was organized according to the headings listed in this study's section on research questions. The reviewed literature revealed that the goals of positive discipline and punishment should be educational rather than punitive, constructive rather than destructive, and centred around instilling in students the values of tolerance, respect, and self-discipline rather than victimizing, exacting retribution, or dehumanizing them. The idea that violence is a learned behaviour is the foundation of many school-based initiatives aimed at preventing violence. The research design, research paradigm, and research methodology for this study are presented in the next chapter.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 INTRODUCTION

In the preceding chapter, the literature was reviewed, and the theoretical framework was described. A thorough explanation of the research design and methodology used in this study is given in this chapter. In other words, a thorough discussion of the research paradigm and approach is provided. Furthermore, the procedures for participant selection and sampling are made clear. The techniques for gathering data and the methods used to analyse it are also covered in this chapter. Credibility and data reliability are other topics it addresses. The chapter concludes by outlining the ethical issues that this study raised.

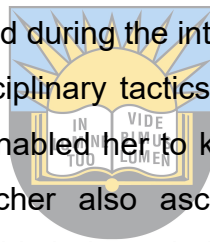
3.2 RESEARCH PARADIGM

Scholars differ in their definitions of what a "paradigm" is. A paradigm is a model or frame of reference that researchers use to observe and interpret phenomena (Xue, 2019). Creswell (2018) explained that a paradigm is a collection of presumptions and beliefs that direct thinking and influence research. As per Xue's (2019) assertion, paradigms facilitate the organization of researchers' observations and influence their acquisition of knowledge about the world. However, this is predicated on societal values, the research process, and the researcher's perceptions and presumptions about the relationship between the researcher and the research being done. A research paradigm also directs the questions posed and indicates where to direct the search for solutions. Denzin and Lincoln (2005) posits that paradigms are principles and opinions that contain a set of expectations and a design that researchers use when collecting and interpreting data. It is through paradigms that researchers use their philosophy to organise what they see and understand, and this enables them to collect and interpret data. Philosophical presumptions about the nature of reality, methods of knowing, ethics, and value systems all inform paradigms. What follows is a discussion of different forms of paradigms and their inherent philosophical assumptions.

3.2.1 Ontology

Yin (2016) defines ontology as the philosophical belief that one has about what constitutes social reality. Xue (2019) observed that the basis of ontology develops along the approach the researcher thinks would yield the most accurate response to the research question. Whether we think there is only one verifiable reality or if there are several socially constructed realities is a matter of ontology (Xue, 2019). Creswell (2018) said that ontological questions concern the essence and properties of reality. The concept of multiple realities is accepted by researchers who conduct qualitative research. Furthermore, the goal of qualitative researchers is to report these various realities when they examine individuals. The use of several types of evidence in themes that present various viewpoints and use the actual words of various people are examples of multiple realities in action (Denzin & Lincoln, 2005).

In this study, reality was determined during the interviews when the researcher asked questions concerning positive disciplinary tactics being used in secondary schools. What the interviewees revealed enabled her to know the truth as she determined it through their eyes. The researcher also ascertained reality by analysing the documents related to this study. This led to a holistic understanding of the nature of truth and knowledge.



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3.2.2 Epistemology

Ngwenya (2017) indicated that epistemology studies the nature of truth and knowledge. A philosophical belief system regarding who can be a knower and what can be known is also referred to as epistemology. Whether or not the social world can and ought to be studied using the same guidelines, protocols, and values as the natural sciences is a key question. This researcher dealt with what she believed to be knowable and how she believed this could be effected. Epistemology indicates how the researcher will know the truth or reality (Kivunja and Kuyini, 2017). The researcher immersed herself in the research perspective and was thus able to discover new information with respect to the phenomenon studied. Conducting a qualitative study entails researchers attempting to get as close as possible to the participants under study using epistemological assumptions (Denzin & Lincoln, 2005). Subjective evidence is gathered in this instance based on personal opinions. Knowledge is known

in this way: by means of people's varying subjective experiences. Because these were crucial contexts for comprehending what the participants had to say, it was necessary to conduct this study where the participants lived and worked. In this study, the researcher minimized the objective separateness between herself and those being studied by staying longer at the research site. Thus, epistemology helps researchers discover valuable information when conducting their research. The researcher adopted authoritative epistemological knowledge as she gathered knowledge from the principals and teachers who are well informed as they are directly involved with learners by implementing positive disciplinary measures at school.

3.2.3 Positivism

According to Guevara et al. (2020), positivism maintains that the only means of determining truth and objective reality is via the application of science. As an epistemological perspective, positivism promotes the use of natural science techniques to investigate and comprehend social reality (Bryman, Hirschsohn, Santos, Du Toit, Van Aardt & Wagner, 2016). Put differently, it is a descriptive category that designates a philosophical stance that is distinguishable in a study. But positivism can also be used disparagingly to characterize clumsy and frequently superficial data collection. Guevara et al. (2020) claim that positivism is predicated on the idea that science is the only source of authentic knowledge. It highlights the significance of applying or modelling the natural sciences. The scientific method is generally applied by positivism to the study of human behaviour. It is thought to be objectivist, meaning that things around us exist and have significance even if we are unaware of them. The positivist approach seeks to accurately describe the mechanisms and laws that govern social interactions (Xue, 2019). But it can be argued that the principle that only scientific statements are assumed to be the true domain of the scientific is in itself, a belief and a normative statement.

3.2.4 Post-positivism

Positivism and post-positivism are comparable. The sole distinction is that post-positivism acknowledges that researchers cannot be certain of their knowledge claims when studying social reality (Patton, 2002). In spite of this, objectivity can be attained through the use of multiple measurements and observations, as well as by triangulating the data to better understand what is actually occurring. According to

certain theories, post-positivism is reductionist, logical, empirical, cause-and-effect focused, and deterministic (Patton, 2002). Post-positivist researchers support rigorous techniques for gathering and analysing qualitative data, see inquiry as a sequence of logically connected steps, and accept that participants have multiple perspectives rather than a single reality. As previously mentioned, post-positivism was inappropriate for this study because of its nature.

3.2.5 Transformative/emancipatory paradigm

Both the constructivist and positivist/post-positivist paradigms are criticized by some academics. It is argued that because research-driven projects and policies are racially biased, they have not benefited from them (Xue, 2019). In response to these critiques, transformative, or emancipatory research has been developed. According to the researcher who employs this paradigm, knowledge is not neutral; rather, it is a reflection of social relationships and power dynamics within society. As such, the goal of knowledge construction is to assist individuals in improving society (Pankin, 2018).

3.2.6 The constructivist paradigm

According to the constructivist theory of ontology, there are as many intangible realities as there are people who create them, and reality is socially constructed (Pankin, 2018). Because knowledge is socially constructed and mind-dependent, constructivists hold that epistemology is subjective (Dama, 2018). They believe that the human experience contains the truth. Individuals who go through it create knowledge by acting consciously. Lemme (2019) reiterated that claims about what is true or untrue are therefore dependent on context, history, and culture, though some may be universal. Stories, belief systems, and assertions of spiritual and earthly connections made by communities find a place in this context as valid sources of knowledge. Constructivist researchers use methods that let them break down different realities. In other words, constructionist research demonstrates how discourse constructs reality and how these constructs allow for the possibility of some actions while rendering others unimaginable. They use auto-ethnography, narrative inquiry, collaborative inquiry, personal-reflexive ethnography, and newer forms of ethnography as part of their methodology. Constructivists employ techniques like participant

observation, document surveys, personal narratives, lived experience, poetic representations, and fictional texts for data collection and analysis.

3.3 THE CHOSEN RESEARCH PARADIGM

The reason the study chose the particular research paradigm is discussed and supported in the section that follows. The interpretivist paradigm, also known as the phenomenological approach, was used in this study. This method is employed to investigate and comprehend a key phenomenon. Lemme (2019) explained that an interpretive study focuses more on individuals and aims to comprehend their interpretations of the world around them. It also relies on the participants' opinions of the situation being studied.

As a result, the interpretivist paradigm is primarily based on how individuals understand and give meaning to their experiences (Roy-Campbell, 2022). This indicates that under this paradigm, informants are crucial to the provision of information. Denzin and Lincoln (2005) reasoned that information gathered through the interpretivist paradigm gives researchers insights into the behaviours shown as well as the interpretations and meanings that participants assign to their environments. Given that an interpretivist paradigm primarily depends on the perspectives of the informants regarding their real-life experiences, it was essential for the researcher to carefully select interview subjects who were a part of the phenomenon under investigation. Through the use of research techniques, she was able to better understand how people interact and interpret their social environment while studying a phenomenon. An interpretive perspective, in the case of Roy-Campbell (2022), is predicated on the notion that, rather than focusing on finding a single objective reality, qualitative research efforts should be concerned with revealing the multiple realities.

This suggests, for the purposes of this study, that multiple categories of respondents were found and contacted in order to obtain a variety of perspectives regarding the application of positive disciplinary actions in particular secondary schools located in the Vhembe District. The investigator made certain that various aspects of this phenomenon were exposed by gathering information from a wider range of sources. This method is more concerned with deciphering the discourse represented by a

compilation of autobiographical stories in order to uncover its deeper meaning. Furthermore, by using the interpretive paradigm, researchers can see the world from the perspectives and experiences of their subjects. The investigator employed these encounters to formulate and construe her comprehension of the data collected. Principals of secondary schools, teachers, learners, and SGB chairpersons were given the chance to express their opinions and difficulties in the context of this study in order to develop some intervention strategies that could provide fresh insights into the application of positive discipline in secondary schools. To investigate, interpret, or comprehend the social context, researchers pose broad research questions (Dama, 2018). Generally speaking, the research questions were non-directional, descriptive, and open-ended (Creswell, 2018). Lemme (2019) asserts that interpretivists hold that humans cannot have objective knowledge or reason, and that knowledge and meaning are acts of interpretation. The data obtained from the interviews was regarded equally in the study's context and categorized based on similarities and relevance (Malatji, 2016).



The interpretivist paradigm, which is based on the idea that experiences and meanings entail reality, was determined by the researcher to be the most appropriate for this investigation. The experiences of secondary school principals, instructors, and the chairperson of the SGB, and students who described their experiences through interviews were the main focus of this study. The study's participants provided the researcher with information based on their experiences in the work environment. Therefore, the interpretivist paradigm was the most useful choice to help the researcher understand that specific set of data. Pankin (2018) argued that interpretivism is a useful tool for investigating and comprehending central phenomena. Finding out how instructors in a few chosen secondary schools in the Vhembe District administer positive disciplinary actions was the main goal of this study. In line with the tenets of this paradigm and the qualitative approach, the researcher investigated this phenomenon by conducting in-depth interviews.

3.4 RESEARCH APPROACH: QUALITATIVE

The qualitative approach was the research methodology employed in this study. The interpretivist paradigm, which aims to comprehend phenomena in their context, served as the study's compass (Dama, 2018). This is because, in the context of this study, there are certain similarities between the interpretivist paradigm and the qualitative methodological approach. The qualitative approach, viewed from Creswell's (2018) perspective, is anything that elicits the participants' accounts of meaning, experience, and perceptions. The participants' own written or spoken descriptions of the events are produced.

Denzin and Lincoln (2005) think that the researcher's experience of gathering and analysing data shapes the qualitative research procedures (methodology), which are described as inductive and emerging. He went on to say that the logic used by qualitative researchers is inductive, starting from scratch, as opposed to being fully deduced from theories or the perspectives of the investigator. Patton (2002) asserts that qualitative research depends on verbal data, with descriptions being used by researchers to convey the data they have gathered. The focus of qualitative research designs is on collecting information on phenomena that occur naturally. Until a thorough understanding is attained, the researcher must search and investigate using a range of techniques (Maree, 2007). Blanche (2006) further maintains that qualitative research is frequently naturalistic and less preoccupied with statistical precision, enabling the researcher to conduct in-depth studies in a flexible and interactive manner. Dama (2018) agrees, pointing out that interpretive naturalistic approaches are used in qualitative research in an effort to make sense of, or interpret, phenomena in terms of the meaning that individuals assign to them. In qualitative research, where the emphasis is on the natural and subjective components of the sample, small samples are frequently used. This explains why another name for qualitative research is naturalistic research. Thus, qualitative research attempts to understand situations in their particularity as a component of deeper research and to provide a thorough description of a particular phenomenon.

3.4.1 The purpose of qualitative approach

Thus, the goal of qualitative research is to understand and describe rather than to control or predict, and it permits researchers to treat human behaviour and social acts as texts. Denzin and Lincoln (2005) give five research purposes that are especially well-suited for qualitative studies: knowing the meaning that study participants assign to the situations, events, and actions they engage in, as well as the accounts they provide of their entire lives and experiences; comprehending the specific context in which the participants act and the impact this context has on their behaviour; recognizing expected phenomena and influences and producing new, well-founded theories about them; and comprehending the mechanism through which events and actions occur and creating causal explanations.

3.4.2 Advantages of qualitative approach

Qualitative research offers certain benefits. Acquiring a genuine comprehension of the social dimensions of research conducted in culturally embedded environments is the aim of qualitative approaches (Patton, 2002). Maree (2007) elaborated that naturalistic inquiry is a non-manipulative, non-obstructive and non-controlling style of qualitative research that is receptive to any information that happens to surface during the investigation. Henning et al. (2016) provided that practitioners of qualitative research are dedicated to an interpretive and naturalistic understanding of human experience. They went on to say that the socially constructed character of reality, the close relationship between the researcher and the subject of the study, and the situational limitations that mould the investigation are all stressed by qualitative researchers. Secondary schools in the Vhembe District served as the study's natural setting and point of origin. Accordingly, the naturalistic paradigm served as the foundation for the research design (Dama, 2018). Ivankova (2007) believes that there is a certain amount of creativity and innovation involved in the actual tasks and actions of data collection, analysis, and interpretation. Dama (2018) claims that qualitative research also has the benefit of being able to study a small number of cases in-depth and provide rich detail descriptions of the phenomena as they happened. An additional benefit was that the researcher communicated with the subjects in their native tongue, utilizing both spoken and nonverbal cues, which was especially helpful when gathering data. Ivankova (2007) asserts that a researcher using a qualitative approach is unable to manipulate data. As a result, the information gathered using this method has the

potential to be trustworthy. These authors are of the view that participants in qualitative research can respond honestly and candidly. Patton (2002) went on to say that the goal of qualitative research is to obtain findings by capturing and utilizing the natural representation of data. Contrarily, Ivankova (2007) sees it as an activity carried out in its natural environment and attempts to explain the phenomenon in terms of the interpretations that individuals assign to it.

3.4.3 Disadvantages of qualitative approach

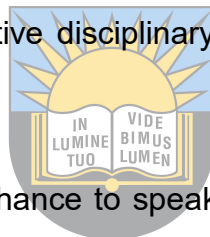
Qualitative research is not without its drawbacks. Due to the volume of data gathered, one of its drawbacks is that data collection, analysis, and interpretation can be laborious and time-consuming processes. This is consistent with the claim made by De Vos (2002) that data collection for qualitative research typically takes longer than for quantitative research. In terms of knowledge acquisition, however, the data collection methods required a lot of time. Data must first be organized by filing, sorting, and segmenting it into smaller pieces. It must then be examined multiple times while making a note of potential categories. Finding themes and patterns that appear in the data would then be the next step. After that, the data is synthesized and summarized.

3.4.4 Use of qualitative approach in the study

Dama (2018) pointed out that qualitative research is a methodology that depends more on language and interpretation to convey its meaning. A researcher must be interactive, conduct in-person interviews—which take time—and methodically watch and document processes as they happen naturally in order to gather data qualitatively (Ivankova, 2007). Maree (2007) asserts that familiarizing oneself with the settings of the informants and visiting the research area are necessary steps towards gaining a thorough understanding of the phenomenon. By using this method, the researcher was able to speak with individuals directly engaged in the district's secondary schools' positive discipline implementation. In addition, the investigator obtained data through classroom observations in which positive disciplinary actions were instituted. Maree (2007) stated that face-to-face observation is used in the qualitative approach to gather data from participants through techniques designed to capture and record voices.

Diverse knowledge claims, inquiry techniques, data collection procedures, and analysis techniques are used in qualitative research (Bless & Higson-Smith, 1995).

Interpreting human behaviour and experience is a central concern for qualitative researchers. The researcher's interest in this study was the use of positive disciplinary actions in secondary education. Therefore, rather than using numbers to understand meanings, the focus here was on verbal narratives. Because the researcher wanted to get first-hand information directly from the participants who use positive disciplinary measures at school, the qualitative approach was chosen for this study. The goal of qualitative research is to prevent the research subjects from being forced to adopt a pre-existing theory or hypothesis. When asked to describe their experiences in an interview, participants can do so more effectively. Bless and Higson Smith (1995) asserts that because each respondent has access to distinct information, participant selection is vital to the success of qualitative research. No respondent can provide all-encompassing information. The flexibility and freedom of the researcher with regard to structure and order are characteristics of qualitative methods. They made it possible for the researcher to flexibly investigate the subject in the context of this study, evaluating the application of positive disciplinary measures in particular secondary schools in the Vhembe District.



The participants were given the chance to speak candidly about their thoughts and opinions about the subject. The information gathered helped the researcher discuss and devise solutions for the issues brought up by the informants during the fieldwork regarding the use of positive disciplinary measures in secondary schools. In addition, the researcher recorded information such as body language and facial expressions using notes and a tape recorder. In order to solve the issue in the real-world context of the classroom, the researcher aimed to understand it within her theoretical framework and try to come up with solutions.

In order to gather information that would allow her to evaluate and interpret the findings, the researcher created data collection instruments. Additionally, the fact that the researcher spent some time in the field, observing and taking notes that were part of the interpretation process, improved the ability to make sense of the data collected (Blanche, 2006). Small groups of data were collected and subjected to qualitative analysis (Kumar, 2019). A thematic analysis was conducted on the collected data. In qualitative research, the researcher chooses the approach that is most appropriate for their research, whereas in quantitative research, the researcher's decisions and

actions dictate the design (Blanche, 2006). The qualitative approach was used in the study because it is flexible, holistic, and better suited for gaining a deeper understanding of phenomena. It also allows for the collection of rich data about the subjects from a variety of sources (De Vos, 2002).

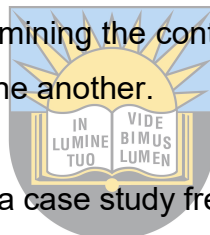
3.5 RESEARCH DESIGN: A CASE STUDY

A research design, as explained by Maree (2007), is the procedure for carrying out an investigation. It can be understood as the application of logic to a series of steps designed to maximize the validity of the results. De Vos (2002) defined a research design as an outline, framework, and approach for investigating in order to find solutions to problems or research questions. Blanche (2006) explained that a research design determines the path the study takes, how it should be concluded, and what particulars are needed to carry out the investigation. Schram (2006) mentions that the formulations of research designs are informed by the methodological frame the study is to follow. Schram (2006) observed that the selection of a research design is determined by the researcher's methods, abilities, and assumptions; it also affects the manner in which data is gathered.



This study used a case study design, which is defined by De Vos (2002) as an extensive examination from several angles of the complexity and distinctiveness of a specific real-world project. Ivankova (2007) assumed that a case study entails the examination of a limited system, or one or more cases over an extended period of time, through thorough and meticulous data collection from various sources. In the context of this study, the case study was chosen to gain a thorough understanding of how positive disciplinary measures are implemented in secondary schools. The researcher used interviews to confirm this. When discussing a problem, case studies refer to both an analysis technique and a particular research design that are typically used to make generalisations across populations. It is an empirical inquiry and research strategy that looks into a phenomenon in the context of real-world occurrences.

A case study permits the application of several research techniques (Schram, 2006) or several sources of information from the context (De Vos, 2002). Because it enabled the researcher to utilize any type of data pertinent to the study, the case study design was the most appropriate for this study. Patton (2002) asserted that a case study is an empirical investigation that looks at a current phenomenon in the context of real life, particularly in situations where it's difficult to distinguish between the two. Schram (2006) goes on to say that the case study inquiry relies on multiple sources of evidence and requires data to converge in order to handle the technically unique situation where there will be many more variables of interest than data points. Other findings are benefited, in a triangulating way, by the earlier development of the theoretical propositions that direct data gathering and analysis. A case study design facilitates a detailed analysis of data in a particular setting by the researcher. A study design typically chooses a small geographic area or a very small number of participants as the study subject. In its purest form, a case study examines and studies current, real-world phenomena by carefully examining the context of a small number of conditions or events and how they relate to one another.



Throughout the research process, a case study frequently uses documents, artefacts, interviews, and observations. Bless and Higson-Smith (1995) noted that, in contrast to grounded theory, case study researchers aim to conduct field research pre-armed with some knowledge of pertinent literature. Malatji (2016) noted that the case study design is less of a methodological framework and more of a decision about what to study than other methodological frameworks. A case study is broadly defined as a research project whose main goal is to identify solutions for particular problems that particular groups of people are facing. In this instance, the solution to the students' lack of discipline is the adoption of positive disciplinary measures in particular secondary schools (Schram, 2006). Denzin and Lincoln (2005) see a case studies as something that can be especially helpful in developing new theories and knowledge that can help policymakers understand how important it is to implement positive discipline in schools.

3.5.1 Advantages of a case study

A case study design is helpful for research because it gives the researcher a wealth of details and information about the subject of the study and enables them to work with

a diverse range of raw data. This suggests that case studies like this one offer efficient techniques for gathering data, which lead to an abundance of data being gathered throughout the research process, making them an efficient qualitative research design (Maree, 2007). In addition to aiding in the exploration or description of data in a real-world setting, the thorough qualitative accounts that are frequently generated in case studies also aid in explaining the complexities of real-world situations, which may not be fully captured in experimental or survey research. When one wishes to learn more about a situation, phenomenon, episode, site, group, or community, or when one wants to explore an area where little is known, it is highly helpful (Kumar, 2019).

De Vos (2002) suggested that the utilization of various qualitative data forms, such as observations, interviews, documents, and audio-visual materials, facilitates the researcher in obtaining a comprehensive comprehension of the case under investigation. The case study approach allows for the emergence of novel concepts from careful, in-depth observations. A case study, in Blanche's (2006) opinion, allows the researcher to engage with research participants in an empathic manner to better understand their lived experiences in relation to the phenomenon being studied. Dama (2018) is of the view that conducting a thorough case study necessitates that a researcher gather and synthesize data from various sources, draw conclusions and inferences based on evidence, and test conclusions drawn from such data. Case studies frequently use a limited geographic area or a small number of participants as subjects of study (Blanche, 2006).

3.5.2 Disadvantages of a case study

Notwithstanding these benefits, case studies have drawn criticism. Three categories of objections against case study research are covered by Yin (2018). First, a common criticism of case studies is their lack of rigor. Furthermore, he or she pointed out that, far too frequently, the case study investigator has been careless and has permitted ambiguous data or skewed viewpoints to affect the course of the findings and conclusions. Second, because case studies employ a limited number of subjects—some are conducted with just one subject—they offer very little foundation for scientific generalization. In addition, he pointed out that the question of how to extrapolate from a single case is frequently posed. Third, case studies are frequently criticized for being overly drawn out, challenging to carry out, and producing an excessive amount of

documentation. Particularly over time, ethnographic or longitudinal case studies can yield a lot of information. Another common worry regarding case studies is that they only provide one specific example and can have such a narrow field that their findings cannot be generalized to fit an entire question.

Case studies are known to take a lot of time, and the research may produce large amounts of data that are difficult for the researcher to analyse (Yin, 2018). He goes on to say that this is not really a drawback because case studies, by using methods like interviews for data collection, have a built-in safeguard against gathering superfluous information, reaching data saturation, or sampling to redundancy.

When a researcher is aware of these limitations concerning the study design, it makes it easier for them to come up with solutions to overcome these perceived obstacles (Yin, 2018). Furthermore, he continues, by removing biased viewpoints and constantly examining all interpretations in order to produce a rigorous study, this keeps them from impairing the study's quality. The case study approach was deemed by the researcher to be the most suitable research strategy for this study, considering the interpretive stance taken in the investigation and the nature of the research question. This is due to its benefits, which include the fact that it vividly captures the distinct viewpoints and worries of each individual participant in a real-world setting, something that quantitative or experimental approaches would have missed.

3.6 SAMPLE AND SAMPLING TECHNIQUE

3.6.1 Sample of the study

The actual number of participants selected for the research project is known as the study sample. It is the portion of the study population that the researcher has chosen to include in the investigation (Blanche, 2006). The 45 participants in the study made up a small and manageable sample size. A manageable sample has the benefit of allowing the researcher to reach a saturation point, which results in a thorough comprehension of the issue. Ten school principals, ten teachers, twenty learners from the chosen schools, and five SGB Chairpersons made up the sample size. Participants

in the study were limited to learners in Grades 10 through 12, as they were deemed more mature than other learners in terms of knowledge and potential comprehension of the topic being studied. Twenty learners were selected, with two learners (Head Boy and Head Girl) selected from each of the sampled schools. Twenty learners participated in discussions held in focus groups. Initially, thirty learners were identified as potential participants but ten of them failed to attend the interviews for reasons best known to them. All principals, teachers, and SGB members who were invited to participate agreed to do so. Those who agreed to participate were split up into four groups by the researcher (each group had five participants). Each group's data collection was sufficient to provide a thorough and complex understanding of the phenomenon being studied. The chosen principals and teachers took part in one-on-one interviews.

3.6.2 Sampling technique

Yin (2018) acknowledged that sampling is the process of selecting a subset of a population that is either representative of the entire population or has certain characteristics. Sampling is the process of selecting a certain number of people from a larger group in order to conduct research with them. It is a methodical process for selecting a subset to serve as a representative of the wider group. Non-probability samples include dimensional sampling, snowball sampling, purposive sampling, quota sampling, and convenience sampling.

Non-probability samples, in the opinion of Blanche (2006), come from the researcher focusing on a specific group because they are easier to set up, significantly less expensive, and can work perfectly well for the purpose they are meant to. The goal of quota sampling is to represent important attributes (strata) of the general population, which can take the shape of regions, races, nationalities, tribes, and so forth (Yin, 2018). Finding at least one respondent for each combination of the numerous factors of interest in a population is the goal of dimensional sampling. Last but not least, using snowball sampling, the researcher finds a small group of people who possess the qualities in question.

The sample for this study was chosen using the purposive sampling technique. Schram (2006) noted that the goal of qualitative research is to deliberately choose

participants or a location that will enable the researcher to comprehend the issue and the research question. This study used purposive sampling to choose the informants. The researcher chooses cases for the study that are rich in information using this non-random sampling technique. Purposive sampling is used when a researcher chooses a sample that offers the greatest learning opportunity. It is the most popular sampling technique in qualitative research, and it looks for cases that have a wealth of data that can be thoroughly examined to the main research questions. Yin (2018) suggested that researchers identify participants in a purposive sample and select them based on attributes that make them carriers of the data required to address the research question that directs the study. Therefore, participants in purposive sampling are chosen on the basis of their expert knowledge of the topic being studied (Maree, 2007). Purposive sampling involves the researcher choosing a specific group of participants whose knowledge and abilities are pertinent to the research. In order to carefully choose a sample that would best provide information to address the research problem, purposeful sampling was used.



Ten secondary schools were therefore carefully chosen from 36 secondary schools in the Vhembe Education District for this investigation. That is, five schools that performed poorly at national level for the past three years were selected and another five that performed highly thereat were also selected. These were assumed to experience discipline problems. In total, fifteen schools were offered to participate and five of them declined, citing bureaucratic procedures as their major reason for that. The selection of schools was based on the current school-based positive disciplinary measures in the Vhembe District. Because these schools have good teaching and learning systems in place and achieve good results, the researcher selected them. Conversely, those with poor results are said to have disciplinary issues.

Additionally, the researcher employed purposive sampling to choose the SGB chairpersons who were chosen based on their length of service in the SGB and consequently their level of experience. The researcher was free to select participants whose information was appropriate for this investigation. In this case, researchers look for key informants, organizations, locations, or events that are rich in information to study. These samples were picked because they are probably informed and knowledgeable about the phenomenon the researcher is looking into. This made sure

that comprehensive and fair information regarding the use of positive disciplinary measures in schools was gathered for the study. There were forty-five participants in all.

3.7 DATA COLLECTION INSTRUMENTS

Table 2.1: Interview guide, sampling technique, and sample size

Data Collection Instrument	Sample Techniques	Numbers of Participants
Interview guide	Purposive	25
Focus Group Discussion guide	Purposive	20
Total Number of Participants		45

Creswell (2018) states that data collection involves gathering information from participants through observation, interviews, and/or other methods. Ngwenya (2017) claims that the section on data collection tools explains in detail how data should be gathered throughout the entire research process and explains the rationale behind the selection of a specific approach over others. Moreover, he describes methods as the procedures used to gather data throughout the entire research process or as the means by which qualitative data is gathered. The theoretical framework and the variables at play must inform the method selection. In this study, information was gathered using a range of methods. In other words, focus groups, semi-structured interviews, and documentary surveys were used. Qualitative data were collected from secondary school principals, teachers, learners, and SGB by using three data collection methods, as shown in Table 3.1.

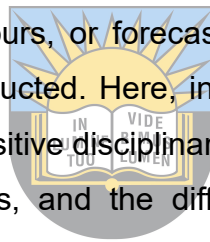
3.7.1 Interviews

The most common method of gathering data for qualitative research is interviewing. Yin (2018) postulated that one of the main methodological strategies in qualitative research is the collection of verbal data. Denzin and Lincoln (2005) realised that information is obtained by the researchers directly from a person or group that is thought to be knowledgeable about the subject matter they are interested in. A qualitative interview is a conversation between an interviewer and a respondent in which the interviewer does not have a predetermined list of questions that must be

asked in a specific order or with specific language. Instead, the interviewer has a general plan of inquiry that includes the topics to be covered (Babbie, 2016).

Babbie (2016) explained that an interview is a two-way discussion during which the interviewer asks the participants questions in order to gather information about their ideas, beliefs, opinions, and behaviour. A personal information exchange between the interviewer and the interviewee is called an interview (Maree, 2007). This suggests that an interview is a two-way discussion which the interviewer starts with the express intent of gathering research-relevant data. It is then focused on the topics that the research objectives have specified in order to provide a methodical description, prediction, or explanation in the future.

Consequently, interviews are typically used in qualitative research in order to gather information, obtain new perspectives, or improve comprehension of beliefs, attitudes, experiences, procedures, behaviours, or forecasts. To obtain information from the participants, interviews were conducted. Here, interviews were conducted to gather first-hand knowledge about the positive disciplinary measures that educators utilize in the classroom, their effectiveness, and the difficulties that educators face when implementing these measures.



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3.7.1.1 Advantages of using interviews

The main advantages of an interview method in data collection are that the direct contact with users often results in specific and constructive suggestions, they are good at obtaining detailed information, and few participants are needed to gather rich and detailed data (Babbie, 2016). An effective method for obtaining information on difficult and emotionally charged subjects is an interview (Patton, 2002). Interviews are easily customized to the interviewee's skill level. In this study, the researcher set up an atmosphere that allowed participants to be open and truthful when responding to the questions. There was no time limit set to provide enough time for people to share their experiences, observations, and opinions about how positive discipline has changed their lives. To achieve this, the researcher took a reasonable sample size of participants. There were no interruptions during the ample amount of time the participants had to express themselves.

3.7.1.2 Disadvantages of interviews

There are some drawbacks to interviews. The length of the interview sessions was the first drawback this study experienced. This resulted from participants devoting more time to talking about different topics outside the purview of the study. Bless and Higson-Smith (1995) stated that another drawback of interviews is the high cost associated with travel. In the context of the study, the travel costs were very expensive because the researcher travelled many kilometres to interview the participants. The researcher also used money to buy food and incentives for the participants, and this was costly. The researcher had no equipment for recording the interviews (such as tape recorders); she had to purchase the said equipment. Interviews also require skilled interviewers. Fortunately, the researcher is experienced, as she has conducted several interviews, some of which were for her honours and master's degrees.

3.7.1.3 Pilot interview

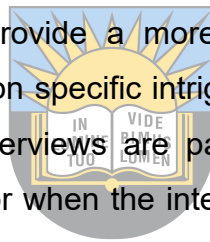
Yin (2018) points out that researchers should incorporate a pilot project into their proposal so that a limited number of participants can test out their interviewing design. The researcher carried out a pilot study to ascertain the validity and reliability of the interview schedule. The Nzhelele West Circuit provided the sample. In and around Nzhelele, three secondary schools participated in this pilot study. Creswell (2018) contended that the researchers need to be aware of their own interviewing proficiency as well as grasp some of the practical aspects of gaining access, contacting people, and conducting an interview. Babbie (2016) agreed that while researchers should have a general plan of inquiry and know what questions to ask, they shouldn't have a list of questions that they have to ask in a specific order and with a specific set of words. Ivankova (2007) said that a pilot study is undertaken to help the researcher decide if it is worth carrying out a detailed investigation.

The questions were tested and modified specifically for this study in order to gather information that helped address the research questions. Since the qualitative research study examines people's perceptions, experiences, feelings, and beliefs, Creswell (2018) contends that the respondents are the best arbiters of whether the research findings have been able to accurately reflect their opinions and feelings.

3.7.2 Semi-structured interviews

Data for this study were gathered through semi-structured one-on-one interviews. Blanche (2006) is of the opinion that semi-structured interviews facilitate free-flowing personal responses and viewpoints. In this context, semi-structured interviews are a method that researchers employ to gather information from participants by asking open-ended questions. The aforementioned evidence bolsters the suitability of semi-structured interviews as a tool for gathering data because they facilitate the easy extraction of information from participants.

To acquire a comprehensive understanding of the participants' beliefs, perceptions, or accounts of the studied subjects, the researcher employed semi-structured interviews. A type of data collection method that allows the researcher to thoroughly and in-depth get information from the participants is semi-structured interviews (Schram, 2006). Both the participants and the researcher had much more flexibility with this method. The participants were able to provide a more comprehensive picture, and the researcher was able to follow up on specific intriguing avenues that emerged during the interview. Semi-structured interviews are particularly useful when the subject matter is contentious or intimate or when the interviewee has a particular interest in complexity (Babbie, 2016).



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3.7.2.1 Disadvantages associated with interviews

Careful preparation can lessen problematic interviews (Maree, 2007). Should more than one issue come up during the interview, it is best to reschedule. De Vos (2002) talks about several interviewing pitfalls. These can be found below.

a) Interruptions

These have the potential to divert participants to the point where thoughts are lost; as a result, time must be spent re-establishing the intimacy that was previously established. Here, the phone was the most frequent interruption. The researcher and participants agreed that cell phones would be turned off prior to the start of the interview in order to prevent disruptions. He avoided interruptions by conducting the interviews in quiet areas. Additionally, the researcher minimized disruptions by pasting "Do not disturb" notices to let people know that an interview was taking place.

b) Competing destruction

Yin (2018) emphasized that focused effort from the participant and the researcher is necessary for a high-quality interview. It was also essential to make sure the interviewer received a debriefing and avoid scheduling too many interviews for a single day. For the purposes of this study, the researcher scheduled one 50–60-minute interview session per day. This helped to guarantee that the participants were engaged, and the researchers were present.

c) Stage fright

The participant may feel more vulnerable as a result of the open-ended question and the tape recorder. However, in order to help the participants de-stress and calm down, the researcher held an informal meeting with them prior to the interview.

d) Awkward questions

Many questions that are not typically part of the planned conversation are likely to be asked during the interview process. Here, the researcher steered clear of awkward or pointless queries.



e) Superficial interviews

A lot of times, interviews are too brief because the participant is moved along too quickly by the researcher (Babbie, 2016). Non-verbal cues were ignored in this study, and participants were not given any time to get to know the researchers. The researcher conducted a conversation with the participants before the interview to gain insight into their work and other pertinent aspects of their profession.

3.7.2.2 Conducting semi-structured interviews

A local research assistant was hired by the researcher. Their own participation in the project increased their confidence and, as a result, reduced their anxiety. By forming this kind of relationship, the researcher was able to obtain additional data. Every interview was recorded on audio, and the recordings were accompanied by handwritten notes. The researcher was able to focus on the interview process, thanks to audio recording. The interview process was able to be guided appropriately because the researcher was able to give it her full attention. During the interviews, she also made notes on observations, including nonverbal cues. Because this kind of interview

is primarily done in the interviewee's natural environment, which typically instils confidence in the storyteller, it created a laid-back atmosphere for the interviewees.

3.7.2.3 Field notes

A field note is a documented record of the things the researcher observes, hears, feels, and considers while conducting interviews. Babbie (2016) said that researchers record their impressions as soon as possible following an interview. It was essential to take thorough and accurate notes of everything that happened during the interviews. In order to record some of the non-verbal cues, such as body language and facial expressions, notes were thus taken (Creswell, 2018). In order to support the recordings, notes were taken. Dama (2018) highlights several crucial guidelines to adhere to when composing field notes to minimize data loss. These include starting the task right away, not discussing the observation before it is recorded, locating a quiet place to write, allocating enough time to finish the notes, recording the events in the chronological order that they happened, and allowing the dialogue and events to naturally flow onto the page. Speaking the observations into a recorder could be helpful (Blanche, 2006).



Babbie (2016) stressed that taking notes should be done gradually. That is, there are brief notes at first — words and phrases — and then a letter with longer, more detailed written notes. He goes on to say that it is important to record both the researcher's interpretations of the empirical observations and their own. For the purposes of this investigation, the researcher transcribed her observations from the interview.

3.8 FOCUS GROUP INTERVIEWS

Focus group interviews involve the researcher interviewing a group of participants in order to gather a range of data. One of the most effective methods for gathering qualitative data is the focus group interview. Focus group interviews are a type of qualitative research technique in which a small group of six to ten people is chosen, and they are questioned about their thoughts or impressions of a given subject. There is open communication between participants in an interactive setting. Ngwenya (2017)

states that focus groups are a tool used in qualitative research that allows participants to freely, and openly discuss their attitudes, opinions, or perceptions about a topic, service, or program. The researcher facilitates these group discussions. Participants in focus groups are typically chosen based on shared attributes related to the subject matter being studied (Babbie, 2016). Dama (2018) contends that focus group interviews allow participants to build on the experiences and remarks of others to present a comprehensive perspective that is not possible in one-on-one interviews.

During the focus group discussions in this study, the researcher fostered a tolerant environment that allowed the participants to freely express their perceptions, points of view, experiences, desires, and concerns without feeling compelled to come to an agreement. Rather than addressing the researcher directly, group members conversed with one another. The most important information is what the group members discuss when they are having discussions. Focus group talks provide a forum for exchanging thoughts and first-hand accounts of experiences related to a specific phenomenon.



3.8.1 Reasons for using focus groups

The aim of focus groups is to encourage participants to be honest about themselves. If group members participate in a conversation that encourages openness and makes tolerance and divergent thinking the cornerstones of discussions, then self-disclosure is guaranteed (Patton, 2002). A focus group also enables the researcher to ask questions of multiple participants in a methodical and concurrent manner (Babbie, 2016). Finding out what people's true opinions and feelings were regarding the phenomenon under investigation was one of the main goals of this study's focus group methodology (Yin, 2018). Schram (2006) claimed that a more effective method than one-on-one interviews is for the researcher to create a social environment where group members are stimulated by each other's perceptions and ideas. This will increase the quality and richness of the data. This method was used in this study to collect opinions from the general public regarding the use of positive disciplinary actions in secondary schools.

Focus group interviews were employed by the researcher to gain a deeper comprehension of the research problem. Focus groups come in handy when more

opinions or responses are required on a particular subject (Neuman, 2003). These can be acquired more quickly than through one-on-one interviews. Babbie (2016) indicated that focus groups can produce complicated information quickly and at a low cost. Whether or not group members get along with one another will determine this. A well-formed group will produce discussions that flow naturally and include insightful information (Sarantakos, 2000). In this particular study, the researcher expertly conducted the interviews by making sure that each participant had a thought to express and felt at ease enough to share it. Focus group interviews gave participants the freedom to express their opinions. To enable their unrestricted participation, the researcher made sure that delicate questions were avoided.

At their core, focus groups are a means of establishing channels of communication while also listening to and learning from participants. Within the framework of this investigation, the investigator made certain that there was constant communication between the participants and the facilitator, as well as between the participants. Instead of speaking with the interviewer, the participants engage with one another, allowing their opinions to be heard (Shipman, 1988). One technique for validating constructs before more qualitative measures are developed is the focus group. It enables the researcher to look into various viewpoints within a specific field of interest (Sarantakos, 2000). Focus groups can be used to investigate novel research topics or topics that participants are familiar with. Participants in focus groups can compare and share ideas (Shipman, 1988). Additionally, the use of group discussion to generate data is what sets focus groups apart from other interview formats. In evaluation and policy studies, focus groups can also be employed as an evidence-based methodology (McMillan & Schumacher, 2010).

Focus groups are particularly helpful in trying to comprehend diversity because they make the variety of experiences of others more apparent. When people are in a group setting and surrounded by other people, they feel empowered and supported. Additionally, when they are around people who they think are similar to them, they might be more inclined to talk about their experiences and emotions (Wisker, 2001). Focus groups are an effective tool for examining complex behaviour and motivation as well as revealing reality (Shipman, 1988). Focus groups demonstrate a readiness

to listen without taking offense, which is especially helpful in situations where emotions are high (McMillan & Schumacher, 2010).

3.8.2 Planning the focus group

A focus group interview involves anywhere from six to ten people. Four focus groups with five participants each were conducted as part of this study (two participants were chosen from each school). These individuals gathered to talk about and share their opinions regarding the use of positive disciplinary actions in schools. In this study, the researcher aimed to comprehend the perspectives of various groups regarding the positive disciplinary strategies used by teachers in schools, the effects of such strategies, obstacles, and potential helpers for teachers implementing such strategies. Focus groups were employed by the researcher to identify variables that affect attitudes, actions, or motivation. Furthermore, concepts that arose from the groups were subsequently transformed into themes and sub-themes that are covered in Chapter Four.



3.9 DOCUMENT REVIEW

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Documentary surveying was the method used in this study to gather data. The examination of documents containing details about the phenomenon under study is referred to as this method. Document analysis, according to Neuman (2003), is a type of qualitative research in which the researcher interprets documents to give voice and meaning to the subject. Document analysis involves categorizing content into themes, much like transcripts from focus groups or interviews. The combination of approaches in the study of the same phenomenon is a crucial component of most triangulation schemes (Wisker, 2001). Documentary analysis is the study of already-published documents, either to comprehend their main ideas or to shed light on underlying themes that may be communicated through their coverage and style. Documentary surveys are methods for classifying, looking into, interpreting, and pointing out the limitations of physical sources, which are usually written documents that are either in the public or private domain.

Primary and secondary sources are categories for documentary sources. Original written records of the author's experiences and observations, such as memoranda, reports, invoices, meeting minutes, and receipts, are referred to as primary sources. Materials obtained from someone else as the primary source are referred to as secondary sources. This suggests that primary sources are superior to secondary sources in terms of reliability. Since secondary sources are other people's interpretations of primary sources, they should be carefully checked for accuracy. Therefore, there's a good probability that secondary sources will be biased, contain false information, or be based on the ideas and opinions of that specific author (McMillan & Schumacher, 2010). This researcher collected data from public documents such as policy books, government gazettes, circulars, memos, and minutes, results, and all relevant documents used when implementing positive disciplinary measures at school.

In order to supplement the information gathered from the interviews, documents pertinent to this investigation were examined. Studying these documents allowed researchers to assess the information's representativeness, validity, authenticity, and significance. Neuman (2003) asserts that the veracity and accuracy of a document's references, as well as how broadly it represents the phenomenon under investigation, determine the document's credibility as evidence. He interprets this to mean that the degree to which secondary source documents engage with literature about the phenomenon under study is a stronger indicator of their validity as trustworthy sources that should be used for gathering data. Questions about the why, how, and whose interest a given document serves were paramount, as this study used secondary source documents in order to gather reliable, comprehensive, and pertinent data.

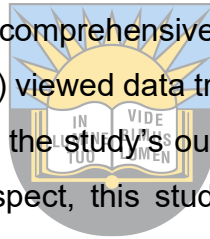
3.9.1 Advantages of document review

Researchers employ document analysis for various reasons. First of all, because documents are practical and manageable resources, document analysis is an efficient and effective method of data collection. Shipman (1988) discussed that gathering and examining documents is frequently far more economical and time-efficient than carrying out independent study or experiments. Wisker (2001) maintained that documents are reliable, unchanging sources of data. In other words, they are

impervious to the influence or research process of the researchers and can be read and reviewed several times without changing.

Sarantakos (2000) thinks documents can offer background knowledge and a wide range of data, which makes them useful for placing one's research within the context of its field. Documents can also track development and change, provide details that information has forgotten, and contain data that is no longer observable. One benefit of document study is that it is the only approach where the researcher can conduct an in-person interview with the respondent (Neuman, 2003).

Document review was important for this study as its data were used to complement those collected from the participants and observation. This form of complementary data is commonly known as data triangulation. (McMillan and Schumacher (2010) described data triangulation as when the researcher makes use of several sources of data to qualitatively develop a comprehensive understanding of their research problem. In addition, Wisker (2001) viewed data triangulation as a part of a qualitative research technique applied to test the study's outcomes' validity by converging data from different sources. In this respect, this study converged data from secondary sources, study participants, and observations to validate its findings.



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3.9.2 Concerns over document review

The drawbacks of document analysis are more like possible issues to be mindful of either before or after selecting the method than they are actual restrictions. One first for this study was that some investigative skills were needed because the documents were not made with data research agendas. Not every piece of information needed to address the research questions is included in the document. Sometimes there was very little or no useful information provided in certain documents. Others had data that was erroneous, inconsistent, or incomplete. Bishwakarma (2017) acknowledged that gaps or sparseness in the documents can cause more searches or an unplanned reliance on additional documents. Additionally, some of the study's documents were hard to find or difficult to access. In other instances, documents were maintained, but for security purposes, they were either inaccessible or classified (Neuman, 2003). It was crucial that the researcher assess the documents' quality for these reasons.

The possibility of bias, from the researcher as well as from the document, was another issue. Shipman (1988) noted that in order to maintain the validity of the research, it is critical to carefully assess and look into the subjectivity of documents and your comprehension of their data. An additional issue is the deft use of language. Since the respondents' written responses are the only available data in a documentary study, the researchers rely on the respondents' ability to write and formulate ideas clearly and meaningfully. Thus, poor language proficiency may have a detrimental effect on the document's content and the researcher's capacity for research. The documents' provenance and quantity are further issues. Important details like the provenance or the date of documents are frequently impossible to determine. A common occurrence with documents, particularly official ones, is that they are kept in large quantities in one location for an extended period of time. Research is hampered by these documents' frequent incompleteness, disorganization, and different states of deterioration. Since they can be easily avoided with a clear process that includes evaluative steps and measures, these are concerns rather than disadvantages.

3.9.3 Challenges experienced during data collection

3.9.3.1 Inability to keep interview appointments

Before the participants' interviews, the researcher set things up. Nonetheless, despite prior arrangements, a portion of the participants generally neglected to keep their appointments. The researcher had to reschedule missed appointments, which resulted in significant financial and time costs. The data collection procedures were therefore extended.

3.9.3.2 Language issues

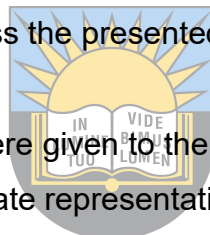
Due to illiteracy, a few participants, particularly the SGB chairpersons, were unable to communicate in English. For the majority of participants, English is their first foreign language, and Tshivenda is the native tongue in most schools. The participants were urged to "switch-code" by the researcher. That is, addressing this challenge by utilising both their native language and English. During the interviews, some of the participants withheld additional information.

3.10 DATA ANALYSIS

The process of giving the vast amount of gathered data structure, order, and meaning is known as data analysis (Creswell, 2018). Making sense of textual data entails a number of tasks, including preparing the data for analysis, performing various analyses, delving further into the data's meaning, representing the data, and interpreting its broader significance (Schram, 2006). Additionally, data analysis entails dissecting and connecting the gathered data (Babbie, 2016). Making conclusions from empirical data about social life through structured, mechanical, and technical procedures is definitely not the same as the inductive reasoning, thinking, and theorizing involved in qualitative data analysis (Ivankova, 2007). Working with the data, organizing it, dividing it into manageable chunks, coding it, synthesizing it, and looking for patterns are all part of qualitative data analysis. In addition to what the researcher has seen and read, this also involves the consolidation, reduction, and interpretation of what people have said. The process of analysing qualitative data involves looking for trends, ideas, themes, and interpretations.

At some point, data analysis ought to occur simultaneously (Wisker, 2001). In other words, data collection, analysis, and writing up the results should all happen simultaneously in qualitative research (McMillan & Schumacher, 2010). Patton (2002) realised that as data collection comes to an end and analysis gets underway, the researcher should immerse themselves in the data by working with text (field notes, interview transcripts). This demonstrates how these three facets of qualitative research are related to one another. Researchers may be writing memos and analysing previously conducted interviews in between interviews. After breaking down the data in this manner, the researcher coded each significant component in accordance with the thematic elements of the research question. Sarantokos (1988) maintained that coding helps the researcher organize the collected data into themes. The researcher was able to identify different data pieces and reassemble them in a meaningful and cogent manner by using coding. Every piece of data was subjected to a context analysis mode. Each participant's response was used to code and arrange the data. Following the coding process, the researcher categorized or thematically arranged related codes. A label was given to each category. Maree (2002) asserted that data categorization comprises coding phrases, lines, sentences, or paragraphs

within data sections as instances of, or relevant to, one or more of the study's themes. The researcher was able to compare and contrast different patterns and intricate threads of data with the aid of categorization. Themes were formed by grouping common ideas from the participants into broad and general topics. These were further broken down into specific ideas that spoke to a specific understanding of certain aspects as sought by the questions. These were then categorised as sub-themes. For each group of the participants, this type of data analysis was followed until sub-themes were obtained. The sub-themes were tributaries of the major themes. In doing so, the researcher was able to sieve common or repeat ideas from the participants. In this case, it became easy and relevant to use generalised/common terms that reflect the common ideas as provided by the participants such as 'The majority of...; Most of the...; and All the...'. In light of the above, Chapter four presents data in this fashion in order to avoid unnecessary repetition of what the majority of the participants said. That is, only a few examples of the majority ideas are presented and discussed in Chapter four. This makes it easier to discuss the presented data.



The transcribed data and notes were given to the participants for approval in order to make sure the data were an accurate representation of what actually happened in the field. Neuman (2003) agreed that a crucial step in guaranteeing the accuracy of the data gathered is participant validation of the information. All of the coded and analysed data was stored by the researcher on a computer. After all the data had been coded, themes found in the secondary sources were used by the study to qualify the interview data. Themes were compared with data in order to facilitate interpretation. Following the completion of the focus group and one-on-one interview analysis, data from secondary sources was used to interpret the final consolidated data.

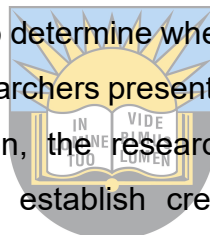
3.11 DATA TRUSTWORTHINESS

The equivalent term used in qualitative research to indicate the calibre of the research is trustworthiness. It refers to how credible and reliable the data and data analysis are. Finding ways for qualitative researchers to demonstrate that the results of their studies are reliable, transferable, confirmable, and credible is the essence of data trustworthiness (Blanche, 2006). When a research project accurately captures the opinions and realities of all participants, it is deemed trustworthy. Setting aside their

preconceived notions about the subject of the study, the researcher went back to the participants to ensure that the information gathered was accurate. The data were recorded during or right away after collection in order to assess the calibre of this investigation. In keeping with Blanche's concept, consent was obtained before the study began, and participants were informed of the consequences of giving this kind of information. Yin (2018) proposed that four strategies, credibility, transferability, dependability, and confirmability, can be used to determine the trustworthiness of qualitative research.

3.10.1 Credibility

De Vos (2002) feels that credibility is the ability of something to be consistent between the respondents' constructed realities and the ones that are attributed to. The substitute for internal validity is credibility. It proves that the investigation was carried out in a way that guaranteed the subject's accurate identification and description. Establishing credibility also aims to determine whether participants' perceptions of the social constructs and the way researchers present their positions coincide. Prior to the commencement of data collection, the researcher became acquainted with the participating schools in order to establish credibility. After the interviews were recorded, a more trustworthy conclusion could be reached by utilizing the verbatim data transcriptions.



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The researcher got consent from the participants to use a tape recorder during the interviews in order to guarantee the accuracy of data collection. To ensure that her findings were accurate, the researcher employed the following techniques: the extended participation, ongoing field observations, peer debriefing, and member checks. The process by which the researcher confirms emerging themes and findings with the participants is known as "member checks." The participants were given access to the final draft document so they could verify its accuracy. In order to align the study, the researcher asked the participants for their feedback on the findings.

3.10.2 Transferability

The ability of study results to be applied to different contexts, such as comparable circumstances, comparable populations, or comparable phenomena, is known as transferability. Bless and Higson-Smith (1995) hypothesised that transferability is the

degree to which the results of a study can be used with different participants or in different contexts. It is predicated on the notion that the data may be representative of the general population. The researcher made sure that participant quotes were used verbatim and that the research context was thoroughly described in order to guarantee transferability. This researcher inquired as to whether her study's conclusions could be applied to a different circumstance or instance (Maree, 2007). To ensure that the findings were applicable, the researcher employed a variety of data collection techniques. They made the richest data possible available to her. Babbie (2016) added that the creation of a theory that is applicable to their setting rather than explicit sampling from a pre-defined target population is typically the basis for generalizability in qualitative research. Because similar problems occur in other schools, the findings might apply to those as well. Additionally, South Africa has comparable policies regarding school discipline. As a result, readers would find it simple to apply the study's findings to any South African high school.

3.10.3 Dependability

Dependability is the degree to which the study's results would hold up to replication by different researchers. By demonstrating that the results are repeatable and consistent, it serves as an assessment of the calibre of the research procedures used. The triangulation components, which function as elements that potentially increase trustworthiness in qualitative research, are satisfied when data are sourced from multiple sources. Dependability is the ability to produce results that would be consistent if the study were conducted again using the same subjects and procedures. The researcher provided a detailed description of the data collection and analysis procedures in order to ascertain this.

Maree (2016) emphasizes the close relationship between credibility and dependability, contending that, in actuality, demonstrating credibility helps to ensure dependability. "Overlapping methods" like focus groups and one-on-one interviews can help achieve this. The researcher employed overlapping techniques for focus groups and one-on-one interviews to ensure reliability. She employed peer review as well.

3.10.4 Confirmability

For Wisker (2001), confirmability refers to how impartial the research study's conclusions are. It is the extent to which the research's conclusions are a result of its focus rather than the researcher's prejudice. According to confirmability, the data and the interpretations drawn from the study are not the researcher's own, and they can both be linked back to their original sources. To rule out any potential biases on the part of the researcher, the responses are quoted in full in this study. Maree (2016) emphasizes the importance of finding out if the study's conclusions are supported by another research. They go on to explain that confirmability is a gauge of how well the data gathered supports the research findings. Confirmability was attained by the researcher through member checking, in which participants were asked to assess whether the results aligned with their opinions. She also made sure that the findings could be verified by performing audit trails, which demonstrated how the data ultimately led to the suggestions for additional study.

3.11 ETHICAL CONSIDERATIONS



Since this is a case study, ethical concerns are undoubtedly important, especially when it comes to people. The ethical considerations surrounding study participants are covered in this section. The University of Fort Hare's ethical guidelines were strictly adhered to, and the investigation was always carried out in a proper and ethical manner. Ethics in the context of educational research means making sure that the interests and welfare of people are not compromised by the research being conducted. We considered the following moral considerations:

3.11.1 Permission to conduct the study

The University of Fort Hare's Research Ethics Committee (CURES) granted the researcher an ethical clearance certificate prior to the commencement of the study. Additionally, the Department of Basic Education in Limpopo Province granted permission for the researcher to carry out the research among the designated secondary schools.

3.11.2 Informed consent

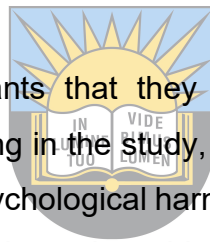
One of the many ethical rules that must be followed is informed consent. Here, two key actions are pertinent: first, participants must be fully informed about the nature of the proposed research, and second, they must willingly consent to participate in the study. The participants were visited at the schools where they teach and attend prior to the commencement of the research project. The participants were briefed by the researcher on the goal of the study and all that would happen throughout the investigation. The consent letter was given to the participants to read and sign.

3.11.3 Voluntary participation

The participants in the study were not coerced into taking part in it. The participants were informed by the researcher that they could choose to stop taking part in the study at any point while it was being conducted.

3.11.4 Protection from harm

It was promised to the participants that they would not suffer any physical or psychological harm. By participating in the study, the participants were not subjected to any unnecessary physical or psychological harm; the researcher made sure of that. In the unlikely event that they experienced anything negative during the interviews, the study promised to help in any way it could.



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3.11.5 Privacy, confidentiality, and anonymity

Participants in the study received assurances that their right to privacy would be upheld. In other words, if they so desired, their identity would stay anonymous. Every participant and the researcher were fully aware of the confidentiality of the study's findings and results. For the purposes of this study, every piece of information that was gathered from the interviews was used. Names were withheld, and audio cassettes were deleted afterward to prevent anyone else from accessing the information for purposes other than this study.

3.12 SUMMARY

The research design, data collection tools, paradigm, research approach, and research methodology were all covered in this chapter. Also described was the

procedure for data analysis. During the research, reliability and ethical considerations were taken into account. The ensuing chapter examines and evaluates the information gathered using the methods mentioned previously.



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CHAPTER FOUR: DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

4.1 INTRODUCTION

The previous chapter discussed the research design and methodology used to produce qualitative data in order to address the research questions. The data is analysed and presented in this chapter to assess the efficacy of the positive disciplinary measures being implemented in the afore-mentioned schools. The participants' background information must be provided first in order to clearly comprehend the significance of the qualitative data that was gathered. The necessity to look into how the positive disciplinary measures were being implemented in the chosen secondary schools in the Vhembe District guided the data presentation and analysis. The goal is to develop practical solutions to the problems teachers run into when implementing positive disciplinary actions in the classroom. In this sense, the following goals were attempted to be accomplished by this study:

- To determine the constructive disciplinary strategies teachers use to address student misbehaviour in the classroom.
- To evaluate how well the positive disciplinary measures used in schools have worked to address student indiscipline.
- To evaluate the support and oversight systems in place to help educators implement positive discipline in classrooms.
- To determine the difficulties educators face when implementing positive discipline.
- To devise potential tactics that might help educators implement positive disciplinary actions in classrooms.

This study provided answers to the primary research question below in order to accomplish the aforementioned goals.

- How do teachers in the Vhembe District's selected secondary schools implement positive disciplinary measures?

The above question would not be fully answered had the subsidiary questions that follow below not been addressed as well.

- What are the positive disciplinary measures that teachers employ at school?
- In what ways do the implemented positive disciplinary measures help to address student misconduct in the classroom?
- How are educators supported and observed when implementing positive discipline strategies?
- What difficulties do educators face when implementing positive discipline techniques?
- What tactics might be recommended to support educators in implementing constructive disciplinary actions?

There are six sections in this chapter. The biographical information of the participants is dealt with in the first section. The themes found during the data analysis serve as the foundation for the remaining sections. In the third section, data regarding the effectiveness of the implemented positive disciplinary measures is presented and analysed. Data on the support and monitoring system for positive discipline are covered in Section Four. Section Five contains the data regarding the difficulties teachers face when implementing positive disciplinary measures. The data on the tactics that can help teachers implement positive disciplinary measures is presented and analysed in Section Six. Since every participant asked to remain anonymous, their individual identification in this study is shown below.

4.2 THE PARTICIPANTS' BIOGRAPHIC DATA

This study's sample size of 45 participants was manageable and appropriate because it was purposefully selected to ensure that the required information would be obtained. There were ten secondary school principals from the ten selected secondary schools, ten teachers from the ten selected secondary schools, five SGB members, and 20 learners from the ten selected secondary schools. The SGB members were selected based on the longest time spent in that position. The biographical data of the participants, which included details about their number, gender, age, length of time in their current role, and academic and professional backgrounds, are displayed in the tables below.

Table 4.1: Data on gender, age and experience of principals.

Research site	Participants	Code	Gender	Age	Experience Years in current position as principal
School 1	Principal 1	IIP1	Male	45	8
School 2	Principal 2	IIP2	Male	48	6
School 3	Principal 3	IIP3	Female	50	5
School 4	Principal 4	IIP4	Male	58	12
School 5	Principal 5	IIP5	Male	60	21
School 6	Principal 6	IIP6	Female	52	5
School 7	Principal 7	IIP7	Male	49	5
School 8	Principal 8	IIP8	Male	51	15
School 9	Principal 9	IIP9	Male	53	10
School 10	Principal 10	IIP10	Female	60	4

The participants' gender was fairly spread, as indicated in Table 4.1. Three females and seven males made up the ten principals. Evidently, the majority of secondary schools in this district are managed by male principals. This might be explained by the fact that most male principals were appointed to that position during the apartheid era, where female teachers were largely denied the opportunity. Principals were chosen because they manage schools and are hence responsible for what happens there. Without sound administration and discipline, schools cannot function properly.

Given this study's objectives and the research questions as outlined above, the researcher needed to choose participants with experience about the positive disciplinary measures implemented in their schools. The participants were randomly and conveniently selected based on their ages. That is why the principals were aged

between 40 and 60 years. Here, three of the principals were forty-nine years old, five were fifty-to-fifty-nine, and two were sixty years of age or older. For experience, one principal had four years of experience, three had five years, one had six years, another had eight years, one had ten years, one had 12 years, one had 15 years, and the last had 21 years of experience. Furthermore, IIP5 had worked in the education department for a considerable amount of time. He was serving the school for the final year. This principal had twenty-one years of experience in the role. His extensive experience also provided insightful data for this investigation. IIP2 was a deputy principal when he was promoted to the apex position at the same school. He also acted as a principal for four years before his appointment as a deputy principal. With six years of experience, his position entailed managing more than 70 staff members. Similarly, IIP3 had served in that capacity as an acting principal for a year before being named the substantive principal of that particular school.

Table 4.2: Data on gender, age and experience of teachers

Research site	Participants	Code	Gender	Age	Experience Years in current position as teacher
School 1	Teacher 1	IIT1	Male	47	15
School 2	Teacher 2	IIT2	Female	48	20
School 3	Teacher 3	IIT3	Female	54	30
School 4	Teacher 4	IIT4	Male	58	35
School 5	Teacher 5	IIT5	Female	64	37
School 6	Teacher 6	IIT6	Female	50	23
School 7	Teacher 7	IIT7	Male	54	25
School 8	Teacher 8	IIT8	Male	45	10
School 9	Teacher 9	IIT9	Female	33	2
School 10	Teacher 10	IIT10	Male	35	4

Of the ten teachers who participated, five were male, and the other five were female. As for the teacher participants, two of them were in the 30 to 39 age range, three were in their early to late 40s, four were aged between 50 and 59 years, and one was in the early 60s. IIT5 had been in the department of education for a very long term. Having taught at the same school for 37 years, she was also in her final year of employment there. Two teachers possessed less than five years of experience in the classroom; three had over thirty years of experience; three had over twenty years of experience; one had ten years of experience; and the final one had fifteen years.

Table 4.3: Data on gender, age, experience and Grade of learners.

Research site	Participants	Code	Gender	Age	Experience Years in current Grade as learner	Grade
School 1	Learner 1	FGL2	Female	17	1	12
School 2	Learner 2	FGL3 & FGL4	Male & Female	18 & 16	1	12 & 11
School 3	Learner 3	FGL5 & FGL 6	Male & Female	17 & 17	1	12 & 12
School 4	Learner 4	FGL7 & FGL 8	Female & Male	17 & 17	1	12 & 12
School 5	Learner 5	FGL9 & FGL 10	Male & Female	17 & 17	1	12 & 12
School 6	Learner 6	FGL11 & FGL12	Female & Female	17 & 16	1	12 & 11
School 7	Learner 7	FGL 13 & FGL 14	Male & Female	16 & 16	1	11 & 11

School 8	Learner 8	FGL15 & FGL 16	Male & Female	15 & 17	1	12 & 11
School 9	Learner 9	FGL17 & FGL 18	Male & Female	16 & 17	1	10 & 12
School 10	Learner 10	FGL19 & FGL 20	Male & Female	17 & 18	1	12 & 12

Two learners were chosen from each school. The only students chosen were the head boy and head girl from each participating school. This indicated that throughout the interviews, both gender perspectives were recorded. Every learner was in the age range of fifteen to nineteen. Because of their age range, it is reasonable to assume that the learner participants were teenagers with opinions about learner indiscipline in secondary schools and the positive disciplinary strategies teachers used to deal with it. Regarding the learners' experiences with discipline, male and female head-boy and head-girl roles placed them in positions of authority. The participants met the requirement of one year of experience under the regulations governing the duration of one's tenure in that role.

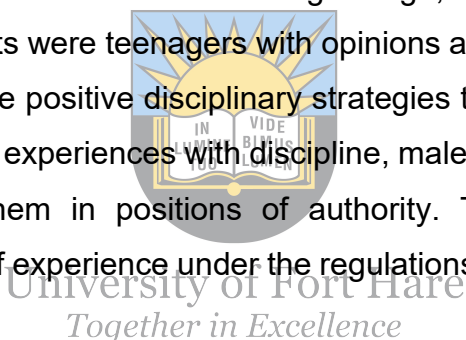


Table 4.4: Data on gender, age, and experience of school governing body.

School	Participant	Code	Gender	Age	Experience Years in current position as SGB chairperson
School 1	School governing body 1	IISGB1	Male	62	1
School 2	School governing body 2	IISGB2	Female	55	1
School 3	School governing body 3	IISGB3	Female	56	1
School 4	School governing body 4	IISGB4	Male	65	1
School 5	School governing body 5	IISGB5	Male	54	1

There were three male and two female SGB members. Acquiring information from both genders was necessary, as this provided balanced views regarding the phenomenon studied. The participants were purposefully selected for the simple reason that they had the required information for the research. Between the ages of 50 and 59, three SGB members fell into this age range. Two were above 60. All the SGB members had one year of experience in that position. This is because the SGB members' term of office is a maximum of three years. The SGB members' age and experience reflect that they were experienced enough to understand their schools' implementation of positive disciplinary measures. This suggests that this study's participants were experienced enough to provide adequate and in-depth information concerning this study.

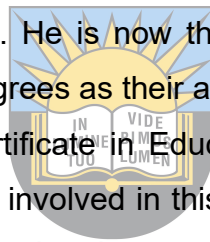
Table 4.5: Data on the participants' academic and professional qualifications.

Participants	Academic qualifications	Professional qualifications
IIP1	Masters of Teacher Education (M. Ed). (B. Ed).	Bachelor of Arts in Education (BA. Ed)
IIP2	Masters of Education (M. Ed). Bachelor of Education in Educational Management (B. Ed).	Bachelor of Arts in Education (BA. Ed)
IIP3	Bachelor of Education (B. Ed).	Bachelor of Arts in Education (BA. Ed). Advance Certificate in Education (ACE)
IIP4	Bachelor of Education in Educational Management. (B. Ed).	Secondary Teacher Diploma (STD). Bachelor of Arts in Education (BA. Ed).
IIP5	Bachelor of Arts Degree (BA)	Secondary Teacher Diploma (STD). Advances Certificate in Education in Educational management (ACE).
IIP7	Bachelor of Science Degree (BSC)	Secondary Teachers Diploma. (STD) Advance Certificate in Education (ACE)
IIP8	Bachelor of Education in Educational Management (B. Ed).	Bachelor of Arts in Education (BA ED)
IIP9	Bachelor of Arts Degree (BA) Bachelor's Degree (Honours in History)	University Education Diploma (UED)

IIP10	Bachelor of Arts (BA)	Secondary Teacher Diploma (STD) Advance Certificate in Education in Educational Management (ACE)
IIT1	Bachelor of Arts Degree (BA)	Secondary Teacher Diploma (STD)
IIT2		Secondary Teacher Diploma (STD)
IIT3	Bachelor of Arts Degree (BA)	University Education Diploma (UED).
IIT4		Secondary Teacher Diploma (STD)
IIT5		Secondary Teacher Diploma Advance Certificate in Education (ACE).
IIT6	Bachelor of Education in Educational Management (B. Ed).	Bachelor of Arts in Education (BA. Ed).
IIT7	Bachelor of Arts Degree (BA)	University of Education Diploma (UED)
IIT8	Bachelor of Arts Degree (BA)	Post Graduate Diploma in Education (PGDE)
IIT9		Bachelor of Arts in Education (BA. Ed).
IIT10		Bachelor of Arts in Education (BA. Ed).
IISGB1	Bachelor of Arts in Education Degree (B. Ed), Bachelor of Education in Educational Management (B. Ed) and Masters of Education (M. Ed).	Secondary Teacher Diploma (STD).
IISGB2	Bachelor of Arts Degree (BA)	Secondary Teacher Diploma (STD)
IISGB3	Bachelor of Arts in Education (B. Ed).	Primary Teachers Diploma (PTD)
IISGB4		Primary Teacher Diploma (STD)
IISGB5	Bachelor of Arts (BA)	Standard 10

The academic and professional backgrounds of the participants were deemed necessary variables in this study because these are inextricably linked to the successful implementation of positive disciplinary measures in schools. For example, in order to handle disciplinary actions in schools effectively, both principals and teachers need to possess educational management skills.

Table 4.5 shows that two principals are holders of the B.Ed. degree. They are knowledgeable about school management and its related disciplinary issues. They are also the holders of several certificates from short-term courses as required by their position, in addition to master's degree in educational management. The two are also Doctor in Educational Management degree candidates. The remaining five principals are holders of B. Ed/BA (HONS) in education degrees. One of them first trained at former teacher training colleges before these were phased out. To deal with his lack of experience in management, the said teacher upgraded his qualifications to include educational management aspects. He is now the holder of a Bachelor of Science degree. Two principals had BA degrees as their academic qualifications. Additionally, they completed an Advanced Certificate in Education with a focus on Educational Management. Thus, the principals involved in this study were appropriately qualified to provide informed views regarding the phenomenon studied.



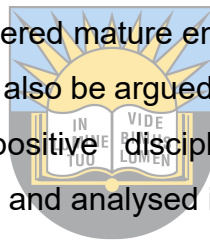
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Regarding the educators who took part in this research, the same could be stated. They were holders of teaching degrees and certificates from reputable universities and now-closed education colleges. In addition to holding postgraduate or university diplomas in education, three teachers held bachelor's degrees in the arts. Two teachers held Bachelor of Arts in Education degrees. Two teachers with only a teaching diploma were the least qualified. After receiving a teaching diploma, one teacher went on to earn a Bachelor of Arts degree. Another held an Advanced Certificate in Education and Educational Management in addition to her teaching diploma. The other teacher held a bachelor's degree in education (B. Ed.). Their credentials gave them the information and expertise they needed to apply positive disciplinary actions at the secondary school level.

One of the SGB members showed that he possessed a master's degree in education, a bachelor's degree in education, and a teachers' diploma. Another SGB member has

a Bachelor of Arts degree acquired after her teaching diploma. Another SGB member was a former primary school principal who has a diploma at the primary level and a Bachelor of Arts degree. The fourth SGB representative had a teaching diploma at the primary level. The last one held a Bachelor of Arts degree. This means that the SGB participants were knowledgeable and skilled in handling secondary school learners, given their qualifications. Similarly, their positions at the school put them in a prime position to persuade other parents to back the new policies implemented by educational institutions to uphold constructive discipline among students. Their knowledge and experience provided the researcher with important information concerning the implementation of positive disciplinary measures in secondary schools.

The learner participants comprised two Grade 10 learners, five Grade 11 learners and 13 Grade 12 learners. It is important to note that the head-boy and head-girl positions in secondary schools are largely occupied by Grade 12 learners. An explanation for this might be that these are considered mature enough to understand and implement school policies on discipline. It can also be argued that they could also make informed decisions when implementing positive disciplinary measures after secondary education. The data are presented and analysed in the section that follows.



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4.3 DATA PRESENTATION AND ANALYSIS

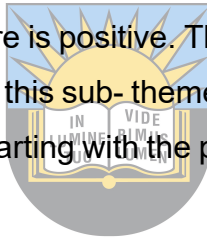
Several data-collection instruments were employed in this study to gather data. Semi-structured one-on-one interviews and focus groups were used to gather data. Following data collection, the data were analysed, presented, and discussed. This was carried out in light of the goals of the study and the underlying research questions. The various themes that emerged from the data are listed below. They are analysed hereunder. It should be noted that these broad themes are divided into sub-themes for easier analysis and interpretation. These are, *inter alia*:

- Teachers' use of positive disciplinary actions to address learners' lack of behaviour in the classroom.
- Support for the use of positive disciplinary actions in schools to address learner misbehaviour.

- Assistance and monitoring.
- Obstacles that arise when implementing positive disciplinary actions.
- Techniques that can help teachers implement positive disciplinary actions.

4.3.1 Theme One: Positive disciplinary measures employed by teachers in handling misbehaving students in classrooms

The questions in the sub-theme below were designed to find out how well the participants understood the idea of positive discipline. This was done to find out how familiar the participants were with the idea. The data collected show that the majority of participants interpreted positive discipline as a non-punitive approach used by teachers to help learners change their behaviour for the better. The participants revealed that positive discipline is a type of instruction that emphasizes learners' good behaviour without using physical punishment. The learners' attitude is thus expected to change if the disciplinary measure is positive. The following were extracted from the participants' responses concerning this sub- theme. Each group of participants is dealt with independently of the others, starting with the principals' responses on the concept 'positive discipline'.



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i) Principals' responses on the concept 'positive discipline'

In this respect, the majority of the principals provided similar responses on what 'positive discipline' is and its purpose at school and in class. A few selected responses are provided below.

In his response to this issue, IIP 1 explained positive discipline as:

"The use of positive reinforcement against the use of physical means of punishment. Positive discipline assists learners to benefit positively from their misconduct".

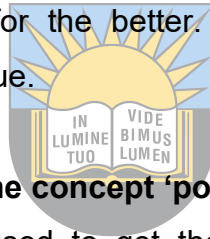
One principal mentioned that:

"Positive discipline entails guiding students in the appropriate behavioural direction to ensure that they are able to follow all rules and regulations as set forth in the learners' code of conduct." (IIP8)

In IIP6's view:

"Positive discipline is when teachers use positive rewards in order to encourage positive behaviour."

It is evident from their responses that the principals comprehend the idea of positive discipline. For them, constructive punishment implies positively correcting learners for whatever misdemeanour they commit at school. This is consistent with Adler's (1938) positive discipline parenting theory that encourages rewarding learners to reinforce positive discipline. Teachers should discipline learners positively in order to enhance positive learning (Lustick, 2017). Positive discipline is the opposite of corporal punishment, and learners should not be subjected to any forms of pain when this type of discipline is administered. Subjecting learners to any form of pain in class is retrogressive to the teaching and learning purpose at school (Sibanda & Mpofu, 2017). After administering positive discipline, learners should realise their mistakes and hence, change their behaviour for the better. The following were the learners' responses regarding the same issue.



ii) **Learners' responses on the concept 'positive discipline'**

Focus group discussions were used to get their opinions. Regarding the topics discussed, the majority of discussants agreed. Only those who were outspoken during the discussions had their ideas captured, as these seemed to underline how the majority felt about 'positive discipline'. Some of their responses are:

In support of the above, FGL 19 provided that:

"It is when the learner is disciplined constructively. For example, when the learner has done something wrong, the teacher should deal with him or her such that the former is not physically harmed."

FGL 18 expanded on the above thus:

"It is the discipline that is given to someone in order to positively model that individual or that person."

FGL 14 remarked thus:

"The kind of discipline that has no detrimental effects on students is known as positive discipline."

All the learners in the focus groups had more or less similar views on what positive discipline entails. They are of the general view that positive discipline is non-harmful and does not inflict pain on the learners. In this way, learners reiterated Dreikurs' (1964) idea of encouraging learners in class instead of using negative disciplinary measures to do so. A school system that facilitates the proper administration of positive discipline is likely to reap positive academic rewards when learners perform excellently, given the sense of belonging they develop therein (Tschannen-Moran & Christopher, 2015). Positive discipline is non-violent and, therefore, should be applied from both sympathetic and empathetic contexts (Sibanda & Mporfu, 2017). Thus, positive discipline calls for love and care for learners, particularly those with way-ward behaviour. In addition, the learners stressed that positive discipline should not have negative effects on those it is applied on as its purpose is to build, instead of destroying. Learners who embrace positive discipline are proof of the power of positive discipline with respect to the school's discipline measures (Mendenhall et al., 2021).

iii) Teachers' responses on positive discipline as an idea

The way that educators interpret positive discipline was to the effect that positive discipline helps build the learners' confidence in class. The majority of the participants lauded this form of disciplining learners and said it was long overdue, given the way they were punished during their schooling years. A few of their responses are outlined.

IIT 5 reasoned thus:

"A measure that does not disrupt teaching and learning in class. It brings about a positive class atmosphere from both the teacher and learners."

It was also mentioned that:

"The goal of positive discipline is to highlight the positive aspects of each learner's behaviour." (IIT 4)

IIT 3 stated that:

“I understand positive discipline as the way in which teachers clearly articulate what is appropriate and inappropriate behaviour and the rewards thereof (for good behaviour) and consequences (for bad behaviour).”

Teachers view positive discipline in light of the positive results it brings to the school system and in class. They are of the belief that positive discipline fosters good behaviour among ill-disciplined learners and hence encourages them to see the good in their being at school. Teachers generally regard positive disciplinary measures as beneficial in that they help to positively shape the learners' behaviour compared to corporal punishment (Mendenhall et al., 2021). This is reflective of both Adler (1938) and Dreikurs' positive discipline ideas that emphasise on rewards and encouragement respectively. Thus, going by the teachers' responses, it is obvious that positive discipline helps facilitate a smooth teaching and learning process. That is, the learners who are either arrogant or play truant at school or in class are positively made to see the folly of their actions and hence positively align with the school rules and regulations.



iv) The SGBs responses on positive discipline

The SGB chairpersons' responses did not differ from those of the teacher participants. Their views on this matter were such that positive discipline is a fundamental process that helps the school authorities and teachers positively control and curtail the learners' unwanted behaviour. The SGBs' selected views are provided thus:

IISGB 2 saw constructive punishment as:

“The disciplinary measure that fails to offend learners. It makes a learner remorseful for her/his actions.”

In IISGB 4's words, constructive punishment is:

“The kind of discipline that should support a student who is receiving punishment. For instance, a student who arrives late to class may receive manual labour as punishment.”

According to the data collected, the majority of participants understood the concept, "positive discipline." Cherry (2020) claims that positive punishment is largely

embraced by teachers, learners, and parents if properly applied in schools. In other words, the SGBs value the spirit of positive discipline in schools because they are the guardians of community values and norms. Sonke Gender Justice (2018) said that there were more learners who absconded before corporal punishment was outlawed in schools than after it was. The foregoing reflect the need to consistently apply positive discipline measures as advocated for by Adler and Dreikurs. That is, rewarding and encouraging learners motivate them to behave well in class. If positive discipline is applied consistently and systematically across all schools in the district, then schools will produce competent and productive young generations of citizens. The following sub-section provides the teachers' responses on how they maintain order at school.

v) Why implement positive discipline in schools

As previously mentioned, everyone residing in South Africa has intrinsic dignity, the right to have that dignity upheld and preserved, and the right to freedom and security, according to the Constitution's Bill of Rights. The South African School Act (SASA) of 1996 places a strong emphasis on the value of establishing safe schools that support student protection. Positive discipline also helps learners learn responsibility, self-control, and how to make deliberate decisions. In the long-term, the positive discipline method also simplifies teaching. Participants were asked to list the benefits of implementing positive discipline in classrooms. The responses from the principals are presented below.

a) Principals' responses on why positive discipline should be implemented

The principals' responses provided a number of reasons as to why schools should implement positive discipline. All the reasons were similar, as they stressed the need to effectively teach learners without any disturbances, fear of class disruptions, intimidation, and rampant absenteeism. Some of their responses are:

IIP 1 stated that:

"Positive discipline complements human rights. If positive discipline is effectively used, there are more benefits attached to it than otherwise. When we implement positive discipline, we develop learners in many ways."

IIP 4 agreed thus:

“Positive discipline improves school discipline if all concerned adhere to it. Learners should completely change their behaviour and come to school on time, attending regularly.”

IIP 3 revealed that:

“In as much as positive discipline is the only way to help learners positively change their behaviour, learners do not see it in that light. They continue to misbehave and perform poorly at school as they have come to realise that teachers no longer apply corporal punishment.”

Given the principals' views on why positive discipline should be implemented in schools, one is made to understand that it strengthens the bond between teachers and students while enhancing the teaching and learning process. The above speaks to what Adler (1938) emphasised on when discussed his positive discipline parenting theory as provided in Chapter two. Adler stresses the need to understand why learners behave the way they do at times. Positive discipline enhances good relationships between teachers and their learners (Sege & Siegel, 2018). If properly implemented, this form of discipline helps encourage learners to come to school because they feel loved, cared for, and valuable to the success of their school. Shealton (2018) claimed that schools that practice positive discipline have higher attendance rates compared to those who still embrace corporal punishment as part of their disciplining practices. Positive discipline implementation is, therefore, meant to help shape the learners' behaviour positively. Nonetheless, it has failed to do so in their schools.

b) Teachers' responses on positive discipline in schools

When the question of why schools should implement positive discipline was put to teachers, their responses centred on the need to change the learners' behaviour for the better so that they improve their academic performances. This is what they said:

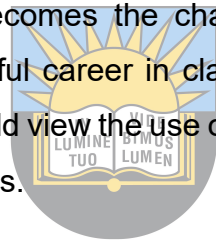
IIT 6 explained that:

“We should implement positive discipline in schools because learners end up knowing that it is possible to be disciplined without using the negative discipline. We also promote what the constitution informs, that is, implementing positive discipline in schools.”

One teacher pointed out that:

“Since positive discipline is the tool that causes conflict between teachers and students during the teaching and learning process, it is difficult to implement in schools. Teachers want to be productive, and hence teach effectively, yet learners want to play and do not care much whether they pass or fail.” (IIT 5)

Going by what the teachers said concerning the reasons why positive discipline should be implemented in schools, one would say that the general consensus was that it leads to the improvement of the learners’ performances. Cherry (2020) are of the view that if positive discipline is properly implemented in schools, learners are likely to enjoy the teaching and learning process. Also, when learners are disciplined, as Adler and Dreikurs emphasise, teachers become motivated, and hence eager to teach. Teachers who teach well-disciplined learners are motivated to do their job (Shealton, 2018). In this regard, positive discipline becomes the channel through which teachers can realise their dreams of a successful career in class. Cherry (2020) pointed out that there is a danger that learners would view the use of constructive punishment in school as a leeway to disobey school rules.



c) Learners’ responses on putting in place positive discipline in classrooms

The learners also chipped in with their opinions concerning the reasons why schools should implement positive discipline. Collectively, their views were to the effect that the process makes them behave positively at school and in class. They felt that its implementation helped them see life positively and humanely as opposed to seeing life at school as a struggle against teacher brutality. Some of their extracts are:

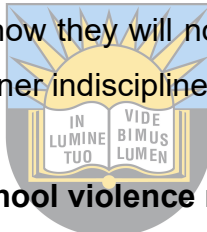
FGL 17 mentioned that:

“Positive discipline should be implemented in schools to build positive teacher-learner relationships. In other words, there must be a good relationship between teachers and learners.”

In support, one learner added that:

“It is key to teach learners that violence is not the only answer to solving problems. There are many ways to find solutions to problems.” (FGL 2)

The learners were of the opinion that schools should implement positive discipline, as it helps improve the learners' academic achievement as well as their general discipline at school. To them, implementing positive discipline helps improve the teacher-learner relationship. Good learners are those who are positively disciplined, and these generally respect teachers in class (Rumfola, 2017). The learners were consistent with Dreikurs' (1964) model on positive discipline as they revealed that positive discipline also reduces violence at school. If learners embrace positive disciplinary measures applied by teachers, then such measures are definitely going to succeed (Morin, 2017). Thus, all schools must implement positive discipline when dealing with learner indiscipline. All these helps minimise cases of learner indiscipline at school, as learners find school enjoyable and interesting. The learners' comments indicated that, even with the outlawing of physical punishment, they are not satisfied with the current system of discipline in schools. Positive discipline policies in schools are being abused by some learners because they know they will not be punished corporally, and they will not feel pain. This leads to learner indiscipline.



vi) Positive discipline and school violence reduction

In South Africa, school-related violence has gotten worse and more intolerable. In most schools, there is no guarantee for the safety of both learners and teachers. There are several cases where teachers and learners are beaten, stabbed, or shot to death by gangster learners at school. Schools have become battlefields where gangsters unleash their violence on their targets. Gangster learners do so, given their family and community backgrounds that are abusive and violence prone. In certain instances, parents mete out corporal punishment to their children. Furthermore, applying physical punishment at home literally means hitting is justified when solving problems, and hence violence is acceptable in society. Denti (2016) argued that the way parents treat their children at home is usually transferred by that child at school, whether good or bad. It thus helps maintain the cycle of child abuse and encourages violent attitudes among youth.

a) SGBs' responses on positive discipline and school violence reduction

In their responses to the issue of whether positive discipline is the answer to the reduction of violence at school, the SGBs spoke of the need to reinforce positive

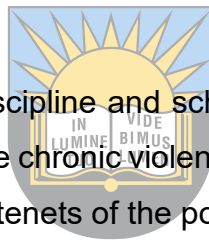
discipline in schools for the good of all concerned with education. They generally believe that positive discipline's implementation and application in schools is the answer to eradicating violence in schools. Some of their responses are as follows:

IISGB 3 stated that:

“When there is violence at school, it means that learners are not occupied and engaged positively. Learners should be given class tasks or punishment related to positive disciplinary measures so that they get busy and thus stay away from fighting.”

IISGB 5 added that:

“Positive discipline reduces violence at school because if learners listen to teachers, they do what is expected of them. Teachers should not corporally punish learners, as this form of punishment physically, psychologically, and emotionally hurts them.”



The SGBs' position on positive discipline and school violence reduction is such that they see it as the only remedy to the chronic violence that has torn schools apart. Their position aligns with Adlers' (1938) tenets of the positive discipline parenting theory as propounded in 1938. They believe that only when learners are positively disciplined will they realise the need for positive behavioural change. Denti (2016) pointed out that school authorities, including parental organisations at school, must emphasise the use of positive discipline in school. Having said that, a school free from violence fosters learners' success and progress in the classroom. Thus, the best way to reduce violence at school is by making use of positive discipline measures (Denti, 2016).

b) Learners' responses on positive discipline and school violence reduction

As one of the principal actors in the chaotic situations the schools find themselves in, the learners were equally asked to respond to the issue of positive discipline and ending the violence in schools. In response, most of the learners opined that the only way to stop violent learners from doing harm to others is by positively disciplining them. It should be acknowledged that all learners who were interviewed here did not experience discipline from teachers. As such, their responses here were articulated a

positive stance towards eradicating ill-discipline in schools. Some of their captured responses are written below.

FGL 18 stated that:

“Yes, because if rules are written down and learners do not follow them, certain measures would be taken. If learners continue to disobey those rules, they should be suspended or even expelled from school, depending on the type of offence.”

FGL 10 had this to say:

“If a learner is bullied at school, teachers will ask for the bully and try to find out why he or she is bullying others. By listening to the learner’s narration, they may find the cause of the problem.”

In their response, learners understood positive discipline application as the only solution to rampant acts of violence that occur in their schools endlessly. Their views were informed by the reality that physical discipline was once the norm in schools but never accomplished its intended goals as argued by both Adler (1938) and Dreikurs (1964). To the learners, violence begets violence, and peace begets peace, meaning that positive discipline would help teachers reap positive rewards in the form of learners behaving positively in turn (Denti, 2016). Learners generally learn from adults or copy what they see adults do (Denti, 2016). It is, therefore, imperative that positive discipline be wholesomely applied in schools to reduce violence.

vii) Learners’ background and school disciplinary problems

Children who don't feel loved and cared for by their parents are more likely to view adults with contempt and extend that view to other adults in positions of authority. Moreover, parents have no control over their children when they carry over their home-life dynamics into the classroom. The financial situation of a child's parents may also have an impact on the child's behaviour. For instance, they occasionally skip class to work odd jobs that augment their family's income. The SGBs' answers to this query are listed below.

a) SGBs' responses on learners' background and school disciplinary problems

In their responses to the issue of whether learners' backgrounds influence discipline at school, the SGBs believed that learners' background largely contributes to how they behave at school. Their understanding is that if a learner is badly brought up, that will show as he or she interacts with others at school. That is, learners from a constantly fighting or quarrelling family are themselves prone to fighting at school (Rumfola, 2017). For example, some come from violent-prone families, broken homes and child-headed homes, *inter alia*. These affect positive discipline in that learners who are perennial offenders do not feel anything when positive disciplinary measures are applied to them (Dreikurs, 1964). Mendenhall et al. (2021) assert that learners who are used to fighting have no regard for positive disciplinary measures taken against them. The following responses reflect some of the SGBs' feelings about this matter.



IISGB 5 stated thus:

"Yes, the learners' background contributes to disciplinary problems encountered at school. A learner who comes from a home where there is no discipline, will also disrespect teachers and other learners."

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One pointed out that:

"Yes, the majority of learners come from homes with only one parent—a mother—minus a male parent. Because their parents work in different provinces, some students choose to live with their grandparents," (IISGB 1).

The SGBs hold that a child's behaviour at school is directly related to how their parents raise them. It has been observed that parents who don't set a good example for their children can lead to their lack of discipline (Sege & Siegel, 2018). As with Dreikurs (1964), the SGBs believe that a major factor in the violence in their schools is the background of the learners. When it comes to raising their children, parents need to set an example (Kassiem, 2015). Given that the primary cause of violence in schools is thought to be the learners'

background, it is appropriate to hear the learners' opinions on this matter as well.

b) Learners' responses on the learners' background and school disciplinary problems

Learners agreed that one's background has a telling on how they behave at school. Their understanding is that as children grow up, they become used to the behaviours of those around them. Thus, it becomes hard to separate one's behaviour at school and one's background. Some of them expressed this view as indicated below.

“Learners who come from homes where parents fight would show that same behaviour at school. In fact, they emulate their parents.” (FGL 6)

In collaboration, FGL 1 stated that:

“Yes, some learners face domestic violence at home. Their parents abuse them at home. In turn, they do the same to other learners at school. That is, they become troublesome at school, fighting with almost everybody here.”

The learners' responses on this issue indicate that the learners' background influences discipline at school. Uddin et al. (2017) reasoned that children who are brought up in environments that embrace violence are likely to be ill-disciplined at school. Learners misbehave because of their neglect or abuse at home; thus, this makes it difficult to maintain order using positive discipline at school. Adler (1938) acknowledged that child abuse is a significant issue in schools, and hence teachers and school authorities find it difficult to implement positive discipline at school for fear of being accused of abusing children in one way or another. UNICEF (2020) emphasised that there are two types of child abuse: disciplining learners, and hence teachers have to be careful about how they treat learners in school.

viii) The role that parents play in their children's education

Parental involvement in their children's education is crucial. Parents who are actively involved in their children's education can better understand and resolve discipline-related problems, as well as enhance the academic achievement of their offspring. When teachers and parents collaborate, learners' behaviour changes more

successfully than when one party handles the issue alone. Here are the SGBs' opinions on the subject.

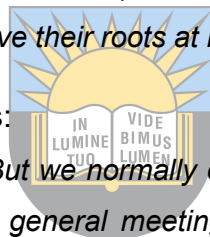
a) SGBs' on parents' involvement

The parents are called to school as a means of motivating the learners to practice positive discipline. But, only a few parents cooperate in this case, while some learners come from child-headed families, thus making it challenging for them to attend to school issues in this respect. In this way, the school's positive discipline is negatively affected. The SGBs showed that they generally call parents for discussions twice a year. Some of the SGBs' responses are given below.

"Four times a year, we make phone calls to parents to talk about their kids' classroom behaviour. At the conclusion of each term, parents come to pick up their kids' progress reports. As a school, we came to the realization that some of the issues we face there have their roots at home." (IISGB 2).

One SGB member responded thus:

"It depends on the situation. But we normally call parents at the end of every school term. Some come for general meetings and to collect the learners' reports." (IISGB 3)



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The SGBs' inputs make one realise that not all parents are as involved in the schools' drive for positive discipline as could be expected. Their school visits for whatever reasons are part of the school's desire to involve them in positively disciplining their children. In this case, Dreikurs (1964) advocated for the cooperation between the school and parents to reinforce positive discipline. School authorities must at all times involve parents through parents' bodies at school (Morin, 2017). Once they are called to school, the responses suggest that the parents rarely collaborate with the school administration to enforce positive discipline at school. Parents must also respect the body that represents their interests at school by complying with its summons to appear before it (Alsedrani, 2017). This becomes another way of implementing positive discipline at school, which, however, is resisted by some parents.

b) Teachers' responses on parents' involvement

The frequency with which teachers summon parents to the school to discuss their children's behaviour was questioned. They provided responses that were almost the same. Two of these are given below.

"In our school, we sometimes attend four cases with parents per week concerning learners' misbehaviour. Sometimes we attend three cases of poor performance per week because our school is very big." (IIT 8)

One teacher explained that:

"At our school, we always give parents a call to talk about their child's behaviour or academic standing. We do not wait until the end of the term for the escalation of the learners' misbehaviour or poor performance." (IIT 10)

The teachers' responses show that most of them call parents at the end of each term to discuss their children's behaviour and performance. This is in line with the tenets of the theory of positive discipline parenting as advocated by Adler. Parents should honour the school invitation in order to help teachers discipline learners positively (Alsedrani, 2017). This implies that parents are included in the positive discipline of their children by the schools, a position that is consistent with Dreikurs' (1964) model on positive discipline. Parents who are aware of their children's misbehaviour at school are more likely to handle it well at home (Uddin et al., 2017). That is, if learners misbehave at school, their parents will also reprimand them at home, thereby complementing the teachers' positive disciplinary measures at school. Unfortunately for teachers, parents hardly do so. For parents who fail to heed the teachers' call at school, their children are likely to be forever problematic at school (Sege & Siegel, 2018). The children's bad behaviour does not offer a setting that is conducive to learning and teaching.

ix) Positive disciplinary measures applied by teachers

Following the ban on physical punishment in our schools, the government came up with several alternative positive disciplinary measures schools could adopt to discipline their learners. To achieve this, the participants were asked to list the constructive disciplinary techniques they employ to correct their learners. The answers from the principals are listed below. It is sufficient, therefore, to take a quick look at the Schools' Code of Conduct beforehand, as it guides on the types of positive disciplinary actions that educational institutions may use to correct misbehaving learners.

The school code of conduct is the foundation for cultivating a culture of positive behaviour among learners. Section 1 of the South African Schools Act of 1996 says that a code of conduct is a written declaration of guidelines for classroom discipline. It describes the conduct that teachers anticipate from learners. The code of conduct should prioritize positive discipline above all else. Every learner is expected to be aware of and abide by the school's code of conduct. The school code of conduct recommends detention, manual labour, and parental involvement, and privilege withdrawal, reinforcement of good behaviour, suspension, and expulsion as positive disciplinary measures.

a) Principals and positive disciplinary measures applied by teachers

When asked about the positive disciplinary measures teachers use when dealing with learners' indiscipline, the principals provided similar responses. They pointed to the Code of Conduct for Schools as the guiding document in this regard. The following responses were chosen:

"My school has a code of conduct for learners. The school's code of conduct is known to both parents and learners. They both understand what is expected of students by the school." (IIP 4)



IIP 8 asserted that:

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"In my school, we use the behaviour code of the school to address learner indiscipline, but this has not helped as they continue misbehaving at school and in class. We plan that at the beginning of each year, we induct learners on what is expected of them with regard to behaviour at school."

The principals' views are that the disciplinary measures are outlined in the schools' code of conduct which they refer to whenever learners misbehave at school. Cherry (2020) doubt whether school rules are effective in controlling wayward behaviour by learners given that those rules might be poorly formulated. It is understood that the principals would rather behave in a way that complies with the code of conduct. However, it's unclear from this instance whether the code of conduct specifies the kind of constructive discipline that teachers must use when dealing with learners. In this instance, the truth is that learners' behaviour at school is governed by the code of conduct. In contrast, learners have continued to misbehave at school and in class. In

other words, the code of conduct contradicts the dictates of Adler's (1938) positive discipline parenting theory and Dreikurs' (1964) model on positive discipline as discussed in Chapter two. Rumfola (2017) observed that learners continuously misbehave at school because the school authorities do not know how to address issues of misbehaviour.

4.3.2 Theme Two: Evaluating the effectiveness of positive disciplinary strategies used

An essential component of daily classroom management is discipline. It is intimately related to management, instruction, and learning. Following the government's decision to outlaw corporal punishment in South African schools, several alternative techniques were recommended. The need to establish a welcoming school environment for instructors and learners served as the inspiration for these strategies (Cherry, 2020). As a result, participants were asked to list the constructive sanctions that instructors employ to maintain order in the classroom. Some of the constructive disciplinary actions reported by the learners are listed below:



4.3.2.1 Class control through the code of conduct for schools

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The learners provided almost similar responses when they were asked about the positive disciplinary measures teachers adopt to discipline them. They touched on the Code of Conduct for Schools as the teachers' referral point when disciplining learners.

For example:

"At the start of the year, teachers gave us copies of the school's code of conduct. Every learner is aware of the repercussions for disobeying the policies and procedures of the school." (FGL 10)

The learners' responses show that the majority of them think that teachers primarily utilize the school code of conduct as a positive disciplinary tool to deal with learners who act out in class. For instance, learners in South African classrooms appear to have enthusiastically embraced the implementation of positive discipline techniques (CTI Tool, 2021). In other words, learners receive an orientation about the

expectations outlined in the school code of conduct. Learners who might otherwise mistrust their teachers are meant to feel more secure when they adhere to the school code of conduct (Courtney & Ackerman, 2018). As a result, a well-executed code of conduct may support constructive discipline in the classroom (Adler, 1938).

a) Use of detention

When learners are forced to spend a predetermined amount of time outside of school hours in a location that they may not particularly enjoy, it is known as detention. Learners stay behind for an extra 30 minutes after school to reflect on their mistakes during this extra period. The aim here is to positively discipline learners who break school rules. Principals provided the following responses regarding this matter:

"In our school, the principal uses detention to deal with learner indiscipline; that is, they detain them for offences that are damaging to everyone involved and persistent." (IIP 2)

IIP8 noted that:

"Students who consistently arrive late to class without a valid reason or who consistently miss class and study without a valid reason are detained by the principal."



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Given the principals' responses, one notes that detention has been used successfully by schools to positively discipline learners who misbehave. Principals use it to deny mischief-makers the privilege of dismissing them at the same time as others. Thakur (2017) also claimed that learners seemed to like being detained as a form of punishment for their mischief. In line with the provisions of the positive discipline parenting theory, principals suggested that through detention, learners have come to embrace the school authorities' efforts to discipline mischievous learners. But learners do not understand that once they misbehave, they will be detained. The next item is the presentation of teachers' views on the measures to control class using positive discipline.

i) Teachers' responses on detention

The trend with most participants' responses throughout the interviews is reflected in the teachers' responses here, as illustrated in the following response:

IIT 6 asserted that:

“As teachers, we use detention to deal with learner indiscipline. We detain learners after school for 30 to 60 minutes. This form of disciplining learners, however, does not work as learners continue misbehaving at school and in class. We are now tired, to be honest with you.”

The teachers' responses are to the effect that one of the best ways for positive disciplinary action in this circuit is detention. Detention is largely used by teachers to deter misbehaviour by learners (Sege & Siegel, 2018). In total disregard for Dreikurs' (1964) provisions as contained in his model on positive discipline, schools have introduced a system where special teachers are assigned to supervise detained learners. In short, Dreikurs does not approve of detention as a deterrent measure to instil discipline among learners. The learners who are perennially caught on the wrong side of school rules and are detained violate the school's code of conduct. Not all learners are detained for misbehaviour as this form of punishment is given to serial offenders (CTI Tool, 2021). This is done in such a way that they regret doing what they did because they remain behind while others leave for their respective homes.

ii) Learners' responses detention

The learners' responses show that they generally were of the same opinion that detention is positively affected the learners' behaviour at school. Effective positive disciplinary measures are expected to change the learners' behaviour for the better (CTI Tool, 2021). The two responses below are examples of the learners' views regarding this issue:

FGL 11 acknowledged that:

“Teachers in my school normally detain a learner who misbehaves after school for a maximum of two hours. The teacher who detains them supervises the detention. As learners, we really hate detention.”

FGL 18 revealed that:

“My teachers keep learners under detention. What is painful is that it is done after school when others go home. Teachers detain learners who misbehave for one or two hours.”

The learners’ revelations show that teachers use detention as a positive disciplinary measure when dealing with learner indiscipline, contrary to Dreikurs dictates. In other words, positive disciplinary measures are employed to help curb learner indiscipline (The Republic of Uganda the Ministry of Education and Sports, 2017). Detention is an effective and important positive disciplinary measure. UNESCO (2018) advised that teachers should monitor learners during detention if the exercise is to be effective. All detentions should be designed with the intent of disciplining learners by cutting back on their leisure time instead of their class time. This has helped maintain positive discipline in schools.

b) Manual work as a form of class control

Teachers in public secondary schools often use manual labour as a means of enforcing discipline because it respects learners’ rights. The key takeaway from this is to make sure that the positive discipline methods used do not violate the rights of the learners (Republic of Uganda, Ministry of Education and Sports 2017). For instance, a student who disobeys the policies and procedures of the school may be assigned work to complete. This can be gardening or cleaning the classroom to help suppress the undesirable behaviour. The principals said the following in this regard:

“We deal with learner indiscipline by giving learners manual work. We give them manual work like picking up litter around the school, cleaning classrooms, and clearing bushes around the school.” (IIP 8).

One explained that:

Teachers assign manual labour to learners who neglect their studies, arrive late, or forget to turn in their assignments. Despite everything, students don’t alter their behaviour. They persist in their erroneous actions.” (IIP 5).

The common understanding here is that teachers give light manual jobs to learners to do after they commit misdemeanours. The above speak to Adler’s idea that learners should be rewarded for any behaviour they exhibit in class. In this case, manual work is a resultant reward for bad behaviour. It is ideal to give learners some form of work that would make them realise the folly of their actions in class (Lawrenz & Tee-

Melegrito, 2022). As a result, those subjected to manual work are embarrassed to be seen by their peers involved in it. Lawrenz and Tee-Melegrito (2022) affirmed that learners must be punished positively and according to the child protection laws. As such, the principals support manual work as a form of positive discipline.

i) Learners' responses on manual work

The learner participants also provided their views concerning the concept of manual work as part of the positive discipline measures. They raised the same issues in their responses, and the two examples below reflect their feelings over the matter.

“Teachers in my school normally give learners who disregard the policies and procedures of the school manual works to do. Those who misbehave are given manual work such as clearing bushes around the school and picking up litter around school.” (FGL 13).

One of the learners presented similar view:

“When learners misbehave in my school, teachers give them some manual work to do, like sweeping the school yard, cleaning classrooms, and slashing grass. No learner likes manual work as it is associated with jokes.” (FGL 1).

The learners' responses revealed that most teachers use manual work in dealing with learner indiscipline. Teachers often give learners work such as cleaning the classroom, picking papers around the school, or covering textbooks, among others, as a reward for their wayward behaviour that was suggested by Adler (Denti, 2016). Teachers supervise the manual work used to discipline misbehaving learners. Indications are that to be effective, manual work should be done under the teachers' supervision (Khatun & Siddiqui, 2018). The learners indicated that they are given light manual work, and this has helped improve discipline in schools as they are afraid of such activities.

c) Positive reinforcement as a form of class control

Positive reinforcement refers to giving privileges and rewards for good behaviour in class. It reduces misbehaviour by rewarding positive behaviour. Thus, teachers need to promote good behaviour through rewards (Denti, 2016). The emphasis here is that learners must often be praised and told what they have done best. It is not advisable to positively reinforce the learners' behaviour by giving them sweets or monetary

rewards (Denti, 2016). The principals' responses on positive reinforcement follow below.

i) Principals' responses on positive reinforcement

Their responses echoed similar sentiments in that they all agreed on the essence of positive reinforcement in class. The principals see the concept as well-placed to positively influence learners to change their behaviour in order to get the teachers' praises. The principals' responses are given below.

IIP 4 reiterated that:

"We reward learners who perform well and award those who behave well. Best performers and best-behaved learners are awarded and praised at the end of every term when parents collect their school reports."

IIP 2 added that:

"In my school, we encourage positive behaviour by rewarding learners who behave well. This helps reduce misbehaviour because learners emulate those who are rewarded, and this changes the way they behave for the better."



Taking these responses into consideration, one would say that the principals facilitate the positive reinforcement agenda in their schools. Doing so is in line with Dreikurs' (1964) model on positive discipline. Principals encourage teachers to positively reinforce the learners' good behaviour as a way of promoting discipline at school. Learners who are positively rewarded become a testimony to others to emulate them for similar rewards and privileges (UNICEF, 2018). One would argue that positive reinforcement encourages learners to emulate good behaviour in order to be praised, rewarded, or applauded. In this way, schools maintain good discipline.

ii) Teachers' responses on positive reinforcement

The responses provided by the teachers echoed those of the principals. These provided a glowing picture of the effects of positively reinforcing learners who behave well in class. Generally, the teachers spoke with one voice, although they were interviewed at different times and places. This is what some of them said:

IIT 7 mentioned that:

“Teachers deal with learner indiscipline by praising their good work, calling them good names, and giving them gold stars. This form of discipline seems ineffective; as other learners do not emulate those who have been positively reinforced. They continue to do as they wish.”

IIT 9 posited that:

“We deal with learner indiscipline by awarding learners who are always present at school. Learners who behave well for the whole term are also awarded with certificates and medals.”

The teachers’ responses are to the effect that learners who conduct themselves well are reinforced positively at school by rewards and awards as proposed by Adler in his 1938 positive discipline parenting theory. Positively rewarded learners become sources for reference to how good behaviour can benefit individuals at school (Khatun & Siddiqui, 2018). Thus, learners are rewarded if they behave impressively. The idea here is for all learners to change their behaviour for the better so that schools can function smoothly (Sibanda & Mpofu, 2017). As such, positive reinforcement plays an important part in moulding the learners’ positive behaviour at school.

iii) Learners’ responses on positive reinforcement

Similarly, all the learners who responded to the question on positive reinforcement reiterated what the teachers and the principals said. This could be discerned from the following extracts:

“Teachers give awards to learners with positive points. Learners who have done extremely well academically get medals, certificates, calculators, dictionaries and sometimes money.” (FGL 14)

One of the learners pointed out that:

“Teachers use money to reinforce learners positively. Top learners are rewarded with money. They occasionally receive dictionaries and calculators. Certificates and medals are given to students who behave well.” (FGL 4)

This shows that teachers use positive reinforcement when dealing with learner indiscipline. Teachers reward learners who work to the best of their ability consistent with Adler’s (1938) positive discipline parenting theory. In other words, hard work pays off in class (Baumann & Krskova, 2016). Schools that perform well usually have hard-working learners who always compete to excel academically or behaviourally

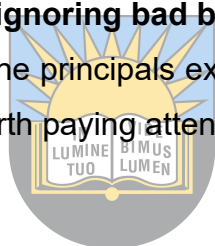
(Baumann & Krskova, 2016). Nevertheless, learners who are perennial offenders do not feel anything when other learners are awarded and rewarded. The only blemish here is learners who see nothing good in being rewarded at school for whatever reason (Courtney & Ackerman, 2018). This means that using positive reinforcement when dealing with learner indiscipline is not more effective as it does not deter learners from repeating the same offences they were punished for.

d) Ignoring bad behaviour

Baumann and Krskova (2016) assert that unwelcome behaviour eventually disappears when it is ignored. If no one notices anti-social behaviour, it is not likely to happen again. Very few participants mentioned the aforementioned positive disciplinary measures when asked to name the positive disciplinary measures teachers employ to deal with student indiscipline.

i) Principals' responses on ignoring bad behaviour

Asked to comment on this issue, the principals explained that certain behaviours are worth ignoring while others are worth paying attention to. This is one of their inputs.



IIP 2 explained that:

"We encourage positive behaviour and ignore the bad ones. In other words, we focus on solutions instead of problems. This is not working because learners are not reforming."

In respect of the principals' collective responses on the issue of ignoring bad behaviour, one would suggest that they unanimously agreed that doing so was the best way to positively make learners aware that their bad behaviours were unwanted. This is contrary to Dreikurs' (1964) model on positive discipline as it neither encourages nor discourages a particular behaviour. Ignoring certain behaviours is rather neutral in as far as the above model is concerned. But, they failed to explain what they do when learners commit serious offences, such as fighting or doing drugs at school. Surely, these cannot be ignored for whatever reason. Ignoring serious offences at school is more like condoning those types of behaviour (Kyle, 2016). There is a need to revisit this aspect of the question, as it is critical to find out how the schools balance this issue with serious crimes committed in schools.

ii) Teachers' responses on ignoring bad behaviour

When teachers responded to the issue regarding ignoring bad behaviour, they echoed the principals' responses as if they were present when the latter were interviewed. Here is what one of them said, given that their responses were all the same.

IIT 1 reiterated that:

"We develop the outstanding behaviour and ignore the bad ones."

The aforementioned response demonstrates how simple it is to reward positive behaviour by disregarding negative behaviour. Dealing with bad behaviour in this way is consistent with Adler's (1938) theory of positive discipline parenting. It is doubtful though, that ignoring bad behaviour is that effective (Baumann & Krskova, 2016). Once the teacher decides to ignore the learners who behave badly, the latter will most likely realise the folly of their behaviour and thus come to order. The application of this technique though, must not be a one-size-fits-all scenario (Baumann & Krskova, 2016), given the revelations in the preceding principals' sub-section.

e) Apology and letter writing

In the letter, learners are asked to explain their actions and provide a plan for how they would like to prevent themselves from repeating them (Baumann & Krskova, 2016). This method might ask learners to write essays, offer regrets, or complete tasks around the classroom as a way of expressing their desire to behave differently going forward.

i) Teachers' responses on an apology and letter writing

All the teachers responded in support of this issue. Their responses were to the effect that learners should be made to give reasons for any misdemeanour they make at school. This is what one of them said:

"Being a language teacher, learners who absent themselves from school without valid reasons and those who dodge studies are asked to write one and a half pages stating the importance of regularly attending school." (IIT 4)

Making learners answer for their inappropriate behaviour seems like a fair trade-off. Since most learners are not very good writers, it is important to keep an eye on them when they are required to write regret letters (Frederic, 2021). In this situation, it is appropriate to ask learners to write an undertaking promising never to do that again and to apologize for anything they did incorrectly. In other words, any disciplinary action is effective if it causes learners to recognize their errors (Cherry, 2020). That is, if a wrong is followed by a reward, whether positive or negative ward as stipulated by Adler's (1938) positive discipline parenting theory.

ii) Learners' responses on apologising and writing letters

The learners also gave similar responses about them apologising and writing letters to explain why they did what they did. An example of their responses follows below.

FGL 18's views were that:



“At our school, teachers ask learners who misbehave to write a letter of apology for their poor behaviour at school. For instance, learners who cause general disorder at school are to write an apology and read it at the assembly point in front of the entire school.”

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This means that teachers deal with indiscipline by requesting learners to write letters of apology for their poor behaviour. Alternatively, they can apologise verbally to those they have wronged and ask for forgiveness in the process. Positive discipline does not reward learners for poor behaviour. Doing so would set the wrong precedent that bad behaviour is acceptable and appreciated (Kyle, 2016), in contrast to Dreikurs' model on positive discipline. It provides them with opportunities to grow as individuals by understanding their mistakes and appreciating how appropriate behaviour can bring them positive experiences in life.

f) Withdrawal of privileges as a form of class control

The DBE (2020) states that privilege withdrawal involves creating activities that learners regularly participate in and enjoy when they behave well. Privileges are withheld when learners engage in negative behaviour. When learners are found to be

in violation of the school's rules, they are prohibited from taking part in any extracurricular activities.

i) Teachers' responses on withdrawing privileges

The teachers' responses on this issue were similar, and only one example is representative of what they all said.

IIT 9 asserted that:

“At our school, we use the withdrawal of privileges to deal with learner indiscipline. Learners who insult other learners, bully them or fight them are not allowed to participate in school trips to play games, and they cannot be appointed as prefects or in any position of responsibility at school.”

Here, the understanding is that teachers use the withdrawal of privileges when dealing with learner indiscipline. There is no tangible reward in this instance as is suggested by the positive discipline parenting theory. Instead, there is negative response from teachers. Thus, such a form of positively disciplining learners is dependent on the privileges learners have in class (Cherry, 2020). Thus, teachers should use this form of positive disciplinary action according to the community they serve. Because learners wouldn't want to be left behind when others went on field trips or other school-organized activities, this would improve the upkeep of positive discipline in the classroom. But, in this situation, learners do not change their behaviour when this positive disciplinary measure is applied to them. This explains the value, or lack thereof, of the withdrawal of that privilege to learners (Cherry, 2020).

g) Professional support and guidance

As previously mentioned, the DBE's publications on positive discipline advise teachers to consult experts like psychologists, counsellors, or social workers if any students exhibit particular difficulties in the classroom (DBE, 2020). The participants were asked how they seek professional support from different stakeholders to enhance positive discipline measures at their school.

i) Principals' responses on professional support and guidance

The principals narrated how they came to be associated with professional bodies like the Police Service of South Africa (SAPS), psychologists, and social workers. What they said is addressed below.

IIP 5 explained that:

“Our school was dysfunctional as it was full of ill-disciplined learners. Most learners learn this bad behaviour from their communities. The school has now been adopted by both the social workers and the SAPS. The SAPS officials regularly visit us to provide awareness on bullying, and drug and alcohol abuse. Social workers deal with the learners’ rights and responsibilities.”

IIP 8 contended that:

“If a learner commits an offence such as gambling and we use different positive disciplinary measures and the behaviour does change, we involve professionals like social workers, psychologists, the police, or pastors.”

The principals’ views were to the effect that they just seek professional support and guidance when it comes to the learners’ misbehaviour. They were all of the idea that learners are given second chances to see whether they reform or not, a situation that speaks to both the positive discipline parenting theory and the model on positive discipline. Professional help in moulding the learners’ behaviour is now paramount in schools (Sege & Siegel, 2018). This is to say that they do not rush to involve the police, psychologists, or social workers when the learners commit an offence for the first time.

ii) **Teachers’ responses on professional support and guidance**

IIT 6 indicated that:

“At our school, we refer learners to social workers or psychologists if they commit offences such as exam cheating, possession, or distribution of pornographic, racist, or sexist materials. We also refer learners who come to school drunk to social workers.”

T 9 concurred with IIP1’s views mentioning that:

“At my school, we use teachers of Life Orientation who offer advice and counselling to learners who continually bully others and cheat during examinations. If the behaviour escalates, we involve social workers.”

The teachers are of the view that calling for professional help in matters involving disciplining learners is done after exhausting all internal processes. Consulting professionals in such cases is more of an afterthought than anything else (Sege &

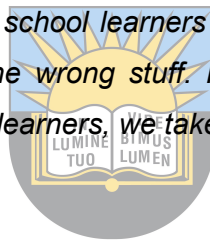
Siegel, 2018). That is, some learners may be behaviourally damaged beyond repair if they are taken to the police as a positive discipline measure, contrary to the beliefs of both Adler and Dreikurs. Involving law enforcement agents in matters involving learners can be detrimental at times (Courtney & Ackerman, 2018). As such, teachers felt that only those who are serial offenders should be taken to professionals for counselling and other forms of help.

iii) SGBs' responses on professional support and guidance

In their response to how they seek professional support from different stakeholders to enhance positive discipline measures, all the SGBs were in support of the teachers' views on how they seek professional support and guidance for learners who need such. One example of such support is given below.

One member remarked that:

"Sometimes we discover that school learners are intoxicated or drunk. They influence each other to do the wrong stuff. If teachers exhaust all internal channels of disciplining these learners, we take them to social workers." (SGB 2)



The SGBs' responses encourage teachers to first deal with the learners' disciplinary issues internally before referring those matters to professional bodies or individuals. This means that not all the learners' misdemeanours deserve the attention of the police, psychologist, or social worker (Department of Education, 2018). The issue is that a learner can steal food in class because he or she is hungry. As such, teachers can positively discipline such a learner by providing him or her with food through their donation initiatives or providing him or her with food parcel from National School Nutrition Programme. By doing so, teachers would be rewarding learners while encouraging them to behave well, issues that are in line with both Adler and Dreikurs' ideas about positive discipline. Rushing to the police or psychologist is not necessary.

iv) Learners' responses on professional support and guidance

Responding to the same issue, the group discussants gave similar responses to those provided by the SGBs and the teachers. But they emphasised their schools' Life Orientation teachers as central to this exercise. This is what some learners said.

One learner revealed that:

"At my school, we have Life Orientation teachers who provide guidance and counselling instead of guidance and counselling teachers. They attend to learners who misbehave, sit down with them for counselling, and advise them accordingly." (FGL 7)

FGL 6 pointed out that:

"Sometimes teachers advise and guide learners who misbehave by telling them that if they continue misbehaving, they will not have a better future. Learners who are advised and guided change their behaviour for the better."

The learners' position here is to the effect that teachers guide and counsel learners at school despite their not being qualified for that. In actual fact, this is part of positive discipline implementation as advocated by Adler and Dreikurs. In cases where schools do not have professional counsellors, teachers provide such services to learners who require them (UNICEF, 2018). Only serial offenders end up with professional people such as social workers, psychologists, nurses, pastors, and traditional counsellors. The DBE must employ social workers to assist schools, given the high rate of ill-discipline among learners. Thus, schools are forced to do their internal guidance and counselling using the Life Orientation teachers.

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h) Demerit system

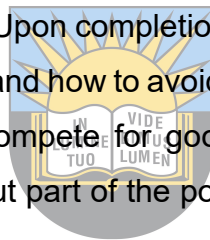
A learner who misbehaves forfeits credits awarded to him under the demerit system (Department of Education, 2018). Its goal is to help learners make wise decisions and develop well-behaved learners as a result. Developing self-disciplined learners is the ultimate goal. Responsible adults are produced by self-disciplined learners (Obadire, 2022). Repeat offenders face the demerit system. Only learners were requested to react to this idea because the study sought to determine how they felt about the system regarding behavioural control. Preliminary research had revealed that the majority of teachers were dishonest when responding to this idea. For example, it was discovered that teachers had favouritism when implementing the demerit system, where certain learners were always deducted points despite their innocence. By confining this to learners only, the idea was to give learners the opportunity to raise such issues in their

responses. Consequently, it was decided to limit it to the learners only. The example below sums up what most of the learners said during the focus group discussions.

FGL 15 provided that:

“Our teachers deal with learners’ indiscipline by applying the demerit system. That is, learners are first given equal points. Then, every time a learner does something wrong, his or her points are deducted. For example, they give one demerit to who use inappropriate language and those learners who do not wear proper school uniforms, three demerits to those who disrespect other learners and teachers, and learners who steal other learners’ belongings, and five demerits to learners who bully other learners.”

This indicates that very few teachers also use the demerit system when dealing with learner indiscipline. In actual fact, the demerit system is not popular among teachers in government schools (Obadire, 2022). When learners exhibit indiscipline, teachers utilize demerits to discipline them. Upon completion of the penalty, students are taught the reason behind their behaviour and how to avoid it in the future. In short, the demerit system encourages learners to compete for good behaviour in fear of losing their points, although it is rarely used but part of the positive discipline parenting theory by Adler (Obadire, 2022).



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I) Suspension and expulsion

Denti (2014) defines suspension as a learner's temporary expulsion from school for a predetermined amount of time, usually ranging from one day to several weeks, depending on the offense. Following an impartial disciplinary hearing, the learner's attendance may be suspended by the school governing body for a maximum of one week, or until the department head determines whether to expel the learner. The final resort should be to expel a student from the classroom (CTI Tool, 2021).

i) Principals’ responses on suspension and expulsion

When principals were questioned about their use of suspension and expulsion as positive disciplinary measures for learner misbehaviour, they noted that these actions were indeed taken. Here, they offered similar viewpoints, which is why these few were chosen.

For IIP 1, his views were that:

“In my school, we use suspension and expulsion to address extreme cases of learner indiscipline. For instance, the case of a learner who always brought knives to school went to the disciplinary committee.”

IIP 8 had this to say:

“After exhausting all positive disciplinary measures and still witnessing the same behaviour, the learner is suspended for a week.”

The principals’ responses mean that learners are not willy-nilly suspended or expelled from school. They are first given the opportunity to reform, and it takes a pattern of their specific behaviour to compel the school to suspend or expel him or her. Suspensions, nevertheless, are not recommended by either Adler or Dreiker as part of positive discipline measures. Suspensions follow a particular trend in the learner’s behaviour (CTI Tool, 2021). When learners are subjected to a school disciplinary hearing, there must be their family representative (Denti, 2016). It is only when the school authorities have failed to change the learner’s behaviour that they suspend or expel him or her.

iii) Teachers’ responses on suspensions and expulsions

The teachers provided similar views on this issue. One example was chosen to reflect the way they thought.



IIT 5 admitted that:

“I give learners a warning first before I take the matter to my superiors. If the learner repeats the same mistake, a final written warning is given. Thereafter, they are suspended. In most cases, learners who are suspended from school do not reform. Some of them drop out of schools.”

In short, the teachers revealed that suspending and expelling learners from school is the last resort. This is fair given that it takes several different disciplinary sittings to suspend a learner (Denti, 2016). In this case, those who are either suspended or expelled are serial offenders who are not repentant. Such extreme measures are signs of a failed disciplinary system as pointed out by Dreiker in his model on positive discipline. This then exonerates teachers from the accusations that they are eager to either suspend or expel learners for minor offences.

iv) Learners' responses on suspension and expulsion

Learners also provided similar views to those of their teachers here. They reiterated that learners are given opportunities to change their bad behaviour before they are suspended or expelled.

FGL 1 revealed that:

“At our school, learners who continually smoke dagga and use other forms of drugs are suspended for a week. If they do not change their bad behaviour, they are expelled from school.”

FGL 5 agreed that:

“If a learner commits a serious offence, teachers warn him or her a couple of times. Thereafter, their parents are summoned to the school, and if no change in behaviour is realised, the learner is suspended for seven days.”

Based on the learners' responses, one realises that teachers use suspension and expulsion to control bad behaviour. Expulsion is an outcome of failed behavioural control (Denti, 2016). Schools make sure that they follow all procedures as specified by the DBE before suspending and expelling a learner. This implies that expelling a learner from school is an extreme undertaking that cannot be said to be positive (Khatun & Siddiqui, 2018). Schools that take this route have a dead positive discipline mechanisms, if one is to go by Dreikurs' model on positive discipline.

4.3.2.2 On role players and positive discipline

This sub-theme discusses the positive disciplinary strategies used in schools to help deal with student misbehaviour. We asked the participants to share their thoughts on how well the various roles involved in implementing positive discipline in schools are working.

a) Principals' responses on role players

The principals provide varied responses in explaining their roles in the implementation of positive behaviour in different but convergent ways. However, the general idea was that they needed to provide leadership on positive discipline.

IIP 6 had this to say:

“As we interact with the students daily, it is our responsibility to ensure that the code of conduct is followed. To help teachers and students better understand the code of conduct, we interpret it for them.”

In this instance, the principals showed that one of their responsibilities is to offer advice on the application of positive discipline. In actuality, with the help of teachers and school prefects, school principals are responsible for enforcing positive discipline in their institutions (Oxley & Holden, 2021). Therefore, to guarantee that school policies are followed and that learners are treated fairly and consistently, principals must create and champion the idea. Thus, learners who experience poor school leadership tend to become less disciplined (Tschannen-Moran & Christopher, 2015).

b) Teachers’ responses on role players and Positive Discipline

The teachers’ responses on role players and positive discipline called for parents to assist in making learners obey the school rules. Their feelings on this matter are represented by the following quote:

“Parents are crucial to the success of positive discipline. They need to hear from the teachers all the time. Parents ought to constantly keep an eye on their kids’ schoolwork.” (IIT 5)

According to the teachers' comments, parents play a crucial role in influencing their kids' behaviour by involving them in their education. Children are more likely to take the process seriously when they see that their parents work with teachers to promote positive behaviour at school (Oxley & Holden, 2021). This fosters a secure environment in which kids can flourish. They ought to be aware of the behaviour code established by the school and urge their kids to follow it. Late coming is an act of ill-discipline that leads to learners missing important lessons daily, particularly the first two lessons in the morning (Kyle, 2016). The call here is for parents to encourage their children to behave positively at school. Late coming, therefore, must not be tolerated by teachers, parents, and school authorities (Oxley & Holden, 2021). From the responses given above, in the Vhembe District of the Province of Limpopo, it is evident

that the majority of parents do not actively participate in their children's education. Consequently, their children disobey school rules and regulations.

c) SGBs' responses on their role regarding positive discipline

The South African Schools Act of 1996 (Act 84 of 1996), which assigns responsibility for maintaining discipline in schools to school governing bodies, specifies the roles that the SGB will play in this regard. In this instance, the SGB plays a crucial role in creating and revising the school's behaviour policy in order to promote positive discipline. In this context, the SGB chairpersons brought up the following point:

“Ensuring proper application of the code of conduct is my responsibility. It also entails reading aloud to students and giving them guidance on proper behaviour in class. Encouraging learners to follow school policies at all times is another thing to do.” (IISGB 2).

In light of the aforementioned comments, the SGB chairperson's duty is to guarantee that the nation's constitution is followed when implementing the school code of conduct. They make sure that every learners understands the code of conduct and complies with it. Being the parents' eyes and ears, SGBs play a crucial role in the administration of the school (Oxley & Holden, 2021). Their presence assists in maintaining positive discipline at school. That is, they play a support and monitoring role here.

4.3.2.3 Impact of learner indiscipline on teachers

Dealing with this sub-theme helps reveal how the continued learners' indiscipline affects the teachers and the positive disciplinary measures they employ in class and school in general. Mlalazi (2015) noted that the term "indiscipline" describes the unfavourable behaviours or acts displayed by learners who obstruct the process of teaching and learning. It is also known as behaviour that is deemed inappropriate for the environment or circumstance in which it is displayed. Indiscipline is disruptive and affective in class and school in general (Kyle, 2016). Teachers responded to this issue.

a) Teachers' responses on the impact of learner indiscipline

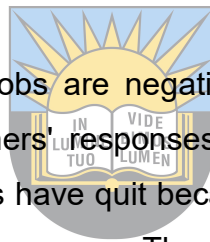
On this issue, the teachers' responses implied that indeed, the learners' indiscipline negatively impacted their jobs. Unhappy teachers, for whatever reasons, prohibit the delivery of efficient instruction and learning to learners (Obadire, 2022). It emerged that teachers resign from teaching because of learner indiscipline. The responses below are testimony to that.

IIT 5 illustrated that:

“Teachers no longer enjoy their profession. Some opt to leave the undisciplined schools for the disciplined ones. Such teachers become fed up and would also leave the profession due to their frustration as their health is compromised.”

IIT 1 said that:

“Many teachers lose focus as indiscipline seems more demanding and requires patience. Some teachers end up doing nothing to control and discipline learners.”



Teachers' attitudes toward their jobs are negatively impacted by learners' lack of discipline, according to the teachers' responses. The aforementioned responses make it evident that most teachers have quit because they were frustrated with their students' lack of discipline in the classroom. The aforementioned illustrates the rising indiscipline problems that are caused by the misbehaviour of the learners (Oxley & Holden, 2021). As learners watch and mimic their teachers' behaviour, this has a detrimental effect on their behaviour. In this instance, if there is harmony in the building, teachers receive recognition for their accomplishments, and their social issues are resolved, their morale may rise. This would reduce instances of disruptive behaviour in schools.

4.3.2.4 Advantages of positive discipline

In addition to helping learners learn and make better decisions in the future, positive discipline helps teachers overcome a variety of obstacles in the classroom (Kyle, 2016). Additionally, the implementation of positive discipline has improved academic performance as graduation rates rise, fewer students are involved in the juvenile justice system, drug use among learners has decreased overall, student-teacher relations have improved, teachers have used less energy and frustration, and students are more aware of positive behaviour rather than feeling attacked (Denti, 2016). We

asked the participants to list the advantages of positive discipline in the classroom. Teachers' answers are displayed below:

“Positive instruction and learning will take place in class. The positive learning atmosphere would enable teachers to perform better in class. Learners would improve their results.” (IIT 5)

One teacher stated that:

“Although there are some other learners who do not respect these new forms of discipline, positive discipline fosters a sense of community among students.” (IIT 10)

The teachers' responses are to the effect that positive discipline has changed the way learners behave for the better. Properly implemented positive discipline measures often result in good behaviour (Oxley & Holden, 2021). In addition, it also establishes a conducive learning environment in the classroom. In this case, teaching and learning would be effective. It also came to light that the school results would also improve. However, not all is rosy in certain schools, as ill-disciplined learners seem immune to behavioural change for the better (Khatun & Siddiqui, 2018). Some of the teachers' responses indicated that positive disciplinary measures are not working in their current forms because some learners disrespect them, and they do not deter learners from doing the same offences they were punished for.

a) Learners' responses on the benefits of positive discipline

In response to the same query, learners concurred with the instructors' opinions in terms of changing the learners' behaviours for the better. This is what they said:

One learner agreed that:

“The results would improve, and learners would pass with distinctions. Learners who obtain distinctions could get bursaries and scholarships for their university studies.” (FGL 16)

FGL 10 acknowledged that,

“Positive discipline creates good relationships between teachers and learners, learners also respect each other. But in my school, we are still facing the

problem of indiscipline even after the implementation of positive disciplinary measures.”

FGL 17 indicated that:

“Positive discipline is good for the school’s reputation. Many learners would come to school looking for admission.”

The learners’ responses imply that, through positive discipline, learners concentrate on their schoolwork as they become free to tell teachers about their problems in class. That is, positive discipline makes learners open up with teachers over their concerns (Oxley & Holden, 2018). Also, a good and productive relationship between the teachers and learners would be established. This would result in efficient instruction and learning since teachers would dedicate more time attending to learning concerns as opposed to disciplinary problems. Nonetheless, in some cases, positive disciplinary measures seem ineffective as they do not prevent learners from committing similar mistakes they were reprimanded for.

b) SGBs’ responses on benefits of positive discipline

In responding to the same issue, the SGB chairpersons were of the view that positive discipline has led to improved school discipline. This shows that the concept is well received by parents as well (Oxley & Holden, 2018). There are now more disciplinary cases than there were before. One of their own said the following:

“Positive discipline improves school results. Misbehaving students do not interfere with teaching or learning. As the classroom environment becomes conducive to teaching and learning, the process of teaching and learning proceeds smoothly. The improvement in the results benefits the school.”
(IISGB 4)

The data above demonstrates the numerous advantages positive discipline offers to the school implementing it. Such benefits cut across the system in that all concerned benefit from a disciplined school environment (Denti, 2016). For example, improvement in academic achievement, improvement in classroom attendance, improvement in teacher-learner relationships, and a reduction in suspensions and expulsions. However, some schools are not benefiting from positive discipline because

of the current indiscipline we witness in schools. Thus, if positive discipline could be properly implemented in schools, discipline could improve.

4.3.2.5 How well does the code of conduct uphold positive discipline?

Regarding the efficacy of the code of conduct in upholding positive discipline in schools, the principals concurred that the code of conduct works well overall. The school's code of conduct benefits both the faculty and the institution authorities in disciplining learners, as it acts as a guide to the forms of discipline that could be applied by the teacher (Makato & Leoschut, 2016). This researcher selected a few to represent the rest to reduce undue repetitions.

“It is effective in the sense that the country's constitution is followed in the drafting of the code of conduct. In other words, it does not violate the constitution of the country.” (IIP 6)

One principal added that:

“Its effective implementation helps reduce incidences of learner indiscipline. Once learners behave well at school their performances improve.” (IIP 1)

IIP10 indicated that:

“The code of conduct is not effective because we always see indiscipline in schools. I think there is a need for improvement.”

The principals' responses mean that most schools use a code of conduct for students to follow. This shows that the code's enforcement is effective, as some schools have witnessed a massive reduction in cases of learner indiscipline (Mlalazi, 2015). Thus, it is clear that some principals are comfortable using a code of conduct to manage school discipline. The code of conduct has the potential to reduce ill-discipline among learners (Makato & Leoschut, 2016). On the other hand, some principals indicated that there is a need for improvement because they always see indiscipline in schools.

a) Learners' responses to the effectiveness of principles of conduct

On this idea, the learners' views were captured through these selected texts:

“It is effective. If a learner fails to write homework and is taken to the staffroom, that learner is embarrassed and the chances of her repeating the same mistake for the same treatment are zero. (FGL 9)

FGL 15 asserted that:

“They work well because the code of conduct's rules are extremely clear, making it simple for students to abide by them.”

Considering what the students have already stated, it is sufficient to say that the school's code of conduct is successful in upholding discipline. The truth is that instances of indiscipline at school would decrease if students accepted the school code of conduct as the fundamental principle for appropriate behaviour (Makato & Leaschut, 2016). One other encouraging finding from their answers was that students' behaviour would improve, and teaching and learning would be more successful if they followed the code of conduct.



4.3.2.6 Effectiveness of reinforcing the learners' positive behaviour

On this aspect, the principals' views were that the reinforcement of learners' positive behaviour is effective. Their selected views that illustrate that effectiveness are given below.

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IIP 4 explained that:

“The reinforcement of the learners' positive behaviour is very effective. In my school, we do it quarterly. For instance, last year we performed very well at the end of the year.”

In IIP 7's views:

“The reinforcement of the learners' positive behaviour is effective. It makes learners dwell much more on the positive issues. If a learner shows good behaviour and the teacher recognises and publicly praises him, the learner feels recognised and hence repeats similar behaviour.”

IIP 3 confirmed that:

“The reinforcement of learners’ positive behaviour works well because it encourages learners to behave well in order to be recognised. Most learners like to be the best, and hence the behaviour change.”

Reinforcement of positive behaviour is very effective if it is properly implemented in a positive environment. The environment has to be positive, and learners have to know their responsibilities. Reinforcing positive behaviour should be done based on the learners’ understanding of the need to also behave positively (Courtney & Ackerman, 2018). If learners continue to misbehave and disregard the teachers’ positive discipline measures, it will be hard for their reinforcements to be effective. Thus, both teachers and learners should work together for reinforcement is needed for effective positive discipline.

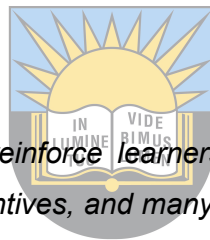
a) SGBs and the efficacy of rewarding learners’ positive behaviour

The SGB chairpersons’ views were similar with that of school principals in this respect.

Their selected responses are:

IISGB 3 confirmed that:

“It is effective. If teachers reinforce learners’ positive behaviour by using various ways like praise, incentives, and many other forms, positive discipline is enhanced.”



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IISGB 4 added that:

“The reinforcement of learners’ positive behaviour is effective because it has helped learners improve on their good behaviour.”

IISGB 2 indicated that:

“It is very effective because if children’s behaviour is reinforced positively by their parents at home, they become disciplined even at school.”

The SGBs’ position is that learners’ positive behaviour is well reinforced by teachers. This is consistent with both Adler and Dreikurs’ positive discipline parenting theory and the model on positive discipline respectively. To them, reinforcement of such behaviour is effective as it has made learners behave positively in the majority of cases. Learners seem to enjoy it when teachers reinforce their positive behaviour (Sege & Siegel, 2018). It is important, therefore, to reinforce the learners’ positive

behaviour by rewarding them, acknowledging such behaviour, or promoting them to some positions of authority at school or in class.

b) Learners' responses on the effectiveness of reinforcing positive behaviour

The learners made references to the SGBs' remarks. They both agreed that maintaining positive behaviour at school could be achieved in part by rewarding positive behaviour. Their selected comments are:

“The reinforcement of learners' positive behaviour is effective because it encourages learners who have been praised to be confident about themselves, and it also encourages others to do the same.” (FGL 11)

FGL 15 confirmed that:

“Reinforcing positive behaviour is effective because learners who are praised and rewarded are motivated to continue showing similar behaviour.”

The learners' views reflect that they were positive, and that the reinforcement of their positive behaviour is effective, a position that is in line with the theory of positive discipline as outlined in Chapter two. That is, the reinforcement of the learners' positive behaviour has helped to reduce learner indiscipline at school (Courtney & Ackerman, 2018). The reinforcement of positive behaviour builds sureness and encourages learners to be responsible for their actions. Reinforcing the learners' positive behaviour shows them that teachers appreciate the good behaviour they exhibit in class (Courtney & Ackerman, 2018). Positive behaviour reinforcement encourages learners to develop positive attitudes and respect towards teachers, other learners, and their parents. Thus, learners learn from one another about how to behave well at school (Aken, 2016). This, therefore, helps maintain positive behaviour at school. Theme three is the subject of the next discussion.

4.3.3 Theme Three: Evaluating the support and oversight systems in place to help educators implement positive discipline

It should be pointed out that the effective establishment and maintenance of order and safety are the responsibility of schools and other institutions (Obadire & Sinthumule, 2021). The assistance and monitoring of both teachers and learners should be systematic and aimed at achieving long-term goals. Doing so enhances or fosters

positive behavioural responses by learners (Courtney & Ackerman, 2018). The first sub-theme here details issues to do with the training of educators regarding the use of positive discipline.

4.3.3.1 Training of teachers to implement positive disciplinary measures

A crucial part of putting positive disciplinary measures into practice is training. It is important that school staff members receive training on how to apply the ideas of fostering a positive learning environment and enforcing impartial discipline in their day-to-day work. Untrained school personnel are generally clueless on how to effectively implement positive disciplinary measures at school (Denti, 2016). The principals, in their responses, claimed that they were not professionally trained to implement positive disciplinary measures in schools. In cases where the principals are not trained, they use common sense when implementing positive disciplinary measures. Below are some of their responses:

“I was not professionally trained to implement positive disciplinary measures at school. The Department of Basic Education decided to do away with physical punishment at school but never came up with positive measures to help us implement positive discipline.” (IIP 2)

IIP 4 concurred with the above view stating:

“We are not professionally trained. We are only encouraged by the Department of Basic Education to replace corporal punishment with positive disciplinary measures in schools. They never trained us.”

IIP 3 bemoaned thus:

“We are not professionally trained to implement positive disciplinary measures at school, but along the way, we have changed with time. No longer do we discipline our students with physical punishment.”

It is clear from the principals' comments that educators are not prepared to use positive discipline in the classroom. One would conclude that what they implement and how they implement it is a matter of trial-and-error process. In this case, the principals use the classroom management knowledge they gained during their degree studies to implement positive discipline measures. This makes it hard for them, as they do not know whether what they are doing is in line with how such measures should be

professionally implemented. The implication here is that principals implement positive discipline the way they deem fit (Sege & Siegel, 2018). Thus, some principals might excessively overdo these in the name of implementing positive discipline.

a) Teachers' responses on training to implement positive disciplinary measures

On the same note, most of the teacher participants agreed with each other that they were ill-equipped to implement positive disciplinary measures at school. They gave their responses as follows:

IIT 6 had this to say:

“No, I was not professionally trained to implement positive disciplinary measures at school. We do not have skills; we just use the little knowledge we have.”

IIT 5 said thus:

“No, we were not trained professionally to implement positive disciplinary measures in schools. I only rely on the little knowledge that I have acquired over the years in the profession, and it has helped.”

Given the teachers' responses, one notes that most of them were not professionally trained on how to implement positive disciplinary measures at school. It is also noted that the DBE outlawed corporal punishment in schools but never came up with positive measures to help teachers implement positive discipline as required by law. As a result, educators and students are now more susceptible to the disorganized way that positive discipline is applied in classrooms (Sege & Siegel, 2018). Teachers think that to apply positive disciplinary actions in schools, they need to have the right information and abilities. Thus, the application of techniques to uphold positive discipline in the classroom may suffer as a result of teachers' lack of training. Therefore, given the circumstances, it is unlikely that educators will actively employ positive discipline in classrooms (Sege & Siegel, 2018). This could be done by holding training workshops for teachers.

4.3.3.2 Supporting the application of constructive disciplinary actions

All parties involved must support the implementation of positive disciplinary measures in schools for it to be successful. When asked how they support the use of positive

disciplinary measures at schools, principals gave the following answers: The responses below are what some principals said:

“By refraining from using harsh forms of discipline, teachers assist in the adoption of positive disciplinary measures in secondary schools. They discourage one another from administering corporal punishment.” (IIP 6)

IIP 8 noted that:

“Instructors are fully in favour of positive disciplinary actions being used in secondary schools because they help students perform well in the classroom.”

Principals argue that even though positive disciplinary actions have not been thoroughly tested, teachers still endorse their use. That is, teachers have accepted the process in their behavioural control and management at school, despite their ignorance of how to carry out positive disciplinary actions. (Mlalazi, 2015). As such, teachers should be applauded for their support of the programme as introduced by the DBE.



a) Teachers' responses on supporting the application of constructive disciplinary actions

The teachers' responses on this matter indicated that they were all in support of the application of constructive disciplinary actions. Two of them said the following:

IIT 4 explained that:

“Learners who are ill-mannered are brought before the disciplinary panel that talks to them in the presence of their parents, where they try to make the learner aware of the importance of discipline at school.”

IIT 1 agreed thus:

“Positive disciplinary actions should be used in secondary schools, in our opinion. All learners who exhibit signs of misbehaviour require assistance, motivation, and constructive dialogue in which they are allowed to express themselves.”

It is understandable that teachers claim to support the implementation of positive disciplinary measures at school. This might be a true reflection of their inner feelings in view of the fact that they have no option on the matter (Kyle, 2016). In fact, they

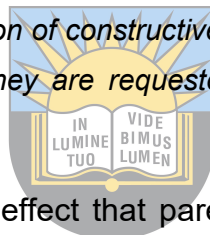
seem to have no choice, as corporal punishment was abolished at school. Their only alternative is to support the DBE's initiatives with regard to the ways and means of disciplining learners in class. In this sense, teachers are hopeless implementers of the initiative they did not have input in (Makato & Leoschut, 2016). Thus, when teachers are given the opportunity to support the implementation of such programmes, they have to do so without fail.

b) SGBs' responses on supporting the application of constructive disciplinary actions

The school governing body chairpersons gave their views on how parents support the application of constructive disciplinary actions at school. One of their responses follows below.

IISGB 1 explained that:

“Parents support the application of constructive disciplinary actions in schools by coming to school when they are requested. They support by attending parents meetings.”



The SGBs' responses are to the effect that parents support the implementation of positive disciplinary measures at school. This cements the adage, “Half of a problem is solved when it is shared.” It emerged that parents support positive disciplinary tactics being used in secondary schools by visiting school when called, by attending parents meetings, and reinforcing the code of conduct at home. Parental support in this matter plays into the hands of teachers who are otherwise overburdened by the learners' wayward behavioural trends (Denti, 2016). This has cemented the combined roles of both parents and educators in putting positive discipline into practice in classrooms. In this way, learners have no choice but to behave at school (Makato & Leoschut, 2016).


4.3.4 Theme Four: Difficulties instructors face when implementing positive discipline techniques

Establishing and sustaining safe, supportive learning environments where all teachers can teach and all students can learn is a difficult task for schools. Roy-Campbell (2022)

claimed that another significant obstacle to the adoption of positive disciplinary measures in secondary schools is the lack of training for both staff and parents. Limited financial resources pose a significant obstacle for schools to effectively implement positive discipline practices, as they restrict the number of workshops available for teacher and parent training as well as the number of facilitator invitations. These difficulties have a detrimental effect on the upkeep of positive discipline in schools. We go over what teachers deal with in this regard in the first sub-theme below.


4.3.4.1 Principals' responses on obstacles in the execution of positive disciplinary measures

We asked the principals to list the difficulties that teachers encounter when putting positive discipline into practice in secondary schools. They acknowledged that instructors did encounter certain difficulties when putting positive discipline into practice in classrooms. In elaborating more on this question, Explained IIP 4 said:



“Our school is surrounded by many farms. Most of our learners who come from local farms are over age. For instance, we have 20-year-olds who are still in Grade 8. Most of them are used to be punished by corporal punishment.”

IIP 8 concurred with the above view thus:



“Teachers face a lot of challenges when implementing positive discipline. For instance, if a learner fails to write a task and a teacher asks them to rewrite, learners see it as a sign of weakness on the part of the teacher and they will continue to repeat the same mistake.”

The principals' views reveal that there are challenges that teachers face when implementing positive discipline in schools. Kassiem (2015) concluded that teachers face a myriad of challenges regarding the learners' indiscipline in schools. It emerged that most learners view positive discipline as a light punishment that does not inflict any pain on them. In this sense, learners are not deterred by positive disciplinary measures administered by teachers in class (Makato & Leoschut, 2016). Most of the challenges given by the participants were almost the same. These difficulties have a detrimental effect on the upkeep of positive discipline in schools.

a) Teachers' responses on obstacles in the execution of positive disciplinary measures

Additionally, the teachers were asked to list the barriers that prevent the use of constructive punishment. Most of them identified similar obstacles, and these were then taken as common among those schools. One of them identified them in the following remark, which is representative of all the teachers' views.

IIT 5 indicated that:

"We lack correct infrastructure such as science laboratories. We also lack textbooks and the maintenance of the school structure. School furniture is dilapidated, and it also needs maintenance, and we still have lack of learners' desks. We also have the problem of overcrowding. Teacher-learner ratio is 1:70. Overcrowding hinders teaching and learning."

Teachers need urgent support from the DBE if they are to effectively sustain the implementation of positive discipline in class (UNESCO, 2018). Teachers bemoaned the prevalence of these obstacles and the fact that no government official has demonstrated their willingness to assist in dealing with them despite their constant visits to various schools in this circuit. The teachers' complaints here show that they have been neglected by the DBE, yet the same department complains a lot once learners are publicised as unruly and thugs.

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b) Learners responses on challenges that hinder positive disciplinary measures

The learner participants were questioned about the same matter as well. Their remarks concurred with some of those made by the principals and teachers. Examples of what they said are given below:

"In my school, if our teachers punish learners using positive discipline, some learners repeat their misbehaviour knowing that they are going to be positively punished, and they regard this as light punishment." (FGL 6)

FGL 10 affirmed that:

"Most learners in my school regard positive discipline as a light punishment which does not inflict any pain on them. As a result, they end up repeating similar offences because they feel they are not punished."

FGL 16 stated that:

“The obstacle that hinders the implementation of positive disciplinary measures in our school is a lack of security. There are learners who bring dangerous weapons to school because we do not have enough security guards who can search them at the gate.”

The learners’ responses here seem to show that they enjoy being punished positively. To them, this is like a game, where from time to time, they have to play with the teacher. This suggests that students are unaffected by positive discipline strategies used by teachers (Lawrenz & Tee-Melegrito, 2022). This is a situation where those who are too lazy to study or who do not want to be in class would misbehave so that they would be made to do some work outside. Simply put, positive discipline measures administered by teachers on learners encourage the learners to misbehave more (Oxley & Holden, 2021). In this way, it becomes more challenging for educators to apply positive discipline in the classroom.



c) SGBs’ reponses on challenges that hinder positive disciplinary measures
Similar answers were given by the chairpersons of the school governing bodies when asked to list the challenges facing the adoption of positive disciplinary measures in the classroom. What some of them said follows below:

“The primary barrier impeding the adoption of positive disciplinary measures is the prevailing practice among educators to reserve corporal punishment for special cases and to denigrate other forms of discipline.” (IISGB 1)

IISGB 4 agreed that:

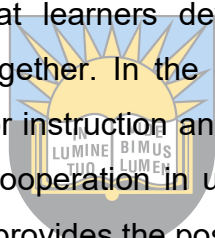
“The primary barrier to the adoption of positive disciplinary measures in schools is a lack of parental support. Some parents choose not to be involved in their children’s education.”

This indicates that there are barriers that prevent secondary schools from implementing positive disciplinary measures. It is evident that the application of positive disciplinary measures in schools is hampered by the absence of parental guidance. Parents’ lack of support here encourages their children to misbehave, given that they know that their parents do not support how teachers deal with them at school

(Oxley & Holden, 2021). Some parents do not guide their children on how they should conduct themselves at school. The absence of parental involvement in their children's education is another prevalent barrier. This makes it challenging for the school to properly and positively discipline its learners. The strategies that could be used to implement positive discipline measures in schools are covered in the fifth theme.

4.3.5 Theme Five: Strategies that can assist teachers effect positive disciplinary measures

For schools, disciplining learners who exhibit severe behavioural issues has long been a challenge. Using punitive versus supportive disciplinary strategies is the crux of the problem. Denti (2016) pointed out that workshops help teachers, principals, and parents incorporate activities that will help learners develop self-discipline, respect, and a future-focused outlook on life. They also inform, motivate, and occasionally educate them. To guarantee that learners develop self-discipline, parents and educators should work closely together. In the classroom, self-controlled learners foster a supportive environment for instruction and learning (Oxley & Holden, 2021). Every school should encourage cooperation in upholding the code of conduct and school rules. The next sub-theme provides the positive disciplinary strategies needed to deal with indiscipline in schools.



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4.3.5.1 Positive disciplinary strategies needed to solve indiscipline in schools

a) Teachers response on positive disciplinary strategies to solve indiscipline in schools

Teachers were the first to respond to this issue. Their answers pointed out specific tactics that could be applied to address learner indiscipline in schools. This is one of their chosen remarks:

“There must be co-operation between parents, learners, and teachers. Classes must not have more than 35 learners. Good textbooks must be supplied in time, and there must be no shortage of teaching and learning materials.” (IIT 5)

The teachers, as was expected, emphasised the need for cooperation among teachers, principals, learners, and parents. When everyone involved cooperates, the

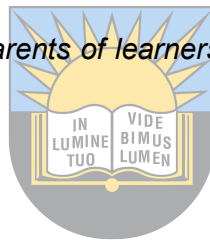
school code of conduct is adhered to, which effectively guarantees the presence of positive discipline in schools. Nothing is more effective than all concerned working together for the betterment of the learners' education (Denti, 2016). Also, teachers were of the understanding that parents should take a leading role in this issue given that they are the primary caregivers at home. Positive discipline should start at home, and hence parents are encouraged to take in this respect (Denti, 2016). Once learners come to school, they already know what constitutes positive discipline.

b) Learners' responses on strategies to end indiscipline in schools

When asked about the same issue, the learners voiced similar concerns raised by both the principals and teachers. Here are two examples of what they said:

FGL 6 mentioned that:

"The school should call the parents of learners who misbehave and tell them about their misbehaviour."



FGL 4 argued that:

"In the event that a student transgresses the school code of conduct, appropriate measures ought to be implemented to ensure that everyone understands the gravity of the situation and how the school handles such cases."

The learners' views leaned on schools taking initiative in dealing with indiscipline. It is up to the school authorities to decide on the best strategies to adopt in order to solve indiscipline at school. However, Makota and Leoschut (2016) argued that learners themselves must take a leading role if schools are to realise less learner-related violence. Thus, the learners' support of the teachers' strategies to deal with indiscipline in schools was itself the strategy as well. In order to maintain positive discipline both inside and outside of the classroom, it is essential that teachers and learners reach a consensus (Oxley & Holden, 2021). Without the learners' support and cooperation, no act of indiscipline could be effectively dealt with.

c) SGBs' responses on strategies to solve indiscipline in schools

The chairpersons of the school governing body took the following actions in response to this matter:

IISGB 1 explained that:

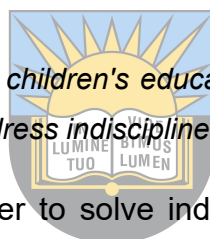
“The positive disciplinary strategy that is needed to solve indiscipline is by organising conferences where teachers are trained on how to implement positive disciplinary measures at school.”

IISGB 5 stated that:

“If a student violates the school code of conduct, we must notify parents in order to address indiscipline in the classroom. In addition, educators ought to provide students with counselling about the foolishness of their actions.”

IISGB 4 believed that:

“Parental involvement in their children's education is the positive disciplinary strategy that is required to address indiscipline in the classroom.”



The SGBs' position is that in order to solve indiscipline in schools, teachers must prepare and teach their subject matter thoroughly. It is rather folly of the SGBs, however, to solely burden teachers with positively disciplining learners when in actual fact they are supposed to work with them (Aken, 2016). Learners should be treated well and with respect by teachers. Parents should supervise their children's schoolwork as assigned by their teachers as another way to be involved in their education. If these positive disciplinary strategies could be effectively implemented, indiscipline at school could be solved. The DBE's potential assistance in facilitating the successful application of positive disciplinary measures in schools is the subject of the second sub-theme.

4.3.5.2 The DBE and the application of constructive disciplinary actions

The DBE could take many steps to guarantee that the use of positive disciplinary actions in schools is successful. Professionals like social workers, psychologists, and school counsellors could be assigned by the department to each school in the Vhembe District. Teachers might also receive training on how to assist in implementing positive

disciplinary actions in the classroom. Additionally, class sizes ought to be lowered. For the purpose of implementing positive disciplinary measures, the DBE should hold workshops for principals and teachers. In order to make sure that positive disciplinary measures are correctly applied, it should also make frequent visits to schools. The principals said the following in respect of this idea:

IIP 6 explained that:

“The DBE should post at least one psychologist, one social worker, and one school counsellor in each school. It should also make sure that there are enough resources in rural schools.”

IIP 4 stated that:

“The implementation of positive disciplinary measures will never bear fruit in overcrowded classrooms. Therefore, the department should reduce teacher-learner ratios in schools. Teachers should teach small class sizes.”

All the principals were of the view that the DBE should attach professional individuals within each school. This would enable them to address issues that are beyond the teachers’ and principals’ capabilities. The DBE should oversee the application of constructive disciplinary actions by addressing the principals’ concerns. A lack thereof discourages teachers who feel abandoned by it (Oxley & Holden, 2021). One would argue that when it comes to successfully implementing positive discipline in schools, the DBE ought to be involved. Its failure to do so renders the process invalid, and hence, hopeless. Schools need the DBE’s proactive response to the principals’ observations.

a) Teachers’ responses on the DBE and the implementation of positive disciplinary measures

The teacher participants stated that the DBE should show support by arranging workshops for both learners and teachers. Two of their responses are given below.

“Every school should have positive discipline implemented, and the DBE should oversee and assist with this. They should also do follow-ups to check if schools properly implement positive disciplinary measures in schools.” (IIT 10)

IIT 5 remarked that:

“The DBE should provide good infrastructure for all schools. Learners from a well-built school would not misbehave like those from dilapidated ones. Misbehaviour is commonly high in the second instance.”

The teachers' responses showed that the DBE is not doing enough to support schools in their efforts to deal with the introduction of positive behaviour in the classroom. They all concurred that the department sends out policy circulars about positive discipline only after other policy circulars. Given its lack of activity here, the DBE is overseeing the deployment of positive discipline strategies in schools remotely (Oxley & Holden, 2021). Without the ministerial support, schools were consequently having difficulty enforcing disciplinary measures in an efficient manner.

b) SGBs' response on the DBE and the application of constructive disciplinary actions

The school governing body representatives provided these selected views regarding this idea:

“Teachers should receive training from the DBE on how to apply positive disciplinary actions. They ought to oversee and keep an eye on how the positive disciplinary measures being used in schools are being implemented.”
(IISGB 4)

IISGB 3 added that:

“The DBE should organise different workshops for teachers on how they should implement possible discipline and to also give them relevant documents on positive discipline.”

The SGBs implied that the DBE needed to oversee and encourage the use of positive disciplinary measures in schools if they were to be successful. The department ought to plan training sessions on the application of positive disciplinary actions for educators and students. Teachers would gain more confidence from workshops on how to apply positive discipline in the classroom (UNESCO, 2018). The implementation of positive disciplinary measures would bear fruit if the DBE was fully committed to ensuring positive discipline in schools.

4.4 SUMMARY

The data gathered from the study's informants was presented and examined in this chapter. Focus groups and in-person, semi-structured interviews were used to gather the data (interviews). After analysing the informants' responses, themes were identified to serve as the foundation for the talks that followed. As a result, after the data collected from the participants has been presented and analysed, the next chapter will attempt to address the conclusions of this one.



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CHAPTER FIVE: DISCUSSION OF FINDINGS

5.1 INTRODUCTION

In Chapter Four, information about the application of positive disciplinary measures in the secondary schools of the Vhembe West District was provided and examined. The study's conclusions are covered in this chapter with reference to the data that were analysed and presented in the previous chapter. The themes that surfaced during the data analysis process—which was guided by the research questions—are examined in relation to the study's conclusions. The themes that emerged from the data were the positive disciplinary measures that teachers use to deal with learner misconduct in the classroom, the support that teachers receive when implementing these measures, the difficulties that arise when implementing them, and the tactics that help teachers implement these measures. This chapter is summarised in Section Six.

5.2 POSITIVE DISCIPLINARY MEASURES TEACHERS USE IN SCHOOLS TO MANAGE LEARNER INDISCIPLINE

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In this theme, the study identified the positive disciplinary measures teachers employ in dealing with learner indiscipline at school. However, before addressing the findings about this theme, it is worthwhile to first ascertain whether the participants understood the idea behind "positive discipline." The study acknowledged that the majority of participants were aware of what "positive discipline" was. They understood it as the non-pain-inflicting disciplinary measures applied by teachers in order to help learners change their behaviour for the better. This understanding corresponds with what Adler (1938) and Dreikurs (1964) proposed in their theoretical frames on positive discipline. The results are in line with UNICEF's (2018) definition of positive discipline, which is defined as a non-violent disciplinary model used in schools and by parents that emphasises the positive aspects of their child's behaviour to promote respect for others, self-development, and self-control. This shows the credibility and transferability of the results as explained in Chapter three, section 3.11.

The study also ascertained whether the learner participants understood the concept, 'negative discipline'. They understood the concept to mean a severe form of punishment that inflicts physical pain, leading to physical, emotional, and psychological harm. The results are in line with Courtney and Ackerman's (2018) view that negative discipline is a type of discipline where one's body is directly hurt, and includes emotional, and psychological traumas. This implies that learners know the difference between negative and positive forms of discipline. Thus, seen from this angle, one would suggest that the above reflect the study results' trustworthiness. The following sub-sections discuss the study findings on positive disciplinary actions taken to address the lack of discipline among learners at school. These comprise referral to the code of conduct, detention, parental involvement, ignoring bad behaviour, reflective essays, apologies and letter writing, withdrawal of privileges, and suspension and expulsion.

5.2.1 Referral to the code of conduct

One of the most important positive disciplinary measures teachers use to deal with learner indiscipline in secondary school is the code of conduct. Khatun and Siddiqui (2018) pointed out that the legal obligations found in the school's code of conduct obligate students to abide by the rules. Learners need to be taught appropriate behaviour expectations. The goal of the school's code of conduct ought to be to uphold order and a positive learning environment. There should be some guiding principles that control students' behaviour so that secondary schools can manage their behaviour (Mlalazi, 2015). UNICEF (2018) pushed for the creation of codes of conduct in schools that serve as a guide for acceptable behaviour standards on their premises. This shows the crucial positive disciplinary measures that teachers can use when dealing with learners' indiscipline.

The results show that the majority of participants think that teachers primarily utilise the school code of conduct as a positive disciplinary tool to deal with learner misbehaviour. The findings reveal that copies of the code of conduct are given to students and their parents at the start of each academic year. These results are consistent with Mlalazi's (2015) observation that, by signing the document, parents and students are expected to assume responsibility for adhering to the school's rules. The research shows that a lot of the Vhembe West District's schools talk to their students about the code of conduct to encourage appropriate behaviour. Additionally,

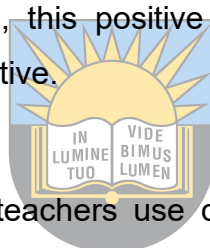
they teach their learners proper behaviour at school at all times. The above illustrate that the results are reflective of the participants' views coinciding with those of the scholars on the subject, and hence the study's credibility.

These findings, however, contradict Lawrenz and Tee-Melegrito (2022) who claim that learners hardly understand school rules that are complex. Also, they disagree with Courtney and Ackerman's (2018) view that learners do not have much knowledge of too many school regulations. The disparities in results, based on Mlalazi's (2015) findings, imply that some schools may not have understood the importance of providing codes of conduct to every student. This researcher found that most schools use a code of conduct that has been decided upon in conjunction with parents to address student indiscipline. The study's observation that we still see terrible behaviour from learners suggests that, while referring to the code of conduct is one of the most significant positive disciplinary measures teachers use to deal with learner indiscipline in secondary schools, this positive disciplinary measure has not yet succeeded and is therefore ineffective.

5.2.2 The use of detention

The study findings indicate that teachers use detention as a positive disciplinary measure when dealing with learner indiscipline. Teachers detain learners either during break time or after school. This result is consistent with Mlalazi's (2015) observation that detention could involve isolating learners during class, during recess, or after school. Teachers detain perennial latecomers and those who persistently dodge classes. It was also found that if a learner fails a test, teachers detain him or her after school for remedial work and retesting. The study found that teachers detain learners for offences that are persistent and detrimental to the learners' academic achievements. Learners who continually fail to write schoolwork and those who absent themselves from school without valid reasons also face detention. It should be noted, nonetheless, that detention is not part of what Adler advocated for as part of positive disciplinary measures to be implemented in schools.

Detention lasts for one or two hours and is done under the teacher's supervision. During detention, learners do their schoolwork, and sometimes they are given extra work to do. These results are consistent with those of Roy-Campbell (2022), who stated that the goal of all detention options should be to keep students in school while



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disciplining them by limiting their social time instead of their classroom time. Since children must serve them during their free time, detentions may be an effective way to discourage misbehaviour because they prevent them from avoiding their academic responsibilities. This shows that detention can be an effective positive disciplinary measure.

5.2.3 The use of manual work

This study has shown that most teachers use manual work to deal with learner indiscipline. Teachers in public schools routinely use manual labour to maintain discipline because it does not violate students' rights. The results showed that when students disobey school policies, teachers assign manual labour to them. It was also found that teachers prefer to use manual work such as cleaning classrooms, windows, and toilets, picking up litter around the schoolyard, digging, clearing bushes around the school, and watering the garden, among others. Learners who turn in their assignments late, fail to turn them in at all, or turn them in partially will also be assigned manual labour. Teachers also prefer to give learners who copy each other's work or those who are dishonest manual work. Adler and Dreikurs, in their theoretical frameworks though, saw manual work as impermissible in schools as it violates the learners' right to learn without being subjected to labour.

The study also found that teachers give some of the above-mentioned manual work to learners who dodge classes, come to school late, or steal other learners' possessions. Disciplining misbehaving learners through manual work requires strong teacher supervision. The study found that most learners hate manual work, especially when done after school. Learners are also ashamed to take this positive disciplinary measure because other learners laugh at those engaged in it. As a result, learners desist from committing mistakes that result in them doing manual work. Manual labour is assigned with the idea that if learners are held accountable for their actions, they will be less likely to repeat such improper behaviour. This conflicts with UNICEF's (2018) position that manual work is tantamount to child labour. But, the NDE's Publication on Alternatives to Corporal Punishment (DBE, 2020) makes the case that menial duties like "tidying up the classroom" are appropriate. By doing this, the issue of student indiscipline in secondary schools would be resolved. Manual work does reduce learner indiscipline in schools if it is properly applied.

5.2.4 Positive reinforcement

The research findings reveal that teachers use positive reinforcement when dealing with learner indiscipline. Positive reinforcement for good behaviour is given to learners, which motivates them to repeat the behaviour. The study findings show that teachers reinforce positive behaviour through merit badges, gold stars, praise, and passing positive comments during assembly to those with exemplary behaviour. The CTI Tool (2021) identified praising good behaviour by teachers as required to promote good behaviour whether by rewarding or publicly recognising good deeds. In this way, bad behaviour is discouraged. This supports the notion that teachers monitor learners' inappropriate behaviour and, upon identifying triggers, devise plans to break the habit before it takes root (DBE, 2018). At the end of each term, the best performers and best-behaved learners are rewarded (at times financially rewarded) (Lawrenz & Tee-Melegrito, 2022). Learners who have done extremely well in sports are rewarded with medals and trophies. The results align with the recommendations made by the Ugandan Ministry of Education and Sports (2017), which advocated for providing students with positive reinforcement or recognition for their good behaviour in the classroom and at school to encourage them to keep up the good work. This suggests that schools realise the importance of reinforcing the learners' positive behaviour. Learners who are positively reinforced tend to behave positively in class and elsewhere (Courtney & Ackerman, 2018). There could be learners' academic improvement and success only if the problem of learner indiscipline is solved. In light of the above, one would conclude that the results are dependable as they reflect the opinions of both the scholars and the participants who provided information here.

5.2.5 Professional support and guidance

With regard to the professional support and guidance, teachers use them when dealing with learner indiscipline. The findings reveal that teachers seek professional support from different stakeholders. It emerged, however, that schools do not have professional counsellors and guidance teachers. Thus, they are forced to do their internal guidance and counselling using Life Orientation teachers. The findings reveal that teachers also refer learners who continually misbehave to social workers, psychologists, nurses, pastors, police, and traditional counsellors. Learners who continuously come to school drunk or caught using drugs within the school premises are sent to social workers for referral. Cases of learners who sell drugs or dagga in

school premises, possession of dangerous weapons or implicated in theft cases are reported to the police. The South African Police Service (SAPS) and social workers have both adopted certain schools. SAPS representatives frequently visit schools to raise awareness about drug and alcohol abuse, bullying, and other issues.

The results are consistent with the DBE's (2020) recommendation that teachers seek assistance from colleagues and, if needed, from professionals like psychologists, counsellors, or social workers when dealing with learners who exhibit specific difficulties in the classroom. Parents and public schools do not have the funds to pay for expert services. Furthermore, the results imply that guidance and counselling strategies are applied in schools under challenging circumstances, despite differences in setting. Even though the implementation process presents some challenges, learners with behavioural issues at least have access to professional support and counselling services.

5.2.6 Ignoring bad behaviour

When participants were asked to indicate the positive disciplinary measures that teachers use to deal with learner indiscipline, few of them showed the power of positive disciplinary measures that have to do with not paying attention to bad behaviour. Teachers respond to learner indiscipline by disregarding inappropriate behaviour. Rewarding positive behaviour is usually as simple as ignoring negative behaviour. The findings concur with Khatun and Siddiqui (2018) who called for teachers to ignore the unwanted behaviour as doing so leads to its extinction. Once the teacher decides to ignore learners who behave badly, the latter is most likely going to realise the folly of his or her behaviour, and thus come to order. As a result, they would change their bad behaviour in order to be recognised by their teachers. Although some participants indicated that ignoring bad behaviour as a form of class control does not work, the reality is that ignoring bad behaviour is an important positive disciplinary measure that helps maintain positive discipline at school. In order to bring about change and reduce learner indiscipline in schools, teachers should give appropriate and positive attention to those learners who behave well.

5.2.7 Reflective essays, apologies, and letter writing

With regard to reflective essays, apologies, and letter writing, the participants revealed that teachers deal with learner indiscipline by asking learners to write down why they

behave badly in class or at school and what they would do to change their bad behaviour. It was also found that learners who absent themselves from school without valid reasons and those who dodge studies are made to write essays of one and a half pages stating the importance of regularly attending school. Offenders are also requested to write down the advantages and disadvantages of absenteeism and dodging studies. As a result, this improves class attendance and discipline in school because many learners will avoid violating institutional rules.

Additionally, the study showed that educators deal with indiscipline by requesting learners who misbehave to write letters of apology for their bad behaviour. The finding confirms Mendenhal et al.'s (2021) explanation that letter writing involves asking learners to state why they behave in certain ways, what effect they think it has on the class and how they would make sure not to make the same mistake twice. The study discovered that teachers also deal with learner indiscipline by requesting learners who cause general disorder at school to write an apology and read it at the assembly point in front of the entire school. This result supports the theory put forth by Lustick (2017), according to which oral apology entails asking learners to apologise to the person they have wronged and then ask for forgiveness. Positive discipline does not, in fact, encourage bad behaviour in learners. By recognising their errors and realising how appropriate behaviour can lead to positive experiences, it gives learners the chance to develop personally.

5.2.8 Withdrawal of privileges

The study discovered that a relatively small percentage of teachers deal with learner indiscipline in schools by taking away privileges. It was discovered that learners who are found to have broken any extracurricular policy are not allowed to participate in any extracurricular activities. It was found that learners who insult, bully, or fight others are not allowed to participate in school trips, games, or cannot be appointed as prefects. This finding concurs with the DBE (2018) which states that the privilege withdrawal of activities the learners enjoy is part of the positive disciplinary measures that teachers and school authorities should apply when disciplining learners. The results are also consistent with those of Morin (2017), who stated that the learner should be disciplined by not allowing him or her to participate in any school-sponsored activities without causing pain or harm to the learner's body, mind, or spirit. However, it was found that learners do not change their behaviour when this positive disciplinary

measure is used. Instead, they continue with their wayward behaviours. This confirms that the use of the withdrawal of privileges when dealing with learner indiscipline is ineffective, and hence the study's trustworthiness is enhanced. Confirmability is key here as it clearly outlined above. Under normal circumstances, debarring learners from participating in activities they value should help reduce learner indiscipline in schools. The hope is that the debarred learners would not repeat the same mistake. This should also serve as a lesson to others with similar intentions of breaking the school rules.

5.2.9 Employing the demerit system

Under the demerit system, the study found that very few teachers use it when dealing with learner indiscipline in schools. Only a few participants who responded to this item praised it as one of the best ways to enforce positive discipline in class. The findings reveal that learners are first given equal points. Thereafter, each time a learner breaks either the class or school rule, points are deducted under his or her name. This is in line with the DBE's (2018) position that the demerit system occurs when a learner loses credits that have already been gained. The demerit system may be used for repeat class offenders, more severe offences and non-classroom offences.

It emerged that teachers deduct one merit point from learners who use inappropriate language and those who do not wear proper school uniforms. Learners who disrespect other learners and teachers, and those who steal, have three merit points removed. In addition, learners who bully others lose five merit points. The results support the claim made by Morin (2017) that learners have a legitimate incentive to maintain progress and minimize misconduct to accrue as many points as possible because scores are cumulative. Although this form of discipline seems ineffective as serial offenders do not feel anything when their points are deducted, it does not mean that the demerit system is not an important positive disciplinary measure.

5.2.10 Suspension and expulsion

When it comes to suspension and expulsion, the study found that teachers use these extreme measures on serious disciplinary issues such as those involving stabbings, drug distribution, and sexual assaults, among others. Suspensions are not intended to be punitive actions but rather corrective ones. A learner cannot, however, be suspended by a school for longer than one week at a time. The findings are in line with

Dean cited in Sibanda and Mpfu (2017), who called for learner serial offenders to be suspended from school to give warning to other would-be offenders.

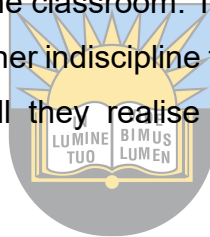
This study also found that the HOD expels learners who are found guilty of major misconduct from the school. But after holding a fair hearing, the ultimate decision should be suspension or expulsion. In addition, disciplinary actions may be taken by the governing body within seven school days following the suspension. If a learner is found guilty of serious misconduct, the governing body has the authority to recommend that they be expelled, impose other sanctions specified in the code of conduct, or suspend them for a maximum of seven school days (Centre for Justice and Crime Prevention & DBE, 2018).

The school may choose to expel a student who has committed a very serious offence after holding a proper disciplinary hearing in which the learner was represented. The school must notify the provincial HOD of the DBE if it chooses to take this action. Within 14 days of receiving the recommendation, the HOD determines whether to support the decision to expel the learner. If the expelled learner is in the 7 - 15-year age range (Grades 1-9), the provincial HOD should arrange for an alternative school for that learner (Centre for Justice and Crime Prevention & DBE, 2018). Furthermore, the learner in question has the right to representation by a lawyer, learner representative, trusted teacher, parent, or any other community member the learner has faith in; if a serious offence is suspected to have been committed (Uddin et al., 2017). Morin (2017) stated that it might be wise to have people with legal experience on the disciplinary committee in cases that are serious enough to warrant suspension or expulsion. That said, it is pertinent to raise the issue of the study's trustworthiness in this respect given that this paragraph embodies credibility, dependability as well as transferability of the results.

It also became clear that schools could not expel or suspend learners without first applying to the Head Office. The process is lengthy, laborious, and tedious, and in most cases, there are no responses, or a dissatisfactory response is received. Rumfola (2017) stated that education authorities must account for the rights of learners in schools. This study observed that in some schools, learners are suspended or expelled by the school management teams after committing serious offences without involving both the SGB and the concerned learner's parents. It was found that when

the SGB members inquire, they are told that certain issues do not concern them. This goes against the DBE, which says that the school governing body may suspend a learner for no more than one week following a fair hearing or until the provincial HOD decides (DBE, 2018). This finding is not in line with SASA's expectations (RSA, 1996) that the SGB must suspend learners only after listening to both sides of the story.

The effectiveness of removing the learner from school as a form of discipline is seriously questioned. Alsedrani (2017) posits that a wealth of research indicates that expelling students for behavioural issues is frequently ineffectual and even detrimental. Cherry (2020) reiterated that an excessive dependence on suspensions is a contributing factor to low academic performance, high dropout rates, and the startling achievement disparity between minority students from low-income backgrounds and their higher-income peers. Based on the discussion above, the researcher concludes that the Vhembe West District's schools use positive discipline to address student indiscipline in the classroom. This study sees positive discipline as the only remedy to the chronic learner indiscipline that has torn our schools apart. Only when learners are disciplined will they realise the need for positive behavioural change.



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5.3 LEARNER'S BACKGROUND AND DISCIPLINARY PROBLEMS

With regard to the learners' background and school disciplinary problems, the study found that indeed, the former influences discipline at school. This result supports the claim made by Oxley and Holden (2021) that the biggest cause of disciplinary issues in schools is parents' failure to instil discipline in their kids. Learners who come from child-headed families are not properly guided at home because there is no parental figurehead to guide them accordingly. Learners who come from homes where parents fight would typically exhibit that same behaviour at school. Some learners' parents work in different cities, leaving them alone at home. After being left with more money than they require, they start experimenting with drugs and alcohol. Some end up with very little or nothing at all. Due to their hunger, these students also contribute to the cause of disciplinary issues at school by expressing their rage to others. Therefore,

parents ought to find guardians who will watch over and mentor their children while they are away.

In support of the aforementioned conclusions, Rumfola (2017) noted that young parents become powerless when faced with their children's misbehaviour because they are terrified of them. Additionally, he said that parents don't acknowledge their own responsibilities and instead expect the schools to teach their kids appropriate behaviour. Makato and Leoschut (2016) confirmed that communities, not schools, are to blame for the decrease in discipline in the majority of schools. While some parents have a laissez-faire attitude towards their children, others display a lack of tolerance and respect for educators and government authorities. Again, we see the issue of the participants' ideas coinciding with those of scholars, an illustration of the results' credibility. This study also discovered that learners' misbehaviour at school can be attributed to parental abuse or neglect. On the other hand, children behave more respectfully when they are raised in stable homes by parents who praise their good behaviour and instil manners in their offspring. This is consistent with both Adler and Dreikurs' theoretical frameworks that call for rewards and encouragement in order to mould the learners' positive behaviour.

Parents may foster misbehaviour in children when they interfere with what educators do to reprimand them, irrespective of the nature of the offence. Some parents publicly criticise educators, thereby humiliating them in the presence of their children. As a result, it is hard for their children to respect the teachers and obey the school rules. This study suggests that teachers are aware of the backgrounds of their students because it will help them deal with their misbehaviour. The parents' lack of involvement means that schools lack parental support in addressing juvenile delinquency.

5.4 PARENTS AND THEIR CHILDREN'S BEHAVIOUR

With regard to calling parents to discuss their children's behaviour, this study's findings reveal that most participants do so at the end of each term. This indicates that parents are actively involved in their children's education in the Vhembe West District thanks to schools. This result validates the statement found in Section 7(5) of the Guidelines, RSA (1996b), which asserts that teachers are not able to uphold discipline on their

own. Parental support helps contribute to the learners' safety. The parental support includes, *inter alia*, assisting with the monitoring of learners' behaviour at home and making sure that homework is done. One could argue that since it advances the children's education, parent-school communication is crucial. Learners in secondary education dislike having their parents visit them in class. That is, the moment they learn that their parents actually do visit, they begin learning about inappropriate behaviour. The finding of this study is that parents' presence in the classroom motivates students to put in their best effort.

The study found that parents of misbehaving learners do not respond to invitations from the school. This is one of the reasons why such parents' children have chronic bad behaviour. They are emboldened by the fact that their parents did not attend their disciplinary hearing. Most of the time, these parents are unaware of their kids' behaviour at school. The study also discovered that parents who don't participate in their children's education bring their kids' issues to school, where they beg teachers for assistance in reining in their misbehaviour. Teachers are burdened by this because they must fill positions for which they are not qualified, like those of social workers and psychologists. Makato and Leoschut (2016) reasoned that the lack of time and consequent distance between the school and the parents is the reason why many parents are uninterested and negative towards the school.

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The South African Schools Act of (1996) calls for parents to be meaningful partners in the schools' governance. The participants indicated that involving parents is the most prominent disciplinary measure that is used by teachers to handle indiscipline among learners. The study found that if a learner commits offences such as fighting or causing general disorder at school, teachers call parents to discuss the issue. The reason for the significant improvement in school discipline is that no learner wants to fail at the end of the year. The study realised that there are schools that concur with parents in requiring the latter to notify the school of the learner's absence. Those who fail to do so pay a penalty of R100. It was found that such an agreement brought effective changes in how learners behave. Learners attend school regularly because parents make sure they do so out of fear of punishment. The findings show that teachers also involve parents when learners damage school property (windows or doors). Parents are obliged to repair the property damaged by their children.

5.5 THEME TWO: THE EFFECTS OF POSITIVE DISCIPLINARY MEASURES IN MANAGING INDISCIPLINE IN LEARNERS

The study's conclusions regarding the effectiveness of positive disciplinary measures used to deal with learners' lack of discipline in the classroom are covered in this section. The participants concurred that one of the most important tools for helping them maintain positive discipline in secondary schools is the positive disciplinary measures they use at school. The following section discusses the study's findings regarding the effectiveness of positive disciplinary measures used in schools to address student misbehaviour.

5.5.1 Parents' response to teacher invitations to school

In South Africa, parents are obliged to be involved in their children's education. Parents have the capacity and the right to determine what is in the best interest of their children. With regard to the parents' response when invited to school to discuss their children's behaviour or performance, the findings reveal that most parents respond positively. The study found that they participate actively to help learners behave properly in order to improve their performance. It also emerged that most parents positively respond to calls to attend their children's disciplinary hearings. The results are consistent with Lawrenz and Tee-Melegnito (2022) assertion that parents who are more engaged in the educational programme at their children's school are more likely to prioritise education for their offspring, who are therefore more likely to succeed academically. This shows the active relationship between parents and the teachers' strength. If parents respond positively to the teachers' invitations to school, their children's behaviour in class will greatly improve. Thus, looking at the foregoing, it is apparent that the results of this study in this respect meet the credibility, dependability, transferability, and confirmability aspects of trustworthiness.

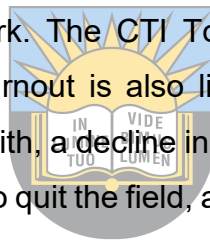
The results also showed that the majority of literate parents are the ones who accept invitations from teachers. When it comes to maintaining discipline in the classroom, parents who are actively involved in school activities know better what is expected of them and their children. This is consistent with the findings of Khatun and Siddiqui (2018), who stated that parents can positively influence their children's behaviour, particularly if they make sure their kids show up for class on time, behave

appropriately, wear appropriate clothing, have the necessary books, and complete their homework. If parents and educators can effectively play their role in schools, the learners' discipline will improve.

The study discovered that parents do not show up for meetings due to reasons such as distance and work commitments. This demonstrates that some parents value their jobs more than the education of their children. Stated differently, they place a higher priority on their work than their children's future. They turn down invitations to schools. Makato and Leoschut (2016) acknowledged that parental involvement in school matters is made easier when parents are members of school governing bodies; however, parental involvement in South African schools is still relatively low.

5.5.2 Impact of learner indiscipline on teachers

On the impact of learner indiscipline on teachers, the participants' responses implied that learner indiscipline negatively impacts their jobs. The learners' indiscipline erodes the teachers' morale towards work. The CTI Tool (2021) found that the learners' truancy demoralised teachers. Burnout is also linked to detachment and a lack of concern for those one that works with, a decline in teaching quality, depression, taking sick days, taking deliberate steps to quit the field, and cynical and dehumanising views of learners.

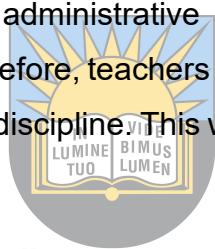


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It was also found from the study that most teachers resign from their work due to frustrations associated with the learner's indiscipline at school. Considering this, it can be said that young teachers are generally concerned about a variety of aspects of teaching, including ineffective learner behaviour, and as a result, they may think about quitting. Poor learner discipline is the third of 20 reasons why teachers wish to leave the field, and young teachers are deeply concerned about the stress levels they would have to deal with (Mendenhall et al., 2021). This leads to a subpar teaching and learning environment, which has a detrimental effect on the morale of the teachers. Every day, the disrespect and disobedience of the learners turn our workplace into a hellhole. Teaching and learning are severely impacted by the low morale and lack of motivation among teachers and learners. Moreover, disciplinary issues have a detrimental effect on teachers' morale. This fosters an environment that is favourable for teaching and learning. High learner achievement results from teachers putting in more effort, and this in turn makes them feel good about their work when morale is

high (Morin, 2017). Because they love what they do, this would keep teachers in their current position. In this way, this study's credibility and confirmability cannot be over emphasised.

This study also revealed that absenteeism, late coming, incompetence, and failure to honour classes have increased among teachers. Thakur (2017) reasoned that low teacher morale results in apathy, subpar work output, a preference for material rewards (like pay), discontent with the administration, a high attrition rate, and persistent absences from the classroom. This has a detrimental effect on learners' behaviour since learners mimic the actions of their teachers. If there is harmony in the classroom, teachers receive recognition for their accomplishments, and their social issues are resolved successfully, their morale may rise (Thakur, 2017). Schools with high morale report higher learner accomplishments. Motivation is positively and significantly correlated with teachers' morale. In order to help teachers to come up with workable solutions to a range of administrative and disciplinary issues, motivation serves as an encouragement. Therefore, teachers should be motivated and developed on how to deal with the learners' indiscipline. This would minimise cases of indiscipline at school.



5.5.3 Benefits of positive discipline

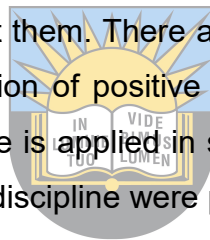
Positive discipline at school has changed the way learners behave. The study found that positive discipline fosters positive relationships between teachers and learners, even though some learners do not respect these forms of discipline. Thakur (2017) opined that when significant adults in a child's life treat them with respect, the child is more likely to reciprocate the gesture. Teachers should establish a relationship with their learners that makes them feel valued, understood, and accepted for who they are, according to the Centre for Justice and Crime Prevention and the DBE (2020). If learners are aware of their own care, they are more inclined to show compassion for others.

The study understood that classrooms with positive discipline also have environments that are favourable to learning. Additionally, it simplifies and lessens the stress of teaching and learning. Teachers would be better able to address learning issues rather than disciplinary ones, which leads to more effective teaching and learning. According to Kyle (2016), teachers can foster an inclusive environment and preserve a positive

atmosphere by implementing positive discipline techniques. Instructors also complete their curricula without missing any deadlines.

In addition, it was also found that positive discipline leads to improved school discipline, as there would be fewer disciplinary cases. The study's conclusions also showed that there are fewer documented instances of students being discovered in possession of alcohol, drugs, or potentially dangerous weapons on school property. It also became apparent that academic performance had improved. Kyle (2016) believes that implementing positive discipline assists teachers in overcoming a variety of obstacles in the classroom and aids learners in learning and future decision-making. Learners would concentrate on their schoolwork as they would become free to tell teachers their problems and concerns in class.

Despite positive discipline's benefits, some schools currently witness indiscipline. This study revealed that positive disciplinary measures do not work in their current forms because some learners disrespect them. There are some schools where indiscipline has increased since the introduction of positive discipline. Enhancements must be made to the way positive discipline is applied in schools. Therefore, discipline might be improved in schools if positive discipline were properly implemented.



5.5.4 Code of conduct and positive discipline at school

Most students gave the school code of conduct a high rating for its ability to maintain positive discipline in the classroom. Their responses are indicative of its effectiveness, as learner indiscipline has drastically decreased in most schools. An additional benefit derived from the findings was that learners' behaviour improves when they follow the code of conduct, which makes the teaching and learning process more successful. Kyle (2016) asserted that the goal of the code of conduct is to define appropriate behaviour in the classroom, encourage self-control and positive behaviour, create a purposeful and disciplined learning environment, and organise the school so that teaching and learning can occur in an efficient manner.

The study also found that another method of involving parents in their children's discipline is to invite them to the school to participate in the disciplinary hearing. That is, if the school involves parents in their children's disciplinary issues, the latter are likely to change their behaviour for the better. This result is consistent with Mlalazi's (2015) assertion that another method of fostering a relationship between the school

and parents to uphold positive discipline is to ask parents to visit the school when their children have violated the code of conduct. Learners who follow the code of conduct do well in the classroom. Based on the researcher's observations though, learners appear to be disregarding the code of conduct with impunity, making it appear ineffective in preserving positive discipline in the classroom. Since the code of conduct was implemented as a new kind of positive discipline, there had been an increase in indiscipline in some of the schools where I conducted the study. The above issues are reflective of the study results' trustworthiness in the context of the four principles that determine such as provided for in section 3.11 of the third Chapter.

5.5.5 Guidance and counselling services' effectiveness

Each school determines how well guidance and counselling services work to maintain positive discipline in the classroom. In other words, while guidance and counselling services were considered beneficial in most schools, they weren't in others. Mlalazi (2015) opined that a considerable number of learners have undergone reform as a result of the guidance and counselling approach, proving its efficacy. By receiving good guidance and counselling, learners become aware of their errors and take the first steps towards changing their behaviour for better discipline. Kyle (2016) noted that there is enough data to conclude that counselling, even with challenging learners, has a positive impact.

The logo of the University of Fort Hare, featuring a shield with a sunburst at the top, a book in the center, and the motto 'LUMINE BIMUS LUMINE' below it.
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The study discovered that there are no professional guidance and counselling teachers in schools, despite the fact that guidance and counselling were thought to be an effective tactic for preserving positive discipline. Consequently, teachers who teach Life Orientation also conduct guidance and counselling sessions. Teachers who provide counselling and guidance do so with support from other staff members. Thakur (2017) discovered that many counselling sessions scheduled for reprimanded learners for misconduct are conducted by principals, management members, and teachers. Schools also rely on different stakeholders and the local university for motivational talks. After receiving guidance and counselling from pastors and social workers, learners usually change their behavioural tendencies for the better. The learner participants were satisfied with what their teachers did in this regard. Teachers are used to their learners, and hence their efforts become effective when compared with those from the outside.

5.5.6 Encouraging positive behaviour modelling and its effectiveness

During staff meetings and workshops, teachers are encouraged to set a good example for their students. Their adherence to the school's code of conduct is the main focus. Mlalazi (2015) discovered that employees are reminded to abide by the Civil Service Code of Conduct, Statutory Instrument 1 of 2000, which regulates their behaviour, during staff meetings, workshops, and staff development programmes. Teachers teach learners the importance of abiding by the school code of conduct by modelling behaviour that complies with it. Instructors are also urged to always lead by example, serving as role models for the learners. Thakur (2017) is of the view that the idea that learners pick up valuable behaviour from watching their role models is the foundation for the significance of modelling positive behaviour. Here, the most crucial point is that since students look up to their role models, teachers should set an example of good behaviour.

The study found that teachers are also reminded and encouraged to dress neatly at school, be punctual at all times, attend school regularly, and converse with learners using language that is appropriate. This makes learners emulate them during their briefing sessions every morning. The participants also emphasised the need for teachers to always attend classes so that they are in a position to honestly reprimand learners who abscond from class. This speaks to Mlalazi (2015) who revealed that most teachers talk to learners appropriately, conduct themselves well, and dress formal for learners to emulate them. Teacher drunkenness is abhorred and discouraged at school as it encourages learners to do the same. Male teachers are not allowed to have love affairs with schoolgirls, as doing so makes the latter become disrespectful at school. Also, teachers are not allowed to smoke within the school premises or share cigarettes with learners. Be that as it may, some teachers come to school drunk or smoke within the school premises. The findings correspond with Thakur (2017), who argues that some teachers are bad role models because they fail to uphold their obligations when it comes to implementing the code of conduct. It is clear that even though school teachers are expected to behave according to codes of conduct, there are some teachers who always behave differently. Despite these isolated cases, learners do emulate well-behaved teachers as their role models.

The study discovered that encouraging parents and communities to set a good example for behaviour takes place during parent-teacher conferences. In order for

their kids to follow in their footsteps, parents are urged to set a positive example for them. Children will likely behave as they see their parents and other community members behave, so parents and communities should set an example of positive behaviour for their kids. Jamaica's Ministry of Education (2019) noted that learners cannot learn appropriate behaviour if they are not exposed to appropriate role models.

In order to maintain positive discipline, some schools find it difficult to put the positive behaviour modelling strategy into practice. The study revealed that some parents provide poor role models for their kids. For instance, they sell schoolchildren cannabis and alcohol. Some people cultivate marijuana at home and then ask their kids to sell it at school. Some do so by allowing their children to sell space muffins at school. These activities have a negative impact on the children's lives due to the influence they have on them. The study established that the example parents set is important. If parents are bad, their bad behaviour influences learners to do the same.

It is encouraged for parents and community members to establish positive relationships with their children as a way of modelling positive behaviour. This could be done by encouraging youth to attend churches, among other morally upright institutions. Ontario's Ministry of Education (2018) said that teachers, parents, and community members should set an example of attitudes and behaviours that support a safe and caring environment in the classroom and in the larger community. Hence, parents set an example of acceptable behaviour, and when children behave well, they get attention and praise (Save the Children, Sweden, 2020). The aforementioned makes it clear that maintaining positive discipline in schools requires positive behaviour modelling. Learners would imitate positive behaviour if parents and community members set an example of it. This reduces learners' lack of discipline. It supports preserving the use of positive discipline in classrooms.

The culture of the school influences how well positive behaviour modelling works to uphold positive discipline in classrooms. Teachers, parents, and communities are encouraged to live exemplary lives in order to exhibit the culture of excellence in good behaviour. Also, if teachers epitomise good behaviour, learners will know what is acceptable and what is not. Mlalazi (2015) indicated that learners find it simple to imitate what they see rather than being given instructions when using the positive behaviour modelling strategy. The reason positive behaviour modelling works in

schools is that it enhances discipline. However, not all teachers, parents, and community members adhere to this approach.

5.5.7 The effectiveness of praising the learners' good behaviour

Students' excellent behaviour at school is encouraged when their positive behaviour is effectively reinforced. Mlalazi (2015) asserted that a learner will be more motivated to continue acting in a positive manner if their actions are acknowledged and rewarded. Encouraging positive behaviour fosters self-assurance and makes students take responsibility for their actions. Cherry (2020), in order to support learners in developing into responsible adults, schools should support their positive behaviours and qualities.

Additionally, it was discovered that rewarding good behaviour encourages learners to follow the rules and form positive study habits. It also emerged that positive behaviour reinforcement encourages learners to develop positive attitudes and respect towards teachers, other learners, and their parents. It was also discovered that, when applied in a supportive setting, the strategy works incredibly well. In other words, learners should also make the environment conducive for the reinforcement to be effective. Positive behaviour reinforcement (Mlalazi, 2015), encourages learners to contribute positively to class discussions, and make suggestions, as well as effectively participate in their education. Thus, both teachers and learners should work together if reinforcement of positive discipline is to be effective. It is, therefore, important to reinforce the learners' positive behaviour by rewarding them, acknowledging such behaviour, or promoting them to some positions of authority at school or in class. When learners who behave positively are positively reinforced, others will emulate them. This helps maintain positive behaviour at school.

5.6 THEME THREE: ASSISTANCE AND MONITORING

If an institution is to successfully implement any programme, monitoring and support are essential (Mlalazi, 2015). Both teachers' and learners' support and supervision ought to be methodical and focused on attaining long-term objectives. Teachers need support and supervision when implementing positive disciplinary measures in secondary schools if the programme is to be successful. Accordingly, it is important to assist teachers in today's schools in implementing and maintaining efficient and

economical practices (Sugai & Horner cited in Mlalazi, 2015). The results of the aforementioned theme are examined below.

5.6.1 Teachers receiving training on the application of positive discipline

The study discovered that the education authorities do not give teachers' training on positive disciplinary measures much thought. The study's conclusions showed that educators were not given the necessary training to apply constructive punishment in the classroom. This failure has resulted in teachers applying common sense when implementing disciplinary measures. One would conclude that what teachers implement and how they do so is based on trial and error. In this case, teachers use the classroom management knowledge they gained during their studies to implement positive disciplinary measures. On the other hand, Mlalazi (2015) discovered that educators received training that prepared them to use positive discipline techniques in classrooms. Mlalazi (2015) issued a warning, pointing out that the application of techniques meant to uphold positive discipline in schools is negatively impacted by a lack of training.

The survey also revealed that educators think that having the right information and abilities is essential for enforcing constructive discipline in classrooms. Instructors must be empowered with the information and abilities to deal with disruptive behaviour in the classroom. Mlalazi (2015) showed that training equips parents and school employees with the knowledge, abilities, and attitudes that support effective discipline management in schools by involving all relevant parties. It is crucial that teachers receive training so they can apply constructive disciplinary actions with the knowledge and abilities they need. A small percentage of participants stated that they were familiar with professional techniques for implementing positive discipline in classrooms. For positive disciplinary measures to be successfully implemented in secondary schools, training is essential. This is because, without training, effectively implementing positive disciplinary measures would be difficult.

The DBE outlawed corporal punishment in schools, yet it never formulated positive measures to help teachers implement positive discipline as required by law. That is, the department only issued schools with directives that encourage teachers to implement positive disciplinary measures when dealing with learner indiscipline and discourage them from using corporal punishment. This makes it hard for teachers to

implement positive discipline, as they do not know how to do so. It is no surprise that some might excessively overdo these in the name of implementing positive discipline. Therefore, if positive discipline is to be successfully implemented and upheld in schools, the DBE must take teacher training into consideration. In addition, teachers ought to receive training on the principles of fostering a positive learning environment and applying impartial discipline in the classroom.

5.6.2 In-service training on methods of positive discipline

With regard to in-service training on methods of positive discipline, there is a need for teachers to be in-serviced if the programme is to succeed. The participants attested that the DBE does not provide them with any in-service training regarding positive discipline techniques. They believed that in-service training on positive discipline techniques should be provided to teachers. To ensure that positive discipline is effectively applied in schools, in-service training for educators on these techniques would help teachers become more knowledgeable about them. Cherry (2020) posits that in-service training is necessary for teachers to manage the discipline of their students. The department must provide teachers with training on positive discipline techniques for classrooms. Most teachers graduated during Bantu Education, and hence nothing about the implementation of positive disciplinary measures was taught to them. Such teachers were trained to use corporal punishment when teaching. The study indicates that teachers frequently receive minimal formal training in classroom management.

In-service training on the methods of classroom discipline is ideal as the positive discipline methods are legally based. Teachers who violate the law in the name of enforcing discipline are treated as criminals. There is a need for in-service training because many of the young teachers are too emotional and need to be given training on how to cope with classroom discipline. Teachers in this situation need to make a significant mental adjustment as well as change the way they view authority, power, and discipline. Mlalazi (2015) proved that the training strategy's implementation is hampered by a lack of funding.

In-service training is seriously needed, as many teachers lack skills and knowledge in classroom management. Training equips parents and school employees with the knowledge, abilities, and attitudes necessary to promote positive discipline in schools

through stakeholder participation, as demonstrated by Mlalazi (2015). This suggests that if positive discipline is to be successfully upheld in schools, in-service training for teachers is essential. It is crucial that the department provide teachers with training on positive classroom management techniques. Additionally, it ought to guarantee that the in-service training influences teachers' behaviour in a way that eventually enhances classroom discipline. The provision of resources is essential to the successful implementation of the training programmes.

In addition, teachers have embraced the process in their behavioural control and management at school, despite their ignorance of how to carry out positive disciplinary measures. The study shows that some schools hold workshops where instructors receive training on how to apply positive disciplinary measures and gain the necessary tools to do so. Employees who receive training and supervision while implementing positive discipline management techniques will be able to use those techniques to sustain positive discipline (Mlalazi, 2015). Teachers support the implementation of positive disciplinary measures by sharing their views with others on how they can discipline learners positively. This is so given that they are forced to deal with all sorts of disciplinary problems both in class and outside. Thus, when teachers are given the opportunity to support the implementation of such programmes, they have to do so without fail.



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It also became clear that parents, by attending schools when requested, are in favour of the use of positive disciplinary measures in secondary schools. Additionally, the study discovered that parents are in favour of positive disciplinary actions being taken at school and that they communicate their opinions to teachers about how to deal with students in a constructive manner. This strengthens the partnership between teachers and parents in putting positive discipline into practice in classrooms. In order to strengthen ties between schools and communities, parents and teachers should collaborate to improve school discipline (Kyle, 2016). Since parenting is not the main goal of education, parents must accept responsibility for their children's behaviour.

Only a small percentage of participants said that parents do not support one another when it comes to enforcing positive disciplinary actions in schools. There is a lack of cooperation among teachers, as others are reluctant to implement positive disciplinary measures. Mlalazi (2015) discovered that there is a deficiency of transportation

services to enable education officers to visit schools for supervision, as well as a lack of support from parents, teachers, and school administrators in terms of monitoring and assistance. Notwithstanding these drawbacks, it is clear that parents and educators are in favour of positive disciplinary actions being used in classrooms. Teachers, parents, and other stakeholders must provide their full support for the successful implementation of positive disciplinary measures in schools. As such, teachers and parents should be applauded for their support of the programme as introduced by the DBE.

5.7 THEME FOUR: CHALLENGES IN THE USE OF POSITIVE DISCIPLINARY MEASURES

Schools have a difficult time creating and sustaining safe, supportive environments where learners can learn, and teachers can teach. Many teachers deal with discipline-related problems daily in their classrooms. These difficulties have a detrimental effect on schools' ability to maintain positive discipline. The following section discusses the study's findings regarding the difficulties in implementing positive disciplinary measures in schools.



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5.7.1 Teachers' obstacles when putting positive discipline into practice

The study on obstacles to positive discipline implementation found that educators encounter a range of these in their classrooms. Most learners view positive discipline as light punishment, which does not inflict pain. If teachers use positive disciplinary measures to discipline learners, some learners see it as a sign of weakness on their part. It was found that most of them do not change their behaviour. They end-up repeating the same offences because they feel they are not punished. The study also found that learners feel that such punishment does not fit the misconduct. It is a serious challenge because teachers try to model learners into being responsible adults, yet they take it as the teachers' weakness.

The study findings also revealed that schools are surrounded by many farms in the Vhembe West District. It emerged that most of their learners who come from local farms are above school going age. Most of these learners are used to corporal

punishment, and hence they refuse to be punished by any other methods except corporal punishment. Some learners resist doing manual work. They regard manual work as something that should be done by kids. Furthermore, because they are not trained in the use of positive disciplinary measures in schools, the majority of teachers confront the difficulty of ignorance. Cherry (2020) observed that educators lack the necessary training to discipline learners in any way other than physical punishment. Instructors are afraid to use positive discipline because they are not well-versed in its application. The majority of learners despise other forms of discipline and only employ physical punishment. Now that corporal punishment is outlawed, most teachers do not correct learners if they misbehave. As a result, teachers fail to implement it at all.

On the other hand, some end-up using corporal punishment. Mlalazi (2015) realised that some teachers continue to support the use of conventional techniques for correcting students. It was also found that teachers refer learner indiscipline cases to the principal because they do not want to violate the law. The study found that some teachers do not care about discipline. They have lost motivation as a result of the corporal punishment ban. They think that theirs is to teach. But, it still comes back to them when they go to class because the same learner who is not disciplined is the one they would teach. This implies that the study results are credible and dependable.

This study also revealed that positive discipline is time-consuming because in most cases it takes much of the teachers' time. It emerged that instead of being in class teaching, a teacher would be in the staffroom attending to disciplinary issues. This study found that the process of implementing positive discipline is very long. PubMed Central (2019), which reported that teachers acknowledge that their instruction would be more successful if they did not have to spend as much time handling discipline-related issues, supports this. The teachers believe that because they are unable to apply corporal punishment, their authority as educators has been taken away from them. This is a labour-intensive activity that could jeopardize the teaching and learning process at the school if it is not properly organized. Teachers find it challenging to apply positive disciplinary measures in schools in an effective manner because of these obstacles.

Positive disciplinary measures are difficult to implement for a variety of reasons, depending on the circumstances and the specific school. This study found that the

absence of parental guidance is the main obstacle to the adoption of positive disciplinary measures in secondary schools. Children are not given behavioural guidelines by their parents for school. UNICEF (2020) discovered that one of the main causes of the ineffective application of positive discipline techniques in schools is the absence of parental guidance among learners. Furthermore, collaboration between all parties involved in influencing learners' behaviour is necessary to maintain positive discipline. Therefore, for the successful implementation of positive disciplinary measures in schools, parents should guide their children on how they should conduct themselves at school.

It also turned out that implementing positive discipline is hampered by a lack of funding for workshops for parents and teachers. Mendenhall et al. (2021) emphasised that one significant obstacle impeding the adoption of positive disciplinary measures in secondary schools is insufficient funding for parent education. The results also support Thakur's (2017) assertion that a large number of teachers lack training in child development or conflict resolution. They thus look to their community's conceptions of effective education for direction. Also, teachers do not have enough funds to award and buy rewards for learners, as they use their own money to do so.

The SGBs also fail to perform their duties of implementing positive discipline effectively because they do not have any training on how to handle positive disciplinary procedures. Makato and Leoschute's (2016) claimed that if SGBs are not properly inducted and trained, it is asking too much to expect them to carry out their duties efficiently. Positive disciplinary measures are therefore difficult to implement in secondary schools due to a lack of funding and training.

Another issue that the study found is that of overcrowding due to the shortage of classrooms and teachers, which hinders the implementation of positive disciplinary measures. Kyle (2016) found that because there aren't enough classrooms, overcrowding makes it harder for schools to enforce positive disciplinary policies. There is a 1:70 teacher-to-student ratio. The classrooms are packed, with little room for teachers to move among learners. There will always be some degree of indiscipline in a classroom full of students. The study also showed that teaching and learning are hampered by crowding. One possible explanation for the rise in office discipline referrals could be overcrowding. She continued by saying that because of the large

number of students in an overcrowded school, it could be challenging for administrators and teachers to keep things in order. Teachers were also overloaded with a lot of teaching, which makes it difficult for them to implement positive disciplinary measures effectively.

The study also showed that implementing positive disciplinary measures in schools is hampered by the absence of security guards. That is, there are learners who bring dangerous weapons to school because school authorities do not have the capacity to search them at the gate. Drugs and dangerous items are expressly forbidden from being used on school property and are outlined in the Schools Act of 1996's Regulations for Safety Measures at Schools. Nonetheless, learners still bring weapons to school and occasionally use them against their teachers and fellow students. Teachers who call the police are only taken to the police station for a few hours to be questioned before being allowed to return to class. This supports Kyle's (2016) finding that kids today are involved in illegal activities that harm educators and other students while also interfering with their academic progress. If security is not tight at school, learners can do as they please. The study also found that there are learners who sell drugs and dagga on the school premises because schools do not have enough security guards who can search them at the gate. During breaks, they use drugs and dagga and they drink liquor, and even smoke cigarettes. This is detrimental to instruction and learning because it is difficult to teach a learner who is intoxicated by drugs and dagga. Most of them do not change. As a result, they always repeat similar offences.

The study also identified a problem: there aren't enough school-based social workers, psychologists, or guidance and counselling teachers. The DBE (2018) cites a departmental publication on Alternatives to Corporal Punishment that advises seeking assistance from colleagues and, if required, professionals like psychologists, guidance and counselling teachers, and social workers if learners exhibit specific difficulties in the classroom, such as aggressive behaviour, bullying, gambling, vandalism, possessing dangerous weapons, cheating during exams, and so forth. The issue is that most schools, particularly the secondary schools in the Vhembe West District, do not have access to the professionals or psychologists who are recommended to schools and teachers. This demonstrates that some learners with behavioural issues never receive help from the school counsellor, which makes it challenging to uphold

positive discipline in such circumstances. These challenges have a detrimental effect on how well positive disciplinary measures are implemented in schools.

When teachers do not believe that implementing positive disciplinary measures at school is necessary, it creates a barrier to their implementation. At times, teachers chase learners who misbehave in class out of the classroom. In certain instances, learners enjoy being outside the classroom. That is, while outside, these learners play or do as they please. They would rather be outside than in class. This then defeats the purpose of applying positive discipline measures as it encourages learners to misbehave so that they could be punished. In this way, it becomes more challenging for educators to apply positive discipline in the classroom. Learners need to change their views of seeing positive disciplinary measures as some sort of pleasure-making.

Another obstacle to the implementation of positive disciplinary measures is the DBE's lack of support. Makato and Leoschut (2016) said that teachers' struggles to enforce learner discipline are made worse when departmental support is lacking. Teachers believe that if the above challenges were not promptly attended to by the school authorities and the DBE at the provincial level, then their efforts would be in vain. They bemoaned the prevalence of these obstacles and the fact that no government official has demonstrated their willingness to assist them in dealing with these issues despite their constant visits to various schools in the circuit. The teacher participants' complaints here show that they are neglected by the DBE, yet the same department complains a lot once learners are publicised as unruly and thugs. It is clear that schools encounter different obstacles that hinder the implementation of positive disciplinary measures.

5.8 THEME FIVE: STRATEGIES THAT CAN ASSIST TEACHERS EFFECT POSITIVE DISCIPLINARY MEASURES

For schools, disciplining learners who exhibit severe behavioural issues has long been a challenge. The only way to completely eradicate disciplinary issues is to intentionally educate students to become responsible adult learners. Through classroom instruction, a learner should be supported and guided in acquiring the skills necessary for a responsible and mature life. To guarantee that learners develop self-discipline, parents and teachers should work closely together. For the school to have better

discipline, parents and teachers should collaborate. The next sub-theme helps identify positive disciplinary strategies needed to deal with indiscipline in schools.

5.8.1 Positive disciplinary strategies needed to solve indiscipline in schools

With regard to positive disciplinary strategies needed to solve indiscipline in schools, the study found that in order to solve indiscipline, teachers, parents, students, and principals must work together. Cooperation would see all concerned abide by the behaviour code at school, thereby ensuring that there is positive discipline in schools. Positive discipline should start with the parents at home because they are the primary caregivers. As soon as students arrive at school, they are aware of what positive discipline is. Parents should supervise their children's schoolwork as assigned by teachers to take an active role in their education. Malatji (2016) argued that parents ought to help supervise their children and ensure that they finish their homework. One could argue that parent-school communication is crucial because it advances the learner's education. Parents can help with school discipline if they are actively involved. Personnel Administrative Management, referenced by Malatji (2016), emphasised that the SMT members ought to convene with the parents to deliberate on the academic advancement and behaviour of the learners. In order to improve school discipline and fortify the bond between the school and the communities it serves, parents and teachers should collaborate. Parents should avail themselves when called to school. It can be argued that if schools can actively involve parents in reforming their children's behaviour, indiscipline in schools could be solved.

The findings of this study showed that in order to solve indiscipline in schools, teachers must prepare and teach their subject matter thoroughly. Learners should be treated well by teachers. Instead of enforcing more rules, Shealton (2018) argued that a more positive approach that prioritises building stronger relationships with students, improving classroom preparation, and enhancing values is the most effective course of action. Enhancing the discipline situation requires careful lesson planning overseen by HODs or senior teachers, particularly when it comes to inexperienced and underqualified teachers. Thus, the issue of indiscipline in schools would be resolved if teachers prepared and delivered their lessons carefully.

In accordance with their particular circumstances, teachers should also receive assistance with classroom management, and appropriate substitutes should be used. The positive discipline approach can be more successfully implemented in a classroom when there is effective management in place (Centre for Justice and Crime Prevention, and the DBE, 2020). Workshops with specialised knowledge or managerial skills should be used to empower and develop the school's management team (Malatji, 2016). The application of positive discipline, organisation, and class management are a few examples of these skills. These, therefore, would help solve indiscipline in schools, thus making teaching easier and less stressful. This could be possible if all these positive disciplinary strategies are effectively implemented.

5.8.2 The Department of Basic Education and the application of sanctions that are constructive

The DBE must make sure that the use of positive disciplinary actions in schools results in a lot of positive outcomes. It should, first and foremost, assign experts to each school in the Vhembe West District, such as social workers, psychologists, and school counsellors. This speaks to Thakur (2017), who said that education authorities should appoint professionals such as school counsellors and psychologists to all schools to assist educators with the problem of learner indiscipline. Counsellors should be posted to these schools on a permanent basis to head the guidance and counselling departments. In addition, counsellors with training should lead guidance and counselling programmes in all schools. If the DBE could attach professionals within each school, this would enable them to address issues that are beyond the teachers and principals' capabilities. This means that, by attending to the concerns of the principals, the DBE should supervise the application of positive disciplinary measures. The government should also budget for the appointment of these professionals so that schools do not rely on donations and external grants.

The results of this study also demonstrate that the DBE ought to host workshops on the application of positive disciplinary measures for educators, students, and parents. It also showed that the DBE is not doing enough to support the schools in addressing the introduction of positive behaviour in the classroom. Because some parents, students, and teachers are unaware of the concept of positive discipline, it is necessary to provide them with training and workshops on how to implement these

strategies in schools. Teachers need more training on disciplinary techniques. Kyle (2016) reaffirmed that workshops aimed at informing, inspiring, and occasionally educating teachers, principals, and parents are among the strategies that could help teachers implement positive disciplinary measures. This ought to involve exercises that foster and guarantee the development of self-discipline, respect, pride, a drive for excellence, and a future-focused outlook on life. They would gain the knowledge and abilities needed to maintain discipline without using physical punishment as a result. It also became clear that teachers ought to receive in-service instruction on alternate discipline strategies. The DBE should regularly visit schools or send delegates to check if positive disciplinary measures are effectively implemented.

The study also showed that the DBE should find ways to reduce class size because larger classes are harder to manage if positive disciplinary measures are to be implemented in schools. The implementation of positive disciplinary measures would never bear fruit in overcrowded classrooms. Teachers should teach small classes. If class sizes were normal, teachers would be able to control their learners. Therefore, the department should reduce teacher-learner ratios in schools. Cherry (2020) admitted that small classes are easier to manage than large ones because teachers can better identify and comprehend the strengths and weaknesses of their students. Furthermore, there would always be some degree of indiscipline as long as learners were crammed into a single classroom. Also, it emerged that adequate security personnel should be appointed to schools to ensure the learners' safety by searching them for dangerous weapons as they enter the school premises. This is because in most schools, teachers and learners are shot, stabbed, and killed by other learners. The DBE should hire enough professionally qualified security guards for each school to prevent the above-mentioned crimes from happening at school. One would argue that when it comes to successfully implementing positive discipline in schools, the DBE ought to be involved. If it doesn't, the process is deemed invalid and ultimately futile.

5.9 SUMMARY

The results of the application of positive disciplinary measures in the secondary schools of the Vhembe West District were covered in this chapter. In particular, the

results regarding the positive disciplinary strategies teachers use to deal with student misbehaviour in the classroom, the support provided by these strategies, monitoring and help, obstacles teachers face when implementing these strategies, and tactics that can help teachers implement positive disciplinary strategies were covered. The study is wrapped up in the next chapter. The chapter also includes a summary, conclusions, and recommendations of this study based on the findings.

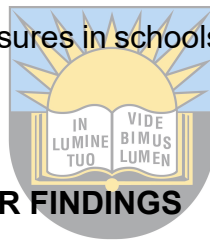


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CHAPTER 6: SUMMARY, CONCLUSION, AND RECOMMENDATIONS

6.1 INTRODUCTION

The results of this investigation from the data that was presented and examined in Chapter four were covered in the previous chapter. This chapter aims to provide an overview of the research, draw conclusions, and, in the end, offer recommendations. There were six sections in this chapter. The primary concepts from each of the study's first three chapters were emphasised in the first section. The study's key conclusions were outlined in the second section. The theoretical frameworks, the methodology, and a conclusion based on the key findings were all justified in the third section. Recommendations based on the main findings were presented in the fourth section. The fifth section argued for the study's contribution to the body of knowledge regarding the use of positive disciplinary actions in secondary schools. Future research topics regarding positive disciplinary measures in schools were proposed in the sixth section.



6.2 SUMMARY OF THE MAJOR FINDINGS

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This section outlined the main conclusions in accordance with the main themes that emerged, taking into account the research questions and the study's objectives. An overview of the research findings regarding the use of positive disciplinary measures by teachers in handling student misconduct in the classroom, support for these measures, monitoring, difficulties encountered during their implementation in the secondary schools of the Vhembe West District, and tactics to help teachers implement positive disciplinary measures in the secondary schools of the Vhembe West District were provided in this section.

6.2.1 Summary of major findings on the positive disciplinary measures

The researcher's goal in this section was to ascertain whether the participants could distinguish between positive and negative discipline. With the exception of a small number of participants who requested clarification on the meanings of positive and negative discipline, the study's findings showed that the majority of participants could

understand these ideas. The study's findings on positive disciplinary measures—such as referring students to the code of conduct, detaining them, ignoring disruptive behaviour, assigning them to write reflective essays, apologising in writing, withholding privileges, suspending them from school, and expelling them—were also covered in this subsection.

Referring to the code of conduct is one of the most significant positive disciplinary strategies teachers employ to address learner indiscipline in secondary schools. The study also showed that before being put into practice, the code of conduct is explained to parents, teachers, and all students. Following that, learners, parents, and staff members who have signed the code of conduct as evidence that they will follow its stated rules and regulations are given access to it. The findings suggest that many schools in the Vhembe West District induct their learners on how to conduct themselves at school at all times. It was also found that teachers use the assembly time to remind learners of the expectations placed on them by the school regarding behaviour.



Regarding detention, the outcome was that when dealing with learner indiscipline, teachers employ detention as a constructive disciplinary tool. According to the study, learners who disobey school policies risk being placed in detention after class. According to the study, teachers place learners in detention for offences that are ongoing and harmful to their academic progress. It was also found that if a learner fails a test, teachers detain him/her after school for remedial work and retesting. During detention, learners do their schoolwork, and sometimes they are given extra work to do under the teacher's supervision. These demonstrated how detention gives learners the chance to make up for lost schoolwork.

Another finding was that the majority of teachers utilise manual labour as a means of dealing with learners' lack of discipline. The study revealed that when it comes to dealing with learners who don't follow the school's rules and regulations, teachers prefer to assign manual labour tasks like cleaning the classrooms, windows, and toilets, gathering trash in the school yard, digging, trimming bushes around the building, and watering the garden. Manual labour is assigned with the understanding

that if students are made to work hard for wrongs done, they will probably not repeat the improper behaviour. Discipline in schools is thus guaranteed and upheld.

With regard to positive reinforcement, the study found that teachers use positive reinforcement when dealing with learner indiscipline. Positive reinforcement for good behaviour is given to learners, which motivates them to repeat the behaviour. The study also discovered that teachers reward good behaviour by giving merit badges, gold stars, praise, and encouraging remarks to learners who behave admirably during assembly.

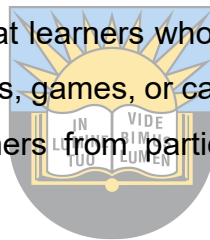
As far as professional support and guidance are concerned, the study found that teachers seek professional support from different stakeholders. The study established that teachers guide and counsel learners who commit different offences at school, despite being unqualified for them. Thus, they are forced to do their internal guidance and counselling using Life Orientation teachers because they do not have professional counsellors and guidance teachers. The study found that teachers refer learners to social workers and psychologists if they continually commit offences such as examination cheating, possession or distribution of pornographic materials, being racist and gambling, coming to school drunk, and being caught using drugs or dagga within the school premises. Cases of learners who sell drugs or dagga on the school premises, possess dangerous weapons or are implicated in theft are reported to the police. The study also revealed that the SAPS has adopted certain schools and sends officers there on a regular basis to raise awareness about bullying, drug and alcohol abuse, and other related issues.

Regarding disregarding inappropriate behaviour, the research discovered that teachers address learner indiscipline by disregarding inappropriate behaviour. The study also discovered that because they place more emphasis on finding solutions than on addressing issues, teachers reward good behaviour and disregard bad. It also came to light that the majority of learners dislike it when their teachers ignore them. They would then stop acting badly as a result.

Regarding reflective essays, letters of apology, and other writing assignments, the study discovered that teachers address learner indiscipline by having learners explain

why they act out in class or at school and what they would do to improve their behaviour. The study also understood that learners who skip classes or miss class without a good reason are required to write one-and-a-half-page essays stressing the value of attending class on a regular basis. Furthermore, offenders are also asked to list the benefits and drawbacks of skipping class and being absent, along with their justification and a plan for how they do not make the same mistake twice. The study also found that teachers deal with indiscipline by requesting learners who misbehave to write letters of apology for their behaviour. The study observed that teachers also deal with learner indiscipline by requesting learners who cause general disorder at school to write an apology and read it at the assembly point in front of the institution.

The study unravelled that a relatively small percentage of teachers deal with student indiscipline in schools by taking away privileges. Another issue was that of learners who break school rules. These were not allowed to take part in any extracurricular activities. The study also found that learners who insult, bully, or fight others are not allowed to participate in school trips, games, or cannot be appointed as prefects. This means that teachers debar learners from participating in activities they consider pleasant and valuable to them.



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It also came to light that very few teachers deal with learner indiscipline in schools by using the demerit system. In addition to the above, learners are initially awarded equal points. Thereafter, each time a learner breaks either the class or school rule, points are deducted under his or her name. It emerged that teachers deducted one merit point from learners who use inappropriate language and those who do not wear proper school uniforms. The study found that learners who disrespect other learners and teachers, and those who steal, have three merit points removed. The study also noted that learners who bully others lose five merit points. As learners drop out, they consider why their actions were inappropriate and how to avoid them in the future.

When it comes to suspension and expulsion, the study highlighted that teachers use these extreme measures on serious disciplinary issues such as those involving stabbings, drug distribution, and sexual assaults, among others. The study felt that teachers use suspensions to address extreme cases of learner indiscipline such as bringing dangerous weapons to school, drug abuse, violence, and assault. Another

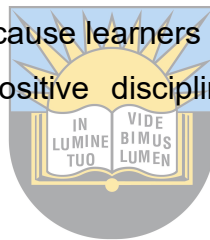
major finding was that learners receive a warning if they commit a serious offense for the first time. Thereafter their parents are summoned to school, and if no change in behaviour is observed, the learner is suspended for seven days. Suspensions were also found to be corrective measures rather than punitive ones. The research also found that learners who are expelled from school by the head of department (HOD) for major offenses like robbery, using dangerous weapons, rape, major theft, sexual abuse, and murder are punished severely.

However, there are procedures that teachers should follow before suspending or expelling a learner. After holding a fair hearing, the final decision should be suspension or expulsion. In addition, disciplinary actions may be taken by the governing body within seven school days following suspension. The HOD may receive a recommendation from the SGB to suspend a learner. Additionally, it was concluded that the SGB had the authority to recommend that a learner be expelled or suspended for a maximum of seven school days in the event that they were found guilty of serious misconduct. Meanwhile, when learners commit major offences, school management teams in certain schools suspend or expel them without consulting the learner's parents or the SGB. The study also found that learners are suspended and expelled without following due process. It was observed that when the SGB members inquire, they are told that certain issues do not concern them. The study also realised that learners are suspended annually to keep schools disciplined.

The study concluded that there are more advantages to positive discipline in schools than disadvantages to its implementation. The study highlighted that positive discipline should be used in schools because it enhances the relationship between teachers and learners, learner academic performance, and school discipline overall when most learners exhibit positive behavioural changes. The study also showed that positive discipline is used in schools because it has advantages like better attendance and lower absenteeism. Since the government has made it illegal to use corporal punishment, the study concluded that positive discipline should be introduced in schools. Human rights are complemented by positive discipline. But not all schools follow this prohibition. Despite the above negative observations, this study opined that positive discipline is largely applied in the Vhembe West District's schools. But these efforts to apply positive discipline in the Vhembe West District's secondary schools

have so far failed to change the learners' behaviour for the better. Positive discipline has also been shown in the study to lessen violence in schools. Additionally, it was admits that employing positive discipline in classrooms enhances the quality of instruction and learning.

Regarding the issue of positive discipline and school violence reduction, the study found that violence among learners has been reduced to low levels since the introduction of positive discipline in schools. When learners fight at school, their parents are called. The effect is that learners are embarrassed when their parents are called to school for disciplinary issues, and this makes them behave positively. The study established that most learners no longer engage in violent behaviour as they are afraid of suspensions or being expelled from school. The study's findings also reveal that punishing learners positively helps them become responsible individuals as they become aware that violence is destructive. They learn to solve problems amicably. The study also discovered that because learners would not violate school policies for fear of facing consequences, positive discipline does indeed lead to positive behavioural outcomes.



The study's findings also indicate that a few participants disagreed that positive discipline reduces violence at school. These participants think that since corporal punishment was outlawed, there has been an increase in violence in schools. In their views, since the introduction of positive discipline, violence has increased many folds in schools as learners regard positive discipline as a weak and light form of punishment. This study sees positive discipline as the only remedy to the chronic violence that has torn our schools apart. With regard to the learners' background and school disciplinary problems, the study found that indeed, the former influences discipline at school. Learners who come from child-headed families are not properly guided at home because there is no parental figurehead to guide them accordingly. A learner who comes from a home where there is no discipline would also disrespect teachers and other learners. Learners who come from homes where parents fight would typically exhibit that same behaviour in class. The results of the study also showed that learners' behaviour in class is influenced by their upbringing and home environment. This study uncovered that learners misbehave at school because of their neglect or abuse at home.

As far as calling parents to discuss their children's behaviour was concerning, this study's findings revealed that most participants do so at the end of each term. This indicates that parents are actively involved in their children's education in the Vhembe West District thanks to schools. Additionally, it was stated that parent-school communication is crucial because it advances the education of the kids. This study observed that parents' visibility at school encourages learners to work hard at school. Parents of misbehaving learners do not respond to invitations from the school. This explains why the learners of these parents consistently behave badly. Most of the time, these parents are unaware of their learners' behaviour at school. The study understands that parents who do not participate in their children's education bring their children's issues to school, where they seek assistance from teachers in managing their behaviour. Parents have the authority to actively participate in their children's education. Teachers require the cooperation and support of parents to uphold order.



The participants indicated that involving parents is the most prominent disciplinary measure that is used by teachers to handle indiscipline among learners. It was also discovered that if a learner commits offences such as fighting or causing general disorder at school, teachers call parents to discuss the issue. The learner's misconduct is noted in their logbook, and learners whose names appear therein are not eligible for advancement at the end of the year. It was discovered that because no learner wants to fail at the end of the year, school discipline has significantly improved. There are schools, however, that concur with parents in requiring the latter to notify the school of a learner's absence. Those who fail to do so pay a penalty of R100. It was found that such an agreement brought effective changes in how learners behave. The findings show that teachers also involve parents when learners damage school property (windows or doors). Parents are obliged to repair the property damaged by their children.

6.2.2 An overview of the benefits of corrective action

The researcher was interested in learning more about the following sub-section: the impact of learner indiscipline on teachers; the effectiveness of positive discipline implementation and role models; the response of parents to teachers' invitations to school; the benefits of positive discipline; the effectiveness of the code of conduct in

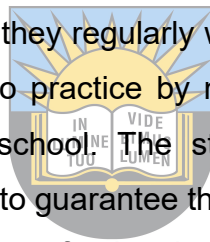
maintaining positive discipline at school; the efficacy of guidance and counselling services; the encouragement of positive behaviour modelling; the effectiveness of positive behaviour modelling in maintaining positive discipline in schools; and the efficacy of reinforcing the positive behaviour of the learners. Based on the findings, the participants concurred that the positive disciplinary strategies they use at school are essential tools for helping them uphold positive discipline in secondary schools. That is, positive disciplinary measures help to mould learners into responsible and respectful individuals who work hard at school. The said measures also assist learners to help instil a sense of discipline among their peers who misbehave.

Regarding the topic of how parents react when asked to visit the school to talk about their kids' behaviour or academic performance, the study realised that the majority of parents attend the school to talk about their kids' behaviour. The study highlighted that they actively assist students in behaving appropriately so that they can perform better. Another finding was that the majority of parents reply favourably when called upon to attend their learners' disciplinary hearings. The study showed that literate parents are more likely to respond favourably to invitations from teachers. But, while the majority of parents actively participate in their children's education, some do not. It was further realised that parents do not show up for meetings due to reasons such as distance and work commitments. This shows that some parents consider their work to be more important than their children's.

When it comes to implementing positive discipline, parents, SGB members, educators, and learners all play a part. In this way, parents should support the school in maintaining consistency between the home and the school in order to guarantee the implementation of positive disciplinary measures. In order for them to know what is expected of their children in terms of behaviour, they must participate in the creation of school rules. In order to encourage their children to follow the school's code of conduct, they should be aware of it. The results of the study showed that participants generally felt that parents should support their children's good behaviour, especially at home. The study showed that the principal's responsibility in enforcing positive discipline is to make sure that the school code of conduct is correctly applied in the classroom.

Principals also supervise the application of the code of conduct by making certain that guidelines and consistency are followed by teachers in order to get rid of any bias. By ensuring that every student complies with the code of conduct, they help learners comprehend it completely. The study concedes that in advising the SGB and SMT members, they speak for the DBE. In this case, the principal's duties also include giving advice, ensuring that the code of conduct is followed, and making sure that the established guidelines are compliant with the nation's constitution. In addition to supporting and supervising the involvement of parents in the process, they must guarantee that staff members receive the assistance they require in implementing positive discipline techniques.

The study also conceded that teachers, administrators, and school principals are typically in charge of putting the code of conduct for learners into practice. The study observed that teachers contribute to the implementation of the code of conduct by offering ideas and suggestions as they regularly work with learners. Principals assist in putting the code of conduct into practice by making sure students abide by the policies and procedures of the school. The study acknowledged that the SGB chairpersons have a responsibility to guarantee that the country's constitution and the SASA guidelines are followed when enforcing the school code of conduct.



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In view of the study, the SGB's responsibilities include ensuring that school policies, such as the code of conduct, are developed and advising principals on the code of conduct. Thus, the SGB's job is to motivate learners to regularly review the school's code of conduct. In addition, it is their responsibility to urge parents to read the school's code of conduct and discuss it with their children at home. In this context, the SGB chairperson's responsibility is to make sure that all teachers follow the school's code of conduct. Some of the SGB members are on the school disciplinary committees, and they participate in the policy-making process. The study realised that the SGB is involved in handling infractions of the school code of conduct because learners who consistently violate the policy are referred to them for disciplinary hearings.

On the impact of learner indiscipline on teachers, the study found that learner indiscipline impacts negatively on the teachers' jobs. The study also found that learners' indiscipline erodes the teachers' morale towards work. Teaching and learning

are severely impacted by the low morale and lack of motivation among teachers and learners. It was noted that the majority of teachers quit their jobs because they become frustrated with their learners' lack of behaviour in the classroom. The study also revealed that absenteeism, late coming, incompetence, and failure to honour classes have increased among teachers. This negatively impacts the learners' behaviour as they imitate their teachers' behaviour.

Concerning the advantages of positive discipline, the research indicates that positive discipline in the classroom has improved learner behaviour. The study found that positive discipline improves relationships between learners and teachers, even though some learners do not respect these forms of discipline. The study concedes that positive discipline makes teaching and learning easier and less stressful by fostering a classroom environment that is conducive to learning. The study also showed that teachers complete their curricula without missing any deadlines. It is the study finding that there are also fewer documented instances of learners being discovered in possession of alcohol, drugs, or potentially dangerous weapons on school property. It also emerged that the school results also improved. Despite positive discipline's benefits, some schools currently witness indiscipline. The study is of the opinion that positive disciplinary measures do not work in their current form because some learners disrespect them. It also emerged that learners continue with their misbehaviour after their reprimand.

Most learners gave the school code of conduct a high rating for its ability to maintain positive discipline in the classroom. In this case, learner indiscipline has significantly decreased in the majority of schools as a result of learners adhering to the code of conduct, which improves their behaviour and facilitates more effective teaching and learning. Moreover, the study acknowledged that learners who follow the code of conduct do well in the classroom. Nonetheless, learners often defy the code of conduct with little consequence, making it appear ineffective in fostering positive discipline in the classroom. Worse more, some schools have seen an increase in indiscipline since the code of conduct was implemented as a new method of preserving positive discipline because learners refuse to stop acting out despite being reprimanded for their misbehaviour.

Each school determines how well guidance and counselling services work to maintain positive discipline in the classroom. That is, while guidance and counselling services were considered ineffective in most schools, they were not in others. Thus, the majority of participants said they were happy with the guidance and counselling programmes implemented in their schools because their learners' behaviour and the academic performance had significantly improved. By receiving good guidance and counselling, learners become aware of their errors and take the first steps towards changing their behaviour for better discipline. Although the study realised that there are no professional guidance and counselling teachers in schools and that guidance and counselling sessions are conducted by Life Orientation teachers who rely on their experience rather than their expertise, guidance and counselling were seen as an effective strategy for maintaining positive discipline in schools. The study acknowledged that schools relied on different stakeholders and the local university for motivational talks. The study showed that because of the principals' hectic schedules, some schools relied on them for guidance and counselling, which made the strategy impractical on a regular basis. It was further found that learners were also spoken to at assembly from a generalised perspective.



Regarding the promotion of positive behaviour modelling, the study noted that teachers are emphasised to uphold the school code of conduct and are encouraged to exhibit positive behaviour during staff meetings and workshops. Teachers teach learners the importance of abiding by the school code of conduct by modelling behaviour that complies with it. Teachers are also urged to always lead by example, serving as role models for their students. The crucial point was that since learners imitate the good behaviour of their role models, teachers must set an example of good behaviour. The study highlighted that teachers were also urged and reminded to maintain proper classroom hygiene, show up on time every day, wear nice clothes, and use appropriate language when speaking with learners. Smoking and intoxication among teachers are despised and discouraged in schools because they inspire learners to follow suit.

The study showed that encouraging parents and communities to exhibit positive behaviour was done at parent meetings. Nevertheless, communities and parents should encourage children to follow their example by modelling positive behaviour.

This is because children are likely to imitate their parents' behaviour at home and the behaviour of others in their community. The study also admits that because some parents provide poor examples for their children, some schools find it difficult to maintain positive discipline through the use of the positive behaviour modelling strategy. For instance, some sell alcohol and marijuana to learners; others let their children sell space muffins; and still others grow marijuana at home and then ask their children to sell it at school. These activities impacted negatively on their children's lives due to the influence they have on them. The study also revealed that by fostering positive relationships with their children and pushing them to attend churches and other morally recognisable establishments, parents and communities were encouraged to set an example of positive behaviour.

The culture of the school influences how well positive behaviour modelling works to uphold positive discipline in classrooms. The study believes that in order to demonstrate the culture of excellence in good behaviour, communities, parents, and teachers are urged to lead exemplary lives. The study accepts that because it enhances school discipline, positive behaviour modelling works.

The effectiveness of reinforcing the learners' positive behaviour lies in that it encourages learners to continue with good conduct at school. Therefore, rewarding good behaviour made learners more likely to follow school policies and form positive study habits. The study also concluded that reinforcement of positive behaviour promoted the development of positive attitudes and respect among learners towards parents, teachers, and other learners. It was realised that the strategy is very effective if implemented in a positive environment. It is important to reinforce the learners' positive behaviour by rewarding them, acknowledging such behaviour or promoting them to some positions of authority at school or in class because when learners who behave positively are positively reinforced, others will emulate them.

6.2.3 Summary of major findings on assistance and monitoring

This subsection aimed to ascertain whether the education authorities gave due consideration to the training teachers receive on how to apply positive disciplinary measures, whether in-service training on positive discipline techniques is necessary,

and whether encouraging the use of positive disciplinary measures is beneficial. With regard to the training that teachers receive on how to administer positive disciplinary actions, the study showed that the education authorities do not take this training seriously, which has led to teachers using common sense when enforcing disciplinary actions. The study showed that teachers apply constructive disciplinary actions using the classroom management skills they learned in school. The study emphasised that although the DBE forbade physical punishment in schools, it never developed any constructive measures to support teachers in enforcing the legally mandated positive discipline. Teachers find it difficult to apply positive discipline because they are unaware of how to do it. The survey also revealed that teachers think that having the right information and abilities is essential for enforcing constructive discipline in classrooms. They require empowerment in terms of knowledge and abilities to address disruptive behaviours in the classroom.

Regarding in-service training on positive discipline techniques, the study acknowledged that teachers were not provided with any positive discipline techniques by the DBE. The participants believed that in-service training on positive discipline techniques should be provided to teachers. Since the majority of teachers were trained to use corporal punishment in the classroom after graduating from Bantu Education, they were not taught how to implement positive disciplinary measures in schools. Therefore, it is imperative that the department provide training to teachers on positive discipline techniques. The study opines that in-service training is seriously needed as many teachers lack skills and knowledge in classroom management. The study realised that there is a need for in-service training because many young teachers are too emotional and need to be given training on how to cope with classroom discipline.

The study uncovered that teachers advocate for the implementation of in-service programmes that would provide them with the necessary skills and knowledge to carry out positive disciplinary measures in schools. It is certain, therefore, that schools host workshops where teachers receive training on how to apply positive disciplinary measures and gain the necessary skills. Thus, educators who share their ideas with others about constructively disciplining teachers are in favour of putting positive disciplinary measures into practice. Parents who visit their children's secondary schools when asked do so in support of the positive disciplinary measures being

implemented there. In addition to the above, another finding was that parents are in favour of positive disciplinary actions being taken at school and that they communicate their opinions to teachers about how to deal with learners in a constructive manner. This strengthens the partnership between teachers and parents in putting positive discipline into practice in classrooms. However, the study also showed that parents did not support one another when it came to enforcing positive disciplinary actions in schools. The study revealed that teachers lacked cooperation because some of them were unwilling to apply constructive punishment.

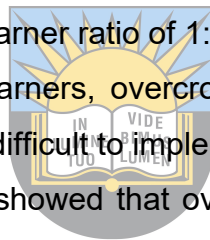
6.2.4 An overview of the key findings about the difficulties teachers encounter when putting positive discipline into practice

Schools have a difficult time creating and sustaining safe, supportive environments where learners can learn and teachers can teach. These difficulties have a detrimental effect on schools' ability to maintain positive discipline. The study on obstacles to positive discipline implementation found that teachers encounter a range of these in their classrooms. The study asserts that most learners view positive discipline as light punishment which does not inflict pain. If teachers use positive disciplinary measures to discipline learners, some learners see it as a sign of weakness on their part. It was found that most of them do not change their behaviour largely because they enjoy the positive disciplinary measures given to them. In other words, their continued misbehaviour is a means to solicit for more of the positive disciplinary measures given to them.

The study also believes that students believed the punishment was inappropriate for the offense. The study also claims that the Vhembe West District's schools are surrounded by a large number of farms. It was discovered that the majority of their learners are older learners from nearby farms who are accustomed to physical punishment; as a result, they will not accept any other form of discipline. The study felt that because they are not trained in the use of positive disciplinary measures in schools, the majority of teachers confront the difficulty of ignorance in this regard. The study claims that the majority of teachers despise other forms of discipline and only employ physical punishment. The study opines that now that corporal punishment is outlawed, most teachers do not correct these learners if they behave as they think

theirs is to teach. The study admits that the process of implementing positive discipline is very long and time-consuming because, in most cases, it takes much of the teachers' time, as instead of being in class teaching, teachers would be in the staffroom attending to disciplinary issues.

The lack of parental guidance prevents secondary schools from implementing positive disciplinary measures because parents do not provide guidance to their children about appropriate behaviour at school, based on a study on the obstacles to successful implementation of these policies. The study also realised that the inability to provide funding for positive discipline workshops for educators and parents makes it more difficult to apply positive discipline because teachers must use their own money to purchase rewards for their learners. The study also revealed that the SGB also fails to perform their duties of implementing positive discipline effectively because they do not have any training on how to handle positive disciplinary procedures. The study also observed that, with a teacher-to-learner ratio of 1:70 and little room in the classrooms for teachers to move between learners, overcrowding brought about by a lack of teachers and classrooms made it difficult to implement positive disciplinary measures in secondary schools. The study showed that overcrowding also hindered teaching and learning.



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The study found teachers were also overloaded with a lot of teaching, which makes it difficult for them to implement positive disciplinary measures effectively. The study understood that the absence of security guards made it more difficult to enforce positive disciplinary actions because some learners bring weapons to school that are dangerous because school officials are unable to search them at the gate. Learners still carry weapons onto school grounds, where they occasionally turn them against teachers and other learners. The study accepted that there are learners who sell drugs and dagga in the school premises because the security is not tight at school as schools do not have enough security guards who can search them at the gate. The study concluded that during breaks, learners use drugs, and dagga, and they drink liquor, and even smoke cigarettes. The study believed that because breaks interfere with teachers' lessons, it is challenging for teaching and learning processes to proceed successfully after them. Here, the study identified a problem: there are not enough school-based social workers, psychologists, or guidance and counselling teachers.

The DBE's lack of support in the form of capacity building programs to equip teachers to handle disciplinary procedures has been identified by the study as another barrier to the implementation of positive disciplinary measures.

6.2.5 Summary of strategies to effect positive disciplinary measures

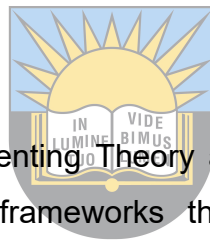
Regarding the positive disciplinary tactics required to address indiscipline in schools, the study understood that collaboration among principals, parents, learners, and teachers is essential. Parents should supervise their children's schoolwork as assigned by teachers to take an active role in their education. Parents can help with school discipline if they are actively involved. The study is of the view that educators need to prepare and teach their subject matter thoroughly in order to address indiscipline in the classroom. Teachers ought to treat their learners with respect.

Regarding the Department of Basic Education and the use of positive disciplinary measures in schools, the study acknowledges that there are numerous steps that the DBE should take to guarantee that the use of positive disciplinary measures in schools is successful. The study reasons that the most important issue is for schools to assign experts like social workers, psychologists, and school counsellors to every school in the Vhembe West District. These would oversee the guidance and counselling division in these schools, counsellors ought to be assigned on a permanent basis. That is, each school should employ certified counsellors to provide guidance and counselling. In view of the study, social workers ought to be given authority by the ministry and undergo professional development from experts in non-governmental organisations that focus on education and the education of children. The DBE would be able to handle problems that are outside the purview of the principals and teachers if they could assign experts to each school.

The study also suggest that, in order to prevent schools from depending on outside funding sources and donations, the government should set aside money for the hiring of these experts. The DBE ought to host workshops on the application of positive disciplinary measures for educators, students, and parents. Therefore, since some parents, learners, and teachers are not familiar with positive discipline, it is necessary to provide them with training and workshops on how to implement these strategies in schools. More disciplinary strategy training is required for teachers. The study also

showed that teachers ought to receive in-service instruction on alternate discipline strategies. The DBE should send delegates or visit schools on a regular basis to ensure that positive disciplinary measures are being applied correctly. The study highlighted that the DBE should find ways to reduce class size because larger classes are harder to manage if positive disciplinary measures are to be implemented in schools. Therefore, the department should reduce teacher-learner ratios in schools. The study also made it clear that adequate security personnel should be appointed to schools to ensure the learners' safety by searching them for dangerous weapons as they enter the school premises. The DBE should hire enough professionally qualified security guards for each school to prevent the above-mentioned crimes from happening. The DBE ought to be actively involved in implementing positive discipline in schools.

6.3 THEORY JUSTIFICATION, STUDY METHODOLOGY, AND CONCLUSION JUSTIFICATION



The Adler Positive Discipline Parenting Theory and the Dreikur Positive Discipline Model are the two theoretical frameworks that served as the basis for this investigation.

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6.3.1 The Adler's Positive Discipline Parenting Theory

The results of this study validate the positive discipline parenting theory developed by Adler, which served as the study's inspiration. Adler posits that one should understand an individual's reasons for his or her maladaptive behaviour. When this is the case, it is simpler to assist misbehaving learners in changing their behaviour at school and in finding strategies to meet their needs. Adler's positive discipline parenting theory is one of the most widely used and suitable theories for implementing positive discipline. Adler stresses that such an approach usually results in positive effects on one's self-concepts, attitudes, and self-control. Thus, a wayward learner's behaviour is positively moulded in the process. Since the theory concentrated on teachers implementing positive disciplinary measures in the classroom, it was pertinent to the study. It was also imperative to ascertain how the process altered the behaviour of learners at selected schools in the Vhembe West District. Adler did not concern himself with

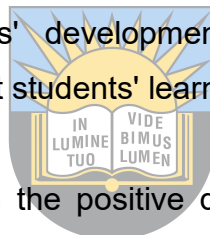
classroom discipline only, and his theory was chosen because it covered the shaping of desired behaviour through reinforcement by communities that oversee the proper upbringing of children. This was pertinent to the study because it directly resulted in the social behaviour modification practices that are connected to the academic and social learning of the students. The theory was pertinent to the study because it helped the researcher understand how communities and parents encourage and model positive behaviour in children. The theory's applicability stems from its capacity to demonstrate how educators, parents, and communities encourage and model positive behaviour in learners. Children are likely to behave in accordance with how they observe their parents acting at home and how other people behave in their communities, so the current study provides evidence that parents, teachers, and communities were encouraged to model positive behaviour by setting an example for their children.

The study highlighted that because some parents provide poor examples for their children, some schools find it difficult to maintain positive discipline through the use of the positive behaviour modelling strategy. For instance, they sell school children cannabis and alcohol. Because of their influence on their children, this activity had a negative effect on their lives. The study revealed that by fostering positive relationships with their kids and pushing them to attend churches and other morally recognisable establishments, parents and communities were encouraged to set an example of positive behaviour. The reason why rewarding learners for their positive behaviour is effective is because it motivates them to maintain their good behaviour in the classroom. Rewarding good behaviour made learners more likely to follow school policies and form positive study habits. Thus, learners who receive positive behaviour reinforcement are more likely to grow up to be respectful of their parents, teachers, fellow students, and the community at large. It is critical, therefore, to reward learners for their positive behaviour, recognise their efforts, and elevate them to positions of authority in the classroom or at school. This is because when learners exhibit positive behaviour, others are more likely to follow suit. Through Adler's theory, the study worked towards establishing how certain social practices could be utilised to reinforce positive behaviour among learners at school. The study found that teachers reinforce positive behaviour through merit badges, gold stars, praise, and passing positive comments during assembly to those with exemplary behaviour. In light of the previous

discussion, Adler's Positive Parenting Theory was applied because it made it possible to include a number of role models in the application of constructive disciplinary actions in particular secondary schools.

6.3.2 Dreikur's Model on Positive Discipline

The study's results bolster the incorporation of Dreikur's (1964) positive discipline model. Dreikur (1964) opposes the use of rewards, punishments, or reinforcement. Rather, he thinks that the best methods for avoiding discipline-related issues are the process of encouragement and natural or logical consequences. As a misbehaving child is discouraged, Dreikur (1964) asserts that encouragement is the most crucial component of child rearing. Learners who put in a lot of effort in school but are not successful are given positive feedback when they are encouraged to focus on effort rather than achievement. Teens should be encouraged by their parents and teachers to grow up with a sense of responsibility and to overcome peer pressure and obstacles. Encouragement aids in learners' development of self-worth and confidence. Encouragement takes into account students' learning endeavours.

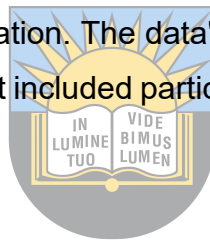


Encouragement is emphasised in the positive discipline approach as a means of fostering a desire for and enjoyment of learning. Encouragement fosters long-term self-esteem and empowerment by recognising efforts and progress rather than just success. Parents and instructors supported learners' adherence to the school's code of conduct as well as their sense of responsibility. The study's conclusions, as demonstrated by the participants' responses, supported this. The study uncovered that youth who attended churches were encouraged by their parents and communities to overcome obstacles and peer pressure. Learners who receive encouragement are prouder of their accomplishments, efforts, and contributions. The theory aided in the study's comprehension of the significance of encouragement in the application of positive discipline in classrooms.

6.3.3 Justification for the approach

The application of positive disciplinary measures in secondary schools in the Vhembe West District of the Province of Limpopo was investigated through the use of interpretive qualitative methods. The researcher was able to engage with the participants in their natural environments thanks to the qualitative approach. As a

result, the researcher was able to interact with the participants face-to-face while conducting interviews in their natural settings, thanks to the qualitative methodology. This made it possible for the researcher to comprehend how the participants felt and saw the secondary schools in the Vhembe West District in relation to the use of positive disciplinary measures. The researcher was able to gather rich, detailed data from participants in secondary schools, which served as their authentic setting, due to the case study design used in this study. The researcher was able to employ a variety of data collection tools thanks to the methodology. The researcher chose to conduct semi-structured one-on-one interviews with principals and SGB chairpersons, open-ended questionnaires to gather information from teachers, focus groups to gather information from learners, and a documentary survey to delve even further into the use of positive disciplinary measures in secondary schools. Triangulating data through the use of multiple sources increased the data's credibility. The researcher drew conclusions about the phenomenon studied due to the data triangulation, which provided her with balanced information. The data's trustworthiness was enhanced by a thorough descriptive analysis that included participant responses that were recorded verbatim.



6.4 CONCLUSION

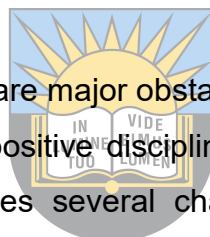
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The study investigated the use of positive disciplinary actions in a few chosen secondary schools in the province of Limpopo's Vhembe West District. The study revealed that despite some evidence of minimal use of negative discipline, secondary schools in the Vhembe West District maintained order through the use of positive discipline.

The study showed that various strategies were employed by the school authority to keep peace in classrooms. Positive discipline was maintained in the studied secondary schools with the help of various strategies like enforcing the code of conduct, jointly establishing ground rules, detaining learners during break or after school, having verbal discussions with learners, and calling the offender's parents to the school. The study found that in some schools, discipline is not the responsibility of the principal alone; they collectively maintain order as staff, assisted by prefects who are mandated

to monitor those who are truant and report them to class teachers. It was established from the study that many teachers and principals are frustrated when maintaining order through positive discipline, because learners do not seem to change their wayward behaviour after receiving positive forms of discipline which is an indication that the positive discipline measures applied in schools have so far proved ineffective.

Secondary schools dealt with learner indiscipline in the classroom by implementing several positive disciplinary strategies, which comprise referral to the code of conduct, detention, parental involvement, ignoring bad behaviour, reflective essays, apologies and letter writing, withdrawal of privileges, and suspension or expulsion. Although there were some schools where indiscipline increased since the introduction of these positive disciplinary measures, the study revealed that these positive disciplinary measures helped to reduce student indiscipline in the secondary schools that were the subject of the study.

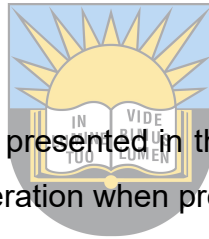


The study also showed that there are major obstacles that schools must overcome in order to successfully implement positive disciplinary measures. The Vhembe West District of Limpopo Province faces several challenges that impact the effective implementation of positive disciplinary measures. These challenges include a lack of parental guidance and involvement, a lack of funds to conduct workshops for teachers and parents on positive discipline and to purchase awards for learners, overcrowding due to a shortage of classrooms and teachers, teacher workload overload, a lack of professional security guards, drug and alcohol abuse by learners, learners found in possession of dangerous weapons on school property, a lack of support from the DBE, and a shortage of professionals such as social workers, psychologists, and guidance and counselling teachers who are school-based.

Despite these impediments, the study suggested strategies that can assist teachers to effect positive disciplinary measures. The study realised that to solve indiscipline, there must be cooperation among principals, parents, learners, and teachers. The study also showed that parents should supervise their children's schoolwork as assigned by teachers to take an active role in their education. The study also discovered that teachers need to prepare and teach their subjects thoroughly to address indiscipline in the classroom. Therefore, there are numerous steps the DBE

should take to guarantee that the use of positive disciplinary measures in schools is successful. That is, each school in the Vhembe West District should have a professional, such as a social worker, psychologist, or school counsellor, attached to it. The DBE ought to host workshops on the application of positive disciplinary measures for principals, parents, and teachers. The study also showed that alternative patterns of discipline should be taught to teachers during their in-service training. The DBE should regularly visit schools or send delegates to check if positive disciplinary measures are effectively implemented. The DBE should reduce the teacher-learner ratio in schools. The study found that adequate security personnel should be appointed to schools to ensure the learners' safety by searching them for dangerous weapons as they enter the school premises. It was determined that to successfully implement positive discipline in schools, the DBE must be involved.

6.5 RECOMMENDATIONS



The study's recommendations are presented in this section. The research questions and findings are taken into consideration when presenting the recommendations.

- In order to create codes of conduct that are acceptable to all stakeholders, the study advises schools to consult with all parties involved in the process of creating the codes. In order to keep their codes of conduct current with the times, schools should also regularly review them. The school's management team is responsible for making sure that all teachers are in possession of the code of conduct for learners and that they are fully aware of the policy's scope and content.
- To guarantee that RCLs have enough authority, TLOs need to provide learners with an organised curriculum that runs the entire year. Continuous feedback between the TLOs and the learners is required. RCL needs to be given a voice in decision-making and a forum on which to express their concerns.
- Guidance and counselling should be taught in schools as a subject by the DBE and training since they are currently not covered in the curriculum. It is advised that educational institutions expand their range of communication options to

include the use of WhatsApp, short message services (SMS), emails, and other contemporary channels.

- To prevent acts of indiscipline, such as bringing weapons, drugs, or alcohol onto school property, professionally trained individuals such as police officers ought to be stationed in schools.
- The DBE should assign professionally trained social workers, counsellors, and psychologists to every school. This would relieve teachers of the responsibility of correcting teachers' violent or deviant behaviour, leaving them to focus solely on instruction and informing principals of their students' progress.
- Parents ought to be more involved in helping schools change their children's behaviour. Parents ought to take an active role in their children's education. In order to compile a comprehensive database of teachers' contact information, the study suggests that schools make sure, upon enrolment, that they have all the pertinent personal information about learners and parents.
- It also suggests that principals and teachers receive training and orientation regarding the use of positive disciplinary measures in schools before they are appointed to such roles.



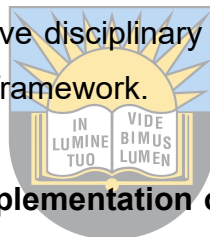
University of Fort Hare

6.6 ADDITION TO THE KNOWLEDGE BASE

In regard to the research questions in this study, the researcher provides a guide that can be used as reference by the Ministry of Education, curriculum developers, and curriculum implementers. The DBE must monitor the suggested strategies and involve other sectors, like the Department of Social Work, to provide guidance and counselling services. The study also identified the need for all stakeholders, including parents, teachers, principals, and guidance counsellors, to be capacitated. The Implementation of Positive Disciplinary Measures in Schools (IPDMSM) model, for example, is the name of the framework (Thanyani, 2023).

a) Model justification

There are models currently in use for implementing positive disciplinary actions in secondary schools, such as the Dreikur model covered in Chapter 2. Though his model is applicable, it has some limitations, which are of no consequence to my model. Dreikur’s model is Eurocentric, and my model is based on the South African context. This study seeks to improve Dreikur’s model, which encourages learner encouragement by focusing on effort rather than achievement. According to Dreikur, it’s critical to provide encouraging feedback to learners who put in a lot of effort in the classroom but do not succeed (Oliver (2021)). I have emphasised, in my model, new problems that the model does not address but that will add to the corpus of knowledge. It should be noted that the suggested framework is customised based on the two theories. The suggested framework is in the South African context but is fluid to fit in any African context. The two theories were modified and adapted to fit with the contemporary South African positive disciplinary strategies, and hence the need for the proposed positive disciplinary framework.



i) Proposed Framework: Implementation of positive disciplinary measures in schools

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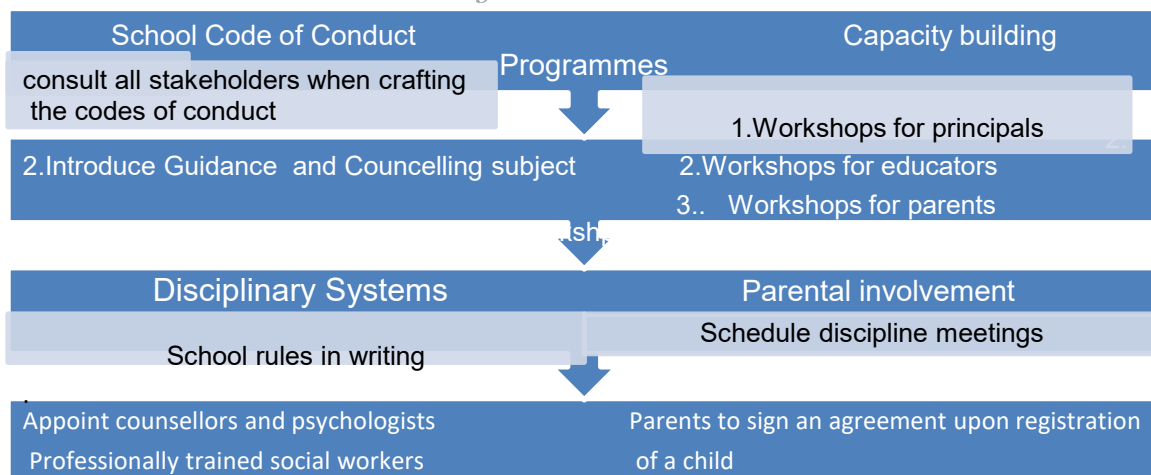


Figure 6.1: Implementation of positive disciplinary measures in schools (IPDMSM).

Source: Thanyani (2023).

Below is the discussion of the proposed framework based on data discussed herein.

1. School Code of Conduct

To help them understand what is expected of them, all of their roles in enforcing positive disciplinary measures in schools should be clearly stated and articulated.

2. Disciplinary Systems

Many schools should have school rules in writing. Instructors must apply the disciplinary system consistently and uniformly to every student. To improve their disciplinary procedures, schools ought to keep connecting with other educational institutions across the country and the globe. That is, the framework is transferable to other settings and it would be further tested and strengthened.

3. Capacity Building Programmes

It is also advised that principals and teachers receive in-service training to keep them up-to-date on the latest developments in the use of positive discipline in classrooms. To help the SBGs to do their duties of overseeing the smooth functioning of the schools, the department should make sure that adequate capacity-building programmes are held at suitable times and dates throughout the year.



4. Parental Involvement

To boost parental involvement, schools need to create creative strategies and run awareness campaigns. One recommendation would be to have parents sign a commitment to actively participate in all facets of their child's education at the time of the child's registration at the school. There ought to be arranged meetings for discipline.

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5. Involve Professionally Trained People

Professionals with extensive training in diverse facets of student behaviour ought to visit schools to offer support in this context. This would apply to NGOs that specifically deal with such social circumstances as well as psychologists, psychiatrists, and motivational speakers.

6.7 SUGGESTIONS FOR ADDITIONAL RESEARCH

It is imperative to conduct comparable research in additional districts and provinces to ascertain the degree of implementation of positive disciplinary measures in South Africa. This would make it easier to see the difficulties faced by educators in other districts and provinces when putting positive disciplinary measures into practice in classrooms. Concerning the study's limitations, it was previously mentioned that it was restricted to a single district within the province of Limpopo. To ensure that the findings are applicable to a larger population, a comparable study could be carried out on a larger scale. Since this study lacked any comparable dimensions, it is encouraged that future researchers examine how positive disciplinary measures are implemented in the Vhembe West Districts of Limpopo Province in comparison to other provinces. Any future research could be carried out in any province to validate the difficulties instructors encounter in putting positive disciplinary actions into practice in classrooms. Researchers may also examine the degree of assistance provided to teachers by the Department of Basic Education regarding the use of positive disciplinary actions in classrooms. More studies need to be done on positive discipline. These should include a nationwide investigation that would entail the introduction of positive discipline in each of South Africa's nine provinces.



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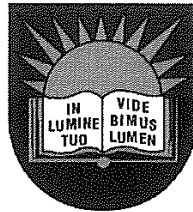
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APPENDICES

APPENDIX 1: ETHICS CLEARANCE



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

Project Number:	LUG021STHA01
Project title:	The implementation of positive disciplinary measures in selected secondary schools in the Vhembe District of Limpopo Province, South Africa.
Qualification:	PhD in Education
Principal Researcher:	Ntsieni Thanyani
Supervisor:	Dr S. Luggya
Co-supervisor:	N/A

On behalf of the University of Fort Hare's Research Ethics Committee (UREC) I hereby grant ethics approval for LUG021STHA01. 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 13/11/19, 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 the 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 Principal Researcher must report to the UREC in the prescribed format, where applicable, annually, and at the end of the project, in respect of ethical compliance.

The 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 DoH 2015 guidelines and other regulatory instruments and with UREC ethics requirements as contained in the UREC terms of reference and standard operating procedures, is implied.

The UREC wishes you well in your research.

Yours sincerely



Professor Renuka Vithal
UREC-Chairperson
13 November 2019

APPENDIX 2: SUPERVISOR'S LETTER



**THE PROVINCIAL DEPARTMENT OF EDUCATION
VHEMBE DISTRICT
LIMPOPO**

Dear Sir/ Madam 20th JANUARY 2020

RE: PERMISSION TO COLLECT DATA

This is to introduce to you Ms Ntsieni Thanyani, a PhD University of Fort Hare student (Student Number 201714438). Ms Ntsieni has already received an Ethical Clearance Certificate to carry out a study on **The Implementation of Positive Disciplinary Measures in selected Secondary Schools in Vhembe District, Limpopo**. Ms Ntsieni, therefore asks for your permission to collect data in the selected schools in Vhembe District.

Your assistance in this regard will be appreciated.

Yours sincerely,

A handwritten signature in black ink on a white background, appearing to read 'Dr Simon Kiyangi Luggya'.

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Dr Simon Kiyangi Luggya [PhD]
Senior Lecturer: Econ. & Mang Sc. Ed.
Coordinator: Research & Higher Degrees
School of Further and Continuing Education
Faculty of Education: University of Fort Hare, Alice
Stewart Hall, Private Bag X314, Alice, 5700, South Africa
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email: sluggya@ufh.ac.za
website: www.ufh.ac.za

APPENDIX 3: LETTER FROM PROVINCE



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF EDUCATION

Ref: 2/2/2 Enq: Mabogo MG Tel No: 015 290 9365 E-mail: MabogoMG@edu.limpopo.gov.za

Thanyani N
201 Bengal Street
Makhado
0920

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1. The above bears reference.
2. The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal: "THE IMPLEMENTATION OF POSITIVE DISCIPLINARY MEASURES IN SELECTED SECONDARY SCHOOLS IN THE VHEMBE (WEST) DISTRICT OF LIMPOPO PROVINCE,SOUTH AFRICA"
3. The following conditions should be considered:
 - 3.1 The research should not have any financial implications for Limpopo Department of Education.
 - 3.2 Arrangements should be made with the Circuit Office and the School concerned.
 - 3.3 The conduct of research should not in anyhow disrupt the academic programs at the schools.
 - 3.4 The research should not be conducted during the time of Examinations especially the fourth term.
 - 3.5 During the study, applicable research ethics should be adhered to; in particular the principle of voluntary participation (the people involved should be respected).
 - 3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.

REQUEST FOR PERMISSION TO CONDUCT RESEARCH: THANYANI N

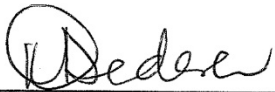
CONFIDENTIAL

Cnr. 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X9489, POLOKWANE, 0700
Tel: 015 290 7600, Fax: 015 297 6920/4220/4494

The heartland of southern Africa - development is about people!

- 4 Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.
- 5 The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Best wishes.



Mrs Dederen KO
Acting Head of Department

07/02/2020
Date

REQUEST FOR PERMISSION TO CONDUCT RESEARCH: THANYANI N

CONFIDENTIAL

APPENDIX 4: LETTER FROM DISTRICT



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION
VHEMBE WEST DISTRICT



REF: 12/1/10/8

ENQ: MATIBE M.S

CELL NO. 082 300 4774

THANYANI N
201 BENGAL STREET
MAKHADO
0920

APPLICATION FOR PERMISSION TO CONDUCT A RESEARCH

1. This serves to inform you that your request for permission to conduct research entitled "***The implementation of positive disciplinary measures in selected Secondary Schools in the Vhembe District of Limpopo Province, South Africa***" has been approved.
2. It is hoped that your study will yield positive results in relation to disciplinary measures in secondary schools in our province.
3. Kindly ensure that your interactions with your research subjects will not disrupt teaching and learning activities.
4. Please inform the circuit manager and principals of selected schools prior to commencing distributing your questionnaires and interviewing your research subject.
5. Best wishes in your academic endeavours.


DISTRICT DIRECTOR

2019-05-06
DATE

Thohoyandou Government Building, Old Parliament, Block D, Private Bag X2250, SIBASA, 0970
Tel: (015) 962 1313 or (015) 962 1331, Fax: (015) 962 6039 or (015) 962 2288

The heartland of southern Africa - development is about people

APPENDIX 5: LETTER FROM CIRCUIT



Nzhelele West Circuit
Private Bag X1001
Dzanani
0955
Telefax: 015 970 4634

Ref:
Enq : Maluwa M.J
Contact : 015 970 4634

To : THANYANI . N

APPLICATION TO CONDUCT RESEACH : THANYANI N

1. The above matter refers.
2. Your application to conduct a research is recommended as requested
3. Your research must not disrupt the learning at teaching of schools.
4. Nzhelele West Circuit is recommending the application.
5. Hoping that you will find this in order.

Mueliso *24.02.2020*

NZHELELE WEST CIRCUIT MANAGER

DEPARTMENT OF EDUCATION	
NZHELELE WEST CIRCUIT VHEMBE WEST DISTRICT RECORDS MANAGEMENT -RECEIVED	
24 FEB 2020	
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LIMPOPO PROVINCE	

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DEPARTMENT OF EDUCATION

SOUTPANSBERG EAST CIRCUIT

Ref: 12/1/10/8
Enq: Musenwa M.P.
Cell: 0823785113
Date: 28.02.2020



The Principal

PERMISSION TO CONDUCT RESEARCH

1. The above matter refers.
2. Kindly be informed that Ms Thanyani N. has been given permission to conduct research on **“The implementation of positive disciplinary measures in selected secondary schools in the Vhembe West District of Limpopo Province, South Africa”**.
3. Your cooperation in this matter will be highly appreciated.



Circuit Manager
/pmm

28/02/2020
Date

APPENDIX 6: LETTER FROM EDITOR

Office No. 06
Department of English, Media Studies and Linguistics
University of Venda
P/Bag X 5050
Thohoyandou
0950

16 December 2023

To Whom It May Concern

This serves to confirm that I proof-read and edited the thesis titled “Implementation of Positive Discipline in Selected Schools in Limpopo Province, South Africa” by Thanyani Ntsieni, Student Number: 201714438.

Regards

Vincent N. Demana



University of Venda
Department of English, Media Studies and Linguistics
Faculty of Humanities, Social Sciences and Education
University of Venda
Tel: +27- 015 962-8363 Cell: +27-739912237
E-mail: Vincent.demana@univen.ac.za
Website: <http://www.univen.ac.za/>
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APPENDIX 7: CONSENT FORM

I _____ the Principal/Teacher/SGB
Chairperson/Learner at _____ give consent that I
agree to participate in the research under this title: The Implementation of positive
disciplinary measures in selected Secondary Schools in the Vhembe District of
Limpopo Province, South Africa.

- I understand that my participation in this research is not obliged; that I have a right not to answer certain questions, and that I can withdraw from the study/participation any time.
- I understand the purpose and know about the benefits that this research entails.
- I understand that the information provided will be kept confidential and only be used for the purpose of this study.
- I understand that the study involves the implementation of positive disciplinary measures in selected Secondary Schools. Therefore, with respect to publication, communication, and dissemination of results, their participation will remain anonymous.
- I therefore agree to the tape recording of my participation.
- I studied all the above information and understand my participation in this regard.



I therefore freely consent and voluntarily agree to participate in this research.

NAME (PRINTED): University of Fort Hare
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DATE: _____

SIGNATURE: _____

APPENDIX 8: INTERVIEWS SCHEDULE FOR PRINCIPALS

BIOGRAPHIC INFORMATION FOR PRINCIPALS

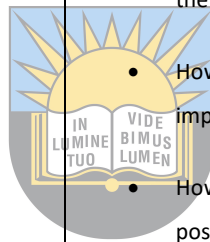
SECTION A

1. Date of interview
2. Gender: Female () Male ()
3. Age range: 20-29 years () 30-39 years () 40-49 years ()
50-59 years () 60-69 years ()
4. Experience as a Principal _____ years.
5. What is your highest academic qualification? _____
6. What is your highest professional qualification?
Certificate () Diploma () Bachelor's Degree () Honour's Degree ()
Master's Degree (). Any other specify: _____

Section B

MAIN/CENTRAL QUESTION	GUIDING QUESTIONS	POSSIBLE INTERVIEW QUESTIONS
<p>How do teachers implement positive disciplinary measures in selected secondary schools in the Vhembe District of Limpopo Province, South Africa?</p>	<p>➤ What are the positive disciplinary measures employed by the teachers in dealing with learner indiscipline in schools.</p> <p>➤ How do the employed positive disciplinary measures assist in dealing with learner discipline</p>	<p>What do you understand by the term positive discipline?</p> <ul style="list-style-type: none"> • Why should schools implement positive discipline? • Which positive disciplinary measures are used by teachers in dealing with learner indiscipline in your school? <ul style="list-style-type: none"> • Do you think positive disciplinary measures employed by teachers assisted in dealing with learner indiscipline in schools? If yes, how? If no, what do you think can be done? • What is your role in the implementation of Code of Conduct? • How effective is the Code of Conduct in the maintenance of positive discipline?

		<ul style="list-style-type: none"> • How effective are guidance and counselling services in maintaining positive discipline in the school? • How do parents reinforce positive behavior of their children? • How effective is positive reinforcement in maintaining positive discipline in the school?
	<p>How are the teachers assisted and monitored in the use of positive disciplinary measures?</p>	<ul style="list-style-type: none"> • Were you trained professionally to implement positive disciplinary measures in schools? Motivate. • Do you think you are well trained to implement positive disciplinary measures in schools? If yes, motivate your answer. • If not, what are the areas you need to be equipped on? • How is the Department of Basic Education involved in the implementation of positive disciplinary measures? • How are other stakeholders involved in supporting the implementation of positive disciplinary measures? • How do teachers support the implementation of positive disciplinary measures in secondary schools? • What is your role in monitoring and supporting the implementation of positive disciplinary measures?
	<p>➤ What challenges do teachers encounter in the use of positive disciplinary measures</p>	<ul style="list-style-type: none"> • In your opinion, what are the challenges faced by teachers in implementing positive in the schools? • What are the challenges that affect you when you implement positive disciplinary measures on learners in your school? • What challenges do you encounter in the monitoring and support of the implementation of positive disciplinary measures?



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- What strategies could be suggested to assist teachers in the use of positive disciplinary measures?
- Which useful strategies should be formulated and applied in our education system to remove obstacles that hinder the implementation of positive disciplinary measures in secondary schools?
- Do you think the Department of Education is capacitating you enough to perform your work of implementing positive disciplinary measures in schools? Explain why you think so.
- What should the Department of Education do to ensure that the implementation of positive disciplinary measures in schools is bearing fruits?
- Do you need any training on how to provide effective implementation of positive disciplinary measures in schools? What are the benefits of that, if any.



Thank you for your time, wish you success in your school. God bless you.

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INTERVIEW SCHEDULE FOR TEACHERS

Biographic Information for Teachers

Section A

1. Date of interview
2. Gender: Female () Male ()
3. Age Range: 20-29 years () 30-39 years () 40-49 years ()
50-59 years () 60-69 years ()
4. Experience as an educator: _____ years.
5. What is your highest academic qualification? _____
6. What is your highest professional qualification?
Certificate () Diploma () Bachelor's Degree ()
Honour's Degree () Master's Degree () any other specify: _____

SECTION B

MAIN/CENTRAL QUESTION

How do teachers implement positive disciplinary measures in selected secondary schools in the Vhembe District of Limpopo Province, South Africa?

GUIDING QUESTIONS



What are the positive disciplinary measures employed by teachers in dealing with learner indiscipline in schools?

POSSIBLE INTERVIEW QUESTIONS

- How do you understand positive discipline?
- What is the role of parents in ensuring the implementation of positive disciplinary measures?
- How often do you call for parents to discuss their child's misbehavior or performance in class?
- What do parents do when you require seeing them in school to discuss their child's behavior or performance in class?
- Which positive disciplinary measures do you use when disciplining learners in your school?

How do the employed positive disciplinary measures assist in dealing with learner indiscipline?

- What are the impact of learners' indiscipline on teachers' jobs in schools?
- What are the benefits of positive discipline?
- Why should school implement positive discipline?

How are teachers assisted and monitored in the use of positive disciplinary measures?

- How do you support the implementation of positive disciplinary measures in schools?
- How is the Department of Basic Education involved in the implementation of positive disciplinary measures in schools?
- How is the Department of Basic Education involved in the implementation of positive disciplinary measures in schools?



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What challenges do teachers encounter in the use of positive disciplinary measures?

- What challenges do you encounter in the implementation of positive disciplinary measures in your school?
- What are the obstacles that hinder the implementation of positive disciplinary measures in your school?

What strategies could be suggested to assist teachers in the use of positive disciplinary measures?

- Which useful strategies should be formulated and applied in our education system to remove obstacles that hinder the

implementation of positive disciplinary measures in schools?

- Which positive disciplinary strategies are needed to solve indiscipline in schools?
- What should the department of Basic Education do to ensure that the implementation of positive disciplinary measures in schools is bearing fruits?

Thank you for your time, wish you success in your school. God bless you.



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INTERVIEW SCHEDULE FOR LEARNERS

Biographic information for learners

Section A

1. Date of interview:
2. Gender: Female () Male ()
3. Age range: 15-20 years () 20-25 years () 25-30 years ()
4. Experience in current position as a head boy/head girl _____ years.
5. Indicate current grade: _____

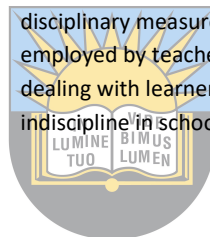
SECTION B

MAIN/CENTRAL QUESTION

How do teachers implement positive disciplinary measures in selected secondary schools in the Vhembe District of Limpopo Province, South Africa?

GUIDING QUESTIONS

- What are the positive disciplinary measures employed by teachers in dealing with learner indiscipline in schools



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POSSIBLE INTERVIEW QUESTIONS

- What do you understand by the term positive discipline?
- How do teachers maintain positive discipline at your school?
- Do you think positive discipline is the answer to reducing violence at schools? Give reasons.
- Do you think learner background has an influence on disciplinary problems encountered at school? Motivate.
- Why should schools implement positive discipline?
- Which positive disciplinary measures are used by teachers in dealing with learner indiscipline in your school?

- How do the employed positive disciplinary measures assist in dealing in dealing with learner discipline in schools?
- Do you think positive disciplinary measures employed by teachers assist in dealing with learner indiscipline in schools? Support your answer.

- How effective is the code of conduct in maintenance of positive discipline?
- How effective are guidance and counseling services in maintaining positive discipline in the school?
- How do parents and the community model positive behavior?
- How is positive behaviour reinforced at the school?
- How do parents reinforce positive behavior of their children?
- In your own view; how important is reinforcement of learners' positive behaviour?
- What are the benefits of positive school discipline?



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- How are teachers assisted and monitored in the use of positive disciplinary measures.
- How can you as a learner assist with the implementation of positive disciplinary measures?
- What challenges do teachers encounter in the use of positive disciplinary measures?
- What challenges do you think schools encounter in the implementation of code of conduct?
- What do you think are the obstacles that hinder the implementation of positive

disciplinary measures in secondary schools?

- What kind of support do you think the schools need to ensure successful implementation of positive disciplinary measures?

- What strategies could be suggested to assist teachers in the use of positive disciplinary measures?

- What should the Department of Basic Education do to ensure that the implementation of positive disciplinary measures in schools is bearing fruits?

- Which positive disciplinary strategies do you as learner think are needed to solve indiscipline in schools?



Thank you for your time, wish you success in your school. God bless you.

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INTERVIEW SCHEDULE FOR SCHOOL GOVERNING BODY

Biographic information for School Governing Body (SGB)

Section A

1. Date of Interview:
2. Gender: Female () Male ()
3. Age range: 20-29 years () 30-39 years () 40-49 years ()
50-59 years () 60-69 years ()
4. Years in current position as a School Governing Body Chairperson: _____
5. What is your highest academic qualification: _____
6. What is your highest professional qualification: Certificate () Diploma ()
Bachelor's Degree () Honour's Degree () Master's Degree ()
Any other specify: _____

SECTION B

MAIN/CENTRAL QUESTION

How do teachers implement positive disciplinary measures in selected secondary schools in the Vhembe District of Limpopo Province, South Africa

GUIDING QUESTION



- What are the positive disciplinary measures employed by teachers in dealing with learner indiscipline in schools?

POSSIBLE INTERVIEW QUESTIONS

- What do you understand by the term positive discipline?
- Do you think positive discipline is the answer to reducing violence at schools?

Motivate your answer

- Do you think learner's background has an influence on disciplinary problems encountered at school?
Please motivate your answer.
- How do teachers use positive discipline techniques?
- How often do you call for parents to discuss their child's behaviour or performance in class?
- Which positive disciplinary measures are used by teachers in dealing with learner indiscipline in your school?

- How do the employed positive disciplinary measures assist in dealing with learner indiscipline in schools?

- What do parents do when you require seeing them in the school to discuss their child's behaviour or performance in class?

- Do you think positive disciplinary measures employed by teachers assisted in dealing with learner indiscipline in schools? Please motivate.

- What are the benefits of positive school discipline?

- What is your role in the implementation of the code of conduct?

- How effective is the code of conduct in maintenance of positive discipline in the school?

- How effective are guidance and counseling services in maintaining positive discipline in the school?

- How are parents and the community encouraged to model positive behaviour?

- How do parents reinforce positive behaviour of their children?

- In your own view, how important is reinforcement of learners' positive behavior?

- How effective is positive reinforcement in maintaining positive discipline in the school?

- How is the Department of Basic Education involved in the implementation of positive disciplinary measures in the schools?

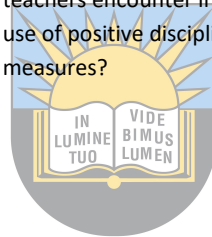
- How are teachers assisted and monitored in the use of



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positive disciplinary measures?

- What challenges do teachers encounter in the use of positive disciplinary measures?



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- What strategies could be suggested to assist teachers in the use of positive disciplinary measures?

- How do parents support the implementation of positive disciplinary measures in the schools?
- How are other stakeholder involved in supporting the implementation of positive disciplinary measures in the schools?
- How does the school empower parents to effectively participate in the implementation of positive disciplinary measures?
- How can parents assist with the school discipline system?
- What challenges do you think schools encounter in the implementation of code of conduct?
- What are the obstacles that hinder the implementation of positive disciplinary measures in secondary schools?
- What kind of support do you think the schools need to ensure successful implementation of positive disciplinary measures?
- Which positive disciplinary strategies are needed to solve indiscipline in schools?
- What should the Department of Basic Education do to ensure that the implementation of positive disciplinary measures in schools is bearing fruits?

Thank you for your time, wish you success in your school. God bless you.

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